

| 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

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.

Shanai Lee, MBA, Ed.D. will serve as the Chair and is currently the Executive Directory of Rochester Education and Development for Youth (READY), Inc. Lee's previous positions include: Regional Senior Director, Uncommon Schools; District Clerk and senior staff member to the Rochester Board of Education; and Marketing Specialist, City of Rochester. A Rochester native and product of the city's school district, Shanai holds a doctorate degree in Educational Administration, a M.A. in Educational Policy, and an MBA in Finance and Accounting from the University of Rochester. She also holds a B.A. in Economics from Cornell University. She serves as a board member for the Rochester Housing Authority and Connected Communities, Inc., an advisory member to The Excel Center, a founding member of 100 Women Who Care, and a mentor for the Greater Rochester Parent Leadership Training Institute. Additionally, as a member of Education Leaders of Color, she collaborates with like-minded leaders to dismantle barriers and promote the academic and economic success of young people of color.

Martha Cole will potentially serve as the Vice Chair and currently serves as the Strategic Partner and Community Engagement Manager at the Rochester-Monroe County Anti-Poverty Initiative (RMAPI), where she plays a pivotal role in fostering strategic partnerships and engaging the community to address poverty and promote upward mobility. In this capacity, Martha leverages her extensive experience to develop and implement initiatives to empower individuals and families facing financial hardship, advocate for systemic change, and foster collaboration across sectors. Cole's previous positions include: Program Director, Apex Institue; Executive Director, Shelectricity; Program Director, Digital Opportunity Trust; Program Supervisor, Catapult Learning; Lead Teacher/Counselor, Youth Villages, Inc.; and Dirctor of Coordinated Community Response and Special Programs, Family Safety Center. Martha holds an M.Ed. from Delta State University. Her expertise includes family, behavior, and trauma counseling, which she has honed over seventeen years within clinical and educational settings. Martha serves as Chairman of the Board of the YMCA-Fogelman and is a board member of the GRAD-US Project and Angel's Home. Martha is a member of the Governing Council for the Community Alliance for the Homeless and Alpha Kappa Alpha Sorority, Inc.

Kathleen Black is currently the Deputy Superintendent of Teaching & Learning at Rochester City Public School and will potentially serve as Treasurer. Black has extensive leadership experience directing learning and development initiatives and programs and cultivating and fortifying lasting connections with management, key stakeholders, education partners, and networks Her previous positions include Chief Academic Officer at Rochester City Public Schools; School Support Partner at Class Measures; and Director and Leadership Coach at TNTP, Camden NJ. Kathleen has a B.A. from University of Pittsburg; M.A. in Teaching from American University; M.A. in Educational Administration from Trinity University; and M.Ed. in Educatioal Leadership from University of Pennsylvania.

Cynshei Wilson will potentially serve as the Secretary and is currently the Constituent Services Coordinator for the NYS Office of Senator Jeremy Cooney. Wilson's previous positions include: Public Safety Aid, Rochester Police Department and Direct Support Assistant for the Office for People with Developmental Disabilities. Wilson holds a B.A. in Social Sciences from the University at Buffalo and an A.S. in Criminal Justice from Monroe Community College. Wilson is currently on the Playmakers Leadership Council, President of the VOA Parent Committee and Vice President of ABC Parent Policy Council. Wilson is also a Parent Leader at the Greater Rochester Parent Leadership Training Institute. In addition, Wilson is a Campaign Manager for Rose Bonnick for Monroe County Legislature 2024.

Dominique Lee is the Founder and CEO of BRICK Education Network. His previous positions include Founder and Superintendent, Achieve Community Charter School and School Operation Manager & Teacher, Newark Public Schools. Lee received his B.A. in Political Science from the University of Michigan and M A in Educational Leadershin from New York University. Under Lee's



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.)**

BRACS will implement comprehensive programming across core subjects such as English language arts (ELA), mathematics, science, and social studies. It will ensure that all students receive rigorous, grade-appropriate instruction aligned with New York State learning standards every day. With an extended school day, BRACS will also deliver personalized instruction to facilitate significant academic progress and achievement of grade-level proficiency for all students. Simultaneously, BRACS is committed to nurturing the holistic development of its students. Thus, it will offer diverse special area programs encompassing art, music, dance, theater, and physical education. Moreover, a dedicated instructional period each day will focus on imparting social and emotional skills to students. These elements collectively aim to establish an equitable educational environment ensuring that all students have access to challenging coursework, personalized support for academic proficiency, social growth, and enriching supplemental classes. The BRACS team believes that this multifaceted approach aligns with the school's mission to prepare students for constructive engagement in the global community.

BRACS is grateful for the opportunity to collaborate with the BRICK network in implementing a core curriculum renowned for facilitating significant academic progress among students. BRICK's curriculum, which has undergone continuous enhancement over the past decade through rigorous research and implementation across BRICK schools, has demonstrated effectiveness in fostering student achievement. Moreover, elements of the proposed curriculum have yielded strong outcomes at BRICK Buffalo Academy Charter School and other SUNY-authorized charter schools in New York state, particularly those serving similar student demographics.

Drawing from BRICK's extensive experience in providing robust teacher support, the curriculum has evolved to include a weekly scope and sequence for each subject and grade level, comprehensive unit plans, and supplementary daily lesson materials such as exit tickets and key activities. Furthermore, guidebooks for each content area delineate instructional best practices and aid teachers in navigating the provided curriculum resources. Notably, a significant portion of the curriculum showcases exemplary student responses to pivotal questions, assisting teachers in maintaining high standards and consistent levels of academic rigor across content areas, classrooms, and grade levels.

The BRACS instructional model is rooted in a shared vision for educational equity that asserts that 1) the students from Rochester can perform at the highest levels when provided with access to a rigorous, college preparatory education, 2) that all students learn best when provided with culturally responsive instruction that embraces their identity and community, and 3) that elementary students learn best when they are actively engaged in the learning process. At BRACS, cultural responsiveness is not limited to just curriculum, but also to classroom and school-wide routines and rituals that reinforce teaching and learning. BRACS school leadership will help bring this vision for educational equity to life by leveraging the following key instructional methods: rigorous academic instruction, intellectual prep, and pedagogical approach.

| | | | | | |
|-------|-------------|----------|----------------|--------|----------------------------|
| Name: | Brent Weber | Phone #: | (732) 995-9935 | Email: | beweber@brickeducation.org |
|-------|-------------|----------|----------------|--------|----------------------------|

Program Design

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

At BRICK Rochester Academy Charter School (BRACS) we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students from Rochester neighborhoods have the knowledge, skills, and support needed to be college, career, and life-ready upon graduation. Our school will provide a rigorous, inclusive, and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.

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


BRICK's rigorous and culturally responsive instructional program. BRACS will offer a proven instructional program that maintains high expectations for all students as they grapple with rigorous work aligned to New York state standards and also respond to the needs of the Rochester community.

BRICK's Ubuntu cultural program. BRACS will offer a proven cultural program that is rooted in the African humanistic philosophy of Ubuntu, which prioritizes interdependence among community members. BRACS's cultural program creates a warm, belonging-based school environment by focusing on culturally sustaining practices, social-emotional development, trauma-informed practices, and positive identity development.

BRICK School Community Ecosystem. BRACS will build an ecosystem of community partnerships to provide our children and their caregivers with concrete support services via established organizations that Rochester residents trust and respect. BRACS will become a hub for an ecosystem of community partnerships that will provide differentiated supports for families.

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") | BRICK Rochester Academy Charter School | | |
| Education Corporation Name (if different than proposed charter school name): | BRICK Buffalo Academy Charter School | | |
| | Ed. Corp Status: | Existing SUNY Ed Corp  | |
| Proposed Opening Date (Month/Year): | August 2026 | School District of Location (or NYC CSD): | Rochester City School District |

| Proposed Grades to be Served and Enrollment | | |
|---|--------|------------|
| Charter Year | Grades | Enrollment |
| Year 1 | K-1 | 120 |
| Year 2 | K-2 | 210 |
| Year 3 | K-3 | 300 |
| Year 4 | K-4 | 390 |
| Year 5 | K-5 | 480 |

| Proposed Affiliations (if applicable) | |
|---|--|
| Charter Management Organization ("CMO"): | Building Responsible Intelligent Creative Kids (BRICK) Education Network |
| CMO Contact Info (Name, Phone): | |
| Partner Organization: | |
| Partner Contact Info (Name, Phone): | |
| <p><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></p> | |

| Lead Applicant(s) Contact Information | | | | | |
|--|---------------------------------|----------------------------------|---|--|---|
| Lead Applicant Name: | Dominique Lee | | | | |
| Applicant is a (check all that apply): | <input type="checkbox"/> Parent | <input type="checkbox"/> Teacher | <input type="checkbox"/> School Administrator | <input type="checkbox"/> District Resident | <input checked="" 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 (if applicable): | | | | | |
| Applicant is a (check all that apply): | <input 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: | |

| Bedscode | Network/Ed Corp | School Name | Number of In- | | Number of Out of | | Number of |
|-------------|-----------------|----------------------------------|----------------------------------|--------------------------------------|----------------------------------|--------------------------------------|------------|
| | | | School Suspensions (Occurrences) | School Suspensions (unique students) | School Suspensions (Occurrences) | School Suspensions (unique students) | Expulsions |
| 80-6110-902 | BRICK | Achieve Community Charter School | 0 | 0 | 0 | 0 | 0 |
| 80-6110-902 | BRICK | Achieve Community Charter School | 13 | 9 | 7 | 6 | 0 |
| 80-6110-902 | BRICK | Achieve Community Charter School | 0 | 0 | 0 | 0 | 0 |

| Bedcode | Network/Ed Corp | School Name | School Year | Total Number of Students Eligible to Return from Previous Year[1] | Total Number of Eligible Students Who Returned from Previous Year | Number of Students with Disabilities Eligible to Return from Previous Year[2] | Number of Students with Disabilities Who Returned from Previous Year | Number of English language learners Eligible to Return from Previous Year[3] | Number of English language learners Who Returned from Previous Year | Number of Economically Disadvantaged Students Eligible to Return from Previous Year | Number of Economically Disadvantaged Students Who Returned from Previous Year |
|-------------|-----------------|----------------------------------|-------------|---|---|---|--|--|---|---|---|
| 80-6110-902 | BRICK | Achieve Community Charter School | 2020-21 | 306 | 283 | 11 | | 9 | N/A | 134 | 119 |
| 80-6110-902 | BRICK | Achieve Community Charter School | 2021-22 | 378 | 355 | 37 | | 30 | N/A | 187 | 176 |
| 80-6110-902 | BRICK | Achieve Community Charter School | 2022-23* | N/A | N/A | N/A | | N/A | N/A | N/A | N/A |

Notes:

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

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

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

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL while at the school.

*This data is not available due to the merger of Achieve and People's Prep and subsequent Powerschool data merging issues.

| Bedcode | Network/Ed Corp | School Name | School Year | Total Enrollment[1] | Number of Students with Disabilities[2] | Number of English language learners[3] | Number of Economically Disadvantaged Students |
|-------------|-----------------|----------------------------------|-------------|---------------------|---|--|---|
| 80-6110-902 | BRICK | Achieve Community Charter School | 2020-21 | 378 | 37 | 0 | 187 |
| 80-6110-902 | BRICK | Achieve Community Charter School | 2021-22 | 464 | 45 | 26 | 436 |
| 80-6110-902 | BRICK | Achieve Community Charter School | 2022-23 | 442 | 41 | 16 | 390 |

Notes:

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

[2]All SWD numbers should include students who received mandated services at some point of enrollment in the school even if that student is no longer receiving services.

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL at the school.



GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

Only applicants with currently operating public or private schools should complete this form.

1- General Information

All information on the Enrollment and Retention tabs should align to data available in the state's Level 2 Reporting Portal. All data should reflect BEDS day information. Please refer to footnotes for additional clarifying information. Send any questions about how to complete this form to charter.accountability@suny.edu. Complete the form for the academic years 2020-21, 2021-22, and 2022-23. Complete the form with data for each school in the education corporation (or network) for replicated schools.

2- Enrollment

All enrollment data should reflect BEDS day information.

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities ("SWD") count even if they no longer receive services.

Any student identified as an English language learner ("ELL") at any point of enrollment in the school should be included in the ELL count regardless of their current English language proficiency status.

3- Retention

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

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

Programmatic Impact

As seen in the table in the preceding section, there are currently ten district and five charter schools located within BRACS's target zip codes. There are no private school options within those geographic parameters. None of the available options are on par, or even close to, the statewide average proficiency rate in ELA or math, nor do they implement the same level of comprehensive SEL and wraparound supports that are the foundation of the BRICK model. For these reasons, BRACS is a much needed addition to Rochester's most vulnerable neighborhoods and fills a need of demonstrated demand; however, the programmatic impact on existing public and nonpublic schools in the geographic area will be relatively small given the small size of the school serving only 90 students per grade. Its enrollment plan will likely attract between 8-12 students from each existing school, which is a minimal impact.

Fiscal Impact

5-YEAR FISCAL IMPACT REPORT

| Largest Enrollment District: Rochester 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 Rochester City School District | Projected Impact (% of District's Total Budget) |
| Year 1 (2026-27) | 120 | 14,602 | 1,752,278 | 27,840 | 1,780,118 | 1,065,349,778 | 0.167% |
| Year 2 (2027-28) | 210 | 14,894 | 3,127,817 | 60,900 | 3,188,717 | 1,065,349,778 | 0.299% |
| Year 3 (2028-29) | 300 | 15,192 | 4,557,676 | 104,400 | 4,662,076 | 1,065,349,778 | 0.438% |
| Year 4 (2029-30) | 390 | 15,496 | 6,043,479 | 158,340 | 6,201,819 | 1,065,349,778 | 0.582% |
| Year 5 (2030-31) | 480 | 15,806 | 7,586,890 | 223,204 | 7,810,094 | 1,065,349,778 | 0.733% |
| DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET: | | | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/2025%20DRAFT%20BUDGET_3272024.pdf | | | | |

Given the current academic performance of Rochester's schools, the community would greatly benefit from additional high quality education options, particularly those designed to serve the African American students in the parts of the district that experience the highest rates of poverty. Fortunately, BRACS proposes to serve this particular community and plans to leverage a proven national model that has already seen success supporting a population of students with similar demographic characteristics in Newark, New Jersey and Buffalo, New York. The BRACS team believes that BRICK's track record of supporting students to make significant academic growth coupled with its approach to mitigating the effects of poverty are ideally suited to founding a school that directly serves the needs of Rochester students and families.

BRACS believes that the BRICK's model will provide Rochester families with a high-quality, unique school option that does not currently exist in the city's most challenged zip codes. School performance data shows that many of the district's most underserved students can be found in 14605, 14608, 14611, and 14621, where students are more likely to be African American and more likely to experience the compounding impacts of poverty. In addition, data demonstrates that these students also do not yet have access to schools where the faculty reflects the student demographics they serve. Students attending RCSD schools, especially African American students, are also more likely to be subject to exclusionary discipline practices, like out of school suspension. Fortunately, BRACS will be able to partner with BRICK to provide Rochester families with a very different alternative—an educational model that prioritizes building a diverse faculty; provides culturally responsive instruction; focuses on restorative practices; and empowers all families with the wraparound supports they need to thrive.

The BRACS team also believes that its school will be uniquely positioned to make a positive impact in Rochester because the BRICK team has a track record of effectively supporting a similar demographic of students to achieve at the highest levels. This track record can be found in strong data points across a wide variety of programmatic areas.

Teacher Diversity

Another notable characteristic of our target district that BRACS is uniquely qualified to redress is that few RCSD schools employ adequate numbers of leaders and teachers that reflect the diversity of the student populations they serve. BRICK strives to ensure that the teaching staff reflects the student population, with significant success at its two other campuses. BBACS employs 86% teachers of color. Gateway Academy Elementary and Middle School employs 94% teachers of color.

The lack of teacher diversity within the Rochester school district reflects a troubling national trend, where over 40% of US public schools operate without a single teacher of color on staff⁴. In Rochester, where students of color make up a significant 86% of the population, only 25% of their teachers share their racial or ethnic background⁵. Research highlights the importance of a diverse representation in the classroom, showing that students of color are more likely to thrive academically when they have educators who reflect their backgrounds. Despite the district's diverse student body, the disparity persists, with 77% of teachers being white compared to 42% of students⁶. Moreover, concerning retention rates, there's a notable 9% gap between the retention rates of white teachers and teachers of color in high-needs districts⁷, exacerbating the challenge of fostering a diverse and inclusive educational environment.

⁴ [https://go.boarddocs.com/ny/rochny/Board.nsf/files/CL7P945DF902/\\$file/Staffing%20Update%2011.15.2022%20Revised.pdf](https://go.boarddocs.com/ny/rochny/Board.nsf/files/CL7P945DF902/$file/Staffing%20Update%2011.15.2022%20Revised.pdf)

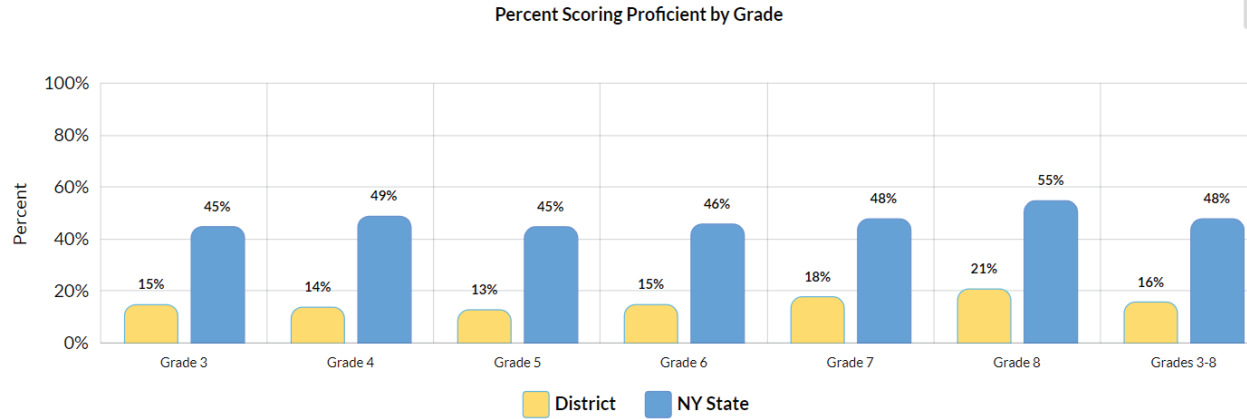
⁵ Ibid.

⁶ <https://spectrumlocalnews.com/nys/central-ny/politics/2023/08/01/analysis--it-s-more-difficult-to-retain-n-y-s-teachers-of-color>

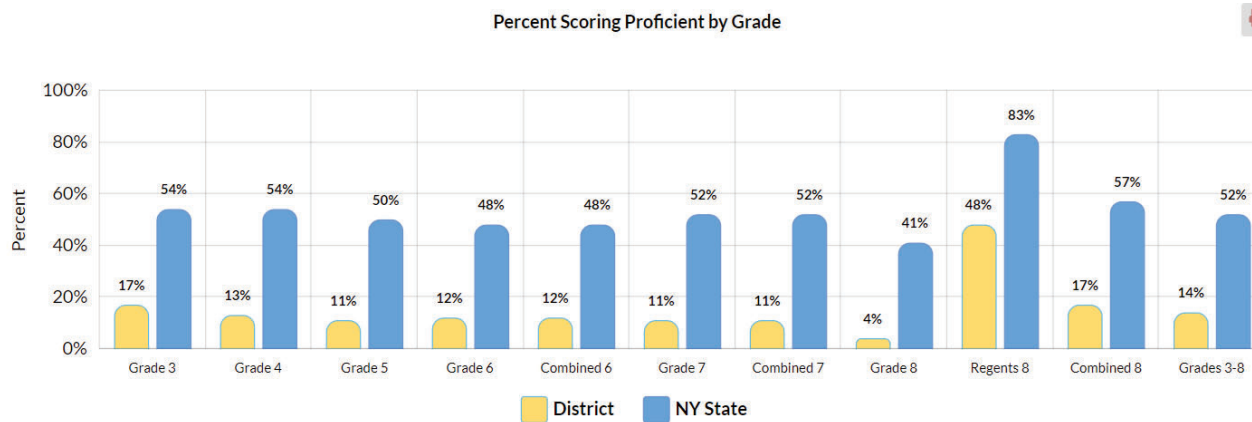
⁷ Ibid.

| | | | | | | |
|--------------------|---|---------------------------------------|-----------|-----|----|----|
| | World of Inquiry School #58 | Comprehensive Support and Improvement | K-6, 7-12 | 798 | 12 | 9 |
| 14608 (NW Zone) | John Williams School #5 | Comprehensive Support and Improvement | PreK-6 | 579 | 13 | 10 |
| | Dr. Charles T. Lunsford School #19 | Local Support and Improvement | PreK-6 | 261 | 25 | 27 |
| | Nathaniel Hawthorne School #25 | Local Support and Improvement | PreK-6 | 228 | 17 | 21 |
| 14611 (South Zone) | Enrico Fermi School #17 | Comprehensive Support and Improvement | PreK-6 | 572 | 11 | 4 |
| | George Mather Forbes #4 | Local Support and Improvement | PreK-6 | 240 | 12 | 5 |
| | Rochester Prep Jay Campus – Elementary School | Local Support and Improvement | K-4 | | | |
| | Rochester Prep Chili Campus – Middle School | Local Support and Improvement | 5-8 | | | |
| 14621 (NE Zone) | Helen Barrett Montgomery School #50 | Comprehensive Support and Improvement | PreK-6 | 592 | 15 | 13 |
| | Mary McLeod Bethune School #45 | Comprehensive Support and Improvement | PreK-6 | 467 | 8 | 6 |
| | Eugenio María de Hostos Charter School | Targeted Support and Improvement | K-12 | 979 | 21 | 18 |
| | Rochester Prep St. Jacob Campus – Elementary School | Local Support and Improvement | K-4 | | | |
| | Rochester Prep St. Jacob Campus – Middle School | Local Support and Improvement | 5-8 | | | |

Districtwide English Language Arts Proficiency, 2022-23.



Districtwide Math Proficiency, 2022-23.



The schools below, ten district and five³ charter, are located within BRACS's target zip codes.

| Zip Code | School | Accountability Status | Grade Span | Enrollment | ELA Proficiency % | Math Proficiency % |
|-----------------|-----------------------------------|---------------------------------------|------------|------------|-------------------|--------------------|
| 14605 (NE Zone) | Martin Luther King, Jr. School #9 | Comprehensive Support and Improvement | PreK-6 | 567 | 7 | 7 |
| | Abraham Lincoln School #22 | Comprehensive Support and Improvement | PreK-6 | 432 | 15 | 18 |

³ As Rochester Prep School 3 implements its program across several different campuses with various grade spans, there is limited ability to discern discrete enrollment and performance information from data.nysed.gov which reports on the school as one whole.

1. Build a cadre of parent and family leaders who would meaningfully shape the future design of a BRICK Rochester School.
2. Foster leadership development among the group by having an active committee charged with providing critical input in key domains of school design.
3. Build a group of ambassadors in the Rochester community for this new school.

Key insights from the sessions included the importance of: ensuring student voice in shaping the school environment, clear guidelines on nutrition, a framework for character traits reflecting the school community's unique needs, and the educational value of effective school operations. Parents expressed a desire for their children to attend a school that values parent engagement and implements the discussed principles.

The BRICK and BRACS teams also collaborated with Abacus Education Partners LLC to conduct a comprehensive market analysis in the city to identify target areas within Rochester and, potentially, the surrounding communities in Monroe County. This work included deep analyses of trends in demographics, zip codes, enrollment, and school quality. By focusing on three critical factors: areas with high levels of poverty, areas with large representations of minorities, and areas with access to a significant school-aged population, the team determined that BRACS will recruit and serve students and families from the area's most distressed zip codes of 14605, 14608, 14611, and 14621. The 14605 zip code, in particular, is the poorest in the city and second poorest in the entire state of New York.

While the need for additional high quality school options is well documented against consistently low performance outcomes (discussed more in the subsequent section), it is important to recognize population changes across Western New York. As of 2021, there were 46,309 children under age 18 living in Rochester, a 12 percent decline over 10 years. Some zip codes have experienced higher mobility than others. The BRACS team's focus on 14605, 14608, 14611, and 14621 combines the levels of highest need based on academic underperformance and limited choice options with stable, and in some cases moderate increases, in the school-aged population.

Existing Education Options

The vast majority of children in Rochester attend schools that consistently perform well below statewide averages across various metrics, such as student proficiency in English and math, Regents exam performance, graduation rates, student absenteeism, and teacher certification. Academic achievement data from last school year demonstrate a consistent and significant gap between the districts' performance at every grade level relative to the New York state average.

RCSD K-12 Enrollment and Demographics

| Subgroup | Percentage of Total Enrollment |
|-------------------------------|--------------------------------|
| Male | 51 |
| Female | 49 |
| Non-binary | 0 |
| American Indian/Alaska Native | 0 |
| Black/African-American | 51 |
| Latino/Hispanic | 34 |
| Asian | 3 |
| White | 9 |
| Multi-racial | 3 |
| English language learners | 16 |
| Students with Disabilities | 22 |
| Economically Disadvantaged | 91 |
| Homeless | 5 |
| Foster Care | 0 |

The (READY) foundation approached BRICK network leadership in December 2022 about replicating its model in Rochester. READY is a 501(c)3 nonprofit organization dedicated to increasing the number of quality public schools in Rochester, NY.² READY was born from the Rochester Education Fellowship, a two-year opportunity funded by the Max & Marian Farash Charitable Foundation dedicated to engaging the community, understanding challenges facing students in the city of Rochester, and learning about national best practices. The organization is advancing community-driven, innovative strategies that will create and support new schools that provide students with knowledge and tools to pursue their passions, realize their full potential, and better their community and society. Through the Rochester Education Fellowship LLC at the Center for Urban Entrepreneurship, READY provided BRICK with a grant to fund a needs segmentation analysis and to launch a novel community engagement program. Starting in November of 2023 and continuing through February 2024, BRACS convened, engaged, and facilitated a parent leadership committee of 16 prospective parents from a cross section of the Rochester community. The group was facilitated by Fatimah Burnam-Watkins, an experienced educator, leadership coach, and executive. The purpose of the committee was three-fold:

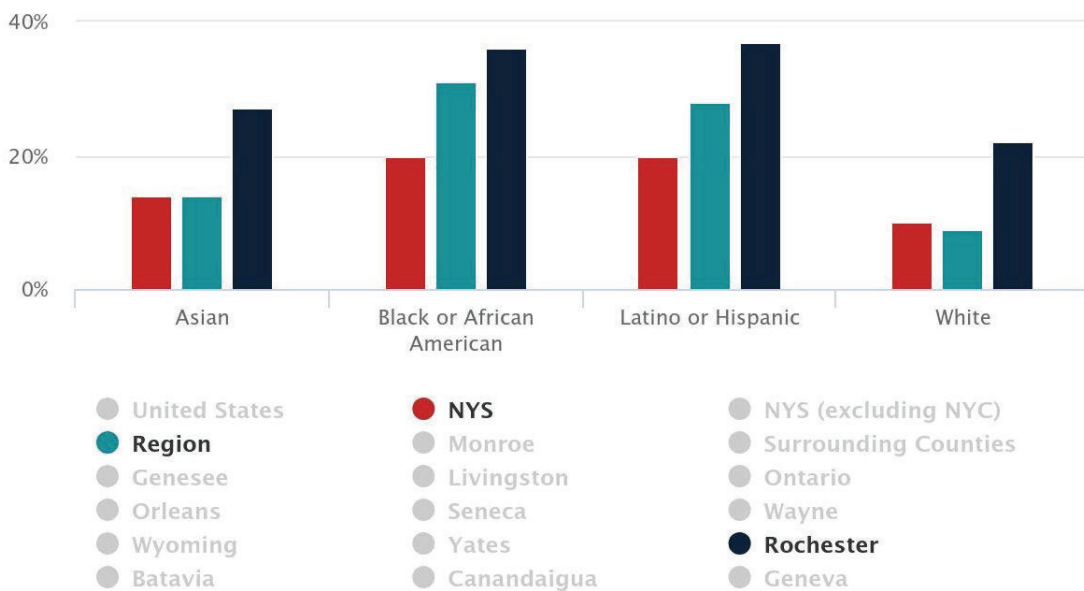
² <https://ready4schools.org/>

Table 1a.1 – Rochester, NY Population by Race and Hispanic Origin¹

| Identified Racial/Hispanic Origin | Percentage of Population |
|---|--------------------------|
| White alone | 43.2 |
| Black/African American alone | 37.9 |
| American-Indian and/or Alaskan Native alone | 0.4 |
| Asian alone | 3.5 |
| Two or More Races | 8.0 |
| Hispanic/Latinx alone | 19.7 |

People Living in Poverty by Race/Ethnicity, 2017–21

Source: U.S. Census Bureau



¹ <https://www.census.gov/quickfacts/fact/table/rochestercitynewyork/PST045222>

R-01ac - Community Need and Proposed School Impact

Community Description and Need

Rochester, New York is a complex place with a proud yet troubled history. The third largest metropolitan area in the state after New York City and Buffalo, it is the city of Frederick Douglass and Susan B. Anthony, and sits upon land that once belonged to the people of the Haudenosaunee Confederacy. Rochester featured multiple Underground Railroad “stations” and was one of the destinations for Blacks moving north during the Great Migration to seek opportunity; however, the thousands seeking a better life encountered an oppressive infrastructure designed to keep them out of desirable neighborhoods, both in the city itself and its surrounding suburbs. It is currently home to an estimated 209,352 residents, many of whom are still impacted by the systems of racially based segregation and discrimination put in place starting over 400 years ago.

This system continued through discriminatory policies and practices within the real estate sector. It included practices such as redlining, where banks and lending institutions refused loans to individuals in certain neighborhoods based on racial demographics. Additionally, there were deed restrictions and racial covenants that restricted Black families from buying homes in predominantly White neighborhoods. Consequently, Black families were compelled to live in densely populated, unsafe housing in what are now known as the Corn Hill and Upper Falls neighborhoods. The lack of investment in these neighborhoods, and limited opportunities for homeownership, meant that African American households couldn't build equity through property ownership. This historical disparity in lending practices has resulted in significant wealth gaps between White individuals and people of color that still exist today. Residential segregation also led to racial disparities in public health in Rochester, mirroring trends seen in many other urban areas across the United States. Children residing in older homes were exposed to lead paint, while Black and Brown neighborhoods faced limited access to fresh, nutritious foods due to the relocation of grocery stores to suburban areas.

Moreover, this persistent housing discrimination has played a significant role in fostering a deeply segregated educational system. The Rochester City School District (RCSD) caters to the highest concentration of child poverty in the country, starkly contrasted by affluent suburbs boasting well-funded schools just a few miles beyond the city's borders. 27.9 % of Rochester residents live in poverty, which is defined by the U.S Census Bureau as a family of four making less than \$27,750 a year. Of these, half live in extreme poverty, with household incomes only half of the federal poverty level. Even worse is the fact that one out of every two children in Rochester lives in poverty, with a majority coming from Black and Latino families.

The table below provides a snapshot of Rochester’s population by racial/ethnic group according to the most recent Census, followed by graphs visualizing the pervasive disproportionality of poverty between people of color and other races.

BRICK firmly believes that Navigators can significantly contribute to supporting students' holistic development by offering a spectrum of health and social services. To implement this strategy, BRICK will collaborate with a local health partner to recruit and train Navigators in traditional CHW practices, supplemented with additional internally developed BRICK training on K-12 settings. Navigators will become integral members of the school community, managing a caseload of students identified through the school's tiered intervention system.

BRICK Navigators will be directly involved in supporting tier three students (students with high needs) across the network. Continued research and thirteen years of experience suggest that tier three students, who often exhibit significant academic and behavioral challenges, transcend academic challenges, necessitating access to external services. Several studies have indicated that tier three students face a variety of complex barriers to their academic success, including socio-economic factors, mental health issues, family instability, and lack of access to healthcare services. For instance, a study published in the *Journal of Educational Psychology* found that tier three students are more likely to come from low-income families with limited access to resources and support networks, highlighting the need for external assistance to address these systemic inequalities (Glover et al., 2018). Moreover, the situations faced by tier three students frequently extend beyond the individual, involving the broader family context. Hence, at BRACS, Navigators will adopt a two-generation approach to effectively address these multifaceted challenges. They also engage with families, fostering a two-generation support system within the school environment. Through individual case management, Navigators will facilitate enhanced access to healthcare, promote healthy behaviors, provide early intervention and support, offer social and emotional assistance, and collaborate with existing school staff to develop tailored comprehensive action plans for addressing each individual's unique needs.

Partner organizations will offer a range of free or reduced-price services aimed at supporting BRACS students and their families. These services include assistance in finding a primary care physician for those without one, annual on-site physicals, vision screenings, and dental cleanings for students. Additionally, families will be connected with housing counseling services to access affordable housing units in Rochester, assistance in enrolling children in local early childhood education options, and identification of available funds to cover fees. Moreover, BRACS will provide access to GED programs for family members who did not complete high school and address challenges related to food insecurity by providing access to regional food pantries. These supports represent just the beginning of the team and network's efforts. Throughout BRACS's initial charter term, the team will continue to assess the needs and priorities of the community to expand its support ecosystem.

BRACS will leverage BRICK's extensive expertise in providing these services. With experience leading federal promise neighborhood initiatives in New Jersey, BRICK currently partners with over twenty-five local social service agencies to provide comprehensive support to families. As a result, RBACS will collaborate with BRICK to implement its Promise Navigation System in Rochester. This innovative system will facilitate effective case management for all families by enabling information sharing between the school and community partners, ensuring that every student and family receives tailored support to thrive.

male students, especially among those from low-income households. This study found that a disadvantaged black male's exposure to at least one black teacher in elementary school reduced his probability of dropping out of high school by nearly 40% and raised his college aspirations along with the probability of taking a college entrance exam. As discussed in the previous response, few Rochester schools feature a diverse teaching staff; while 66% of the district's student enrollment identify as Black or Latinx, 87% of its teachers are white.⁷ By contrast, BRICK strives to ensure that the teaching staff reflects the student population being served. BRICK Buffalo Academy employs 86% teachers of color. Gateway Academy Elementary and Middle School employs 94% teachers of color. Efforts to recruit and retain teachers to fulfill this institutional commitment are paramount to the school's mission and commitment to promoting educational equity. BRACS will continually refine hiring practices to increase inclusion and yield a diverse pool of highly qualified candidates in order to build a teaching community that is reflective of the diversity of the student body.

At BRACS, leaders will prioritize cultivating a safe, secure, and orderly environment grounded in restorative practices, fostering mutual respect and fairness—the pillars of a thriving democracy. This culturally responsive atmosphere will yield numerous benefits for the community, including increased social capital, heightened self and collective respect, enhanced cross-cultural communication, empathy, and a deeper appreciation for diversity.

Through the promotion of problem-solving skills, honesty, and accountability, BRACS will afford its students ample opportunities for self-reflection and consideration of others' perspectives and experiences, empowering them to make informed and responsible decisions. By embracing this approach, the school aims to minimize the use of exclusionary discipline, which has historically disproportionately affected minority students in urban settings, depriving them of valuable learning opportunities. Our commitment to these principles is evident in our track record. During Gateway's four years of operation, school leaders imposed zero student suspensions for three of those years—a stark contrast to local district schools in Newark. This experience serves as a solid foundation upon which our team in Buffalo will build, ensuring a supportive and inclusive learning environment for all students.

3. BRICK School Community Ecosystem. BRACS will build an ecosystem of community partnerships to provide its students and their caregivers with concrete support services via established organizations that Rochester residents trust and respect. BRACS understands that if a child is hungry, has uncontrolled asthma, or doesn't have a permanent place to live, then they may struggle to successfully engage in school. As a result, BRACS will become a hub for a rich ecosystem of community partnerships that will provide differentiated supports for BRICK families.

BRICK is unique among national charter management organizations because of its deep commitment to **providing families with access to high-quality wraparound services**, including in the critical areas of access to health care. In Rochester, the BRACS team's community engagement efforts have confirmed that priority areas for many citizens focus on the prevention, identification, and treatment of common diseases such as asthma and diabetes which are prevalent across the city, as well as access to early childhood education, affordable housing and workforce development programs. This innovative strategy entails integrating community health workers (CHWs), community experts, in a new school role across BRICK's K-12 schools. CHWs, known internally as BRICK Navigators, will be recognized as trusted members of the community, undergo training in basic health education and counseling skills, tailored to the specific needs of the cities they serve. This training focuses on empowering them to promote health equity and enhance health outcomes at the grassroots level.

⁷ https://buffalonews.com/news/local/education/diversity-lags-in-teaching-ranks-in-buffalo-area-schools/article_4ffe9ab4-bd81-5389-b721-b21089b34dba.html#:~:text=Two%2Dthirds%20of%20the%20students,of%20their%20teachers%20are%20white.

Furthermore, recognizing the correlation between increased instructional time and academic success, especially for disadvantaged students, BRACS implements an extended school day and year. This additional instructional time, exceeding that of traditional public schools, allows students to benefit from a rigorous instructional model and enhances their opportunities to meet and surpass grade-level standards. BRACS's ultimate aim is to empower all students to become independent learners, driven by purpose and confidence in their abilities.

2. BRICK's Ubuntu cultural program.

BRACS will implement BRICK's Ubuntu cultural program, rooted in the African humanistic philosophy of Ubuntu, which emphasizes community interdependence. This program fosters a nurturing school environment by integrating culturally sustaining practices, social-emotional development, trauma-informed approaches, and positive identity development. To reinforce this cultural program, BRACS is dedicated to recruiting and retaining a diverse staff reflective of the community it serves, and it prioritizes the use of restorative practices over exclusionary discipline methods.

School environments at BRICK campuses are characterized by warmth, nurturing, and reflective learning. Students are celebrated for their individuality while engaging daily with challenging content to unlock their full potential. Recognizing that academic knowledge alone is insufficient for preparing future leaders, BRACS will place equal emphasis on comprehensive social-emotional learning (SEL) programming. Aligning with the Collaborative for Academic, Social, and Emotional Learning (CASEL), staff will consistently prioritize the development of students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Daily SEL instruction will be provided to all students at the beginning of each school day, supplemented by ongoing opportunities to practice and reinforce social-emotional skills throughout the curriculum. By infusing curriculum with culturally responsive practices, teachers will personalize academic lessons to resonate more deeply with students, fostering greater engagement and a stronger sense of identity. The BRACS school culture, including systems, rituals, and routines, is intentionally designed to support SEL development by nurturing empathy, self-awareness, and a sense of safety and belonging within the classroom and school community.

BRACS is also committed to building a community of **leaders and teachers that reflect the diversity of the students the school will serve**. Teacher diversity clearly matters in student learning with a growing body of studies^{2 3 4} suggesting that teacher diversity can make a difference in students' performance and their interest in school with outcomes like test scores, attendance, college matriculation and school drop-out and suspension rates being impacted by the demographic match between teachers and students. In 2015, nearly half of American children aged 5 to 17 were children of color, but almost 80% of teachers were White.⁵ A 2017 study, *The Long-Run Impacts of Same-Race Teachers*⁶ found that exposure to a black teacher during elementary school raises longitudinal educational attainment for black

² Ela Joshi, Sy Doan, and Matthew G. Springer, "Student-Teacher Race Congruence: New Evidence and Insight from Tennessee," AERA Open 4, no. 4 (2018): 1-25, doi: 10.1177/2332858418817528. This finding means that the experimental evidence of racematch effects are not unique to the subset of low-performing schools that voluntarily participated in the Project STAR experiment in the 1980s (Alan B. Krueger, "Experimental Estimates of Education Production Functions," Quarterly Journal of Economics 114, no. 2 (1999): 497-532, doi: 10.1162/00335539956052). Instead, these effects exist throughout the state and continue to occur today.

³ Seth Gershenson, *Student-Teacher Race Match in Charter and Traditional Public Schools* (Washington, DC: Thomas B. Fordham Institute, 2019).

⁴ Anna J. Egalite, Brian Kisida, and Marcus A. Winters, "Representation in the Classroom: The Effect of Own-Race Teachers on Student Achievement," *Economics of Education Review* 45 (2015): 44-52, doi: 10.1016/j.econedurev.2015.01.007; Scott Delhommer, "High School Role Models and Minority College Achievement" (working paper, University of Texas, Austin, 2019).

⁵ Lindsay, C., Blom, E., Tilsley, A., "Diversifying the Classroom: Examining the Teacher Pipeline." Urban Institute. October, 2017.

⁶ Gershenson, S., Hart, C., Lindsay, C., and Papageorge, N. "The Long-Run Impacts of Same-Race Teachers." IZA Institute of Labor Economics discussion paper 10630, 2017.

BRACS will offer strategic, differentiated instruction each day as well as a longer school day (7:45 a.m. to 3:35 p.m.) and an extended school year (183 days) to meet student needs.

At BRACS, instructional leaders and teachers will have the same **high academic and behavioral expectations** for all students, regardless of the student's race, gender, ethnic background, English proficiency, socioeconomic status or disability, and will clearly communicate these high expectations both explicitly and implicitly to each and every student. At BRACS, everyone involved in the student's school life will consistently message that students are expected to and can attain high standards in all they do and that they will receive the support needed to do so. This will enable "students to develop a healthy self-concept...[provide] the structure for intrinsic motivation and fosters an environment in which the student can be successful."¹

The curriculum at BRACS has a demonstrated history of driving academic achievement and will be enhanced to align closely with the rigorous standards set by the state of New York. The curriculum is designed to meet students at their current level while also preparing them for future academic pursuits and career opportunities. By employing a blend of challenging content, strategic assessments, and personalized support systems, BRACS will ensure that all students have the opportunity to excel. Furthermore, the research-backed curriculum has proven effective in serving student populations with similar educational and socio-economic backgrounds to those anticipated at BRACS. Beyond its academic utility, the curriculum is viewed as a tool for helping students understand the world around them and their place within it.

Recognizing the importance of cultural affirmation and representation, the BRACS team understands that each student's unique background contributes to their identity. By viewing cultural diversity as an asset and believing that curriculum should reflect and celebrate the diversity within the school's student body, BRACS is committed to ensuring that all curriculum is culturally relevant and responsive.

As staff develop curriculum maps for each grade and subject area, both before and after the school's opening, they will prioritize alignment with the Next Generation Learning Standards while also applying an intersectional and culturally responsive lens. Utilizing tools such as NYU's Culturally Responsive Curriculum Scorecard, school and network leaders will objectively evaluate the cultural responsiveness of the curriculum and make ongoing refinements to better serve our diverse student population.

To ensure students meet the high academic standards set for them, BRACS will adopt a student-centered, data-driven instructional approach that actively involves students in their own learning journey. This approach fosters metacognitive awareness and skills, empowering students to take ownership of their progress and achievement.

BRACS educators will utilize assessment data to customize instruction, identifying individual student needs and adjusting whole-group and small-group instruction accordingly. BRACS's comprehensive assessment program encompasses various tools, including both formative and summative assessments, nationally normed tests, and daily teacher observations. These assessments inform instructional differentiation, ensuring that each student receives targeted support.

Collaborative activities such as group discussions and turn-and-talk exercises are integral components of the instructional model. These activities prompt metacognition by encouraging students to reflect on their learning experiences and apply their knowledge to different contexts. By aligning with the Next Generation Learning Standards (NGLS), this approach cultivates critical thinking skills, enabling students to analyze, synthesize, and apply information across disciplines.

¹ Communications of High Expectations-Teaching Diverse Learners, Brown University: <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/communications-high-expectations>

R-02ab - Addressing Need

Mission

BRACS will graduate a community of learners who will contribute positively to a global society and embrace their role as architects in building a just and better world. The school will use a holistic approach to ensure that students from Rochester have the knowledge, skills and support needed to be college, career and life-ready upon graduation. BRACS will provide a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies, and also immerses families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. **In partnership with families, BRACS will empower students to draw strength from their identity and become leaders in their communities.**

Key Design Elements

BRACS is committed to creating a diverse, equitable, and inclusive academic environment that (1) acknowledges, is informed by, and values individuality and the unique cultures and backgrounds of every student and (2) offers all students full, equitable access to its educational program. BRACS's key design elements are aligned with the other schools in the Brick network and grounded in the four principles of a culturally responsive education as articulated by the New York State Education Department in its Culturally Responsive-Sustaining Education Framework: (1) creating a welcoming and affirming environment; (2) fostering high expectations and rigorous instruction; (3) identifying inclusive curriculum and assessment; and (4) engaging in ongoing professional learning and support. As such, our key design elements, in alignment with our schools' missions, will support all students in achieving positive academic and personal outcomes by imparting the knowledge, skills and social emotional competencies necessary to succeed as contributing members of our global society.

The BRICK Education Network team has adapted and adopted the following key design elements after 17 years of serving underprivileged student populations in New Jersey, which are similar in many ways to the demographic BBACS is now serving on the East Side of Buffalo and that BRACS seeks to serve Rochester. The team's community outreach efforts also confirmed the relevancy of many of the model's elements. For example, the parent committee and survey results found the following factors important in the final decision of choosing a school:

- Academic curriculum (68.75%)
- Location (62.50%)
- Fit for my child (56.25%)
- Mission fit of the school (56.25%)
- Extracurricular activities (50.00%)
- Special accommodations or modifications (50.00%)
- Class Size (43.75%).

BRACS, with support from BRICK, continues to embed the principles of culturally responsive education (as referenced above) and broad community input into its current key design elements, which have been edited for clarity since the network's last proposal submission to the Institute.

BRACS will achieve its collective mission by implementing the following three key design elements:

1. **BRICK's rigorous and culturally responsive instructional program.** BRACS will offer a proven instructional program that maintains high expectations for all students as they grapple with rigorous work aligned to New York state standards. However, BRACS will also respond to the needs of the Rochester community by ensuring that students have access to instruction that celebrates and builds upon their culture to provide students with the additional academic support they need to be successful. As a result,

- *The date the school opened and date the school closed;*
- *The name of the authorizing charter entity for the school; and*
- *An explanation of the circumstances that led to the school ending operations.*

Not applicable.

Letters of Justification for Previously Denied Applications

Please see attachment R-03e.

Mindy Weidman Duchi, Chief Talent Officer for BRICK Education Network: Ms. Weidman-Duchi is responsible for the network's talent recruitment and development strategy. She leads the network's efforts to recruit, hire, and on-board all new staff members. She has also created the network's performance management system and oversees the network's efforts to set employee performance goals, establish individual development plans, and conduct formal evaluations. Ms. Weidman-Duchi is a co-founder of BRICK and served as a school leader at BRICK's first campus. She previously served as Institute Director for TNTP's TeacherNex program in Newark, hiring and training dozens of teachers for the city. In addition, she served as a Learning Team Leader responsible for training and supporting Teach For America corps members teaching in Newark. She holds a BA from Millersville University, an MA from the University of Connecticut, and an MPA from Rutgers University.

Chris Perpich, President of BRICK Education Network and the Founding Principal for Achieve Community Charter School. As CAO, Mr. Perpich works to build and strengthen the organization's academic and social emotion program. Mr. Perpich was part of the founding team of BRICK Academy and served as vice principal of BRICK's first Campus, BRICK Avon Academy and later served as the founding principal at BRICK's first charter school, Achieve Community Charter School. Chris holds a BA from the University of Michigan and a MA from Teachers College at Columbia University.

Sabrina Meah, Managing Director of Academics at BRICK Education Network. Ms. Meah is responsible for the network's academic programming. Meah previously served as BRICK Peshine Academy's Chief Innovation Officer and Testing Coordinator where she developed and supported 80+ instructional staff and 780 students. Meah holds a BA from Barnard College, Columbia University and an MA from Harvard University, Graduate School of Education.

Jazmine Rivera, Managing Director of Programming, Monitoring & Evaluation. Ms. Rivera previously served as the Deputy Executive Director/Project Director for The Staten Island Partnership for Community Wellness where they managed high level operations of program and evaluation efforts and provided strategic direction and support to staff. Rivera holds a BA from Rutgers University, an MA from New York University College of Global Public Health, and Ed.D. from the College of Staten Island, City University of New York.

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

The BRICK team submitted an application to open charter schools in Buffalo in 2021, and subsequently undertook significant efforts to strengthen organizational capacity and community engagement which resulted in the approval of a subsequent submission in 2022. A detailed summary of how that proposal evolved can be found in BRICK's 2022 proposal.

Indicate whether the applicant and/or founding team is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states.

Not applicable.

Indicate if any of the lead applicants have ever had a charter school application granted by any charter authorizing entity in any state or location, but that school is no longer in existence. If yes, provide:

- The name of the school,
- The city and state where the school operated;

trustees is a diverse group of high-capacity individuals with a deep, shared commitment to the school's mission and the city of Rochester and welcome the opportunity to leverage their extensive experience in education, real estate, law, community partnerships, financial oversight, governance, and diversity, equity and inclusion for the betterment of the community.

List of Founding Team Members

Mr. Lee led the development of this proposal, with input from key stakeholders across the BEN and BRICK WNY entities, as listed below.

Antwan Barlow, BRICK WNY Executive Director: Mr. Barlow is the former Director of D'Youville College's Upward Bound program and city-wide pre-collegiate initiatives. Mr. Barlow is a former grant director and Western New York lead consultant for the New York State Higher Education Services Corporation College Access initiative in Western New York. He stays active in the Buffalo community through his memberships in Leadership Buffalo, My Brother's Keeper Boys and Men of Color Coalition, and the Racial Equity Roundtable. Mr. Barlow received a Bachelor of Arts in Political Science / Pre-Law from the University at Buffalo, a Master of Urban School Teaching from Cleveland State University, and a Master of Business Administration from D'Youville College.

Shavon Harris, BRICK Managing Director of Facilities: Ms. Harris has worked as an operations and project management leader for the City of Newark, Newark Public Schools, Believe in Newark Foundation, Newark Housing Authority, and, most recently, College Achieve Greater Asbury Park Charter School. She graduated from Delaware State University and received a Master's in Administrative Services from Fairleigh Dickinson University.

Nichelle Holder, BRICK Chief Advancement Officer: Ms. Holder is the Chief Program Officer for the BRICK Education Network. In her current role, she leads BRICK's South Ward Promise Neighborhood, ensuring that community residents receive the high-quality social services they need to thrive. During her tenure at SWPN, she has helped raise nearly \$70 million dollars to support her community, including by successfully earning the highly competitive federal promise neighborhood grant twice. She also supports the BRICK Education Network by helping to develop BRICK boards, lead fundraising efforts and create strategic partnerships. She began her career at The CityKids Foundation and later became a project director at Communities in Schools of Newark, an affiliate of the largest national dropout prevention organization. As a program officer of the MCJ Amelior Foundation, she managed \$10 million in annual giving. As the first chief service officer for the City of Newark, she led a collaborative effort to develop a comprehensive citywide volunteer service plan. Ms. Holder holds a bachelors of arts in English and African-American studies from Columbia University.

Tashia Martin, BRICK Managing Director of Student Supports: Ms. Martin leads the creation and implementation of BRICK's Ubuntu cultural program to ensure all BRICK schools have warm, belonging-based school environments. As a result, she leads the network's efforts to implement culturally sustaining practices, its social-emotional development curriculum, trauma-informed practices, and positive identity development. Ms. Martin is a licensed social worker. She is also licensed as a restorative practices trainer from the International Institute of Restorative Practices. She is a proud member of Delta Sigma Theta Sorority, Inc. where she chairs the EMBODI Youth Program. She has also served on the Alumni Board and Racial Justice Steering Committee for Morristown-Beard School, the Student Discipline Policy Steering committee for Newark Board of Education, and the Advisory Council for Imagine, a Center for Coping with Loss. Ms. Martin holds a bachelor's degree in psychology from Temple University and a master's degree in Social Work from Rutgers University.

R-03ad - Proposal History

Applicant Information

The lead applicant for BRACS is Dominique Lee, the Founder and Chief Executive Officer of the BRICK Education Network. Mr. Lee oversees the strategic direction for two divisions of the BRICK Education Network: its school portfolio and the South Ward Promise Neighborhood, a collaborative action network of social service providers that provide essential services to support children and help end generational poverty in the South Ward of Newark, New Jersey. In collaboration with Newark Public Schools, Mr. Lee started the BRICK network as New Jersey's first nonprofit school management organization dedicated to supporting traditional public schools by providing comprehensive support services, including in the areas of instructional support, talent recruitment, human capital development, school finance, and facility maintenance. Mr. Lee graduated from the University of Michigan and received a Master of Arts from New York University. Mr. Lee was named to TheGrio's 100: History Makers in the Making list, which recognizes the next generation of African-American thought leaders. He has also been awarded the Leaders and Legends Award for Outstanding Achievement in Early Childhood Education by Programs for Parents, the Russ Berrie Making a Difference award by The Russell Berrie Foundation, and the Young Changemakers Award by the Community Foundation of New Jersey. He is also a member of the Pahara Aspen-Nextgen fellowship program. Over the last sixteen months, Mr. Lee has built deep community relationships throughout the exploratory and outreach phases of this process.

Proposal History

This is a first time proposal to establish a BRICK school in Rochester, with some of the same founding team members that contributed to the network's submissions for BRICK Buffalo Academy Charter School, approved by the Institute in 2022 and opened in 2023. The team has thoroughly reflected on the 2021 and 2022 application processes and have used those learnings to internally assess, as well as externally demonstrate, its collective and individual abilities to launch an additional school within the BRICK WNY region. While this was not the network's original growth plan, the level of need and instability within the RCSD make it clear that the need for additional quality seats in the city cannot wait.

As discussed in Response 01ac, the Rochester Education Association for the Development of Youth, Inc. (READY) foundation approached BRICK network leadership in December 2022 about replicating its model in Rochester. READY is a 501(c)3 nonprofit organization dedicated to increasing the number of quality public schools in Rochester, NY. READY was born from the Rochester Education Fellowship, a two-year opportunity funded by the Max & Marian Farash Charitable Foundation dedicated to engaging the community, understanding challenges facing students in the city of Rochester, and learning about national best practices. The organization is advancing community-driven, innovative strategies that will create and support new schools that provide students with knowledge and tools to pursue their passions, realize their full potential, and better their community and society. Through the Rochester Education Fellowship LLC at the Center for Urban Entrepreneurship, READY provided BRICK with a grant to fund a needs segmentation analysis and to launch a parent ambassador program, through which community members shared their perspectives on what their areas needed in terms of school options over an extended engagement, and earned a stipend. At least one of those parent ambassadors is proposed as a board member.

During his multiple visits to Rochester Mr. Lee further expanded his personal and professional networks of mission-aligned individuals across Western New York and successfully identified individuals committed to serving on the board for the proposed school. Together, the BRACS founding team and board of

- The proposal lacks a sample assessment calendar of school-wide assessments in order to determine whether the frequency of assessment administration, data analysis, and instructional adjustments is sound.
- The proposal indicates that curriculum and instruction will be culturally responsive but includes minimal detail with regard how specifically the school intends to accomplish this.
- The course descriptions provided do not include the specific content or standards addressed in each course, indicating a lack of understanding of the academic expectations in New York State.
- While the BRICK model posts learning gains above the average performance of Newark, where the CMO's existing schools are located, that performance still leaves over half of students below proficiency. The application did not provide sufficient detail regarding the CMO's plans for improving overall performance of the academic program and the supports it will implement to spur greater improvement in the two proposed Buffalo schools.

The Institute recognizes and appreciates the effort that went into the development of the proposal to establish BRICK Buffalo East and BRICK Buffalo West 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 (518) 445-4250 or [REDACTED]



each organization are aware of or, when appropriate, approve the transfer of funds. The use of intercompany transfer accounts undermines the CMO's financial stability and calls into question its understanding of the financial relationship between CMOs and education corporations in New York State, which necessitates the complete separation of funds.

- The responses to the Request for Amendments ("RFAs") reference a merger between Achieve and an existing high school at the beginning of the 2023-24 school year; however, the responses do not sufficiently address the status of this merger or its impact on the CMO's future capacity. It is not clear if the CMO has the capacity to continue operations in both New Jersey and New York should the merger not succeed or should either location fail to meet projected enrollment.
- The proposed budgets for both BRICK Buffalo East and BRICK Buffalo West necessitate reaching chartered enrollment in order to maintain fiscal stability, which entails a considerable level of financial and organizational risk. It is not clear from the materials submitted if the CMO has the capacity to provide backstop support in the event the schools fail to meet projected enrollment.
 - The proposal's discussion of budgetary mitigation strategies in the event of low enrollment is weak and evidences a lack of sufficient planning for the possibility of enrollment challenges in Buffalo.
- As a general matter, the business plan submitted does not sufficiently detail the financial model of the network and the money flows associated with network operations, school startup, or when the network breaks even on the Buffalo schools.

Community Outreach and Support, and Demand for the School

- The application does not sufficiently address how the founding team incorporated feedback from community input into the proposed school design.
- It is not clear from the materials submitted whether the families who indicate interest in enrolling a child at the proposed schools have a child that is age-eligible.
- While the RFA responses include some reference to participation in focus groups by families from West Buffalo, the majority of the evidence of outreach comes from East Buffalo, calling into question the level of support and demand for the proposed school in West Buffalo.

School Model and Academic Program

- The application narrative lacks detail with regard to the implementation of the chosen curricula. While the proposed academic program references existing handbooks and guidance documents included with the supplementary materials provided, the narrative provided does not adequately address the specifics of implementation in a new state with standards and circumstances that differ from the existing districts of location in New Jersey.
- The discussion of the proposed schools' assessment program lacks detail.
 - The narrative references regular meetings among instructional staff members to discuss assessment data and plan instructional adjustments; however, the narrative does not specifically identify the frequency of these meetings or who on the instructional team will participate.

Organizational Capacity

- BRICK Education Network (the “CMO” or the “network”) will lose a contract with an existing charter school in Newark at the end of the 2020-21 school year. Loss of this contract indicates a concerning lack of capacity with regard to strategic planning and managing stakeholder relationships, which will be critical to successfully open two schools in a new geography.
 - The end of the CMO's contract in Newark combined with the applicants' challenges in submitting accurate and coherent budget and business plan materials and responsiveness to hearing requirements indicate the applicant group has yet to develop the attention to detail and strategic capacity needed to operate the proposed schools.
 - Loss of the contract necessitates that the CMO reduce staffing from 46 to 28, which includes moving regional staff from the proposed education corporation to the CMO level. The CMO's need to reduce staff by 60%, combined with the challenges in submitting a detailed, coherent, and accurate application prior to the loss of the Newark contract, raises additional concerns about capacity to effectively oversee the startup of two schools in a new geography.
 - The CMO has not fully outlined the impact of the lost contract on its modelling in the form of a new business plan and accompanying budgets, organizational charts, and programmatic planning. Should the applicant apply in a future round, detailed development of these items in light of the changes to the overall portfolio of schools will be critical. A completely aligned application package allows internal and external reviewers to analyze how the proposed schools will operate as well as the overall functions of the CMO.
- The application lacks strategic plans for anticipating and navigating likely obstacles, such as delays in district and/or state funding, transportation challenges, and/or the potential for low enrollment, thereby indicating a lack of understanding of the unique challenges of the chosen district.
- The proposal conveys a desire for two charters in Buffalo to reinforce the growth of any individual school due to the need to scale CMO supports; however, the application does not describe sufficient plans for a second school (BRICK Buffalo West). These plans include the identification and training of a school leader, evidence of community outreach and demand in the West Campus catchment area, and an action plan sufficient to convey to the Institute the school will open in a timely manner. The lack of detail provided in the request for a second charter raises concerns regarding strategic planning capacity.

Fiscal Soundness

- The business plan (BPA S08b - Listing of Philanthropic Support) includes \$29.5 million from a USDOE Promise Neighborhood grant; however, this revenue is not traceable to audited financial statements and is not present in the application narrative as evidence of historical support. The business plan does not clearly address what happened to this funding. Clarity on all revenue streams and consistency within the business plan is essential to ensure a coherent application package.
- Materials submitted with the business plan requests suggest that the CMO and an existing charter school in Newark, Achieve Community Charter School (“Achieve”), lend operational funds to one another as needed, as do the CMO and the South Ward Children’s Alliance. It is not clear from the materials submitted if the parties appropriately record funds transfers or whether the boards of

April 26, 2021

VIA ELECTRONIC MAIL



Re: Proposal to Establish BRICK Buffalo Academy Charter School – East Campus and BRICK Buffalo Academy Charter School – West Campus



Thank you for the significant time and effort that you and your planning team devoted to the proposal to establish BRICK Buffalo Academy Charter School – East Campus (“BRICK Buffalo East”) and BRICK Buffalo Academy Charter School – West Campus (“BRICK Buffalo West”). 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.

To Learn
To Search
To Serve

R-03e - Letters of Justification for Previously Denied Applications

See attached.

[illegible]

As a licensed social worker and educational leader with almost fifteen (15) years of service, I believe that it is possible to prevent and mitigate the effects of childhood trauma on student learning. And, I am committed to developing caring adults to be a part of the solution and process. In my current role as a Special Assistant of Student Support Services with the Newark Board of Education, I provide training, coaching and strategic planning to hundreds of educational leaders and multidisciplinary teams to support students across a continuum. The success of my work is grounded in the evidence-based practices of Psychosocial Treatment, Positive Behavioral Interventions and Supports, Trauma Informed Care, and Restorative Justice.

- Revamp and adopt a new Student Discipline Policy;
- Incorporate Restorative Practices in student discipline hearings to promote Social-Emotional Development;
- Reduce the number of referrals to special education;
- Reduce the number of suspensions and expulsions of students of color and students with disabilities; and
- Formalize grief response teams in each ward.

Establishing social-emotional learning as a staple in the schoolhouse allows students to develop positive self-concept and self-efficacy. What we know is that confident students are high achieving students. With students at the center, we can end the cycle of adversity - from the classroom to the community.

© 2006 The Authors

SHAVON HARRIS



SHAVON HARRIS

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Response 3f-14

SABRINA SULTANA MEAH

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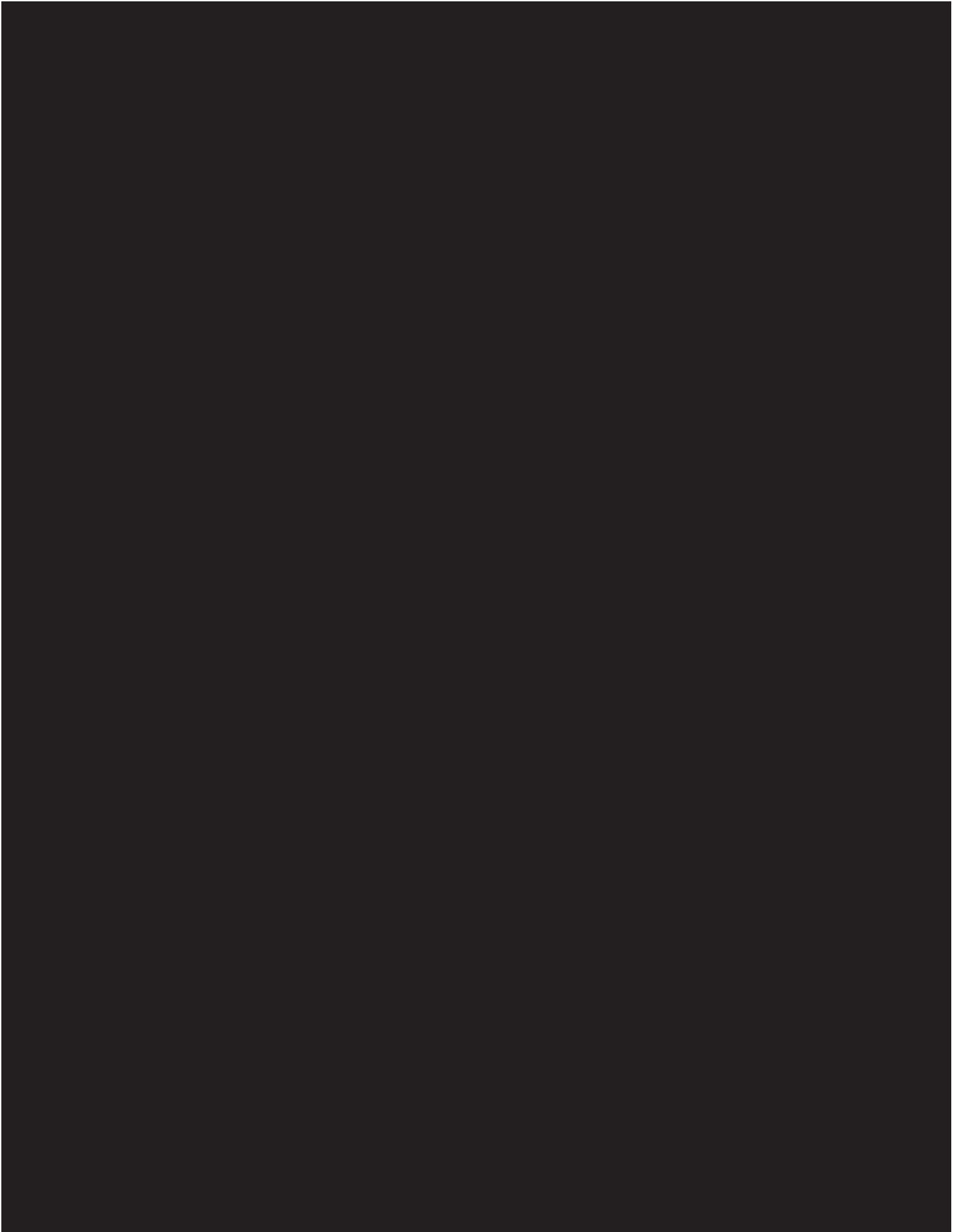
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Nichelle Lorraine Holder

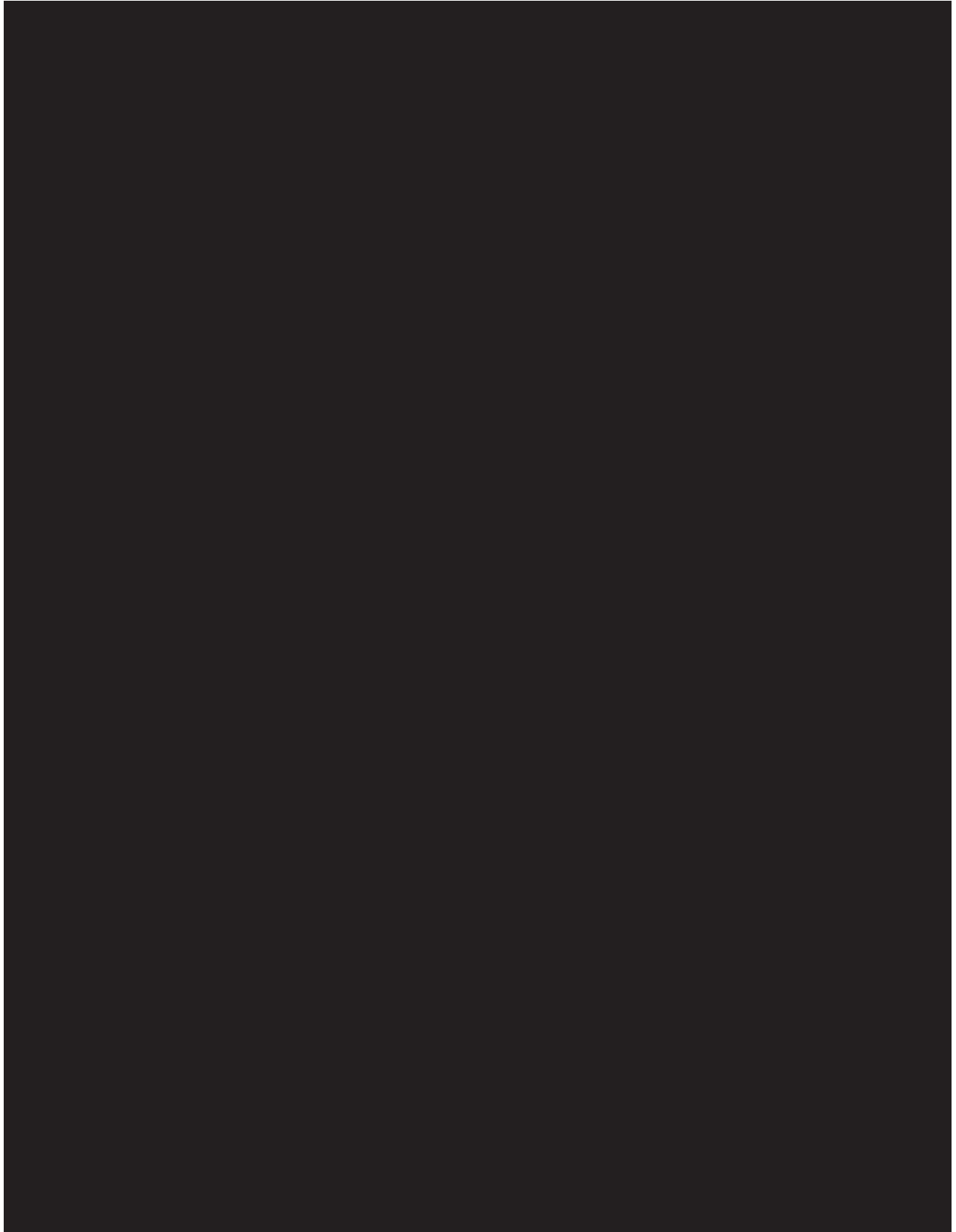


Nichelle Lorraine Holder





Melinda Weidman Duchi



Jazmin Audrey Rivera

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R-03f - Founding Team Resumes

The resumes of founding team members can be found beginning on the next page.

[REDACTED] President

Page 3

October 27, 2022

If you have any questions, please contact [REDACTED], Executive Director, Division of Field Support and Services [REDACTED]

Please accept my best wishes as you continue to serve the students of New Jersey and provide a quality public school option for families.

[REDACTED]
Acting Commissioner

AAM/CI/RG

C: [REDACTED]
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from the 2018-2019 NJSPR. Further, ACCS's chronic absenteeism in 2021-2022 was approximately 4.9% below the state average of 18%.

Through document review, stakeholder interviews and onsite visits to ACCS on April 11, 2022 and September 15, 2022, Department representatives confirmed the Board has participated in ongoing trainings to increase their capacity to effectively govern the school and perform their fiduciary responsibilities. Documented board capacity improvements are inclusive of establishing short and long-term goals, updating school policies and bylaws to ensure compliance with applicable requirements, recruiting and maintaining a membership with appropriate skills, experience and expertise to govern the school, consistently meeting quorum in accordance with bylaws and the annual use of a performance-based evaluation process, aligned to the school's mission and goals, to evaluate its own performance and that of the Chief School Administrator (CSA) and Charter Management Organization (CMO).

Pursuant to *N.J.A.C 6A:11-2.4(a)(4)*, the Department has determined that ACCS has successfully implemented its remedial plan and shown notable progress improving chronic absenteeism rates and the Board's capacity to govern the school effectively. Therefore, I am pleased to inform you that I am immediately removing the probationary status of ACCS.

The chart below confirms ACCS's approved maximum enrollment for the approved district of residence of Newark.

| Grade Level | 2020-2021 (current approved maximum) | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|--------------|---|-----------|-----------|-----------|-----------|-----------|
| K | 126 | 60 | 77 | 90 | 88 | 80 |
| 1 | 126 | 60 | 70 | 80 | 90 | 88 |
| 2 | 63 | 60 | 70 | 80 | 80 | 90 |
| 3 | 63 | 55 | 70 | 80 | 80 | 80 |
| 4 | 48 | 70 | 70 | 71 | 80 | 80 |
| 5 | 72 | 60 | 70 | 75 | 71 | 80 |
| 6 | 72 | 0 | 60 | 70 | 75 | 71 |
| 7 | 72 | 45 | 0 | 65 | 70 | 75 |
| 8 | 72 | 60 | 55 | 0 | 65 | 70 |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Total | 714 | 470 | 542 | 611 | 699 | 714 |



State of New Jersey
DEPARTMENT OF EDUCATION

[REDACTED]
Governor

[REDACTED]
Lt. Governor

[REDACTED]
Acting Commissioner

October 27, 2022

[REDACTED], President
Board of Trustees
Achieve Community Charter School
[REDACTED]
[REDACTED]

Dear Mr. Augustin:

On February 1, 2021, pursuant to *N.J.A.C 6A:11-2.3(d)*, following a comprehensive review of Achieve Community Charter School (ACCS), the New Jersey Department of Education (Department) renewed ACCS for a period of five years through June 2026; with probationary status effective immediately, in accordance to *N.J.A.C 6A:11-2.4(a)(1)*.

Through the renewal process, the Department noted growing concerns regarding the number of students receiving a high-quality education based on an increasing rate of (in) chronic absenteeism. ACCS's chronic absenteeism rate of 53% in 2018-2019 was approximately 43.3% higher than the state average of 9.6% and demonstrated a significant increase from ACCS's 2017-2018 rate of 29%. Additionally, based on stakeholder interviews and document review, the Department identified significant concerns regarding the Board of Trustees' (Board) capacity to govern the school effectively.

Pursuant to *N.J.A.C 6A:11-2.4(a)(3)*, ACCS submitted a remedial plan to resolve the conditions that led to probation. On a quarterly basis, from February 2021 to September 2022, ACCS school officials met with Department representatives and submitted remedial plan updates inclusive of monthly chronic absenteeism data, board training and development activities and specific steps the school has taken to resolve the circumstances that led to probation.

Due to the extraordinary circumstances created by the COVID-19 pandemic, the Department applied for and received a waiver from the accountability requirements of the Every Student Succeeds Act (ESSA) and did not include chronic absenteeism data in the 2019-2020 New Jersey State Performance Reports (NJSPR). ACCS's chronic absenteeism rate of 35.3% in 2020-2021 from the NJSPR represents a significant improvement of 17.7% from the 2018-2019 NJSPR. The Department confirmed ACCS's chronic absenteeism rate in 2021-2022 was 13.1%, representing a notable improvement of 39.9%

R-03g - Probationary Status of Affiliated Charter School(s)

See attached.

communities in Monroe County. This comprehensive analysis examined demographic trends, zip code data, enrollment patterns, and school quality metrics.

The focus was on three critical factors:

1. Areas with high poverty levels,
2. Areas with substantial minority populations,
3. Areas with a significant school-aged population.

By analyzing these factors, the team determined that BRACS will recruit and serve students and families from the most distressed zip codes in Rochester: 14605, 14608, 14611, and 14621. Notably, the 14605 zip code is the poorest in the city and the second poorest in the entire state of New York.

Despite the well-documented need for additional high-quality school options due to consistently low performance outcomes, it is essential to consider population changes across Western New York. As of 2021, there were 46,309 children under age 18 living in Rochester, representing a 12 percent decline over the past decade. However, some zip codes have experienced higher stability and even moderate increases in their school-aged populations. The BRACS team's focus on the zip codes 14605, 14608, 14611, and 14621 combines areas of highest need based on academic underperformance and limited choice options with regions showing stable or increasing school-aged populations.

Existing Education Options

The vast majority of children in Rochester attend schools that consistently perform below statewide averages across various metrics, such as student proficiency in English and math, Regents exam performance, graduation rates, student absenteeism, and teacher certification. Recent academic achievement data highlights a persistent and significant gap between the district's performance and the New York state average at every grade level. This data underscores the urgent need for high-quality educational alternatives.

Engagement with the Community

To further gauge and stimulate interest, the BRICK and BRACS teams have engaged extensively with the Rochester community, as evidenced by our consistent community engagement strategy. BRICK and BRACS conducted three surveys within the community. The first survey was in partnership with READY, the second survey was administered through social media to target areas within Rochester and the third survey was a community event hosted by Action for a Better Community (ABC). ABC is the largest early childhood provider in Rochester, NY. By targeting areas with the highest need and stabilizing school-aged populations, and through extensive community engagement, BRACS is well-positioned to meet its proposed enrollment goals. The identified demand, combined with the evident gaps in existing educational options, supports the viability and necessity of the school's expansion into these distressed yet promising communities. During the last survey administration, 15 families indicated that they are eager, excited, and willing to send their children to BRACS. That percentage is 20% of our first year targeted enrollment for Kindergarten. This is extremely promising as this was a one day event where 20% of the kindergarten class has already been identified. In addition, the BRACS Facebook page has had 6,590 views and 200 interactions. Our outreach efforts have consistently resulted in high levels of community interest, as evidenced by multiple events with strong attendance and engagement from local families. With the current trajectory of our marketing and community engagement strategies, we are confident that we will not only meet, but exceed our initial enrollment targets, ensuring a robust and diverse student body from the outset.

have been able to gather crucial insights from parents, which have significantly shaped our understanding of what the community values most in a school environment.

From the outset, the responses to our parent surveys indicated a clear preference for specific attributes that families consider critical when choosing a school. Academic curriculum emerged as the top priority, with nearly 69% of parents highlighting its importance. Location was also a key factor for over 62% of respondents, showing a preference for accessibility. Additionally, the alignment of the school's mission with personal values and the specific needs of children was equally important, alongside the availability of extracurricular activities and the need for special accommodations.

During the community engagement sessions, facilitated discussions unearthed deeper insights into the educational and environmental preferences of the community. Parents expressed a strong desire for their children to be educated in an environment that not only supports academic excellence but also nurtures character and personal identity. The importance of incorporating student voices in the school's development, ensuring nutritious meal options, and maintaining a focus on character development tailored to the community's needs were recurrent themes.

The design of these engagement sessions themselves also provided valuable lessons. Parents showed a marked preference for face-to-face interactions, which they found more effective than remote meetings. The inclusion of leadership development activities was highly valued, providing parents with skills and insights that extend beyond the educational context. Additionally, the logistics of organizing these sessions—such as providing food, childcare, and scheduling them at convenient times—were crucial in facilitating greater participation and ensuring that the sessions were inclusive and family-friendly.

Personal testimonials further underscored the success of these engagement efforts. These parents shared how the sessions not only allowed them to voice their expectations but also made them feel valued and heard. Their feedback emphasized the transformative potential of having a stake in the design and operation of the school, with many expressing a renewed interest in educational governance and community involvement.

In conclusion, the parent leadership committee has been instrumental in building a robust foundation for the BRICK Rochester School. Through active community engagement, we have been able to align our school's development with the real and expressed needs of the families we aim to serve. The insights gained from these interactions will continue to inform our strategies and ensure that we maintain a meaningful connection with our community, fostering an educational environment that is truly reflective of and responsive to its members.

Description and Analysis of Student Demand

The BRICK and BRACS teams, in collaboration with Abacus Education Partners LLC, conducted a thorough market analysis in Rochester to identify target areas within the city and potentially the surrounding

Community Outreach and Feedback for BRACS Rochester

During our comprehensive community outreach efforts for BRACS, we actively sought input from local residents to guide the design of the school. The feedback highlighted several key areas:

School Structure and Resources:

- A significant number of parents expressed interest in enrolling their children at BRACS, indicating a strong demand for the school.
- Concerns were raised about high student-teacher ratios in current schools, with many parents advocating for smaller class sizes and additional teaching support within classrooms.
- There was a frequent call for enhanced resources to better support educational activities.

Teaching and Instruction:

- The diversity of the teaching staff was a prominent concern among parents, with many expressing a desire for more minority teachers and dedicated staff who are genuinely invested in students' success.
- Parents noted a need for more personalized attention for students, suggesting more one-on-one time in the classroom.

School Culture and Environment:

- The school environment is envisioned to foster a strong learning culture that supports the diverse needs and identities of students.
- Concerns about low attendance rates were amplified during the COVID-19 pandemic, highlighting the need for a supportive and safe school environment.

Community Engagement:

- There is a clear desire for more robust non-academic support for students and families, which could include enhanced parent-teacher communication and more extensive family and community engagement programs.

This feedback from the Rochester community has been integral in shaping the proposed design and operations of BRACS, ensuring that the school not only meets the educational needs but also resonates with the values and expectations of the families it will serve.

The comprehensive community engagement efforts led by BRACS and BRICK, including the targeted work of the parent leadership involved in Fatimah Burnam-Watkins' committee, demonstrate our unwavering commitment to ensuring that our proposed charter school is not only a place of learning but also a community hub that reflects and meets the needs of its constituents. This integrative approach not only enriches our charter application but also sets the stage for a robust and responsive educational environment where all community members feel valued and heard.

Description and Analysis of Student Demand

The outreach efforts by BRACS have played a pivotal role in ensuring that the voice of the community is at the heart of our school's development. Through comprehensive surveys and engaging sessions, we

operational strategies and curriculum, ensuring they align with the community's values and expectations.

Team members have committed to continuing to build BRACS' presence and reputation in the Rochester community. Various team members have met with community members representing the following stakeholder groups:

- Parents;
- Community leaders;
- Local business owners;
- Various community-based organizations and affiliated constituent groups;
- Area daycare centers;
- Community Health Centers;
- Local health care agencies;
- Elected officials or their staff;
- Faith-based representatives; and
- Several civic organizations.

A summary of our intentional and varied community approach is summarized below:

| Year | Date | Meeting/Event |
|------|---------------------------|---|
| 2022 | November 28 th | Shanai Lee, Project Ready |
| | December 16 th | Jordan Health Services |
| | December 16 th | University Prep Charter School CEO Walter Larkin |
| 2023 | November 18 th | Parent Meetings |
| | November 30 th | Parent Meetings |
| | December 16 th | Parent Meetings |
| 2024 | January 31 st | Parent Meetings |
| | January 31 st | Jerome (Action for a Better Community) |
| | March 14 th | Kimberly Huffman, Rochester Housing Authority |
| | March 14 th | Paul Miller, Charter Champions |
| | March 28 th | Aqua Porter, RMAPI |
| | April 29 th | Joe Klein, Klein Foundation |
| | April 29 th | Wanda Perez-Brundage, Academy of Health Sciences Charter School |
| | April 30 th | Linda Clark, Jordan Health Services |
| | May 9 th | Parent Meetings |
| | May 14 th | Dr. LaShunda Leslie-Smith, Connected Communities |
| | May 16 th | Ashara Baker, WNY Parent Union |

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

Description and Analysis of Community Outreach and Engagement

BRICK, in partnership with BRACS, are both committed to ensuring that the development of the school is a collaborative process deeply rooted in authentic community involvement. Our approach to engagement prioritizes inclusive development, recognizing that the success of our school is closely tied to our connection to and with the community. This approach includes substantial and diverse methods of gathering input to ensure that our educational and programmatic offerings reflect the community's needs and aspirations.

Core Commitments to Community Engagement:

Inclusive Development Process: We believe that a truly effective school serves its community best when its development includes substantial community input. This approach ensures that our offerings are relevant and reflective of the community's cultural landscape and aspirations.

Building Critical Relationships: Building and maintaining trust within the community is a priority. Our engagement strategy involves everything from establishing a Facebook page for ongoing communication to knocking on doors and participating actively at community events. These efforts are essential in forging lasting relationships that underpin the success and sustainability of our school.

Diverse Methods of Gathering Input: Our commitment to inclusivity is shown through proactive engagement methods. We host public forums, meet families and stakeholders where they are at times that work for them, provide multiple public access points, and conduct surveys to ensure broad community participation, allowing us to listen to and integrate diverse perspectives into our planning process.

Learning from Community Engagement: The insights gained from our engagement activities have been instrumental in understanding the unique needs and strengths of the community. This ongoing learning process influences not only our development phase but also our operational and strategic decisions.

Enhanced Engagement through the Parent Leadership Committee: In addition to our broad engagement strategies, from November 2023 through February 2024, BRICK Rochester and Project Ready convened a parent leadership committee facilitated by Fatimah Burnam-Watkins, an experienced educator and leadership coach. This committee, comprising 16 prospective parents from across the Rochester community, played a crucial role in shaping the future design of the BRICK Rochester School.

- **Purpose and Process:** The committee was established with a three-fold purpose: to build a cadre of parent and family leaders, foster leadership development, and create a group of community ambassadors for the school. The engagement sessions were designed to not only gather input but also to develop the participants' leadership skills, enhancing their ability to contribute effectively to the school's development.
- **Outcomes and Impact:** The committee's insights emphasized the importance of student voice in shaping the school environment, clear nutritional guidelines, and character development tailored to the community's needs. The feedback from these sessions directly influenced the school's

Lessons Learned

1. Pre-call to build clarity and connection
2. Live engagements work better than remote/zoom
3. Building in leadership development resources and practices strengthened the level of engagement and ensured parents felt like they were not just sharing but also getting something in return (“get and give.”)
4. In person site visit would have taken the group even further and something to consider in the future
5. Must to provide food, childcare, and hold the sessions at family friendly times (i.e. weekday evenings were ideal for families)
6. For future, use paper survey and video recording of the live sessions.

Parent Leadership
Committee meetings
were awarded:

- ❑ \$500 stipend
- ❑ a certificate of completion
- ❑ support/tips on how to talk about their experience and include on resumes



At the end of each session parents were asked one word to describe how they were feeling leaving the space. Here are some of what they shared: (Note: The bigger the word the more frequent it was shared.)



“This experience really good. I had fun, learned a lot and was excited to come every week...it helped me to share my views of the school I want for my son...I know as a parent my voice matters...and I want to put my son in a school that sees me as having a say in my child's school ...we (parents) are a important part of the school” - Marrizette (parent)

“This was a great experience and i would love to see more of it. I think if parents knew more of what all goes into running a school and how things like nutrition, discipline , and character stuff is thought about...they would know more and know they can have a say on what happens at school for their child...or at least know how the school came up with it” - Sunshay (parent)

“I usually said the same thing every week...I feel heard, like i was in a trust space and like my voice matters. I learned a whole lot that I'm going to use in going after my own business (fixing cars). My experience in my sons schools feels like it would be way different in the way we were talking about schools. Now how do i make sure my kids get into a school like the one we basically built during our sessions.” - Carl (parent)

Meeting Four: School Culture, Climate, and Discipline

| Session Date | Focus Areas | Key Insights from Parent Leaders |
|--------------|--|--|
| 01/31/2023 | <ul style="list-style-type: none">Continued group culture building Discussion of "what do we want in a school?"Discussion of what is the difference between culture, climate and school discipline (i.e. core idea is if you have a strong culture and climate, you can minimize discipline).What do you see in a safe, warm, and inclusive schools?What is happening in a school where parents feel good about sending their child there?What is happening in a school where kids see themselves?We also normed on examples of major vs. minor infractions and what is the appropriate response.Group wrap up and presentations of certificates to parent leaders | <ul style="list-style-type: none">What matters most to parents regarding school culture systems and discipline is that the approaches are age appropriate and progressive (keep problems solve and avoid escalation) .Also focus on building trusting relationships with the student and family, and involve consistent family communication.Parents want corrective, humane, and supportive practices (i.e. how do kids grow vs. ashamed and embarrassed).Parents see strong relationship between their involvement in the school and the success of the school culture and climate (i.e. engagement of parents with teachers/other key school staff, willingness of school to allow parents to help shape the direction of the school culture). |

Meeting Three: Culture and Character Development

| Session Date | Focus Areas | Key Insights from Parent Leaders |
|--------------|--|--|
| 12/16/2023 | <ul style="list-style-type: none">Continued group culture building discussion of “what do we want in a school?”We built a shared understanding of the concept of character development and the schools role in shaping character.We compared different school designs and their approach to character development.We compared a spectrum of “more defined” to “less defined” approaches to character development. | <ul style="list-style-type: none">Parents desire a clear framework for character traits.Parents would like all teachers and staff to use that framework to guide conversations and lessons with students.The traits should reflect the unique needs of the school community.Traits that feel important include honesty, respect, self-awareness, caring, resilience, sharing, leadership, and confidence.Parents surfaced many connections and possible tensions between character development and school culture/climate/discipline policies. |

Meeting Two: Nutrition, Health, and Extracurricular Activities

| Session Date | Focus Areas | Key Insights from Parent Leaders |
|--------------|--|---|
| 11/30/2023 | <ul style="list-style-type: none"> Continued group culture building Discussion of “what do we want in a school?” Focus on student nutrition, relationship between food and culture, and how to balance parent preference and nutrition guidelines. Discussions around nutrition and academics. Discussion on how to build a suite of extracurricular activities that are relevant, interesting, and expose kids beyond the typical sets of things found in schools. We also discussed the connection between activities and outcomes for students (i.e graduation, college attainment, etc.). | <ul style="list-style-type: none"> Parents desire clear guidelines from the school on what should or should not be brought into the building re: food. The school should consider the culture context of students in this policy and also provide clear, timely communication. The school should provide nutritional resources that model the guidelines. Related to extracurricular activities, student voice should be factored into the decisions on what should be offered. Parents desire access to sports, arts, and activities that are staples of traditional schools. Parents also want access to topics that are less common or typical but highly engaging to kids (e.g. golf, fashion design, fencing, book clubs, mindfulness, gardening, skiing ice hockey). Parents also want to focus on career, business, financial literacy early on to support life skills. |

Summary of Parent Reflections from their Educational Journeys

Hopes/Dream and Nightmares:

- Transportation – connected to kids being late
- Character development
- Building strong school communities – be on same page with all staff
- Nutrition
- Profile of Teachers
- More options for parents and students (across the board)
- Focus understanding needs of kids and connection
- Discipline and School Climate
- Age appropriate discipline
- Relationship with teachers
- Excelling kids and meeting their needs
- Student voice
- Expectation for parental involvement at the school
- Teachers building trust and with other community members
- Understanding kids backgrounds
- Parent and teacher communication
- How to help kids dealing with trauma (connection to behavior)
- Mentorship
- Safety – bullying, mass event safety, psychological safety

Meeting One: Examining One’s Educational Journey

| Session Date | Focus Areas | Key Insights from Parent Leaders |
|--------------|---|---|
| 11/18/2023 | <ul style="list-style-type: none">• Setting purpose and vision of the group• Learning the stories of each committee member.• Surfacing parent and family “hopes and dreams” for an excellent school.• Reflecting on one’s own educational journey and how that influences your views of what school “should be.” | <ul style="list-style-type: none">• Student voice matters, how can they help shape the space and direction (even from an early age).• Students should be able to share thoughts and opinions.• Parents surfaced many reflections from their own educational journey that influence what they see as critical in a future design. See next slide for summary of list of reflections. |

Summary of Live Engagements

The parent group meet in-person four times. *The following slides summarize each engagement and the critical learnings.*

Principles for each session:

- ❑ Sessions started with an intentional welcome/check in with each participant. This was done to assess the needs of the groups and determine if there were current experiences that could be leverage in our session
- ❑ Sessions included a leadership development engagement/activity. These activities typically linked to the days discussion and/or to expose parents to skills that could be utilized in any capacity
- ❑ Before diving into each discussion – relevant research and data were shared to help participants see connection/correlations between the topic and overall student success (i.e stats on participation in extracurriculars and impact on academic performance
- ❑ We'd conclude each session, with participants having “*The Last Word*”. Participants would be asked one word or phrase to share how they were feeling; and they would highlight the things that were most important to them in the days session.

% of Families Who Strongly Agree These Components are Critical for their Child’s School

| | |
|--|--------|
| <ul style="list-style-type: none"> ● I am willing to participate in school-related activities or committees to support my child's education. ● You would appreciate the school offering medical, housing, career, food assistance for families facing challenges. ● Effective communication from the school regarding my child's progress is crucial. ● The school should have modern and well-maintained facilities. ● The school should have a strong focus on academic excellence. | 62.75% |
| <ul style="list-style-type: none"> ● I want a school that offers a variety of academic programs and extracurricular activities. | 56.25% |
| <ul style="list-style-type: none"> ● It is for the school to collaborate with community organizations and agencies to provide additional support services for students and families. ● It is important to you that the school staff reflect the diversity of the community. | 50% |
| <ul style="list-style-type: none"> ● The school should have a dedicated coordinator or point of contact for accessing wrap-around services and resources. | 43.75 |

n=16

% of Families Who Strongly Agree These Components are Critical for their Child's School:

| | |
|---|--------|
| <ul style="list-style-type: none"> • The school should provide a safe and secure learning environment. | 81.25% |
| <ul style="list-style-type: none"> • I value highly qualified and motivated teachers. • Effective communication and collaboration between teachers, parents, and students are essential. • I value a school that promotes diversity and inclusion in its curriculum and activities. | 75% |
| <ul style="list-style-type: none"> • A strong sense of community and belonging is important to me. • The school should have a well-maintained outdoor play area or sports facilities? • Should the school actively promote respect and understanding of different cultural backgrounds and identities? • Is it important for the school to provide resources and support for students who may face discrimination or bullying based on their race, ethnicity, gender, or other factors? | 68.75% |

n=16

What factors were important in your final decision when choosing a school?
(check all that apply)

| | |
|---|--------|
| Academic curriculum | 68.75% |
| Location | 62.50% |
| Fit for my child | 56.25% |
| Mission fit of the school | 56.25% |
| Extracurricular activities | 50.00% |
| Special accommodations or modifications | 50.00% |
| Class Size | 43.75% |

n=16

Background Survey Data

Alongside the live engagements, we surveyed parent participants on what they most value in a future school design. The following three slides summarize the key results.

Group Objectives

The purpose of the committee was three-fold:

1. Build a cadre of parent and family leaders who would meaningfully shape the future design of a BRICK Rochester School.
2. Foster leadership development among the group by having an active committee charged with providing critical input in key domains of school design.
3. Build a group of ambassadors in the Rochester community for this new school.

Prior to the live meetings, the core team met 6-8 times to discuss the design and monitor progress. The core team designed a kick off process that included a kick off letter, expectations memo, and other parent-facing communications.

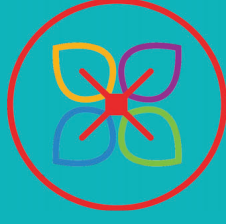
The group met 4 times for approximately 3 hours each time. Each engagement had a set of focus questions alongside general community buildings and leadership development activities.

Summary of Engagement

- Starting in November of 2023 and continuing through February, 2024, **BRICK Rochester and Project Ready convened, engaged, and facilitated a parent leadership committee.**
- This committee comprised **16 prospective parents from a cross section of the Rochester community.**
- **The group was facilitated by** [REDACTED], an experienced educator, leadership coach, and executive.
- She was commissioned by [REDACTED] **CEO of the BRICK Education Network and Shanai Lee, Executive Director, Project READY**



OUR VISION IS FOR EVERY STUDENT IN ROCHESTER TO HAVE ACCESS TO A GREAT SCHOOL



BRICK
EDUCATION NETWORK

Summary of Parent Leadership Engagement

March 2024

are thought about, they would know more and know they can have a say on what happens at school for their child, or at least know how the school came up with it." - Sunshay (parent)

- "I usually said the same thing every week. I feel heard, like I was in a trust space, and like my voice matters. I learned a whole lot that I'm going to use in going after my own business (fixing cars). My experience in my son's school feels like it would be way different in the way we were talking about schools. Now, how do I make sure my kids get into a school like the one we basically built during our sessions?" - Carl (parent)

Conclusion:

The parent leadership committee was a valuable platform for building community, fostering leadership, and shaping the future of BRICK Rochester School. The lessons learned, survey findings, and insights gained will inform future initiatives and ensure continued meaningful engagement with parents and families. Please feel free to reach out if you have any questions or need further information.

Best regards,

[REDACTED]

- Sessions included a leadership development engagement/activity, linking to the day's discussion or exposing parents to useful skills.
- Before each discussion, relevant research and data were shared to illustrate connections to overall student success.
- Each session concluded with participants having "The Last Word," sharing their feelings and highlighting key takeaways.

Results and Learnings

Parent Survey Findings:

From the larger parent survey, the factors important in the final decision when choosing a school, as indicated by survey respondents, include:

- Academic curriculum (68.75%)
- Location (62.50%)
- Fit for my child (56.25%)
- Mission fit of the school (56.25%)
- Extracurricular activities (50.00%)
- Special accommodations or modifications (50.00%)
- Class Size (43.75%).
- Note: Detailed results can be found [here](#).

Insights from Sessions:

- Key insights from the sessions included the importance of:
 - ensuring student voice in shaping the school environment
 - clear guidelines on nutrition
 - a framework for character traits reflecting the school community's unique needs
 - the educational value of effective school operations.
- Parents expressed a desire for their children to attend a school that values parent engagement and implements the discussed principles.
- On the design of the sessions, we learned:
 - live engagements were more effective over remote meetings
 - leadership development experiences and resources were highly valued ,
 - the potential benefits of in-person site visits should be considered in the future
 - providing food, childcare, and scheduling sessions at family-friendly times was critical

Parent Testimonials:

- "This experience was really good. I had fun, learned a lot, and was excited to come every week. It helped me to share my views of the school I want for my son. I know as a parent, my voice matters, and I want to put my son in a school that sees me as having a say in my child's school. We (parents) are an important part of the school." - Marrizette (parent)
- "This was a great experience and I would love to see more of it. I think if parents knew more of what all goes into running a school and how things like nutrition, discipline, and character stuff

Date: May 9, 2024
To: Dominique Lee
From: FBW Consulting
Subject: Summary of Parent Leadership Committee

Dominique:

I am pleased to provide a comprehensive summary of the parent leadership committee convened by BRICK Rochester and Project Ready, highlighting key details, principles, survey findings, insights from specific sessions, lessons learned, and parent testimonials. The full synthesis of our work and artifacts from the sessions and committee can still be found [here](#).

Background

Starting in November of 2023 and continuing through February 2024, BRICK Rochester and Project Ready convened, engaged, and facilitated a parent leadership committee. This committee comprised 16 prospective parents from a cross section of the Rochester community. The group was facilitated by Fatimah Burnam-Watkins, an experienced educator, leadership coach, and executive. She was commissioned by Dominique Lee, CEO of the BRICK Education Network and Shanai Lee, Executive Director, Project READY.

Purpose

The purpose of the committee was three-fold:

1. Build a cadre of parent and family leaders who would meaningfully shape the future design of a BRICK Rochester School.
2. Foster leadership development among the group by having an active committee charged with providing critical input in key domains of school design.
3. Build a group of ambassadors in the Rochester community for this new school.

Process and Principles

Process:

- Prior to the live meetings, the core team met 6-8 times to discuss the design and monitor progress. The core team designed a kick off process that included a kick off letter, expectations memo, and other parent-facing communications.
- The group met 4 times for approximately 3 hours each time. Each engagement had a set of focus questions alongside general community buildings and leadership development activities.
- Additionally, a larger set of parents were surveyed to learn more about their aspirations for a new school design.

Design Principles:

- Sessions started with an intentional welcome/check-in with each participant to assess needs and leverage current experiences.

Rochester Survey

22. What factors were important in your final decision when choosing a school? (check all that apply)

1. ☐ Location
2. ☐ Class Size
3. ☐ Academic curriculum
4. ☐ Extracurricular activities
5. ☐ Cost
6. ☐ Special accommodations or modifications
7. ☐ Mission/focus of the school
8. ☐ Fit for my child
9. ☐ Other (please specify):

Open Ended:

23. What do you believe are the greatest challenges present in the current public schools (Charter and Traditional public)?

24. What are 1 - 2 specific things that would make the best school to you?

Rochester Survey

Resources and Facilities:

12. The school should have modern and well-maintained facilities.
1. 1 | 2 | 3 | 4 | 5
13. Do you believe that the school should have a well-maintained outdoor play area or sports facilities?
1. 1 | 2 | 3 | 4 | 5

Inclusivity and Diversity:

14. I value a school that promotes diversity and inclusion in its curriculum and activities.
1. 1 | 2 | 3 | 4 | 5
15. Should the school actively promote respect and understanding of different cultural backgrounds and identities?
1. 1 | 2 | 3 | 4 | 5
16. Is it important for the school to provide resources and support for students who may face discrimination or bullying based on their race, ethnicity, gender, or other factors?
1. 1 | 2 | 3 | 4 | 5

Communication and Feedback:

17. Effective communication from the school regarding my child's progress is crucial.
1. 1 | 2 | 3 | 4 | 5

Wraparound Services:

18. How important is it for the school to collaborate with community organizations and agencies to provide additional support services for students and families?
1. 1 | 2 | 3 | 4 | 5
19. Should the school have a dedicated coordinator or point of contact for accessing wrap-around services and resources?
1. 1 | 2 | 3 | 4 | 5
20. Would you appreciate the school offering medical, housing, career, food assistance for families facing challenges?
1. 1 | 2 | 3 | 4 | 5

Parent Involvement:

21. I am willing to participate in school-related activities or committees to support my child's education.
1. 1 | 2 | 3 | 4 | 5

Rochester Survey

Demographic Information:

1. Parent's Name (Optional):
2. Child's Name (Optional):
3. What is the age of your child enrolled in ABC's Head Start program?
 1. 6 weeks - 1 year;
 2. 2 years to 3 years;
 3. 4 years - 5 years)
4. Which ABC Head Start location is your child(ren) enrolled in?



School Environment:

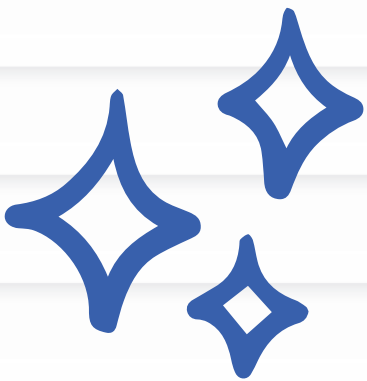
5. The school should provide a safe and secure learning environment.
 1. 1 (Strongly Disagree) | 2 | 3 | 4 | 5 (Strongly Agree)
6. A strong sense of community and belonging is important to me.
 1. 1 | 2 | 3 | 4 | 5

Academic Programs:

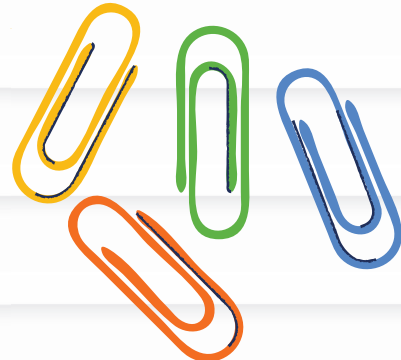
7. I want a school that offers a variety of academic programs and extracurricular activities.
 1. 1 | 2 | 3 | 4 | 5
8. The school should have a strong focus on academic excellence.
 1. 1 | 2 | 3 | 4 | 5

Teacher and Staff Quality:

9. I value highly qualified and motivated teachers.
 1. 1 | 2 | 3 | 4 | 5
10. Effective communication and collaboration between teachers, parents, and students are essential.
 1. 1 | 2 | 3 | 4 | 5
11. It is important to you that the school staff reflect the diversity of the community.
 1. 1 | 2 | 3 | 4 | 5



ROCHESTER EDUCATION AND
DEVELOPMENT FOR YOUTH



YOUR OPINION MATTERS

Please let us know what matters most to you
when selecting a school for your child.



SCAN THE QR CODE OR VISIT



AND GIVE US YOUR OPINION

EVERY PARENT WHO RESPONDS TO THIS SURVEY IS ENTERED TO
WIN ONE OF TEN \$50 AMAZON GIFT CARDS

****Survey closes on November 18, 2023****



BRICK
EDUCATION NETWORK





ARE YOU **R|E|A|D|Y** TO TRANSFORM OUR COMMUNITY

Join READY, Inc. in a community-based school design process that empowers families with the opportunity to develop a successful and inclusive school model that best serves our community!



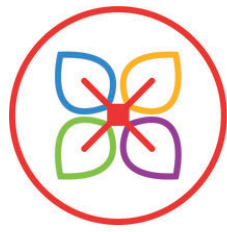
REGISTER NOW



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Please contact Shanai Lee at
Shanai@READY4Schools.org with questions





BRICK
EDUCATION NETWORK

LET'S CHAT

**ATTENTION PARENTS AND
CAREGIVERS!**

**WAS YOUR LITTLE ONE BORN
BETWEEN
DECEMBER 2019-2021?**

**IF SO, JOIN US MAY 9, 2024 @
6PM FOR A VIRTUAL MEETING**

**"SCAN HERE!
TO
REGISTER
AND A
CHANCE TO
WIN A \$250
RAFFLE."**





BRICK
EDUCATION NETWORK

Join Us On the Journey.

BRICK Rochester Charter
School is a K-6, public,
tuition-free school that
reimagines education with
children and their caregivers
at the center.

Discover the **BRICK Rochester Difference:**

Two Teachers in the Classroom
Before and After Care
Over 2 Hours of Literacy
Social-Emotional Learning is Essential
Family Supports

We open our doors to
grades K-1 in Rochester
in August 2026. 🌟

A safe, structured, and beautiful learning
environment to bring out the best in your child.

Response 4d-8

*Pending Charter Approval



A Ubuntu cultural program

BRICK's Ubuntu cultural program, based on the African philosophy of Ubuntu, which stresses community interdependence and fosters a nurturing environment through culturally sustaining practices, trauma-informed approaches, and social-emotional development. The program is complemented by a commitment to a diverse staff and restorative discipline methods, promoting a warm, reflective learning atmosphere.



A School Community Ecosystem

BRICK Rochester will provide a robust ecosystem of community partnerships to support students and their families with essential services through trusted organizations in Rochester. Recognizing the challenges faced by students dealing with issues like hunger, health problems, or housing instability, BRACS aims to become a central hub for providing tailored support. These partnerships ensure that all students have the necessary foundation to engage successfully in their educational pursuits.

Opening Fall of 2026

A safe, structured, and beautiful learning environment to bring out the best in your child.



WHAT SETS US APART



A rigorous and culturally responsive instructional program

BRICK Rochester offers a proven instructional program that aligns with New York state standards, setting high expectations and providing rigorous, culturally responsive education. BRICK is committed to meeting the specific needs of the Rochester community by integrating culturally enriching content into daily lessons, ensuring students receive the support necessary for success.

Your Dreams, Our Promise

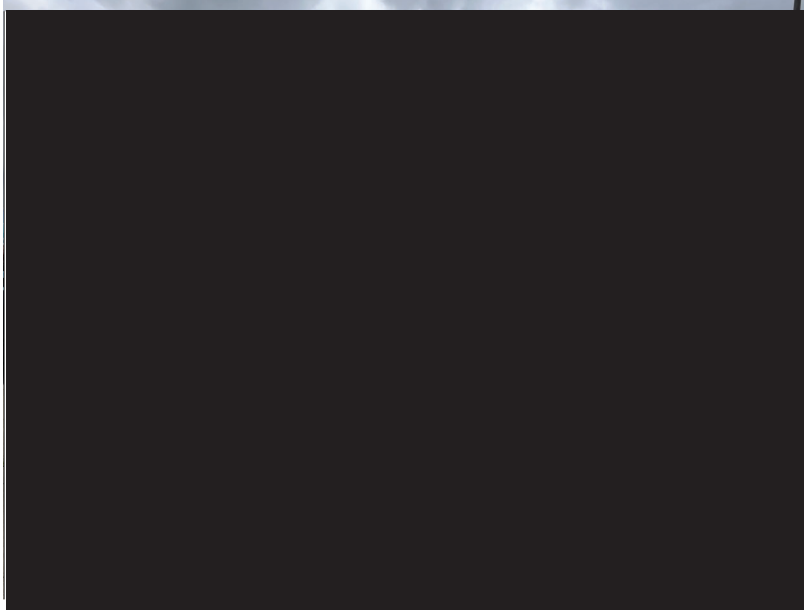


Mission:

BRACS will graduate a community of learners who will contribute positively to a global society and embrace their role as architects in building a just and better world. The school will use a holistic approach to ensure that students from Rochester have the knowledge, skills and support needed to be college, career and life-ready upon graduation. BRACS will provide a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies, and also immerses families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with families, BRACS will empower our students to draw strength from their identity and become leaders in their communities.



ABC Community Event Pictures



R-04d - Evidence of Community Outreach and Engagement

| Document Title | Page Number(s) | Description |
|--|----------------|---|
| ABC Community Event Pictures | 4d-2 | Images of BRICK presence at a community event hosted by Action for a Better Community (ABC) - the largest early childhood provider in Rochester, NY in spring 2024. |
| BRICK Rochester Website | 4d-3-7 | Public website for BRICK Rochester. https://www.brickrochester.org/ |
| Join Us On the Journey Flyer | 4d-8 | Flyer for community members to learn more about BRICK Rochester. |
| Let's Chat Flyer | 4d-9 | Flyer for virtual meeting hosted on May 9, 2024. |
| READY, Inc. School Design Registration Flyer | 4d-10 | Flyer that invites parents and caregivers of ABC's Head Start programs to join READY, Inc. (in partnership with BRICK Education Network) in designing a school model that meets the needs of Rochester's families. Registration closed October 2023. |
| READY, Inc. School Design Survey Flyer | 4d-11 | Flyer that invites caregivers of ABC's Head Start programs to join READY, Inc in partnership with BRICK Education Network in designing a school model that meets the needs of Rochester's families by completing a survey. Survey closed November 2023. |
| Rochester Survey | 4d-12-14 | Survey sent to Rochester families. |
| Summary of Parent Leadership Committee | 4d-15-17 | Summary of Parent Leadership Committee convened by BRICK Rochester and Project Ready that highlights key details, principles, survey findings, insights from specific sessions, lessons learned, and parent testimonials. |
| Summary of Parent Leadership Engagement (March 2024) | 4d-18-33 | Summary presentation of engagement with the parent leadership committee which was comprised of 16 prospective parents from a cross section of the Rochester community |



Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Trustees,

I am writing to express my endorsement of the proposed BRICK Rochester Charter School and its initiative to establish a school in Rochester, NY. BRICK's comprehensive approach aims to equip students with both academic proficiency and robust character development, fostering their ability to realize their aspirations upon high school graduation. With a track record encompassing the management of turnaround schools and the establishment of new charter institutions, BRICK has formulated a systematic framework for diagnosing, enhancing, evaluating, and expanding student achievement.

I urge you to carefully consider BRICK's application for approval, recognizing the persistent demand for additional high-quality educational opportunities in Rochester, which in turn augments the spectrum of choices available to our children. BRICK is poised to address this demand by offering access to a proven curriculum complemented by a robust support system for enrolled students and families.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and I am confident that the establishment of a BRICK campus in Rochester will yield comparable achievements.

Please do not hesitate to reach out to me for further discussion as this proposal progresses.

Sincerely,





May 20, 2024

Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Trustees,

As a longtime resident of the city of Rochester, I am writing to express my endorsement for the proposed BRICK Rochester Charter School and its initiative to establish a school in Rochester, NY. BRICK's comprehensive approach aims to equip students with both academic proficiency and robust character development, fostering their ability to realize their aspirations upon high school graduation. With a track record encompassing the management of turnaround schools and the establishment of new charter institutions, BRICK has formulated a systematic framework for diagnosing, enhancing, evaluating, and expanding student achievement.

I urge you to carefully consider BRICK's application for approval, recognizing the persistent demand for additional high-quality educational opportunities in Rochester, which in turn augments the spectrum of choices available to our children. BRICK is poised to address this demand by offering access to a proven curriculum complemented by a robust support system for enrolled students and families.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful network in New Jersey, and I am confident that the establishment of a BRICK campus in Rochester will yield comparable achievements.

Please do not hesitate to reach out to me for further discussion as this proposal progresses.

Sincerely,



Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Trustees,

I am writing to express my support for the proposed BRICK Rochester Charter School and its initiative to establish a school in Rochester, NY. BRICK's all encompassing approach is designed to prepare students with both academic competency and strong character development, fostering their capacity to realize their goals upon high school graduation. With a track record of facilitating the turnaround of schools and the formation of new charter institutions, BRICK has put together the needed systems and framework for identifying, magnifying, assessing, and increasing overall student achievement.

As a parent and a member of the Rochester community, I strongly urge you to carefully review and consider BRICK's application for approval, recognizing the high demand for additional educational opportunities in Rochester, which in turn adds to the options available to our children. I believe BRICK is ready to address this demand by providing access to a proven curriculum that is complemented by a robust support system for students and their families.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has emerged as one of the most successful systems in New Jersey, and I am confident that a BRICK school grounds in Rochester will produce successful educational outcomes.

Please do not hesitate to reach out to me for further discussion as this proposal progresses.

Sincerely,

City of Rochester Resident

[REDACTED]

[REDACTED]



May 21, 2024

Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Trustees,

I am writing to express my endorsement for the proposed BRICK Rochester Charter School and its initiative to establish a school in Rochester, NY.

BRICK's comprehensive approach aims to equip students with both academic proficiency and robust character development, fostering their ability to realize their aspirations upon high school graduation. With a track record encompassing the management of turnaround schools and the establishment of new charter institutions, BRICK has formulated a systematic framework for diagnosing, enhancing, evaluating, and expanding student achievement.

Please consider BRICK's application for approval, recognizing the persistent demand for additional high-quality educational opportunities in Rochester, which in turn augments the spectrum of choices available to our children. BRICK is poised to address this demand by offering access to a proven curriculum complemented by a robust support system for enrolled students and families.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful network in New Jersey, and I am confident that the establishment of a BRICK campus in Rochester will yield comparable achievements.

Please do not hesitate to reach out to me for further discussion as this proposal progresses.

Sincerely

Thank you for your consideration,

Prepared By:



President



May 21, 2024

Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Trustees,

I am writing to express my endorsement for the proposed BRICK Rochester Charter School and its initiative to establish a school in Rochester, NY. BRICK's comprehensive approach aims to equip students with both academic proficiency and robust character development, fostering their ability to realize their aspirations upon high school graduation. With a track record encompassing the management of turnaround schools and the establishment of new charter institutions, BRICK has formulated a systematic framework for diagnosing, enhancing, evaluating, and expanding student achievement.

I urge you to carefully consider BRICK's application for approval, recognizing the persistent demand for additional high-quality educational opportunities in Rochester, which in turn augments the spectrum of choices available to our children. BRICK is poised to address this demand by offering access to a proven curriculum complemented by a robust support system for enrolled students and families.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful network in New Jersey, and I am confident that the establishment of a BRICK campus in Rochester will yield comparable achievements.

Please do not hesitate to reach out to me for further discussion as this proposal progresses.

Sincerely,

President and CEO

Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Trustees,

I would like to express my strong support for the proposed BRICK Rochester Charter School. I have visited and studied charter schools in Newark and am extremely impressed by BRICK's ability to both provide academic rigor and proficiency as well as their robust character development. Students graduating from BRICK are prepared for college, career, and for life. In addition, BRICK's solid systematic framework for increasing student achievement indicates an extremely high probability of success for Brick Rochester.

Please carefully consider BRICK's application for approval. Rochester's children are desperate for additional high-quality educational opportunities. Having just lost another Superintendent in the RCSD, the district's chaos will intensify again, and our children growing up in impoverished homes will be further harmed in the RCSD. BRICK will not only be an additional option for our students, but a wonderful option with a history of proven academic achievement augmented by their solid support system for enrolled students and families.

BRICK (Building Resilient Intelligent Creative Kids) Education Network has been a truly successful network in New Jersey, and I am confident that a BRICK campus in Rochester will yield comparable achievements.

Please contact me to answer any questions you might have about the desperate need for BRICK in Rochester.

Sincerely,


KMT Foundation


Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

May 24, 2024

Dear Trustees,

I am writing to express my endorsement for the proposed BRICK Rochester Charter School and its initiative to establish a school in Rochester, New York. BRICK's comprehensive approach aims to equip students with both academic proficiency and robust character development, fostering their ability to realize their aspirations upon high school graduation. With a track record encompassing the management of turnaround schools and the establishment of new charter institutions, BRICK has formulated a systematic framework for diagnosing, enhancing, evaluating, and expanding student achievement.

I urge you to carefully consider BRICK's application for approval, recognizing the persistent demand for additional high-quality educational opportunities in Rochester, which in turn augments the spectrum of choices available to our children. BRICK is poised to address this demand by offering access to a proven curriculum complemented by a robust support system for enrolled students and families.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and I am confident that the establishment of a BRICK campus in Rochester will yield comparable achievements.

Please do not hesitate to reach out to me for further discussion as this proposal progresses.

Sincerely,

A large black rectangular redaction box covering the signature area.

Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Trustees,

I am writing to express my endorsement for the proposed BRICK Rochester Charter School and its initiative to establish a school in Rochester, NY. My hometown is in dire need of more excellent educational seats. As a co-founder of ReGeneration Schools CMO in Chicago and Cincinnati, I learned what it takes to give all children an excellent education, and I believe BRICK can deliver on that promise in Rochester.

I write also as a Trustee of Charter Champions of Rochester, a nonprofit that supports Rochester's charter ecosystem, and as a parent of two young children. I am impressed by BRICK's proven academic model, character building, and robust supports for students and families. I urge SUNY to strongly consider BRICK's application so that more of Rochester's children can thrive.

Please do not hesitate to reach out to me for further discussion as this proposal progresses.

Sincerely,

A large black rectangular box redacting the signature of the sender.

Educational consultant



April 30, 2024

Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Trustees,

On behalf of Charter Champions of Rochester, I am writing to endorse a proposal by BRICK (Building Resilient Intelligent Creative Kids) Education Network to establish a charter school in Rochester, NY.

Charter Champions was established in 2022 to support all charter schools in Rochester. There is a great demand for quality K-12 charter schools in Rochester as evidenced by student applications that have persistently exceeded the number of available slots.

BRICK is poised to address the shortage of available seats by offering access to a proven curriculum complemented by a robust support system for enrolled students and families.

The BRICK Education Network has been successful in New Jersey and Buffalo, and I am confident that the establishment of a BRICK campus in Rochester will yield comparable achievements. BRICK's experience and approach to equip students with both academic proficiency and robust character development will serve to strengthen students' ability to realize their aspirations upon high school graduation.

Charter Champions fully supports this application, and we encourage you to approve BRICK's application for a charter school in Rochester. Please feel free to contact me for further input at

Sincerely,

Charter Champions

R-04e - Evidence of Support

| Document Title | Page Number(s) | Description |
|---|----------------|---|
| Charter Champions of Rochester Support Letter | 4e-2 | Letter of support from [REDACTED] [REDACTED] |
| [REDACTED] Support Letter | 4e-3 | Letter of support from [REDACTED], Educational consultant and community stakeholder. |
| [REDACTED] Support Letter | 4e-4 | Letter of support from [REDACTED], community stakeholder. |
| [REDACTED] Support Letter | 4e-5 | Letter of support from [REDACTED] KMT Foundation. |
| [REDACTED] Support Letter | 4e-6 | Letter of support from [REDACTED], President and CEO of Jordan Health. |
| [REDACTED] Support Letter | 4e-7 | Letter of support from [REDACTED], President of Larsen Engineers and community stakeholder. |
| [REDACTED] Support Letter | 4e-8 | Letter of support from [REDACTED], city of Rochester resident. |
| [REDACTED] Support Letter | 4e-9 | Letter of support from [REDACTED] [REDACTED] city of Rochester resident. |
| SRGMF Support Letter | 4e-10 | Letter of support from [REDACTED] Executive Director of SRGMF. |

A good transportation for students

Provide a quality education for my children

A better method of teaching with projectors

Good teachers and good food for the children

Good communication and understanding

To mene kinyi shuru fa wlh I don't know what to do with the great

I prefer quality and tanda

Free from racism

For me, the best school would have a strong focus on individualized learning and a supportive, inclusive environment.

Hygiene Means of transport

For me, the best school would have a strong emphasis on hands-on learning and interactive activities. I also value a supportive and inclusive environment where students feel encouraged to express their ideas and creativity.

1.classroom size 2.School's reputation

1. Excellent academic programs geared to towards proper development of the child 2. Having qualified teachers that would help the development of a child and enhance easy learning.

The things that will make it best is when student make the best and good performance

Firstly, employment of qualified teachers who will be of great help to the students development. Secondly, a suitable and a secured learning environment for students

Good teachers in the school and good learning materials

The things that have made my school best are the standard of education

Care a d healthy environment

Good watch over the kids to prevent them from bullies

The only reason I'm going to get

Good environment and good staffs

To improve the school library with modern books

The 1st is the location of the school,whether it's in a safe environment for learning and also one which is not too far from my resident. Secondly, the curriculum of the school as well as the programs of the school geared towards the development of my child.

Quality education for my kids

The school should engage more on sports

Quality education

Good teachers and learning materials

Quality education

It should be inexpensive

Good teachers and a better environment

Provide quality teaching system

Good teachers and minimum student

Leadership in class room as well as teachers

Standard of the particular school

Cost of the school Location of the school

Academic curriculum Mission and focus of the school

The curriculum of the specific school The historical records of the particular school

The school should provide a safe and secure learning environment, The school should have a strong focus on academic excellence.

The focus and standards of the school

1. Comfortability of the class 2. School having passionate teachers,who love child development.

The school have a strong and focus on academics excellent, the school should provide a safe secure learning environment.

I Value highly qualified and motivated teachers, The school should provide a safe and secure learning environment.

1. Reputation for academic excellence 2. Security ensured environment

I value highly qualified and motivation teacher, the school should provide a safe and secure learning environment.

1. Habitable environment for learning 2. School location too- it's closeness or farness from public.

1. Great academic curriculum geared towards rapid development of my child 2.Essentially, discrimination free environment.

Attending school gives you a change to meet mew children of your age, while some remain only in the class,some get close to you.

1.It is important for the school to provide resources and support for students who may face discrimination or bullying based on their race, ethnicity, gender, or other factors. 2.safe and secure learning environment.

1. Great learning environment 2. Qualified and well trained teachers

1. Good learning environmental condition. 2. Good facilities to enhance learning.

I value high qualified and motivated teachers, focus on students centered learning

1. Healthy learning environmental conditions 2. Engaging the services of qualified teachers who understand the psychology of a child.

Lack of sporting activities

Bad environment

The greatest challenge is to have good teachers that knows how to teach

Lack of good facilities

Cost

Environment

Lacking quality environment for a better education

Good bus transportation

Lack of good teachers

Poor method of teaching affects

The greatest challenges are lack of quality teachers

We are battling with financial issues we can't afford quality education for our children

To mene kinyi shuru fa wlh I don't know what

Insufficient of teaching materials

Racism

I believe the biggest challenges in public schools are equal access to quality education and meeting diverse student needs.

Lack of transportation of pupils fro and to school

Curriculum and parent engagement

Teaching children life skills that can actually help them benefit in life such as learning how to cook,carpentry,about finances,insurance,budgeting

Good location good teachers

Good location good teachers

Lack of involvement of parents,poor parent-teacher relationship, unhealthy learning environment, discrimination, and more are the greatest challenges present in the current public schools.

Time management and organization, academic support and resources

Poor maintainance of school facilities,wrong attitude to work by staff,poor managed administration sec, overcrowded classroom.

Poor school infrastructure, bullying,parent involvement, inadequate class room size,poor maintainance of learning facilities,funding, are some of the greatest challenges present in the current public schools(charter and traditional)

Fundings of the school has always been an issue, bullying by students,poor environmental conditions, diversity,and more are the greatest challenges present in the current public schools

Not All students have equal access to quality education and resources.

Poor facilities, ineffective academic curriculum, poor funding,bad attitude to work by teachers,among others are the greatest challenges present in the current public schools.

I think one of the biggest challenges in public schools is ensuring equal access to quality education for all students, regardless of their background or location. Another challenge is adequately preparing students for the rapidly changing job market. It's important to address these issues to create a more inclusive and effective education system.

Parents involvement, discrimination, students health , poverty, bullying,poor learning environment are the greatest challenges present in the current public schools

Predominantly bullying, unqualified teachers, classroom size,poor learning environment are the challenges present in the current public schools(Charter and Traditional)

The greatest challenge is the issues of classes and class mates

Classroom size, bullying, family factor, technology, among others are some of the challenges present in the current public schools.

Too much population in the class and lack of good teachers

The challenges are the decision of many people in the school

There is an inadequate supply of high-quality teachers

Bullying my son gets bullied

The only way I could

Much of students in the class

Lack of text books provided by the school

Declining test scores, widespread teacher shortages, and steadily increasing hostile behaviors like bullying and hate speech have all left their mark on public school students and teachers over the last few years

Bad environment and lack of good teachers

What factors were important in your final decision when choosing a school? (check all that apply): ☐ Other (please specify): ⓘ

He is not in school yet but school that focuses on the children's needs

Transportation and curriculum

Safety,dress code,communication with teachers and parents,and curriculum

Lack of good materials

Child peace

Lack of good teachers

Finances Poorer communities lack \$ for food, clothing and housing. These things have a trickle down affect

On average, students receive 17.5 hours of homework a week, meaning that 48% of teens spend at least 3 hours doing homework each night. With many students also having part time jobs and extracurricular commitments, it leaves little time for relaxation and a full night's sleep.

The interactions students has a huge impact on how much they enjoy school. 29% of teens wish they had more good friends, 28% of teens have been bullied at school and 16% are affected by cyberbullying.

The interactions students has a huge impact on how much they enjoy school. 29% of teens wish they had more good friends, 28% of teens have been bullied at school and 16% are affected by cyberbullying. This can all make school a place of misery resulting in declining grades and more absences.

Almost 1 in 6 students get 'highly anxious' about tests and well over half (61%) feel under pressure to get good grades. This anxiety is caused by students wanting to avoid falling short of goals, limiting their options after high school, getting in in trouble with their parents, and looking stupid in front of their friends.

Mental health and well being, Time management and organization.

Lack of school amenities

Inadequate facilities for child learning, unhealthy environment,staffs unseriounes, little or no passion for teaching,class size.

Mental health and well being, Academic support and resources.

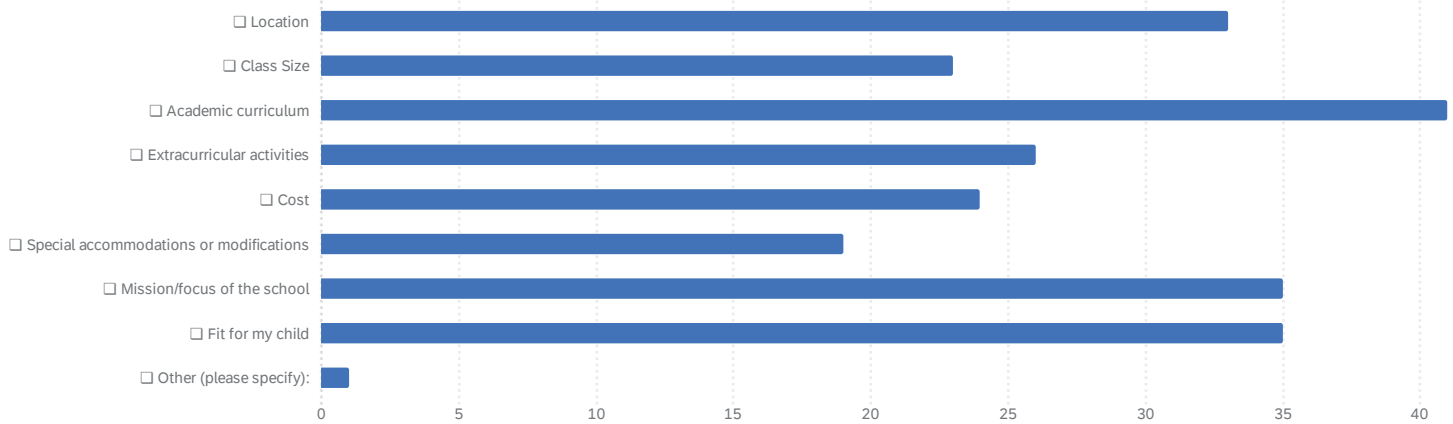
Academic purpose and direction, Mental health and well being.

Class size, bullying, funding, mismanagement of facilities, inadequate modern facilities,and more are the greatest challenges present in the current public schools.

Academic support and Direction, Time management and organization.

Overcrowded classroom, funding, bullying, poverty, parents unwillingness to participate in school activities to help child's development.

What factors were important in your final decision when choosing a school? (check all that apply) 60 ⓘ



What factors were important in your final decision when choosing a school? (check all that apply) 60 ⓘ

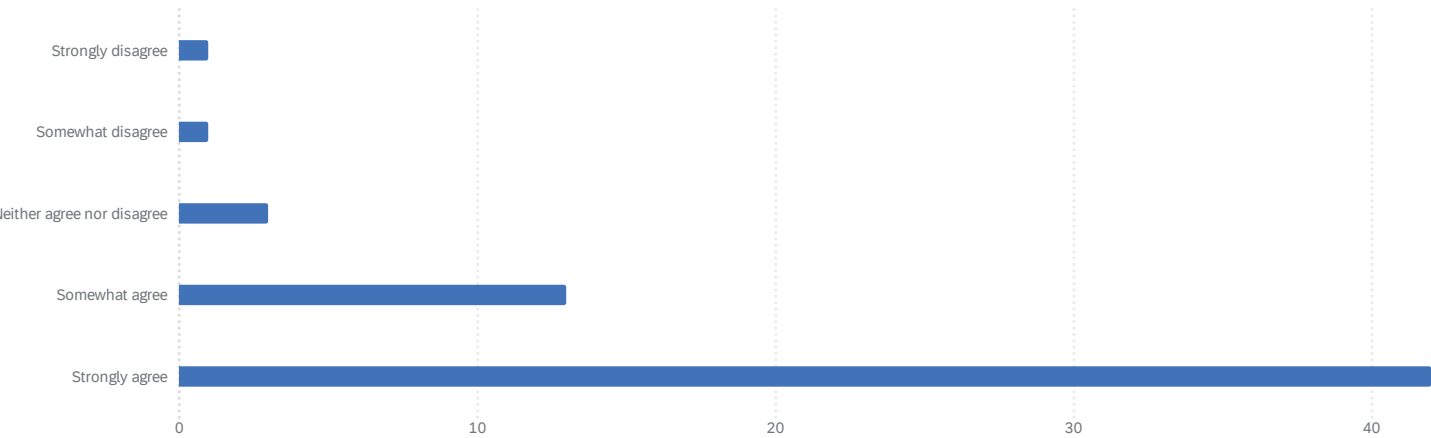
Q22 - What factors were important in your final decision when choosing a school?
(check all that apply) - Selected Choice

Percentage

Count

| | | |
|--|-----|----|
| <input type="checkbox"/> Location | 55% | 33 |
| <input type="checkbox"/> Class Size | 38% | 23 |
| <input type="checkbox"/> Academic curriculum | 68% | 41 |
| <input type="checkbox"/> Extracurricular activities | 43% | 26 |
| <input type="checkbox"/> Cost | 40% | 24 |
| <input type="checkbox"/> Special accommodations or modifications | 32% | 19 |
| <input type="checkbox"/> Mission/focus of the school | 58% | 35 |
| <input type="checkbox"/> Fit for my child | 58% | 35 |
| <input type="checkbox"/> Other (please specify): | 2% | 1 |

I am willing to participate in school-related activities or committees to support my child's education? 60 ⓘ



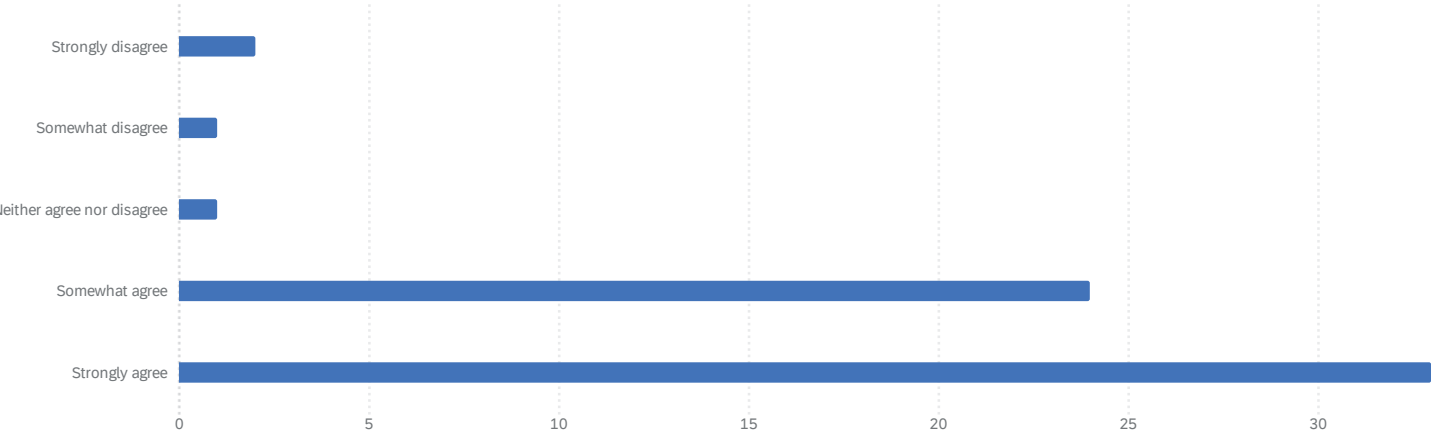
I am willing to participate in school-related activities or committees to support my child's education? 60 ⓘ

| Q21 - I am willing to participate in school-related activities or committees to support my child's education? | Percentage | Count |
|---|------------|-------|
| Strongly disagree | 2% | 1 |
| Somewhat disagree | 2% | 1 |
| Neither agree nor disagree | 5% | 3 |
| Somewhat agree | 22% | 13 |
| Strongly agree | 70% | 42 |

I am willing to participate in school-related activities or committees to support my child's education? 60 ⓘ

| I am willing to participate in school-related activities or committees to s... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 1 |
| Somewhat disagree | 2.00 | 2.00 | 2.00 | 1 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 3 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 13 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 42 |

Would you appreciate the school offering medical, housing, career, food assistance for families facing challenges? 61 ⓘ



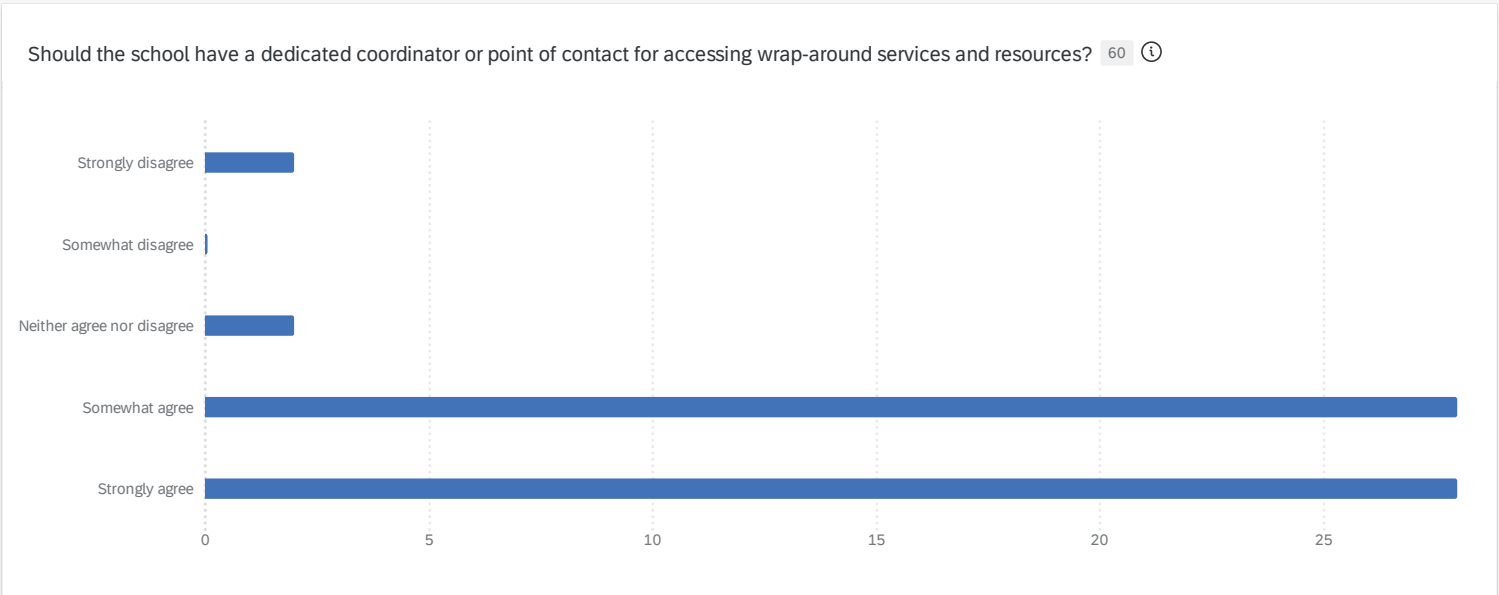
Would you appreciate the school offering medical, housing, career, food assistance for families facing challenges? 61 ⓘ

| Q20 - Would you appreciate the school offering medical, housing, career, food assistance for families facing challenges? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 2% | 1 |
| Neither agree nor disagree | 2% | 1 |
| Somewhat agree | 39% | 24 |
| Strongly agree | 54% | 33 |

Would you appreciate the school offering medical, housing, career, food assistance for families facing challenges? 61 ⓘ

| Would you appreciate the school offering medical, housing, career, food ass... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | 2.00 | 2.00 | 2.00 | 1 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 1 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 24 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 33 |

| How important is it for the school to collaborate with community organizati... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 2 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 22 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 35 |



Should the school have a dedicated coordinator or point of contact for accessing wrap-around services and resources? 60 ⓘ

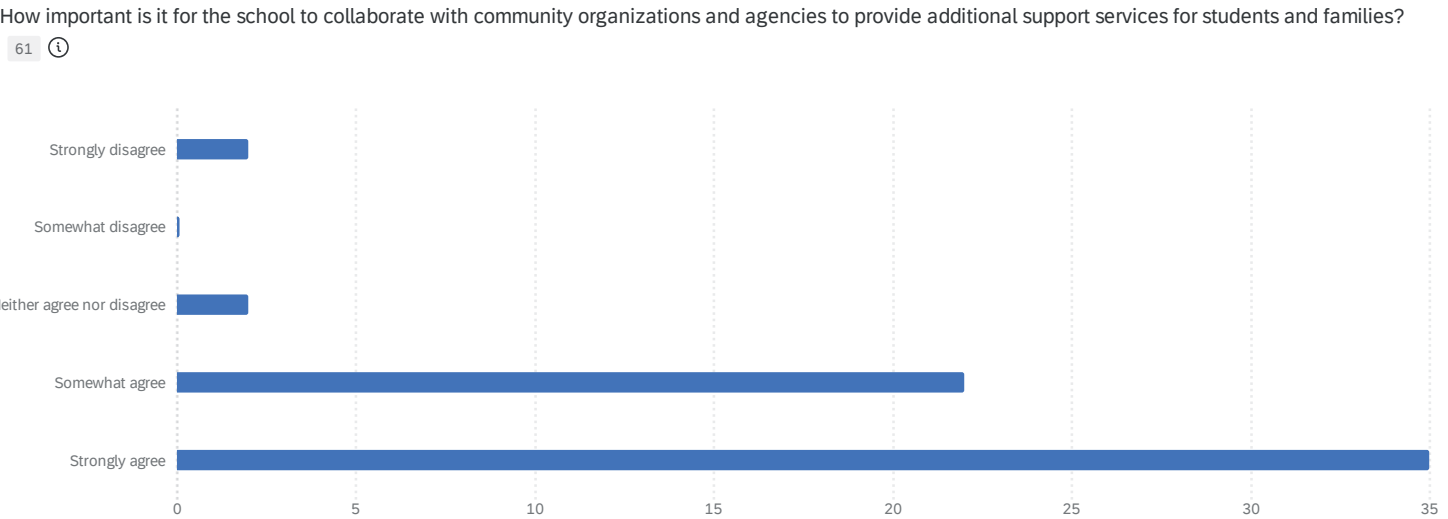
| Q19 - Should the school have a dedicated coordinator or point of contact for accessing wrap-around services and resources? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 3% | 2 |
| Somewhat agree | 47% | 28 |
| Strongly agree | 47% | 28 |

Should the school have a dedicated coordinator or point of contact for accessing wrap-around services and resources? 60 ⓘ

| Should the school have a dedicated coordinator or point of contact for acce... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 2 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 28 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 28 |

Effective communication from the school regarding my child's progress is crucial? 59 ⓘ

| Effective communication from the school regarding my child's progress is cr... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 3 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 13 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 41 |



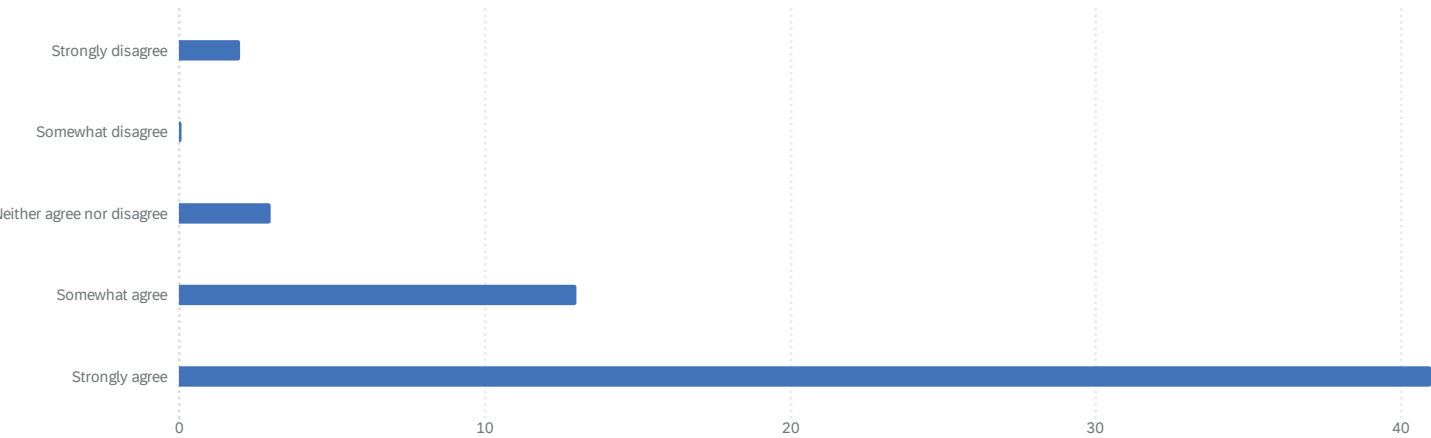
How important is it for the school to collaborate with community organizations and agencies to provide additional support services for students and families? 61 ⓘ

| Q18 - How important is it for the school to collaborate with community organizations and agencies to provide additional support services for students and families? | Percentage | Count |
|---|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 3% | 2 |
| Somewhat agree | 36% | 22 |
| Strongly agree | 57% | 35 |

How important is it for the school to collaborate with community organizations and agencies to provide additional support services for students and families? 61 ⓘ

| How important is it for the school to collaborate with community organizati... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |

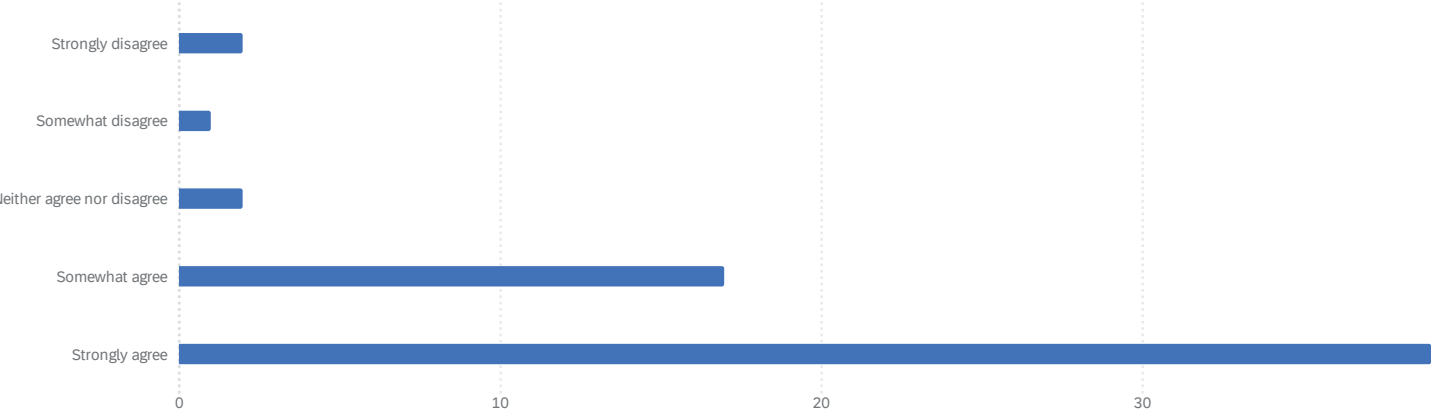
Effective communication from the school regarding my child's progress is crucial? 59 ⓘ



Effective communication from the school regarding my child's progress is crucial? 59 ⓘ

| Q17 - Effective communication from the school regarding my child's progress is crucial? | Percentage | Count |
|---|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 5% | 3 |
| Somewhat agree | 22% | 13 |
| Strongly agree | 69% | 41 |

Is it important for the school to provide resources and support for students who may face discrimination or bullying based on their race, ethnicity, gender, or other factors? 61 ⓘ



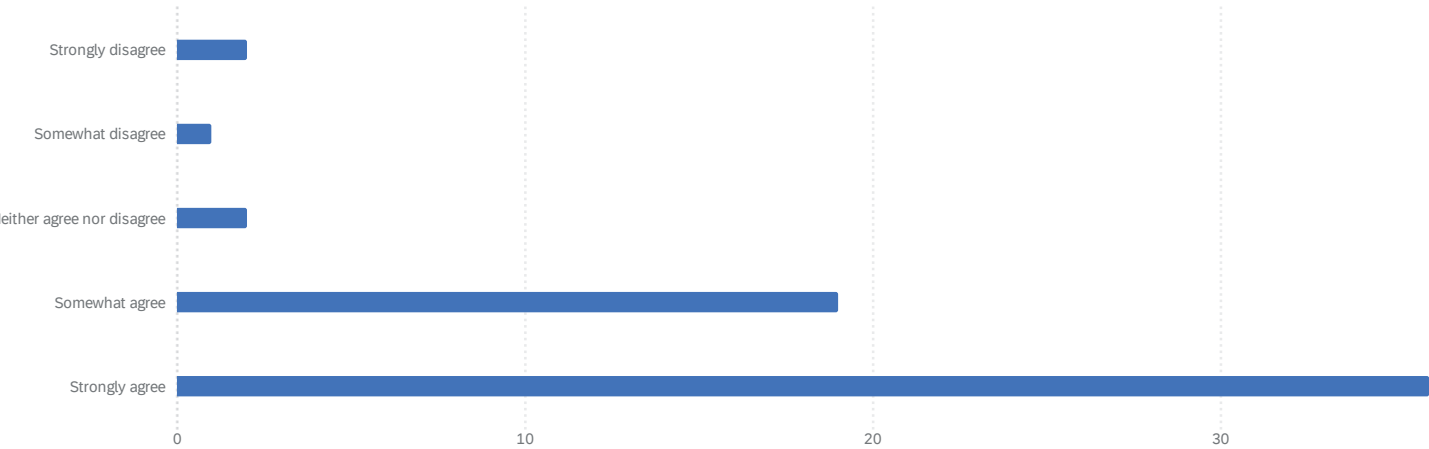
Is it important for the school to provide resources and support for students who may face discrimination or bullying based on their race, ethnicity, gender, or other factors? 61 ⓘ

| Q16 - Is it important for the school to provide resources and support for students who may face discrimination or bullying based on their race, ethnicity, gender, or other factors? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 2% | 1 |
| Neither agree nor disagree | 3% | 2 |
| Somewhat agree | 28% | 17 |
| Strongly agree | 64% | 39 |

Is it important for the school to provide resources and support for students who may face discrimination or bullying based on their race, ethnicity, gender, or other factors? 61 ⓘ

| Is it important for the school to provide resources and support for student... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | 2.00 | 2.00 | 2.00 | 1 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 2 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 17 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 39 |

Should the school actively promote respect and understanding of different cultural backgrounds and identities? 60 ⓘ



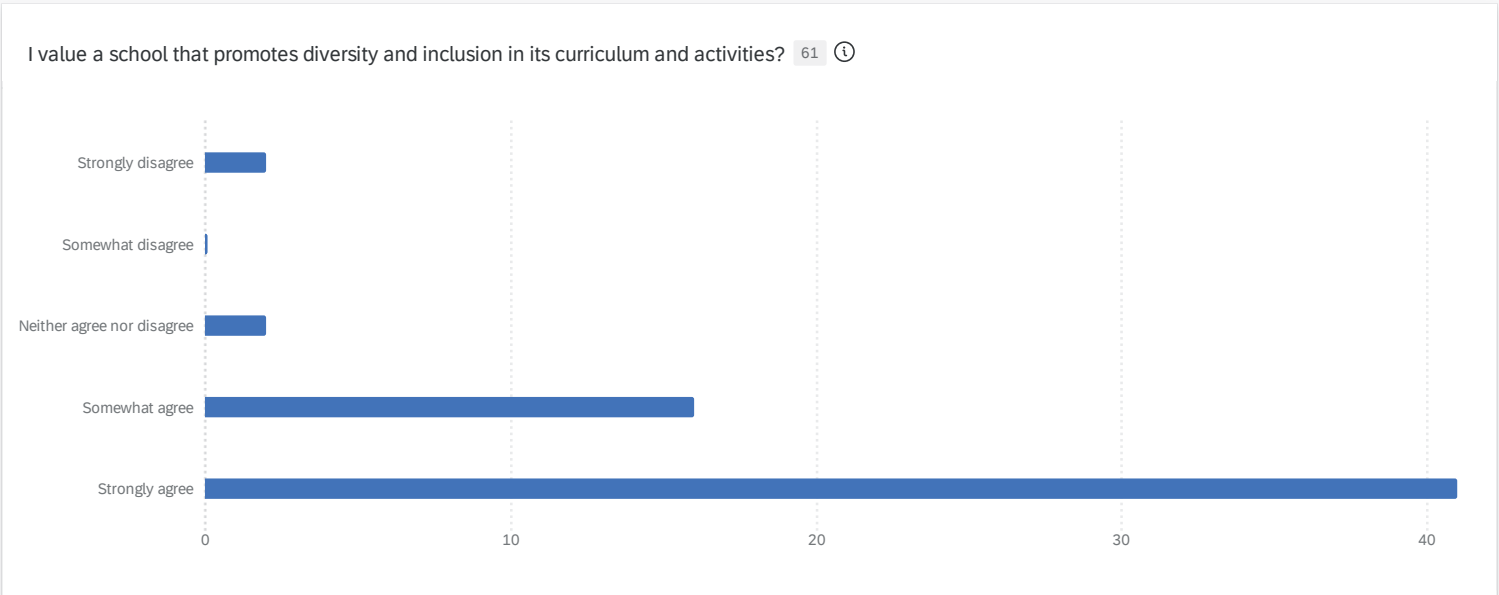
Should the school actively promote respect and understanding of different cultural backgrounds and identities? 60 ⓘ

| Q15 - Should the school actively promote respect and understanding of different cultural backgrounds and identities? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 2% | 1 |
| Neither agree nor disagree | 3% | 2 |
| Somewhat agree | 32% | 19 |
| Strongly agree | 60% | 36 |

Should the school actively promote respect and understanding of different cultural backgrounds and identities? 60 ⓘ

| Should the school actively promote respect and understanding of different c... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | 2.00 | 2.00 | 2.00 | 1 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 2 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 19 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 36 |

| Do you believe that the school should have a well-maintained outdoor play a... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 2 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 16 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 41 |



I value a school that promotes diversity and inclusion in its curriculum and activities? 61 ⓘ

| Q14 - I value a school that promotes diversity and inclusion in its curriculum and activities? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 3% | 2 |
| Somewhat agree | 26% | 16 |
| Strongly agree | 67% | 41 |

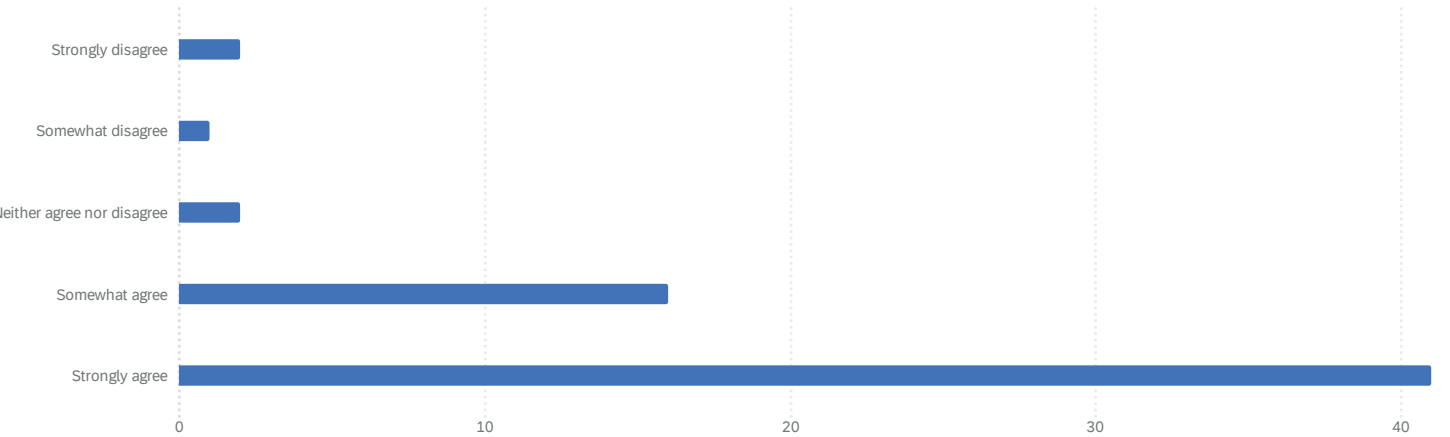
I value a school that promotes diversity and inclusion in its curriculum and activities? 61 ⓘ

| I value a school that promotes diversity and inclusion in its curriculum an... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 2 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 16 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 41 |

The school should have modern and well-maintained facilities? 62 ⓘ

| The school should have modern and well-maintained facilities? | Average | Minimum | Maximum | Count |
|---|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 3 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 12 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 45 |

Do you believe that the school should have a well-maintained outdoor play area or sports facilities? 62 ⓘ



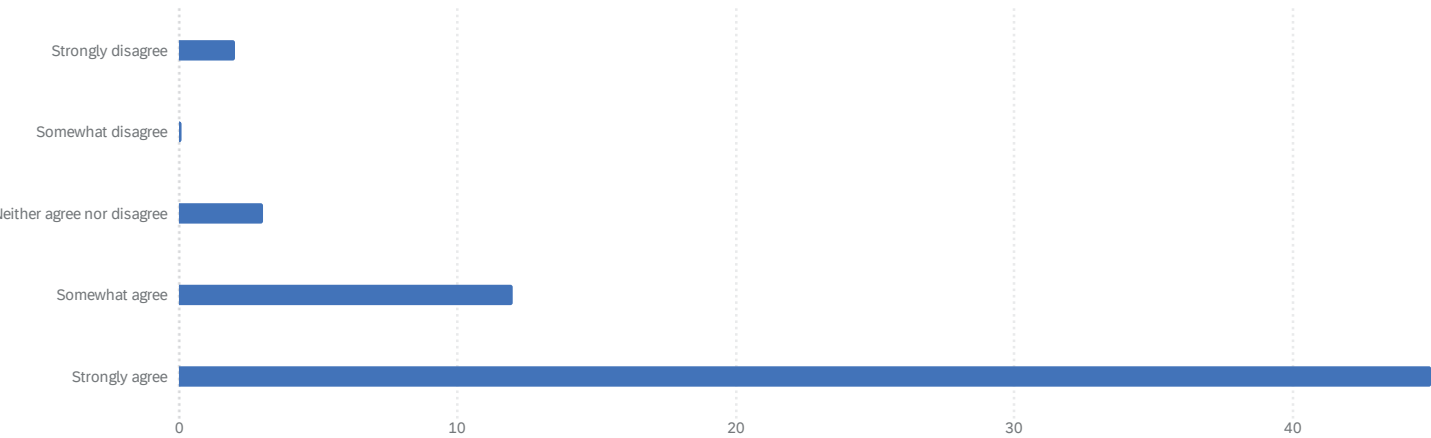
Do you believe that the school should have a well-maintained outdoor play area or sports facilities? 62 ⓘ

| Q13 - Do you believe that the school should have a well-maintained outdoor play area or sports facilities? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 2% | 1 |
| Neither agree nor disagree | 3% | 2 |
| Somewhat agree | 26% | 16 |
| Strongly agree | 66% | 41 |

Do you believe that the school should have a well-maintained outdoor play area or sports facilities? 62 ⓘ

| Do you believe that the school should have a well-maintained outdoor play a... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | 2.00 | 2.00 | 2.00 | 1 |

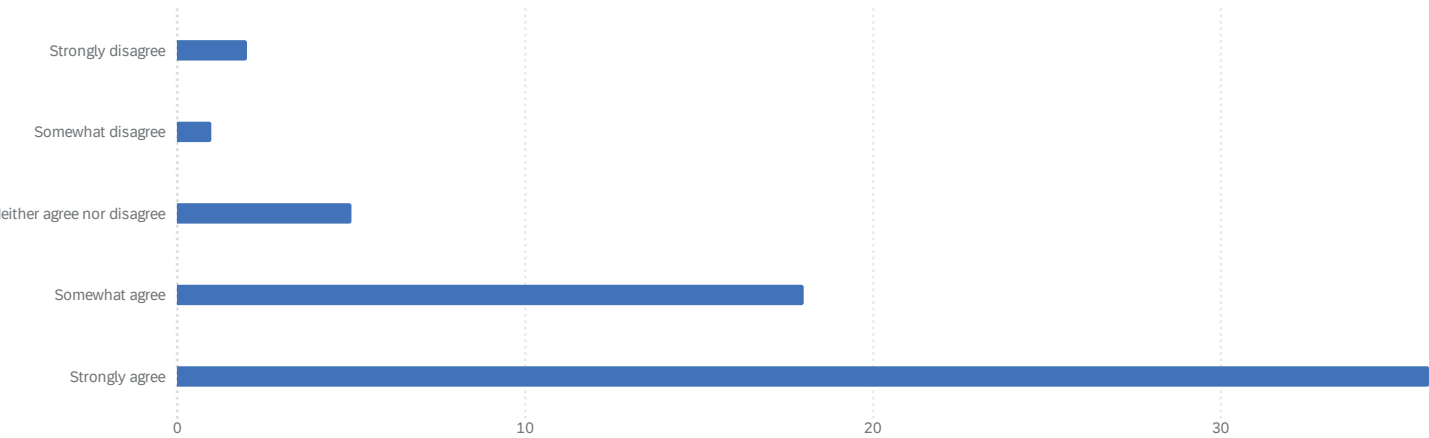
The school should have modern and well-maintained facilities? 62 ⓘ



The school should have modern and well-maintained facilities? 62 ⓘ

| Q12 - The school should have modern and well-maintained facilities? | Percentage | Count |
|---|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 5% | 3 |
| Somewhat agree | 19% | 12 |
| Strongly agree | 73% | 45 |

It is important to you that the school staff reflect the diversity of the community? 62 ⓘ



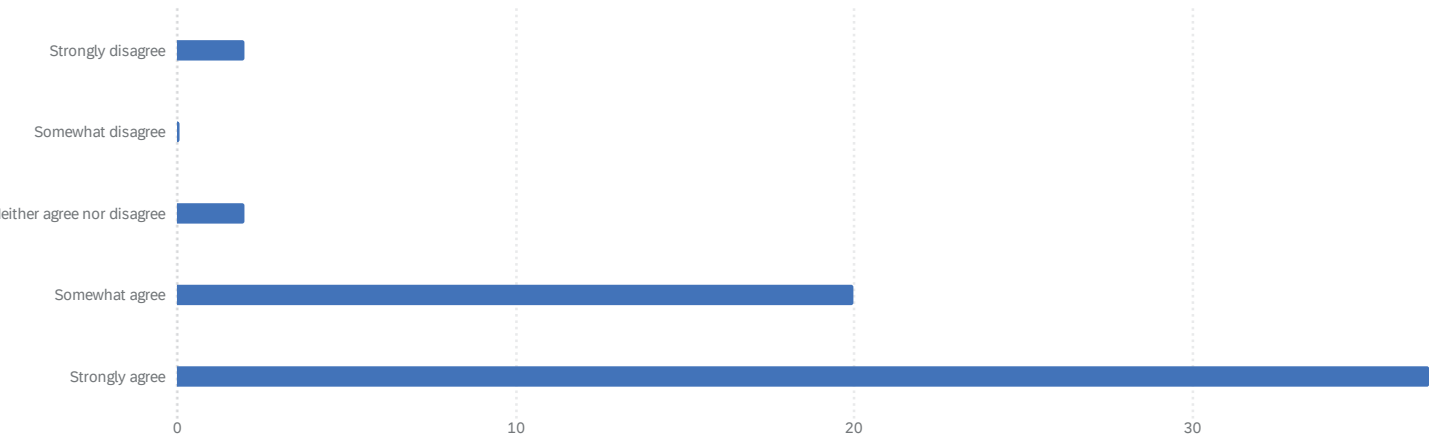
It is important to you that the school staff reflect the diversity of the community? 62 ⓘ

| Q11 - It is important to you that the school staff reflect the diversity of the community? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 2% | 1 |
| Neither agree nor disagree | 8% | 5 |
| Somewhat agree | 29% | 18 |
| Strongly agree | 58% | 36 |

It is important to you that the school staff reflect the diversity of the community? 62 ⓘ

| It is important to you that the school staff reflect the diversity of the c... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | 2.00 | 2.00 | 2.00 | 1 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 5 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 18 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 36 |

Effective communication and collaboration between teachers, parents, and students are essential? 61 ⓘ



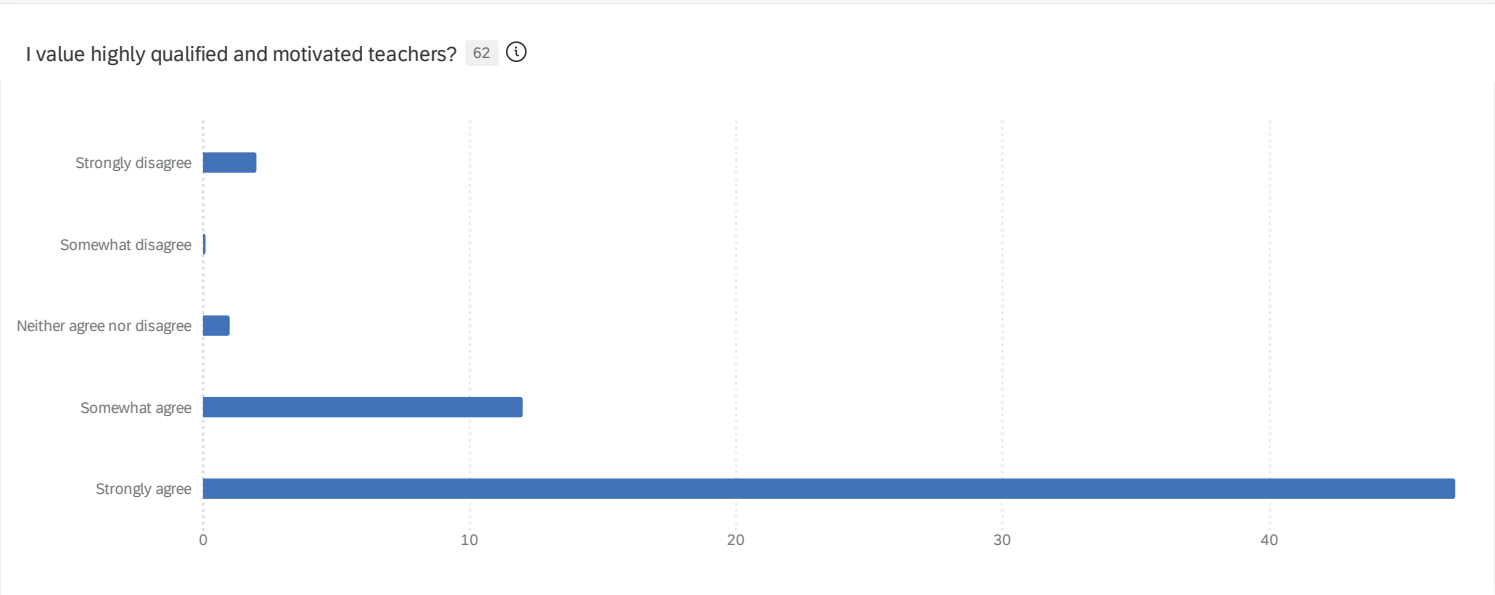
Effective communication and collaboration between teachers, parents, and students are essential? 61 ⓘ

| Q10 - Effective communication and collaboration between teachers, parents, and students are essential? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 3% | 2 |
| Somewhat agree | 33% | 20 |
| Strongly agree | 61% | 37 |

Effective communication and collaboration between teachers, parents, and students are essential? 61 ⓘ

| Effective communication and collaboration between teachers, parents, and st... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 2 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 20 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 37 |

| The school should have a strong focus on academic excellence? | Average | Minimum | Maximum | Count |
|---|---------|---------|---------|-------|
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 1 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 17 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 41 |



I value highly qualified and motivated teachers? 62 ⓘ

| Q9 - I value highly qualified and motivated teachers? | Percentage | Count |
|---|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 2% | 1 |
| Somewhat agree | 19% | 12 |
| Strongly agree | 76% | 47 |

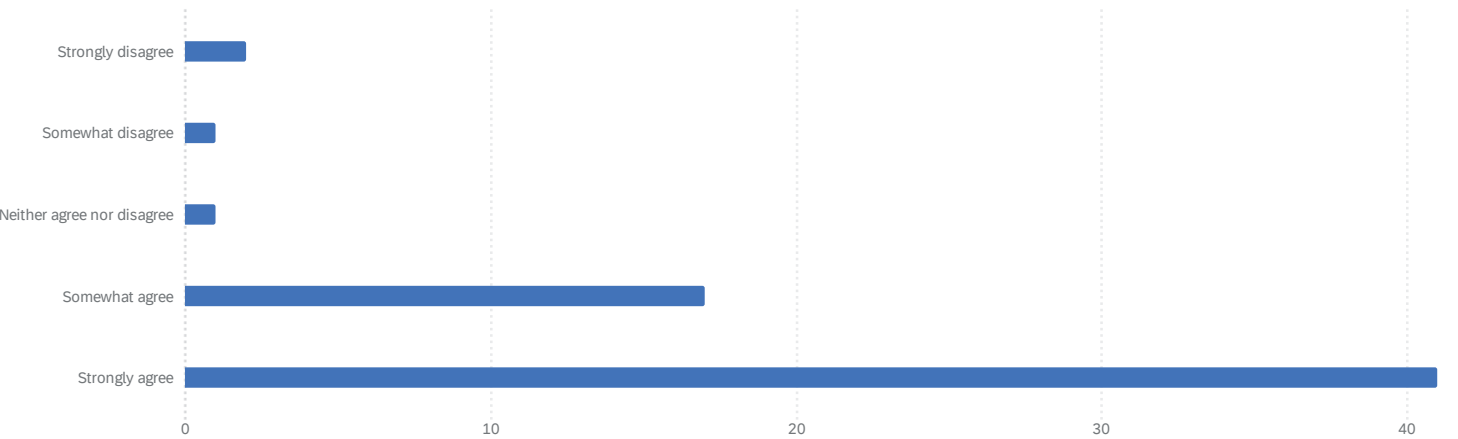
I value highly qualified and motivated teachers? 62 ⓘ

| I value highly qualified and motivated teachers? | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 1 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 12 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 47 |

I want a school that offers a variety of academic programs and extracurricular activities? 62 ⓘ

| I want a school that offers a variety of academic programs and extracurricu... | Average | Minimum | Maximum | Count |
|--|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | 2.00 | 2.00 | 2.00 | 1 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 3 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 16 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 40 |

The school should have a strong focus on academic excellence? 62 ⓘ



The school should have a strong focus on academic excellence? 62 ⓘ

| Q8 - The school should have a strong focus on academic excellence? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 2% | 1 |
| Neither agree nor disagree | 2% | 1 |
| Somewhat agree | 27% | 17 |
| Strongly agree | 66% | 41 |

The school should have a strong focus on academic excellence? 62 ⓘ

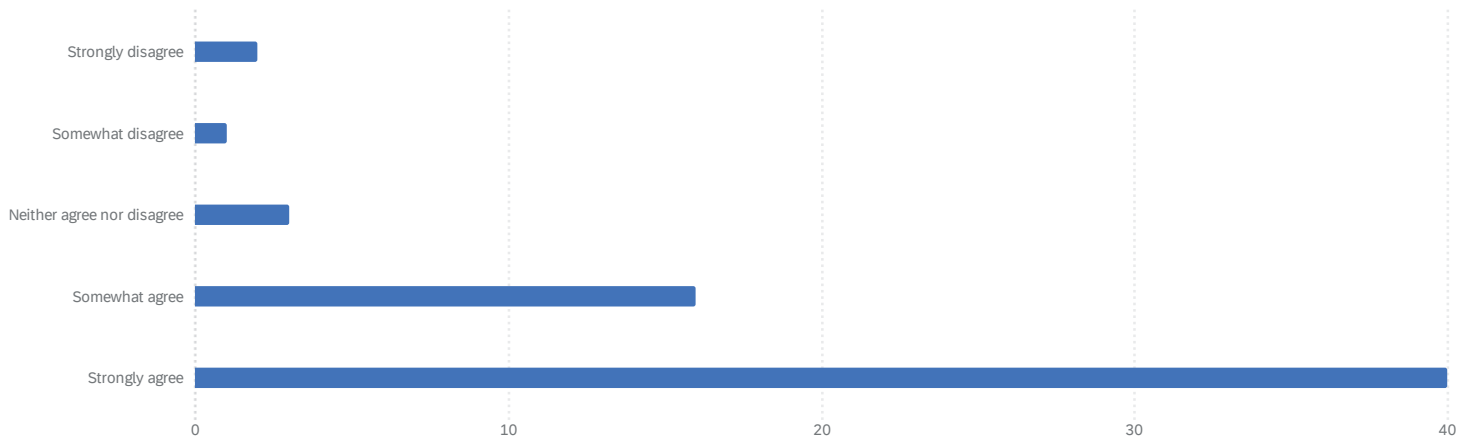
| The school should have a strong focus on academic excellence? | Average | Minimum | Maximum | Count |
|---|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | 2.00 | 2.00 | 2.00 | 1 |

| Q6 - A strong sense of community and belonging is important to me? | Percentage | Count |
|--|------------|-------|
| Somewhat agree | 27% | 16 |
| Strongly agree | 62% | 37 |

A strong sense of community and belonging is important to me? 60 ⓘ

| A strong sense of community and belonging is important to me? | Average | Minimum | Maximum | Count |
|---|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 5 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 16 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 37 |

I want a school that offers a variety of academic programs and extracurricular activities? 62 ⓘ



I want a school that offers a variety of academic programs and extracurricular activities? 62 ⓘ

| Q7 - I want a school that offers a variety of academic programs and extracurricular activities? | Percentage | Count |
|---|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 2% | 1 |
| Neither agree nor disagree | 5% | 3 |
| Somewhat agree | 26% | 16 |
| Strongly agree | 65% | 40 |

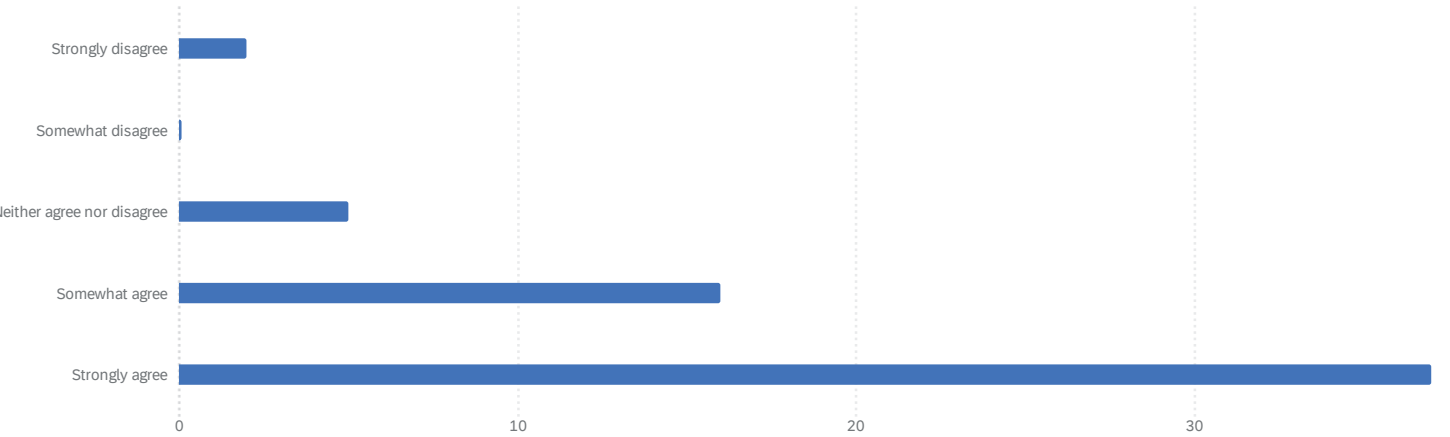
The school should provide a safe and secure learning environment? 62 ⓘ

| Q5 - The school should provide a safe and secure learning environment? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 3% | 2 |
| Somewhat agree | 19% | 12 |
| Strongly agree | 74% | 46 |

The school should provide a safe and secure learning environment? 62 ⓘ

| The school should provide a safe and secure learning environment? | Average | Minimum | Maximum | Count |
|---|---------|---------|---------|-------|
| Strongly disagree | 1.00 | 1.00 | 1.00 | 2 |
| Somewhat disagree | - | - | - | 0 |
| Neither agree nor disagree | 3.00 | 3.00 | 3.00 | 2 |
| Somewhat agree | 4.00 | 4.00 | 4.00 | 12 |
| Strongly agree | 5.00 | 5.00 | 5.00 | 46 |

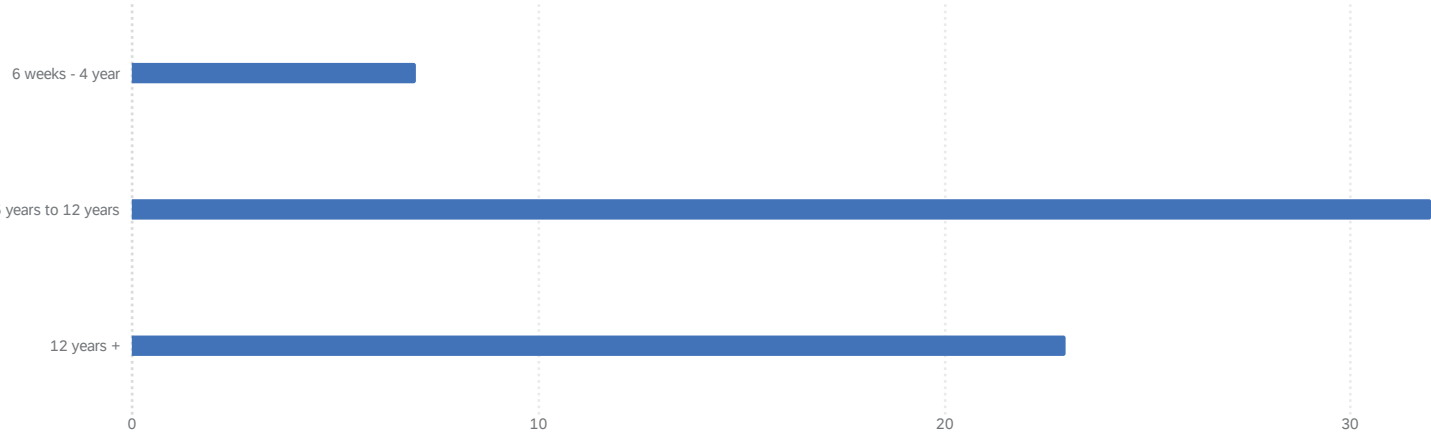
A strong sense of community and belonging is important to me? 60 ⓘ



A strong sense of community and belonging is important to me? 60 ⓘ

| Q6 - A strong sense of community and belonging is important to me? | Percentage | Count |
|--|------------|-------|
| Strongly disagree | 3% | 2 |
| Somewhat disagree | 0% | 0 |
| Neither agree nor disagree | 8% | 5 |

What is the age of your child? 62 ⓘ



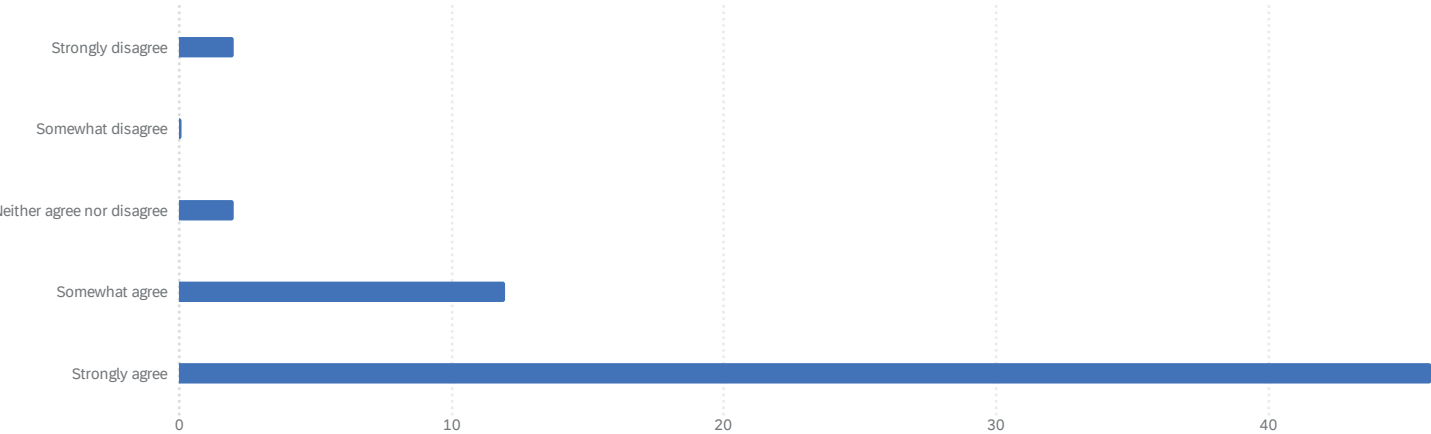
What is the age of your child? 62 ⓘ

| Q3 - What is the age of your child? | Percentage | Count |
|-------------------------------------|------------|-------|
| 6 weeks - 4 year | 11% | 7 |
| 5 years to 12 years | 52% | 32 |
| 12 years + | 37% | 23 |

What is the age of your child? 62 ⓘ

| What is the age of your child? | Average | Minimum | Maximum | Count |
|--------------------------------|---------|---------|---------|-------|
| 6 weeks - 4 year | 1.00 | 1.00 | 1.00 | 7 |
| 5 years to 12 years | 2.00 | 2.00 | 2.00 | 32 |
| 12 years + | 3.00 | 3.00 | 3.00 | 23 |

The school should provide a safe and secure learning environment? 62 ⓘ



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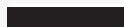
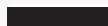
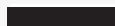
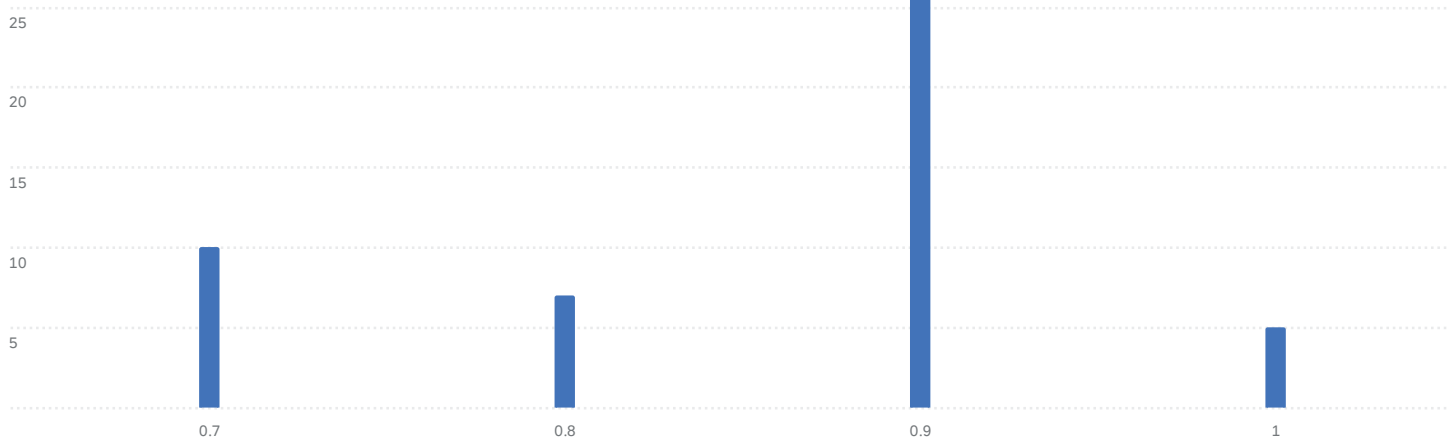
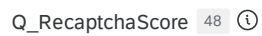
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Responses: 63



Zoom Briefing List

The figure consists of two bar charts, labeled 'a' and 'b', showing the percentage of respondents by age group for two different questions. The x-axis for both charts represents age groups: 18-24, 25-34, 35-44, 45-54, 55-64, 65-74, 75-84, and 85+.

Chart 'a' shows the percentage of respondents who answered 'Yes' to the question 'Do you think that the current situation is a crisis?'. The y-axis represents the percentage, ranging from 0 to 100. The data is as follows:

| Age Group | Percentage (%) |
|-----------|----------------|
| 18-24 | 10 |
| 25-34 | 15 |
| 35-44 | 20 |
| 45-54 | 25 |
| 55-64 | 20 |
| 65-74 | 15 |
| 75-84 | 10 |
| 85+ | 5 |

Chart 'b' shows the percentage of respondents who answered 'Yes' to the question 'Do you think that the current situation is a crisis?'. The y-axis represents the percentage, ranging from 0 to 100. The data is as follows:

| Age Group | Percentage (%) |
|-----------|----------------|
| 18-24 | 10 |
| 25-34 | 15 |
| 35-44 | 20 |
| 45-54 | 25 |
| 55-64 | 20 |
| 65-74 | 15 |
| 75-84 | 10 |
| 85+ | 5 |



LET'S CHAT

ATTENTION PARENTS AND CAREGIVERS!

WAS YOUR LITTLE ONE BORN BETWEEN DECEMBER 2019-2021?

IF SO, JOIN US MAY 9, 2024 @ 6PM FOR A VIRTUAL MEETING



"SCAN HERE! TO REGISTER AND A CHANCE TO WIN A \$250 RAFFLE."

THURSDAY, MAY 9, 2024 AT 6 PM

BRICK Rochester Parent Meeting

Online event

 The event has ended


About Discussion

 Invite  Edit ...

Details

 18 people responded

 Event by **BRICK Rochester Academy**

 Public · Anyone on or off Facebook

Attention Parents and Caregivers!

Was Your Little One born between December 2019-2021?

If So, Join us May 9, 2024 @ 6PM For a Virtual Meeting ... [See more](#)

 Social issues  Online

Meet Your Host



Guests

2
Went

16
Interested

[See all](#)

Related events



Opening Launch

TODAY AT 10 AM

 Interested



Kiwanis Karnival

HAPPENING NOW

 Interested



Opening Doors Community Housing Update

TODAY AT 6:30 PM

 Interested

| Timestamp | Was your little one born b | Would you enroll in BRICK Rochester? |
|--------------------|----------------------------|--------------------------------------|
| 5/18/2024 12:32:58 | Yes | Yes |
| 5/18/2024 13:02:46 | Yes | Yes |
| 5/18/2024 13:11:25 | Yes | Yes |
| 5/18/2024 13:16:22 | Yes | Yes |
| 5/18/2024 13:19:18 | Yes | Yes |
| 5/18/2024 13:42:54 | Yes | Yes |
| 5/18/2024 13:46:42 | Yes | Yes |
| 5/18/2024 14:07:47 | Yes | Yes |
| 5/18/2024 14:33:35 | Yes | Yes |
| 5/18/2024 14:39:58 | Yes | Yes |
| 5/18/2024 14:48:47 | Yes | Yes |
| 5/18/2024 14:51:20 | Yes | Yes |
| 5/18/2024 14:53:25 | Yes | Yes |
| 5/18/2024 15:18:59 | Yes | Yes |

R-04f - Evidence of Student Demand

| Document Title | Page Number(s) | Description |
|--|----------------|--|
| Action for a Better Community (ABC) Community Event BRICK Rochester Charter School Responses | 4f-2 | Survey responses from interested parents at the community event in spring 2024. |
| Online Parent Meeting Attendance | 4f-3-4 | Facebook event hosted by BRICK ROchester Academy for parents and caregivers on May 9, 2024. 18 people responded and 17 attended. |
| Batch 2 BRICK Rochester Parent Survey | 4f-5-41 | Second parent survey with 63 responses. |

which will, in turn, support the recruitment and retention of these special populations of students.

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.

Not applicable

Student Enrollment Table

| CHARTER ENROLLMENT BY GRADE | | | | | | | |
|-----------------------------|--------------------------|--------|--------|--------|---------|--------|-----------|
| GRADES | LEVEL | 2026-7 | 2027-8 | 2028-9 | 2029-30 | 2030-1 | AGE RANGE |
| Kindergarten | Elementary School | 90 | 90 | 90 | 90 | 90 | 5-6 |
| 1st Grade | Elementary School | 30 | 90 | 90 | 90 | 90 | 6-7 |
| 2nd Grade | Elementary School | | 30 | 90 | 90 | 90 | 7-8 |
| 3rd Grade | Elementary School | | | 30 | 90 | 90 | 8-9 |
| 4th Grade | Elementary School | | | | 30 | 90 | 9-10 |
| 5th Grade | <i>Elementary School</i> | | | | | 30 | 10-11 |
| Ungraded | | | | | | | |
| TOTAL | | 120 | 210 | 300 | 390 | 480 | |

| CONSOLIDATED CHARTER ENROLLMENT OF ED CORP SCHOOLS | | | | | | | |
|--|--------------------------|--------|--------|--------|---------|--------|-----------|
| GRADES | LEVEL | 2026-7 | 2027-8 | 2028-9 | 2029-30 | 2030-1 | AGE RANGE |
| Kindergarten | Elementary School | 90 | 90 | 90 | 90 | 90 | 5-6 |
| 1st Grade | Elementary School | 30 | 90 | 90 | 90 | 90 | 6-7 |
| 2nd Grade | Elementary School | | 30 | 90 | 90 | 90 | 7-8 |
| 3rd Grade | Elementary School | | | 30 | 90 | 90 | 8-9 |
| 4th Grade | Elementary School | | | | 30 | 90 | 9-10 |
| 5th Grade | <i>Elementary School</i> | | | | | 30 | 10-11 |
| Ungraded | | | | | | | |
| TOTAL | | 444 | 615 | 786 | 876 | 966 | |

levels of retention among economically disadvantaged students. BRACS plans to work closely with families to identify and provide the targeted services that will help each family thrive (for example, by helping increase access to high-quality health care, early childhood education, affordable housing or workforce development). Based on BRICK's experience leading a Promise Neighborhood in Newark, BRACS believes this type of family support will create strong relationships with families that will contribute to high rates of student retention.

- The school's prioritization of building a comprehensive program to serve students who are learning English as a new language will lead to high levels of retention among ELL students. BRACS believes its outreach efforts and commitment to providing ongoing translation services will help ensure that ELL students and families feel welcome and supported in the school. In addition, BRACS believes that having an ENL Coordinator from the very beginning of the charter term will enable that staff member to build the close personal relationships with the families of ELL students that will support the achievement of their children and ensure high levels of retention. The BRICK network has also started to build an ELL instructional blueprint to ensure that the team is prepared to effectively support the diversity of languages it anticipates serving in Rochester. As part of this work, BRACS has developed internal clarity on how the ESOL certified teachers will tailor BRICK's curriculum materials and lesson activities through the intellectual prep process to support the needs of ELL students as well as ways that ENL teachers can build community among ELL students during morning meetings.
- The school's prioritization of building a comprehensive program to meet the needs of students with disabilities will lead to high levels of retention among students with disabilities. BRACS believes that its focus on providing an integrated co-taught classroom in each grade level will ensure that students with disabilities receive strong ongoing support in their classes. In addition, all BRACS teachers will also be responsible for strategically planning to support the needs of their special education students in class as part of the intellectual prep process. While these supports will look different based on the needs of individual students, they could include a range of options, from modified assignments to individual work plans to additional time on assessments or assignments, to the use of a range of co-teaching approaches to ensure that the needs of individual students are met throughout each content block. BRACS has also upgraded its staffing model to provide significantly more support to students with special needs based on its experience with BRICK Buffalo Academy. This includes producing a five-year staffing plan. The plan starts with one BRICK Navigator in year 1, increasing to three with a ratio of 1:150. Social workers will start with one in year 1, growing to two with a ratio of 1:250. A Director of Special Education will be added in year 4. A Dean of Students will begin in year 1, and two assistant Deans of Students will be added throughout years 2-5. Lastly, the school will add multiple special education teachers in its first year of the charter term growing a team of 4 teachers. While the local district generally provides most contract services for students with special needs, BRACS has also strategically budgeted to provide some of these services when necessary to ensure that any challenges accessing district special education services do not negatively impact the ability of its students to achieve the goals outlined in their IEPs. Ultimately, the school believes this comprehensive approach will lead to strong retention among students with disabilities.

In addition to the aforementioned strategies, BRACS staff will commit to monitoring students' overall daily attendance along with tracking their academic, social-emotional, and behavioral performance, in both the aggregate and disaggregated by sub-group to measure their level of engagement in school and to identify potential educational or familial support as needed. Ultimately, BRACS believes its efforts to create a program that effectively serves the needs of these subgroups and to partner authentically with their families will create an environment that enables these students to meet their academic and social goals,

BRACS is committed to ensuring that it supplements its general recruitment strategies with additional efforts to recruit and enroll these special populations. Some examples of how BRACS plans to do this can be found below:

- To **recruit economically disadvantaged students**, BRACS will leverage local community-based organizations providing services to low-income families. BRACS staff will also canvass at public housing developments and communicate with potential families via regular direct mailings to the area's most distressed zip codes: 14605, 14608, 14611, and 14621.
- To **recruit ELLs**, the school will post the student application and enrollment packet on its website in English, Spanish, Chinese, Nepali, and Arabic as well as any other languages that are spoken by a large number of Rochester residents during the charter term. In addition, BRACS will partner with organizations that serve recent immigrants, such as the Catholic Family Center, Refugees Helping Refugees, and Rochester Refugees Resettlement Services, to ensure families whose children speak English as a new language are aware of enrollment opportunities at the school. BRACS will also provide translation services at virtual and in-person recruitment meetings and open house events. BRACS will also emphasize its robust ELL academic programming and staffing structure which will offer high quality, research-based instructional support for effective language acquisition. BRACS will also utilize a lottery preference for ELL students.
- To **recruit students with disabilities**, the school will ensure that all recruitment materials are explicit in terms of the school's inclusion of students with disabilities. In addition, BRACS will implement an explicit recruitment strategy to target families that are looking for a strong program to serve students with disabilities. BRACS plans to hold information sessions designed specifically for these families that encourage families in attendance to participate in small round table discussions with school staff to receive information about its services for students with disabilities and to ask questions of the staff members that are dedicated to serving those students. BRACS will also utilize a lottery preference for students with disabilities.

BRACS will employ a variety of strategies and resources to ensure subgroup retention levels on par with the district of location. Each month, the BRICK WNY regional office will report all instances of student attrition to the BRACS board along with the reasons why students have decided to leave the school. The BRICK WNY regional office will also report the cumulative rates of student attrition for the school year as well as the rates of attrition disaggregated by subgroups so that the Board can support ongoing efforts to ensure high levels of student persistence.

BRACS also believes that its school model is designed to ensure strong retention of all students, particularly students who are economically disadvantaged, students with disabilities and students who are English Language Learners. In particular, the school's plan to conduct home visits for all new families; the school's emphasis on family participation in school, including by inviting families to weekly community events and quarterly conferences; and its staffing model that prioritizes staff to serve its special populations will likely contribute to strong student retention rates for these subgroups. BRACS also believes that its emphasis on providing differentiated instruction in math and literacy each day will ensure that these special populations of students are likely to experience greater academic and cultural success at BRICK, which will lead to higher levels of retention. In addition, the school's significant community outreach in Rochester has shown that families are excited about the prospect of having a school choice where the staff reflects the backgrounds of the students served. As a result, the school's emphasis on recruiting a diverse staff should also lead to high levels of family satisfaction and student retention. BRACS also believes certain aspects of its program will also support high levels of retention among particular subgroups as described below:

- The school's approach to providing comprehensive wraparound services should support high

Target Population Enrollment

Through the team's robust outreach process and a planned focus on year-round recruitment, the school anticipates being able to meet or exceed its chartered enrollment targets.

In addition, the BRACS team is confident that its innovative model, which focuses on ensuring families receive the comprehensive wraparound services they need to thrive, is uniquely positioned to ensure the school meets or exceeds the retention targets established by the SUNY Trustees for students with disabilities, English language learners (ELLs), and students eligible for free or reduced-priced lunch. Based on BRACS projected Year 5 enrollment of 480 students, preliminary enrollment targets for special populations for BBACS are 88.3% economically disadvantaged, 14.5% ELLs, and 15.9% students with disabilities. Retention targets for these same subgroups are 95.2% economically disadvantaged, 95.8% ELLs, and 95.8% students with disabilities.

BRACS has spent the last sixteen months conducting significant community outreach to ensure that Rochester residents have an opportunity to learn about the proposed school. During that outreach process, the team has implemented many community outreach strategies that have helped to inform the creation of a comprehensive, year-round approach to student recruitment. Some of the specific strategies implemented with success include:

- Utilizing a cohort of trained parent ambassadors to inform programmatic design
- Ensuring widespread distribution of hard copy and electronic fliers about the school, and ensuring that these fliers are translated into multiple languages
- Posting on social media outlets, including Facebook, to inform families about the school
- The creation of a BRICK Rochester Charter School website
- Attending community events sponsored by the community organizations
- Leading small parent focus groups with families who have expressed interest in the school
- Sending letters to local elected officials in Rochester to request that they share information about the school with their constituents

BRACS will also add additional recruitment strategies to ensure that the school will be able to meet its enrollment targets, especially given that several recent charter schools in Rochester have struggled to successfully recruit students. Consequently, BRACS plans to continue the outreach strategies it has successfully used over the sixteen months while also leveraging additional recruitment strategies. Some of the new strategies that will be used during the incubation period include:

- Advertising in local and regional newspapers (in English and Spanish, and other languages as needed), including the Democrat & Chronicle.
- Expanding its social media presence (by increasing the frequency of its Facebook postings and adding an Instagram account) and using such outlets to provide application information.
- Disseminating recruitment information to additional community partners, such as additional local nonprofits, tenants' associations, community-based organizations (including those serving immigrant populations), preschools, local public education leaders and community health centers.
- Advertising on local billboards and buses and bus stops.
- Organizing and participating in additional community events such as food drives, toy drives or coat drives.

BRACS is also committed to ensuring that it is able to recruit a population of students that meets or exceeds SUNY's enrollment targets for special populations, including students who are economically disadvantaged, students with disabilities, and students who speak English as a new language. As a result,

R-05ab – Enrollment

Enrollment Plan

BRACS's proposed grade configuration, grades K–6, is aligned with the RCSD as the district's elementary schools generally start with pre-kindergarten and graduate students at the end of 6th grade. The team's canvassing efforts have yielded requests from parents and area nonprofit organizations for a charter school that serves grades K–6 (see also R-01ac Community Need and Proposed School Impact) with the possibility of expansion to middle school and high school grades at a future date.

BRACS plans to use the same minimum age requirements as RCSD: Kindergarteners must be five years of age by December 31st of the year they enroll in kindergarten.

BRACS proposes to open with 90 kindergartners and 30 first-graders during the 2026-27 school year. The school plans to grow its enrollment to include 3 sections of students for each grade level until full enrollment capacity of 630 students in grades K–6 is reached. Although the school will work to re-enroll *all* students from one year to the next, BRACS does expect some attrition related to family geographic mobility and other factors. Based on student persistence data from BRICK Gateway Academy Charter School, BRICK Buffalo Charter School and estimates of attrition rates for schools in Rochester, BRACS anticipates experiencing a 6%–9% annual rate of attrition. However, BRACS is also committed to backfilling any seats that become vacant as a moral imperative to provide a high-quality educational experience to as many students as possible. The school will execute this backfilling in strategic ways to address the needs of families and to support students (including by admitting students in cohorts on an ongoing basis throughout the year and providing both a family orientation and a dedicated staff member to support these students to have a strong first day of school). BRACS will also seek to serve children who may become displaced due to any future school closures in the region. BRACS does not anticipate any shifts in enrollment patterns; thus, the proposed allocation of resources will remain stable throughout the charter period. This approach aligns with the school's philosophical and operational goals of meeting the needs of the community and ensuring the school's fiscal stability.

After demonstrating strong performance towards accountability plan goals during the first charter term, and with the support of BRACS families and community stakeholders, the team anticipates requesting an expansion to serve middle school grades (7-8) at renewal. If granted, BRACS will offer much needed consistency for families in the community, ensure continued learning in a familiar and supportive school environment, and prepare students for success in their high school experience. Over time, BRACS would also be interested in applying for authorization to open its own high school to ensure Rochester students have a strong K-12 pathway. However, the BRACS team is first and foremost committed to creating and sustaining high-quality schools and would only proceed with an expansion request if performance metrics consistently met the network's internal green-lighting criteria.

BRACS is also interested in applying for the ability to operate a full-day universal pre-Kindergarten program. However, BRACS would not apply to launch any such program until after the first year of the charter term so that the team can initially focus on ensuring a strong school launch. After the school launches in a high-quality way, BRACS believes adding a pre-K program could significantly strengthen its enrollment pipeline as well as support the school's families and staff. Fortunately, the BRICK network team also has significant prior experience partnering with pre-K programs in Newark that the team could leverage to plan an effective pre-K program for Rochester. BRACS also believes that a high-quality pre-K program could have the added benefit of improving the academic and social skills of incoming kindergartners, while also ensuring stable enrollment in the school's Kindergarten classes.

determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student's parents or guardians are unsuccessful, the school may remove that student from the waiting list and contact the next student on the waiting list. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create newly randomized waiting lists for the subsequent school year.

Enrollment and Eligibility

All students who are accepted for enrollment or re-enrollment must complete all of BRACS's enrollment forms, by the date required by the school, in order to secure provisional enrollment. First and foremost, a parent must submit the lottery acceptance form as required to reserve a seat in the school. Thereafter, families are required to submit admissions paperwork as directed by the school. Families may forfeit their right to enroll their child if forms are not returned by the designated date. All new students must also take the school's baseline assessments as required.

If a student is not present for 20 consecutive days of school, and if the school has taken the steps required in the Education Law § 3202(1-a) including notice to the student and the parents, the school may drop the student from enrollment and notify the parents that the student may register with the student's school district of residence.

Backfill Policy

A key pillar of the BRICK commitment to equity is its approach to backfilling. BRACS intends to backfill any seats that become vacant due to student attrition. This will be applicable for vacancies that arise mid-year as well as year to year. BRACS will operate from the waiting list until it is exhausted. If the waiting list is exhausted, BRACS will continue recruitment efforts to fill a minimum of 81 seats per grade level.

Transient Students Policy

BRACS will work with transient students (students with documentation that they were not residents of the New York State at the time of the lottery closing date) who may qualify to be added to the top of the waiting list if they satisfy one of the following conditions:

- *Qualify as an English language learner*
- *The student's immediate family has moved owing to assignment as a member of the United State Armed Forces*
- *Refugee resettlement family*

Voluntary Withdrawal

BRACS is a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. A parent wishing to withdraw his/her child from the school will be asked to complete a request for a student withdrawal form. The BRACS School Leader will offer to meet with the family and discuss their reasons for withdrawing from the school, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, BRACS will ensure the timely transfer of any necessary school records to the student's new school. If parents refuse to meet with or document the withdrawal, the school will use its best efforts to document the parent's withdrawal decision. Upon withdrawal of any student in grades K-6, BRACS will seek to fill that vacancy promptly with the next student on the relevant grade's waitlist.

- **Fifth preference is for students who reside in the Rochester City School District.**

Additional Preferences

For any preference other than residing in the Rochester City School District, BRACS will add preferences to assign a final preference. For example, an ELL who resides in the district would be selected prior to one who resides outside the district.

Lottery Process

BRACS will conduct a randomized annual lottery to select the incoming students for each grade within seven (7) days after the application deadline. The public, including parents/guardians will be notified of the date, time, and location of the lottery (or directions for virtually accessing the lottery) in the same manner as a public meeting under the N.Y. Open Meetings Law. If necessary, BRACS plans to conduct a virtual lottery using a platform such as SchoolMint so long as permitted by law. Regardless of whether the lottery process is virtual or conducted in-person, it will be held in full view of the public. If the school's facility is not ready for occupancy at the time of its lottery, the school will conduct the lottery at another public venue, such as a library or the office of one of its centrally-located community partners. The lottery process will be in compliance with the NYSED's regulations, Random Selection Process for Charter School Student Applicants, 8 NYCRR § 119.5. BRACS will ensure transparency and adherence to all regulatory policies by having an objective third party present while the lottery is conducted.

Once all applicants with automatic preferences have been admitted, all other applicants will be considered. Each applicant will be entered into the lottery, based on the admission criteria preferences described above. Siblings applying to the lottery where no sibling already attends the school will share all entries; if their entry is selected the siblings will occupy the next available spot on the list. Entries will be selected at random until all currently available spots are filled. The remaining entries will be selected in the same random manner to create the waiting list in each grade. The waiting list will be used to fill empty spaces as necessary.

After the lottery is completed, BRACS will send all accepted students an acceptance letter that includes directions on how to register and enroll their child in the family's dominant language by mid-April. This letter will include all relevant registration dates and clearly detail the documents needed to officially register their child. Families that received placement via the lottery will have at least 30 days to accept their seats at BRACS. Parents will be contacted at least three times (via multiple channels, including US mail, email, and phone) prior to removing them from the list. Students who receive placement without a lottery are considered enrolled under the N.Y. Charter Schools Act and will have to be dropped from enrollment in accordance with section 32 of the N.Y. Education Law § 3202(1-a).

Waitlists

Students who did not get a seat via the lottery will receive a postcard notifying them of their waitlist status and their waitlist number. As seats become available in the school during mid-June through September, students on the waiting list will be contacted in the order of their ranking and offered the opportunity to enroll. If the waiting list is exhausted, the recruitment team will continue recruitment efforts until all seats are filled.

Should a space become available in a class at BRACS, the school will contact the parents or guardians of the next student on the waiting list. Lottery preferences for each grade level will remain in effect as vacancies occur throughout the enrollment process and throughout the school year. The school will make reasonable attempts to contact the parents or guardians of the first student on the waiting list to

a database such as SchoolMint or PowerSchool. All information provided on the application will be verified with the applicant's family, in particular the student's age, address, and sibling status. Once deemed completed and accurate, confirmation notification will be mailed indicating the receipt of the application. Again, every prospective student who submits a timely application will be enrolled—space permitting.

Should an application be received after the deadline, it will be entered into the enrollment database in order of receipt. If no lottery is required, late applicants will be admitted to the school by grade in order of receipt of the application. Should a lottery become necessary (i.e., should the number of applications exceed the school's capacity by grade level or building-wide), late applicants will be placed on a waiting list beginning with the last applicant in each grade selected by lottery.

In addition, the school will support any family who submits an application in completing the required RCSD paperwork to formally apply for transportation services.

Automatic Preferences

BRACS is committed to recruiting a diverse student population that is reflective of the Rochester community. The school will continue to build upon its outreach efforts to engage the most vulnerable learners and families, including students with disabilities and English Language Learners, and to ensure that these families are aware of the school's robust programming and differentiation structures to serve all students. In particular, the school's marketing materials will highlight its inclusive special education and language acquisition models and related staffing to underscore its ability to meet a wide variety of student academic, social-emotional, and behavioral needs with positive interventions and supports.

Aligned with this commitment, the school's lottery preferences will be given to eligible applicants in the following order:

- **First preference is given to students who attended the school the previous year and are returning to the school.** Returning students do not need to re-apply.
- **Second preference is given to siblings of students enrolled in the school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.** A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are granted a space, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the waiting list process below.
- **Third preference is for students with disabilities;** defined as students who:
 1. *currently has an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan or the equivalent);*
 2. *has ever have had an IFSP (Individualized Family Service Plan or the equivalent) for K students or students first enrolling in school, which would include students new to the U.S.; or,*
 3. *ever received Early Intervention Services (for K students or students first enrolling in school).*
- **Fourth preference is for students who are English language learners;** defined as students who:
 1. *previously have been identified as an ELL;*
 2. *mainly speak a language other than English; or,*
 3. *In their homes, mainly speak a language other than English (for K students and students first enrolling in school, which would include students new to the U.S.).*

R-05d - Admissions Policy

Student Recruitment

As described in R-05ac, the BRACS team will continue its extensive community outreach across the Rochester City School District to solicit applications from prospective students entering lottery-eligible grades. As a public charter school, BRACS is open to all children who are eligible for admission to a public school under New York State law. Additionally, BRACS will follow all applicable state and federal laws in admitting students, including all anti-discrimination laws governing public school admissions, such as Title VI of the Civil Rights Acts and § 2854(2) of the New York Education Law, governing admission to a charter school. Therefore, BRACS will annually conduct a blind admissions process requesting only basic data from parents about prospective students. BRACS will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

In its admission policies and procedures, BRACS staff will **not** engage in any of the following:

- (1) Requiring parents to attend meetings or information workshops as a condition of enrollment;*
- (2) Having an unduly narrow enrollment period (e.g. fewer than 30 days);*
- (3) Giving enrollment preference to children of members of the BRACS Board or founders group (unless the members are full time employees of BRACS or the BRICK Education Network);*
- (4) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to BRACS, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);*
- (5) Mandating that students or parents agree with BRACS's mission or philosophy; or*
- (6) Giving preference to students interested or talented in a particular BRACS program.*

Open Admissions Only to Designated Grades

To maximize opportunity for Rochester students to access seats at BRACS, the school will open admissions for each grade in operation, each year. Every prospective student who submits a timely application will be admitted as long as space permits. Should the number of applications exceed the school's capacity by grade level or building-wide, applicants will be selected by blind lottery. After the available seats are filled, the blind lottery continues to assign every applicant a number on the waiting list.

Lottery Application

Applications will be made available to parents in Spanish, Chinese, Nepali, and Arabic in addition to English at the school building (if available for occupancy by that point), via the GoodSchoolsRoc application portal site, and on the school's website commencing January 1st. Applications will request basic information about potential students such as their name, address, date of birth and number of siblings applying to the school. Kindergarten applicants must turn five years old on or before December 31st of the year in which they matriculate into Kindergarten.

Application Deadline and Receipt Process

To mitigate any barriers to submitting a complete application by the April 1st deadline every year, the BRACS team will ensure bilingual staff members and/or parent ambassadors are present at all open houses to assist parents with completing the admission application. BRACS will also have bilingual staff members or translation services available by phone to support parents with questions.

All applications for the BRACS lottery must be received on or before the April 1st application deadline. At receipt, each application will be time-stamped, photocopied to a separate secured file, and entered into

Each type of evaluative component produces its own written deliverables to facilitate tracking and collective updates, and will be summarized in an annual end of year report. Parents and families will also be invited to a year-end presentation that outlines the school's progress and the annual report will be posted on the BRACS website.

conduct a comprehensive facility walkthrough and to ensure that all resources are in place to successfully launch the academic school year. In addition, this will involve a comprehensive school culture review after approximately the first 30 days of school to assess the quality of school culture. There will also be a monthly structure where BRICK's academic directors visit the school to conduct focused observations of specific content areas to assess program implementation in that content area. Each of these visits will lead to an individual program implementation report that is then shared by the BRICK WNY regional directors with the BRACS Board of Trustees at the next monthly meeting. In addition, the BRICK WNY regional directors will also share comprehensive dashboards at these meetings that anchor to the goals in the school's accountability plan and provide ongoing updates on critical metrics in the areas of academic performance, school culture, operations and finance. This dashboard, in conjunction with the programmatic reports previously described, will enable the board and school leadership to engage in meaningful conversations at monthly board meetings about how the school is advancing its mission and support effective governance.

The BRACS team also recognizes that it must have a strong annual process to ensure that all of this information gathered can be synthesized, compared to local and national norms, and then used to inform the annual priority planning process. The BRACS and BRICK teams will coordinate the following activities to support comprehensive, annual programmatic audits of the implementation and effectiveness of the school's education program. These will include:

- **Quarterly data step backs:** For each department within the school to report on progress towards annual goals and get feedback on their action plans to meet those goals. This process follows a [prescribed protocol](#) included in BRICK's Academic Leadership Team Guidebook (pages 19-21) with surveys, action plans, and scheduled cycles for analysis.
- **Curricular and programmatic review/selection process:** The BRICK Education Network has developed a holistic and transparent review, evaluation, and selection process for all academic programs, drawn from *Ed Reports* and *Achieve the Core* resources. The protocol includes 5 steps:
 1. Establish the Process
 2. Develop the Lens
 3. Know and Winnow Choices
 4. Investigate the Materials
 5. Make a Decision

BEN's Curriculum Review & Selection Process [\[protocol linked\]](#) intentionally shifts the emphasis away from selecting the best curriculum. Instead, this approach guides the team toward identifying all program components and desired outcomes and matching those components with the curricular program that will best help schools implement the program to its full potential. In this session the BEN the program evaluation team will showcase this model, providing free resources and practice time with the key parts of the protocol.

- **Site Visits:** Site Visits across campuses may be scheduled during the school year to allow for Vice Principals of Instruction/Culture and directors to norm on Arc of the Year or Culture and Climate Look-fors and develop pivots in instruction and coaching. The site visit's purpose is to guide leaders to answer the following:
 - *How are we progressing to meeting our shared vision of excellence and what impact will it have on student learning and development?*
 - *Where are we in meeting this vision of excellence and our goals?*
 - *What specific steps will we take to make progress to meet that vision?*

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| | | potential, to have courage to try , to turn problems into opportunities, and to work steadily toward improvement. The course introduces and expands on CASEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and engages students in opportunities to practice skills in each area. The course supports relationship development, maintenance, and repair in the classroom. | |
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Promotion and Graduation Policy

BRICK schools believe that it is their responsibility to set students up for success, not failure. Network documentation provides guidance on gradebook consistency and rubric conversion to norm grade calculations. However, inconsistencies may still exist from classroom to classroom and it can become mathematically impossible for students to recover from low Fs even if they make progress from semester to semester. As such, all final grade scales will be capped to convert all grades below 55% to 55% in PowerSchool; in alignment with [“The Case Against the Zero”](#) by D. Reeves.

In order to ultimately prepare students for high school expectations, GPAs (Grade Point Average) will be included on report cards. This will allow students the opportunity to understand the importance that a single grade has on one’s overall performance as they prepare for high school and beyond.

At the culmination of each quarter, grade level teams will review student performance and determine which students are NOT on track to demonstrate mastery of grade-level standards in one or more subjects. These students will receive a Promotion in Doubt (PID) letter, with the principal’s approval. It is the responsibility of grade level teams to outline what interventions have been implemented in school and provide recommendations for school/home interventions. Other data points will be required to warrant a PID letter, such as mCLASS, iReady, unit assessments, etc., indicating 2+ years behind grade level. Once a student is recommended for PID, the team MUST make a student referral to the school’s student support team and complete all necessary paperwork. At the culmination of the school year, grade level teams will review student performance and determine which students in K-8 are not on track to demonstrate mastery of grade-level standards in at least TWO core subjects. Core subjects must include ELA and/or Math; and/or Science or SS/History.

Programmatic Audits

BRACS will utilize a multi-pronged approach to continuous improvement, including ongoing CMO monitoring for internal programmatic implementation; utilizing charter leaders from high-performing SUNY-sponsored schools to externally evaluate the school; and eventually leveraging local university faculty to produce a comprehensive programmatic audit that assesses the school’s performance relative to its annual goals. This process will help ensure that the BRACS Board of Trustees receives comprehensive information on the quality of the school each year that can support its ability to provide effective governance and to set the school’s annual goals and priorities throughout the charter term.

As part of the BRICK Education Network’s educational services agreement with the school, it will provide comprehensive services to ensure that the school is operating in ways that align with the school’s mission, key design elements and charter agreement. This will involve a structured system of internal site visits to the school to review all aspects of the school’s program, including its academic program and operational systems. For example, BRICK network operations staff will visit before the launch of the school year to

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| Morning Meeting | 3rd | Focuses on ways to build self-concept and how life experiences and family influence self-concept. Explores ways that personal actions impact self-concept and takes a critical look at personal choices. Emphasizes the development of positive decision-making skills and ways to turn problems and setbacks into opportunities for continuous self-improvement. The course introduces and expands on CASEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and engages students in opportunities to practice skills in each area. The course supports relationship development, maintenance, and repair in the classroom. | Positive Action CASEL Competencies School Values |
| Morning Meeting | 4th | Focuses on self-concept and how it connects to success. Explores strategies to preserve physical, intellectual, and social-emotional health such as abstaining from substance use, rest, and nutrition. Connects school attendance to overall success. Expands on positive decision-making skills and ways to make wise choices. Teaches skills to recognize, prevent, and respond to bullying. Emphasizes fair treatment and empathy. The course introduces and expands on CASEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and engages students in opportunities to practice skills in each area. The course supports relationship development, maintenance, and repair in the classroom. | Positive Action CASEL Competencies School Values |
| Morning Meeting | 5th | Focuses on the comparison of positive and negative actions, thoughts and feelings and how each impacts social-emotional well-being. Explores ways to develop healthy and supportive circles and have a positive influence on self-concept in spite of negative life experiences. Differentiates between positive feelings and a false sense of well-being experienced through abusive behavior. Continues building on ideas and skills of resource management, problem-solving, social-emotional goal setting, and persistence toward achievement. The course introduces and expands on CASEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and engages students in opportunities to practice skills in each area. The course supports relationship development, maintenance, and repair in the classroom. | Positive Action CASEL Competencies School Values |
| Morning Meeting | 6th | Focus on self-improvement as a natural follow-up to self-honesty, because individuals who take a realistic look at themselves are better able to determine their personal goals. Self-improvement means developing and integrating the physical, intellectual and social/emotional domains to grow towards one's personal ideal. Student learn how to set short-term and long term goals, and how to make goal setting work. They are taught to believe in their | Positive Action CASEL Competencies School Values |

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| | | students work with partners to design an ideal society by applying the concepts from each unit. | |
| Social Studies | 6th | The 6th Grade History Curriculum continues the study of World History, exploring a rich mixture of primary and secondary sources, artifacts, visual presentations, graphs, and maps. Students are given study and memory retention skills, and have ongoing practice with Historical Thinking Skills derived from <i>AP History</i> standards. The Historical Thinking Skills are cognitive routines (habits of mind) that students select from to help them read the historical sources and process the concepts. Students are assessed quarterly with rigorous multiple choice and DBQ exams. In addition, there is a year-long, student-directed independent project where students work with partners to design an ideal society by applying the concepts from each unit. The year's theme is globalization and by the end of the year, students will be able to explain how the world has become increasingly interconnected over time. | BRICK Education Network Grade 6 Social Studies Program (based on Achievement First Grade 6 Social Studies Curriculum) |
| Morning Meeting | | | |
| Course | Grade | Course Description | Curriculum/Assessment |
| Morning Meeting | K-1st | Ubuntu SEL Curriculum consists of seven (7) units. Each unit is named after a value or principle found throughout the African diaspora. It grounds CASEL's competencies in cultural and linguistic practices familiar to the students we serve. This curriculum begins to create space to honor the experiences of the students entrusted with our care. BRICK believes that students who recognize their own gifts are better equipped to recognize the gifts in their peers and adults. This process of expanding awareness and empathy will allow students to cultivate their power to be change leaders for themselves, their school, home, local, and national community. | Ubuntu SEL Curriculum CASEL Competencies School Values |
| Morning Meeting | 2nd | Focuses on ways to improve self-concept through daily life skills, resourcefulness, and curiosity. Makes connections between intellectual and social-emotional growth to personal choices, resource management, and school attendance. Expands on emotion lexicon and teaches skills to manage challenging feelings such as jealousy, anger, fear, and loneliness. Supports goal creation and persistence toward achievement of academic and social-emotional goals. The course introduces and expands on CASEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and engages students in opportunities to practice skills in each area. The course supports relationship development, maintenance, and repair in the classroom. | Positive Action CASEL Competencies School Values |

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| | | neighborhood-specific unit to celebrate the history of their hometown. | Magazines |
| Social Studies | 3rd | Further develops foundational skills in the social studies disciplines: history, geography, civics, citizenship and government, and economics. It allows students to build and deepen their knowledge grade by grade and to make cross-curricular connections across subjects and through culture and language. Course content includes learning about the different ancient civilizations and their impact on the world today as well as United States History and current events. Students articulate their ideas through discussion and written responses to text-dependent questions. Students identify connections between their own culture and home life. | BRICK Education Network “My Community is My Home” Core Knowledge History and Geography Scholastic News Magazines |
| Social Studies | 4th | Continues to develop skills in history, geography, civics, citizenship, government, and economics. Each unit contains an essential question that focuses on specific time periods and issues in American history. Students grapple with two year-long essential questions. With the first— <i>How can we organize our understanding of the past?</i> --students will practice different ways to organize and internalize historical information. With the second essential question— <i>How can a single event in history be perceived differently by multiple people based on their experience and degree of power?</i> --Students will establish an understanding of multiple perspectives and experiences through inquiry into a variety of American experiences. While building essential content knowledge, the course also supports fiction and nonfiction reading proficiency by building foundational Common Core literacy skills, including. This course’s writing rubric also sets a foundation for middle school Historical Thinking Skills and written responses to Document Based Questions. | Achievement First Grade 4 Social Studies Curriculum |
| Social Studies | 5th | This course kicks off BEN’s four-year middle school social studies program, which is designed to graduate our 8th graders prepared for <i>Advanced Placement History</i> skills in high school history classes. In grade 5, students take the first year of a two-year World History survey course, exploring a rich mixture of primary and secondary sources, artifacts, visual presentations, graphs, and maps. Students are given study and memory retention skills, and have ongoing practice with Historical Thinking Skills derived from <i>AP History</i> standards. The Historical Thinking Skills are cognitive routines (habits of mind) that students select from to help them read the historical sources and process the concepts. Students are assessed quarterly with rigorous multiple choice and DBQ exams. In addition, there is a year-long, student-directed independent project where | BRICK Education Network Grade 5 Social Studies Program (based on Achievement First Grade 5 Social Studies Curriculum) |

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| | | <p>Units Include</p> <p>Grade 4: Energy Conversion, Vision & Light, Earth Features, Waves Energy & Information</p> <p>Grade 5: Patterns of Earth & Sky, Modeling Matter, The Earth System, Ecosystem Restoration</p> <p>Grade 6: Microbiome, Metabolism, Traits & Reproduction, Thermal Energy, Ocean Atmosphere & Climate, Weather Patterns, Earth Changing Climate.</p> | |
| Social Studies | | | |
| Course | Grade | Course Description | Curriculum/Assessment |
| Social Studies | K | Provides initial foundations in social studies disciplines: history, geography, civics, citizenship/government, and economics. It allows students to build and deepen their knowledge grade by grade and to make cross-curricular connections across subjects and through culture and language. Course content includes Indigenous Peoples, early settlers, how to use a map, and Scholastic News magazines. Students articulate ideas through discussion, individual and group drawings, and short responses. Students participate in one neighborhood-specific unit to celebrate the history of their hometown. | <p>BRICK Education Network "My Community is My Home"</p> <p>Core Knowledge History and Geography</p> <p>Scholastic News Magazines</p> |
| Social Studies | 1st | Develops foundational skills in the social studies disciplines: history, geography, civics, citizenship and government, and economics. It allows students to build and deepen their knowledge grade by grade and to make cross-curricular connections across subjects and through culture and language. Course content includes Ancient Egypt, Continents and Maps, culture of Mexico, and Scholastic News magazines. Students articulate ideas through discussion and short written responses; students identify connections between the content and their own culture and home life. Students participate in one neighborhood-specific unit to celebrate the history of their hometown. | <p>BRICK Education Network "My Community is My Home"</p> <p>Core Knowledge History and Geography</p> <p>Scholastic News Magazines</p> |
| Social Studies | 2nd | Further develops foundational skills in the social studies disciplines: history, geography, civics, citizenship and government, and economics. It allows students to build and deepen their knowledge grade by grade and to make cross-curricular connections across subjects and through culture and language. Course content includes immigration and citizenship, geography of the Americas, civil rights, and Scholastic News magazines. Students articulate their ideas through discussion and written responses to text-dependent questions. Students identify connections between their own culture and home life. Students participate in one | <p>BRICK Education Network "My Community is My Home"</p> <p>Core Knowledge History and Geography</p> <p>Scholastic News</p> |

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| | | <p>problems. NY-4.OA.1-3</p> <ul style="list-style-type: none"> • Generalize place value understanding for multi-digit whole numbers NY-4.NBT.1-3 • Understand decimal notation for fractions, and compare decimal fractions NY-4.NF.5-7 | |
| | 5th - 6th | Content can be differentiated to support student mastery of grade level priority standards and address foundational skills from prior grades, thereby providing just-in-time teaching to accelerate student growth. | <p>I-Ready Math Curriculum</p> <p>Khan Academy</p> <p>Math Fact Lab</p> <p>Fish Tank Curriculum</p> |
| Science | | | |
| Course | Grade | Course Description | Curriculum/Assessment |
| Science | K-3 | <p>The FOSS curriculum is a phenomenon-based science curriculum. It has an investigation approach that follows a similar design in each investigation (up to 12 a unit) to provide multiple exposures to science concepts. The design includes the following pedagogies:</p> <ul style="list-style-type: none"> • Active investigation in collaborative groups: firsthand experiences with phenomena in the natural and designed worlds • Recording in science notebooks to answer a focus question dealing with the scientific phenomenon under investigation • Reading informational text in FOSS Science Resources books • Online activities to acquire data/information or to elaborate/extend the investigation • Outdoor experiences to collect data from the local environment or to apply knowledge • Assessments to monitor progress and inform student learning <p>Units include:</p> <p>K - Materials in Motion Trees & Weather Animals Two by Two</p> <p>1st - Sound & Light Air & Weather Plants & Animals</p> <p>2nd - Solids & Liquids Pebble, Sand, & Silt Insects and Plants</p> <p>3rd - Motion & Matter Water & Climate Structures of Life</p> | Full Option Science Option (FOSS) |
| Science | 4-6 | <p>Amplify Science is a science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists. Student learning Involves observations, reading of articles, discussion, and use of online simulations. Students participate in hands-on scientific investigation, scientific inquiry, and engineering design.</p> | <p>Amplify Science</p> <p><i>Assessment:</i></p> <p>End of Unit Tests (Amplify Science)</p> <p>NYS Grades 3-8 State Test</p> <p>NWEA</p> |

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| | | <p>decimals with all operations using the standard algorithm.</p> <p>2)connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (3) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (4) writing, interpreting, and using expressions and equations; and (5) developing understanding of statistical thinking</p> | <p>Common Core Curriculum</p> <p>i-Ready Adaptive Online Program</p> <p><i>Assessment:</i> Exit Tickets Assessments i-Ready Diagnostic NYS Grades 3-8 State Test</p> |
| Math Power Up | K-6 | <p>Overview Math Power Up is a designated time in the math block where teachers can assess, monitor, and provide differentiated instruction to the diverse learner populations. With the K-3 co-teaching model, teachers can work with smaller groups and students can get more personalized instruction based on their learning needs. Students might work on i-Ready Math (an adaptive computer program), Math Fact Lab (Fact Fluency Program, Khan Academy (a digital program), small group instruction, or independent practice. Content can be differentiated to support student mastery of grade-level priority standards and address foundational skills from prior grades, thereby providing just-in-time teaching to accelerate student growth. Students might work on, and/or work on curriculum-based practice problems.</p> | |
| | K | <p>Focus will be on the following Priority Standards:</p> <ul style="list-style-type: none"> ● Know number names and the count sequence. NY-K-CC 1-3 ● Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. NY-K.OA 1-5 | <p>Curriculum i-Ready Math</p> |
| | 1st | <p>Focus will be on the following Priority Standards:</p> <ul style="list-style-type: none"> ● Represent and solve problems involving addition/subtraction including word problems NY-1.OA 1-6 ● Understand place value NY-1.NBT 2-3 | <p>Curriculum i-Ready Math</p> |
| | 2nd | <p>Focus will be on the following Priority Standards:</p> <ul style="list-style-type: none"> ● Represent and solve problems involving addition/subtraction including word problems NY-2.OA 1 -2 ● Understand place value. NY-2.NBT 1-2 | <p>Curriculum i-Ready Math</p> |
| | 3rd | <p>Focus will be on the following Priority Standards:</p> <ul style="list-style-type: none"> ● Represent and solve problems involving multiplication and division. NY-3.OA.1-4 ● Develop understanding of fractions as numbers NY-3.NF.1-3 | <p>Curriculum i-Ready Math</p> |
| | 4th | <p>Focus will be on the following Priority Standards:</p> <ul style="list-style-type: none"> ● Use the four operations with whole numbers to solve | <p>Curriculum i-Ready Math</p> |

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| Math Core Lesson | 3rd | Third grade math instruction focuses on (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing polygons based on the number of sides and vertices. Achievement First Mathematics Curriculum aims to see the mathematical practices come to life with focus, coherence, and rigor that allows for a balance of conceptual understanding, procedural fluency and application called for by the standards. | <p>enVision® Mathematics Common Core Curriculum</p> <p>i-Ready Adaptive Online Program</p> <p><i>Assessment:</i> Exit Tickets Assessments i-Ready Diagnostic NYS Grades 3-8 State Test</p> |
| Math Core Lesson | 4th | Fourth grade math instruction focuses on (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Achievement First Mathematics Curriculum aims to see the mathematical practices come to life with focus, coherence, and rigor that allows for a balance of conceptual understanding, procedural fluency and application called for by the standards. | <p>enVision® Mathematics Common Core Curriculum</p> <p>i-Ready Adaptive Online Program</p> <p><i>Assessment:</i> Exit Tickets Assessments i-Ready Diagnostic NYS Grades 3-8 State Test</p> |
| Math Core Lesson | 5th | Fifth grade math instruction focuses on (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. Achievement First Mathematics Curriculum aims to see the mathematical practices come to life with focus, coherence, and rigor that allows for a balance of conceptual understanding, procedural fluency and application called for by the standards. | <p>enVision® Mathematics Common Core Curriculum</p> <p>i-Ready Adaptive Online Program</p> <p><i>Assessment:</i> Exit Tickets Assessments i-Ready Diagnostic NYS Grades 3-8 State Test</p> |
| Math Core Lesson | 6th | Sixth grade math instruction on (1) developing fluency with dividing multi digit whole numbers using the algorithm and solving | enVision® Mathematics |

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| | | performance groups. All instructional decisions and groupings should be grounded in data, supporting a small group, center, and ILT structure that is dynamic and changes with time. | |
| Mathematics | | | |
| Course | Grade | Course Description | Curriculum/Assessment |
| Math Core Lesson | K | Kindergarten math instruction focuses on (1) developing a sound sense of numbers by representing and comparing numbers, initially using sets of objects; (2) recognizing and describing shapes and using spatial relations. More learning time in Kindergarten should be devoted to numbers than to any other topic. Achievement First Mathematics Curriculum aims to see the mathematical practices come to life with focus, coherence, and rigor that allows for a balance of conceptual understanding, procedural fluency and application called for by the standards. | enVision® Mathematics Common Core Curriculum i-Ready Adaptive Online Program <i>Assessment:</i> Exit Tickets Unit Assessments i-Ready Diagnostic |
| Math Core Lesson | 1st | First grade math instruction focuses on (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; and (3) developing understanding of linear measurement and measuring lengths as iterating length units. Achievement First Mathematics Curriculum aims to see the mathematical practices come to life with focus, coherence, and rigor that allows for a balance of conceptual understanding, procedural fluency, and application called for by the standards. | enVision® Mathematics Common Core Curriculum i-Ready Adaptive Online Program <i>Assessment:</i> Exit Tickets Unit Assessments i-Ready Diagnostic |
| Math Core Lesson | 2nd | Second grade math instruction focuses on (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) analyzing and classifying two-dimensional shapes as polygons or non-polygons. Achievement First Mathematics Curriculum aims to see the mathematical practices come to life with focus, coherence, and rigor that allows for a balance of conceptual understanding, procedural fluency and application called for by the standards. | enVision® Mathematics Common Core Curriculum i-Ready Adaptive Online Program <i>Assessment:</i> Exit Tickets Unit Assessments i-Ready Diagnostic |

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| Foundational Reading | K-4 | Overview In our Foundational Reading block for K-2, we implement the Amplify CKLA Skills curriculum. CKLA Skills is modeled after proven research in early literacy. This program supports explicit decoding, phonics, and other foundational literacy skills, and is organized strategically into units that include hands-on materials and activities that are diverse, fun, and build independence. During a lesson, students will participate in varied activities, which include phonics and reading, grammar, spelling, and writing in both whole-group and small-group settings. | |
| | K | <i>In Kindergarten</i> , students begin the year learning about concepts about print, spatial awareness, directionality, and strategies for blending, segmenting, and encoding sounds. By the end of Kindergarten, they learn all the letter names and their corresponding sounds, sounds and spellings of blends and digraphs; and they are introduced to sight words, which support them with reading sentences independently with fluency and accuracy. | <i>Curriculum: Amplify CKLA Skills</i> <i>Assessment: Amplify CKLA Skills embedded assessments, mClass DIBELS</i> |
| | 1st | <i>In First Grade</i> , students build on their Kindergarten knowledge by learning more complex letter and sound spellings and additional sight words. Students read more complex texts independently and assess their knowledge regularly with comprehension tests. Additionally, students expand their encoding and writing skills and work on developing full paragraphs. | <i>Curriculum: Amplify CKLA Skills</i> <i>Assessment: Amplify CKLA Skills embedded assessments, mClass DIBELS</i> |
| | 2nd | In Second Grade, students build on their First Grade knowledge by learning more complex letter and sound spellings (including double letter spellings) and additional sight words. Students read more complex texts independently and assess their knowledge regularly with comprehension tests. Additionally, students work on building their reading fluency and accuracy and are consistently assessed on their progress. | <i>Curriculum: Amplify CKLA Skills</i> <i>Assessment: Amplify CKLA Skills embedded assessments, mClass DIBELS</i> |
| Small Group Time and ILT | K-4 | Teachers utilize data from assessments and daily student work to plan small group in K-3 and ILT instruction in grade 4. In addition to intervention lessons provided by Amplify CKLA Skills and mClass, as well as supplemental materials provided by Wit & Wisdom, K-3 teachers may utilize Amplify Reading online to extend learning for scholars who consistently meet academic benchmarks. If data suggests that students would benefit from a reteach of a recent lesson, the teacher could also utilize small group time to facilitate the reteach. In grades K and 1, teachers set up small group time with center-based activities, working with their classroom co-teacher to determine which students require additional practice in math, ELA, or both. In grade 4, ILT should be used to provide targeted reading and writing instruction based on student | <i>Curriculum: Amplify CKLA Skills, mClass DIBELS Instructional Supports, Amplify BOOST, Great Minds' Wit & Wisdom</i> <i>Assessment: mClass DIBELS</i> |

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| | 4th | <p><i>In Fourth Grade</i>, students explore the following modules and complete various culminating tasks:</p> <ul style="list-style-type: none"> ● A Great Heart: students explore, challenge, and explain these various meanings of the word heart then write an informative essay in which they explain what it means to have a great heart, both literally and figuratively. ● Extreme Settings: students learn about human responses to challenges presented by extreme nature settings then create their own survival stories that encapsulate the knowledge gained in the study of this module and apply what they learned to tell a good story. ● The Redcoats Are Coming: students explore the perspectives of the two main sides in the conflict between the American colonies and the British Empire then write an opinion essay to explain their views on whether or not the patriots were justified in fighting for independence from Britain. ● Myth Making: This module teaches students about the relevance of mythology and the power of stories to convey important life lessons. Students share their knowledge by crafting an explanatory essay that expresses how the lessons from myths and stories teach us about ourselves and our world. | <p><i>Curriculum: Great Minds' Wit and Wisdom</i></p> <p><i>Assessment: Great Minds' Wit and Wisdom embedded assessments</i> NYS Grades 3-8 State Test NWEA</p> |
| English Language Arts | 5th | <p>English Language Arts in 5th grade focuses on fostering scholars' skills in listening, speaking, and reading. Units develop students' skills to analyze complex literary and informational texts as students delve into works by acclaimed authors including <i>Wonder</i> by R.J. Palacio, <i>Look Both Ways</i> by Jason Reynolds, <i>Esperanza Rising</i> by Pam Munoz Ryan, and <i>Roll of Thunder Hear My Cry</i> by M.D. Taylor, to name a few. Scholars break down complex texts by asking and answering rigorous text-dependent questions daily to unlock and analyze meaning.</p> | <p>Curriculum/Resources: Achievement First ELA Curriculum</p> <p><i>Assessment:</i> Interim Assessments NYS Grades 3-8 State Test NWEA</p> |
| English Language Arts | 6th | <p>English Language Arts in 6th grade focuses on fostering scholars' skills in listening, speaking, and reading. Units develop students' skills to analyze complex literary and informational texts as students delve into works by acclaimed authors including <i>The Outsiders</i> by S.E. Hinton, <i>Claudette Colvin: Twice Toward Justice</i> by Phillip Hoose, <i>The Crossover</i> by Kwame Alexander, and <i>Before We Were Free</i> by Julia Alvarez. Scholars break down complex texts by asking and answering rigorous text-dependent questions daily to unlock and analyze meaning.</p> | <p>Curriculum/Resources: Achievement First ELA Curriculum</p> <p><i>Assessment:</i> Interim Assessments NYS Grades 3-8 State Test NWEA</p> |

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| | | most admire. | |
| | 2nd | <p><i>In Second Grade</i>, students explore the following modules and complete various culminating tasks:</p> <ul style="list-style-type: none"> ● A Season of Change: students observe change through the cycle of the four seasons—winter, spring, summer, and fall—and investigate the cause of those changes; they then write an informative paragraph, using evidence from the texts they have studied, to convey their understanding of change and the impact it has on plants and animals. ● The American West: students explore changes to the people and the environment of the West and write an informative paragraph using evidence from the texts to compare the legends of either Johnny Appleseed or John Henry to the lives of real pioneers. ● Civil Rights Heroes: students learn about key civil rights heroes such as Dr. Martin Luther King Jr. and Ruby Bridges and explore the impact of these individuals on the country, and more particularly in public schools, to build deep knowledge of what it means to live out the nation’s creed of “liberty and justice for all.” Students then use what they have learned about narrative writing and the value of education to craft an original narrative. ● Good Eating: students examine how choosing to eat healthy foods can impact their lives and then use their knowledge to craft an opinion paragraph to evaluate and choose a plate of food that nourishes their bodies. | <p><i>Curriculum: Great Minds’ Wit and Wisdom</i></p> <p><i>Assessment: Great Minds’ Wit and Wisdom embedded assessments</i></p> |
| | 3rd | <p><i>In Third Grade</i>, students explore the following modules and complete various culminating tasks:</p> <ul style="list-style-type: none"> ● The Sea: students encounter the sea through a careful analysis of literature, informational texts, and art then write a multi-paragraph essay explaining why artists or scientists explore the sea. ● Outer Space: students learn about the beginnings of space exploration and then write a four-paragraph essay expressing their opinions about the most important thing people have done to learn about space. ● A New Home: students consider the history of immigration through the lens of stories then write a short narrative in which they describe a small imagined moment based on one of four module texts. ● Artists Make Art: students learn about artists and the work they create in different media, including dance, poetry, painting, and music then work in groups to synthesize what they have learned about an artist and his or her work and explain the significance of the artist’s contributions. | <p><i>Curriculum: Great Minds’ Wit and Wisdom</i></p> <p><i>Assessment: Great Minds’ Wit and Wisdom embedded assessments</i> NYS Grades 3-8 State Test NWEA</p> |

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| | | language instruction in a single, 90-minute daily instructional block. The curriculum is designed to intentionally “leverage the content knowledge students gain through the texts. Wit & Wisdom fosters increasing student independence by establishing a line of questioning to help students understand and discern the meaning of complex texts. Skill development follows a coherent sequence of English language arts standards while staying true to the demands of each individual text. Students employ many skills in service of understanding each text, while building mastery of a smaller number of focus standards that are particularly relevant to the specific texts within a module,” (excerpt from Wit and Wisdom Implementation Guide 2017). |
| K | <p><i>In Kindergarten</i>, students explore the following modules and complete various culminating tasks:</p> <ul style="list-style-type: none">● The Five Senses: students explore the five senses and write informative/explanatory books describing how the five senses help them and characters in the books they’ve read learn.● Once Upon a Farm: students learn about farm life and write an original narrative using inspiration from a mentor text highlighting information they’ve learned about how animals on the farm respond to transitioning seasons.● America, Then and Now: students explore texts about school, home life, transportation, and communication to show how life in America has changed over time; they stamp their learning by creating an informative poster to share with an audience.● The Continents: students study the varied cultures of the seven continents and create an informative storybook and brochure to explain why each continent is unique. | <p><i>Curriculum: Great Minds’ Wit and Wisdom</i></p> <p><i>Assessment: Great Minds’ Wit and Wisdom embedded assessments</i></p> |
| 1st | <p><i>In First Grade</i>, students explore the following modules and complete various culminating tasks:</p> <ul style="list-style-type: none">● A World of Books: students learn about reading culture around the world and create an original narrative about a character who is changed by books.● Creature Features: students discover the diverse characteristics, or features, of all kinds of creatures and identify the commonalities across species; they stamp their learning by creating large trading cards focusing on one animal from one of the module texts.● Powerful Forces: students discover the capacity of wind and the emotions it evokes and create an original story about a character who must respond to the powerful force of the wind to solve a problem.● Cinderella Stories: students travel to faraway lands as they explore a range of Cinderella stories from diverse traditional cultures; they stamp their learning by forming opinions to write about which Cinderella characters they | <p><i>Curriculum: Great Minds’ Wit and Wisdom</i></p> <p><i>Assessment: Great Minds’ Wit and Wisdom embedded assessments</i></p> |

When teachers are co-teaching, the expectation is that both teachers are engaged in the lesson and that both teachers are circulating and providing feedback to students. During instructional blocks, both teachers should play an active role in supporting all learners, which may include monitoring their own small groups and independent groups in the classroom to ensure all behavioral and academic expectations are being met. Both teachers own all data for their collective classrooms. Ultimately, a successful co-teaching classroom is one in which observers do not know who is the more experienced teacher or the less experienced teacher because students view them in the same way and there is a culture of feedback and mutual respect in the classroom. There are two types of co-teaching in the K-3 classrooms: Classroom Co-Teaching and Content Co-Teaching.

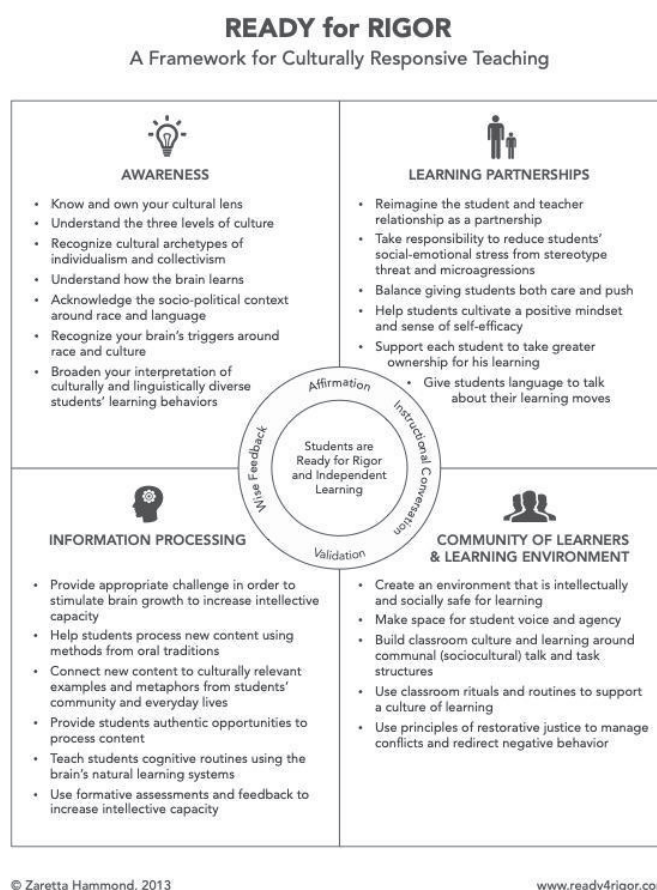
- **Small group instruction:** Teachers plan for small group instruction in reading and math during each full length school day to ensure that all students receive the targeted support they need. This instruction occurs during the guided reading, phonics and math power up block with students in grades K-3 and, over time, during independent learning time blocks with older students in grades 4 and 5.
- **Shifting the cognitive load:** Students do the heavy lifting at BRICK. Teachers design and carry out lessons that encourage students to engage in inquiry-based learning activities more often than direct instruction. This approach is evident in the school's curriculum choices, such as FOSS and Amplify, which prioritize student investigations as well as Achievement First math, which prioritizes students starting the math block by working on a new type of problem with a partner. The school's guided reading curriculum also privileges the use of habits of discussion to ensure that students have an opportunity to engage in discourse related to critical thinking questions about complex texts to generate their own insights about these texts. All of these approaches help students build the metacognitive skills necessary to devise strategies to solve unfamiliar problems, which builds students' independence and self-esteem—and improves the retention of the content learned.
- **BRICK Best Teaching Practices:** BRACS is also committed to learning from the best teaching practices that have been used successfully at BRICK to promote high levels of student achievement. These best practices have been codified over the last year as BRICK leaders have observed their highest performing teachers and described their high leverage teaching moves using language from the school's professional development canon, including Teach Like a Champion by Doug Lemov, Culturally Responsive Teaching and the Brain by Zaretta Hammond, The Skillful Teacher by Jon Safier, Get Better Faster by Paul Bambrick, and The Knowledge Gap by Natalie Wexler. These practices, including concepts like clear what to do directions, scanning/radar, least invasive corrections, positive narration, and academic monitoring are described in detail in the BRICK Instructional Guidebook SY 23-24, which can be found in **R-23b - Supplemental Attachments – item BRICK Instructional Guidebook SY 23-24**.

Course or Subject Overview

| English Language Arts | | | |
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| Course | Grade | Course Description | Curriculum/Assessment |
| English Language Arts | K-4 | Overview In grades K-4 English Language Arts, we implement the Wit and Wisdom curriculum. The approach to instruction in Wit and Wisdom centers knowledge over skill-building. The curriculum integrates reading, writing, speaking, listening, and | |

and the assets that students and families bring to school each day. In addition, BRACS will encourage teachers to leverage its intellectual preparation protocols to determine ways that teachers can strategically adjust shared lesson plans to ensure that students can leverage their cultural knowledge to access the curriculum. With its emphasis on supporting teachers in building trust with students, creating an environment that is intellectually/socially safe for learning, and focusing on principles of restorative justice, Hammond's Ready for Rigor Culturally-Responsive Teaching Framework will serve as the school's north star for creating engaging, emotionally safe school cultures and delivering high-quality instruction.

Figure 10a.1 – Hammond's Ready for Rigor Framework for CRT⁹



BRACS will use Hammond's Ready for Rigor framework as the foundation of its summer professional development program and to inform the ongoing coaching that teachers receive. In addition, this framework is also supported by several other key pedagogical approaches that help ensure all students are ready for rigorous instruction. These supplemental pedagogical practices are briefly summarized below:

- **Co-teaching:** Co-teaching is an essential part of BRICK Education Network's K-3 model. During instruction, teachers serve as equal partners, assume flexible roles, and apply different co-teaching models to meet specific learning objectives and scholar needs. Both teachers in the classroom should be completely prepared for the day's lessons to ensure learning is maximized.

⁹ *ibid*, page 17.

words. This process may also involve creating their own exemplary responses to all student tasks. Teachers also are empowered to make strategic modifications to existing plans to support the students in their room—for example, by adding in modifications based on student data or to better serve specific groups of students in their room, such as students with disabilities, students who are learning English as a new language, or students with special needs.

- Teachers then submit their independent intellectual preparation to their coach, who then verifies that all teachers are prepared for their upcoming lessons. Coaches provide feedback as necessary prior to lesson execution.
- Teachers then have at least one weekly meeting to deepen the quality of their intellectual preparation with their coach. During these meetings, coaches lead teachers through a planning meeting protocol that BRICK has customized from Relay GSE materials and refined through its partnership with LIT and Achievement First Navigator to ensure that teachers deeply understand the key ideas of the lesson and have an opportunity to plan and practice high-leverage parts of the lesson prior to executing the lesson in front of students (***a copy of the Planning Meeting protocols are included in R-23b - Supplemental Attachments in the respective content area guidebooks***). When multiple teachers teach the same content area, these meetings will include multiple staff members.

Pedagogical Approach

BRACS is committed to developing an academic program that is capable of supporting its students to become independent, 21st century learners who are prepared to thrive in college, career, and life. As a result, the school is committed to using a culturally responsive pedagogical approach. This approach empowers students to take control of their education—and research shows that this approach promotes student engagement and the development of student’s executive functioning skills. This approach also causes students to experience higher levels of school connectedness⁷. The BRACS team also believes that this approach is critically important for the Rochester community—a community whose existing schools underperform state assessment averages in ELA and math results and do not have faculties that reflect the racial demographics of the students served.

To develop a culturally responsive pedagogical approach, BRACS, in partnership with the BRICK network, will draw on the research of Zaretta Hammond as described in her book *Culturally Responsive Teaching and the Brain*. Hammond’s research provides a framework for transforming dependent learners – or those that passively memorize and depend on the teacher to carry the cognitive load – to independent learners through culturally-responsive teaching. Hammond defines culturally-responsive teaching as “an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing...all the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning.”⁸ In this definition, Hammond lays out a roadmap for implementing culturally-responsive teaching that BRACS intends to follow. BRACS will work to ensure that all staff develop a deep awareness of the community they will serve by learning about the rich history of African Americans in Rochester and participating in professional development sessions to learn about the vast cultural wealth of Rochester neighborhoods

⁷ Kaylanpur, M., & Harry, B (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Baltimore: Paul H. Brookes.

⁸ Hammond, Zaretta. *Culturally Responsive Teaching & The Brain*. 2015.

instruction that embraces their identity and community,⁵ and 3) that elementary students learn best when they are actively engaged in the learning process. At BRACS, cultural responsiveness is not limited to just curriculum, but also to classroom and schoolwide routines and rituals that reinforce teaching and learning. BRACS school leadership will help bring this vision for educational equity to life by leveraging the key instructions methods and techniques described below:

Rigorous Academic Instruction

BRACS knows that instilling a shared mindset among teachers regarding rigorous instruction, clarity on curriculum content, and access to instructional leadership support to ensure high-quality lesson delivery is a non-negotiable. To this end, BRACS and BRICK are committed to providing teachers with comprehensive instructional resources and the necessary support to effectively utilize these resources in delivering top-tier instruction to students.

During summer professional development sessions, teachers at BRACS will engage in foundational readings from The New Teacher Project's (TNTP) "Opportunity Myth" study. This study extensively analyzed the quality of instructional resources accessible to students in various major cities across the United States, including Rochester. It sheds light on the concerning reality that low-income children of color in Rochester often lack exposure to grade-level material, despite demonstrating comparable success to their more affluent peers when provided with such material. The study underscores that student performance is frequently influenced by teacher expectations rather than inherent ability. Unfortunately, in economically disadvantaged areas, teachers may unintentionally lower the rigor of grade-level texts in an effort to assist students, inadvertently hindering their long-term academic progress. By immersing themselves in the insights of the Opportunity Myth research, BRACS aims to cultivate a culture where teachers recognize the critical importance of delivering rigorous grade-level instruction to all students. They will understand that rigorous instruction holds the potential to foster equity and drive academic success for all students.

Intellectual prep

As a result of this shared mindset, BRACS will invest heavily in a process called **intellectual prep**⁶ to ensure teachers think through the most critical aspects of planning for instruction, use the resources provided for their relevant subject area, and look at student work as part of their regular weekly preparation and development. This process includes all of the tasks that teachers do to prepare to teach a lesson to students as well as the efforts his or her instructional coach takes to support that teacher's preparation. The intellectual prep process BRACS staff will follow is briefly summarized below:

- Teachers will receive comprehensive instructional resources from BRICK. All teachers will have a scope and sequence, unit plans and daily lesson plans for all subjects. BRACS believes it is essential that these foundational materials are rigorous and address the NY state grade level expectations. As a result, these standard network resources are finalized by BRICK's Academic Directors rather than individual teachers.
- Teachers then participate in an ongoing professional learning cycle to ensure that they have fully internalized their lessons. This process typically involves the following steps:
 - Teachers first complete independent intellectual preparation. BRACS will have content specific expectations for teachers to follow as they review a shared instructional resource, such as a unit plan or daily lesson plan, from BRICK. This process generally involves annotating the existing lesson plan and jotting down key ideas of the lesson in their own

⁵ <https://maec.org/wp-content/uploads/2017/12/Exploring-Equity-Issues-Identity-and-Race.pdf>

⁶ <https://www.erstrategies.org/cms/files/3502-intellectual-preparation-protocol.pdf>

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| | <p>by increasing the frequency of coaching support to the classroom with the lowest level of student performance or by videotaping how the highest performing classroom executes a specific part of its instructional block to share with other team members). School leadership team members also use the data in Illuminate to suggest specific short-term curriculum modifications to support high levels of student achievement (for example, by requesting that the BRICK Elementary Math director creates an additional series of lessons to add to the scope and sequence that address an essential priority standard that students are struggling to master). BRACS school leadership team members also plan and facilitate the presentations at whole school events that are designed to support families to understand and interpret their child's assessment results.</p> |
| Board of Trustees | <p>BRACS's Board of Trustees will have ongoing access to a school performance dashboard that includes the school's performance goals and data that shows how the school is performing relative to those goals. A sample of this dashboard can be found in <i>R-23b - Supplemental Attachments</i>. This information will be populated into the board dashboard on an ongoing basis by the BRICK WNY superintendent and director of operations.</p> <p>In addition, the BRICK WNY superintendent will also take the following steps to ensure that the Board is aware of the school's academic achievement, clear on how that achievement compares to goals, and engaged in action planning to close any gaps in performance:</p> <ul style="list-style-type: none"> ● Monthly full Board data dives. At each Board meeting the BRICK WNY region's superintendent and director of operations will share the performance dashboard with updated metrics. The superintendent will present to the Board the most updated academic performance metrics— including the school's progress towards its charter contract accountability goals—and will answer any questions raised by the Board. The superintendent will also report on any recently collected qualitative performance data, such as the results of the staff culture survey conducted by BRICK. ● Monthly Academic committee meetings. In between each Board meeting, the BRICK WNY superintendent will also meet with the BRACS Academic Committee. The superintendent will preview the data presentation that will be delivered to the full Board and will spend additional time sharing and discussing the data set that was used to populate the dashboard. For example, during these meetings, the superintendent may present the mCLASS growth by classroom during the last round and engage in discussion around how to improve growth in targeted classes moving forward. ● Annual Board tour. Each year, the superintendent and RDO will also encourage the BRACS Board to spend a portion of the day observing at the school and engaging with students and staff. Through this experience, board members will be able to see instruction in action and develop a well-rounded perspective of the school that will support their ability to provide effective governance. |

Instructional Methods

The BRACS instructional model is rooted in a shared vision for educational equity that asserts that 1) the students from Rochester can perform at the highest levels when provided with access to a rigorous, college preparatory education, 2) that all students learn best when provided with culturally responsive

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| | <p>a result, BRACS will also ensure that staff deliver presentations on student assessment data at key school events, including parent teacher conferences, back to school night, math night and literacy night. During these presentations, school leaders will share information about why students take specific priority assessments at the school and provide families with information on how to interpret their child's results.</p> |
| Teachers | <p>Teachers will also be able to access comprehensive student assessment data in Illuminate. This system will support their efforts to analyze their data by providing them with easy access to various student performance reports, such as item analysis reports that will help them understand which questions on a recent assessment were most challenging and should be analyzed to identify student misconceptions and plan an aligned re-teach lesson. Teachers will also use these reports to support the intellectual prep work they do to prepare for lessons by planning specific ways they can adjust their plans for the following week based on the data (for example, by deciding to pull a small group during math power up to re-teach a key priority standard that those students had not yet mastered on the most recent weekly quiz). BRICK network academic directors also produce data dashboards after all major assessments that enable teachers to further analyze their data, including by comparing their data to other teachers across the network and to historical student performance on the same assessment.</p> <p>Teachers will also support students during morning meeting time to make sense of their assessment results from Illuminate in developmentally-appropriate ways. In Kindergarten, this could mean the teacher reviewing the meaning of mClass levels, having students color a bar graph to demonstrate their progress over time, and leading a discussion to help students set individual independent reading goals.</p> <p>Teachers also play a key role in ensuring that families are aware of the assessment results of their children and have the tools to interpret those results. Teachers will share all assessment results with families by adding those results to each child's homework folder. In addition, teachers will ask that families complete a homework assignment of reviewing those assessment results with their children and sharing any questions they may have about the results. For example, if it is a Kindergarten unit test, students will bring home a copy for parents to send home, sign, and communicate any questions or concerns. With priority assessments, relevant one-pagers will also be provided to ensure that all stakeholders understand the purpose of taking the assessment, their child's score, and how to interpret the results. Teachers will also review homework folders and respond directly to any questions raised by parents or guardians about any assessment results that were sent home.</p> |
| School Leadership team members | <p>School leadership team members will also have access to comprehensive data reports in Illuminate and additional data dashboard built by the network's academic directors and performance team. As described previously, these reports will support the efforts of school leadership team members to coach individual teachers and to lead weekly data meetings. In addition, the Illuminate portal will also enable school leadership team members to easily compare the assessment data from different classes in the school. In this way, a school leadership team member could use Illuminate to identify how they can best support the cohort of teachers they manage to improve performance (for example,</p> |

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| | <p>teachers dedicate time during morning meetings and during classes to assist students with analyzing their assessment results and setting goals for their own development.</p> <p>Teachers will also support students during morning meeting time to make sense of their assessment results from Illuminate in developmentally-appropriate ways. In Kindergarten, this could mean the teacher reviewing the meaning of STEP levels, having students color a bar graph to illustrate their progress over time, and leading a discussion to help students set individual independent reading goals.</p> <p>Each quarter, all students will also receive a plan called “My Achievement Profile” created by the BRICK performance team that synthesizes their performance on the priority assessments during that quarter. These plans go into each student’s Sankofa folder, which students use as a place to plan their individual goals for the next quarter and to keep track of additional, individualized work that they will complete to continue to improve their mastery of key grade level skills.</p> <p>BRACS also plans to create a positive school culture where all students can be celebrated for their academic achievements. As a result, teachers will also celebrate absolute achievement and student growth by recognizing students during their class community meeting or at the weekly grade level community meeting.</p> <p>In addition to quarterly report cards, students will also receive progress reports midway through each quarter. Students will have an opportunity to review these report cards and progress reports during morning meeting time with their teacher to ensure they understand this information and can ask for any additional support they need. Students also reflect on the information contained in these progress reports and set individual goals for their development.</p> |
| Families | <p>Families also receive all of the same assessment information that is provided to students. For example, students are required to bring home their individual Illuminate assessment report after each priority assessment, to show it to their parents, and to return the report with a parent signature. This type of recurring homework assignment is designed to ensure that each family receives ongoing information about their student’s academic performance and can encourage conversations regarding the best ways that they can support their student’s learning. Families also will receive online access to PowerSchool and Kickboard so that they can continually view their child’s grades and data that reflects their social and emotional development.</p> <p>Families are also encouraged to attend parent teacher conferences four times per year. At these conferences, families will also receive a copy of the BRICK Plan for their student so that they can engage in conversations with their child’s teachers regarding their child’s overall academic performance and ways that they can partner with the school to continue to support their child. Families are also encouraged to attend weekly community meetings so that they can help the school recognize the academic achievements of its students.</p> <p>BRACS also recognizes that it is important to make additional efforts to ensure high-quality communication with families about the academic achievement of their children. As</p> |

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| | <p>responses assigned during guided reading, and workbook pages in science or social studies.</p> <ul style="list-style-type: none"> Ensuring that all work that does not demonstrate full mastery is added to the student's Sankofa folder so that each student can receive ongoing targeted support to improve the quality and/or completion of this work during small group instruction and/or during any independent learning time. |
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BRACS believes in and relies upon consistent use of data in order for teachers to inform instruction and for leadership to make decisions regarding curriculum. Data provides information that directly correlates to classroom instruction, including the need for re-teaching topics and skills, and providing additional intervention strategies and services if and when needed. In this way, the process of reviewing and responding to data has the potential to ensure students make significant academic progress and are prepared for state assessments. However, this approach is only effective if the work students complete each day is aligned to the New York state standards and reflects the rigor of the New York state assessments. As a result, BRACS is committed to ensuring that instructional staff develop a deep understanding of the New York state standards addressed by their course as well as any assessments students may take. Fortunately, this is why summer staff development time is dedicated, each year, to ensuring that all instructional leaders and teachers unpack the New York state standards for their course and complete any summative state assessments for their course. BRACS believes that this process will enable instructional staff to ensure the materials students are exposed to reflect the rigor of the items they will experience on the state test (including daily student tasks and exit tickets). In addition, BRACS believes that this professional learning will help instructional leaders and teachers understand how to provide strong feedback on the curriculum to BRICK academic directors as part of the ongoing internalization processes described above. BRACS also believes that the annual cycle described above, which dedicates specific time to analyzing the alignment between BRICK's curriculum and the New York state standards, will lead to strong ongoing alignment.

BRACS will use the Illuminate platform to house comprehensive assessment results on each student. The Illuminate platform will enable a variety of stakeholders to easily view this data for individual students as well as aggregated by class, grade level and subgroup. In addition, this platform will ensure that school stakeholders can understand student progress over time and analyze the extent to which the school is on track to achieve its goals. Some of the specific ways that assessment data will be shared with key stakeholder groups are described in the table below:

| Key stakeholder | Summary of data sharing and discussion practices |
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| Students | Starting in the 3rd grade, BRACS students will become very familiar with using Illuminate as a platform to take online assessments, as well as the individualized student data reports that it can generate to help them understand their performance on those assessments. Teachers will be expected to share these Illuminate data reports directly with students after each priority assessment and to use these reports as part of class activities, including to help explain to classes and individual students what specific skills they have mastered and where they will receive additional instructional support. At BRICK, this process takes the form of Sankofa weeks of reflection after major assessments, where |

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| Each week | <p>Each year during the second quarter, the BRACS team will begin to focus its attention on also using data to drive results each week prior to upcoming assessment administrations. This will be made possible via weekly professional development in content area teams during the Friday afternoon PD time.</p> <p>An overview for these content team meetings is provided below:</p> <ul style="list-style-type: none"> Math weekly data meetings: Beginning in quarter two, math teachers and math instructional leaders will typically spend their Friday professional development time in content-specific professional development. These PD sessions will each include dedicated time for math teachers to meet with other math teachers on their grade level math team to participate in a weekly data meeting using the framework used by the Relay GSE. These meetings will enable teachers to review examples of student work, identify key gaps in student understanding, and develop re-teach lessons to address those gaps in student understanding—as well as specific plans for supporting small groups of students that may need additional, targeted support to achieve mastery. The principal or vice principal coaching the math team will facilitate these meetings and will ensure that these meetings focus on the highest leverage lesson from the last week. In year one, since there will be two grade levels, the math coach will be able to lead one grade level meeting and then transition to lead the next grade level meeting. However, in later years, teachers interested in pursuing leadership will be empowered to facilitate meetings for their grade levels during this time so that the principal and vice principals can focus on priority grade levels and content areas based on overall school needs. Literacy weekly data meetings: Beginning in quarter two, literacy teachers and literacy instructional leaders will also typically spend their Friday professional development time in content-specific professional development. These PD sessions will each include dedicated time for literacy teachers to meet with other literacy teachers on their grade level team to deepen their understanding of foundational literacy. Due to the complexities of early reading data, teachers in K-2 will participate in a modified form of the Relay GSE data meeting framework that will be created in collaboration with faculty at the Relay GSE and Lifelong Learners. We expect that this will lead to teachers reviewing data on their students’ early reading behaviors during their content team time and then prioritizing specific ways that they will use this data to adjust how they will deliver their lessons during the following week. These meetings may take many different forms, including: <ul style="list-style-type: none"> Identifying specific letter sounds that a particular phonics group does not know; planning oral drill activities that reinforce these sounds; and then practicing this oral drill with their grade level literacy partners. Clarifying specific comprehension skills that are holding students back in class; observing a leader model how to teach this comprehension skill successfully; and then practicing the teaching of this skill with grade level partners. |
| Each day | <p>Each day, BRACS will expect that teachers analyze data from their own classrooms to inform their instruction for the next day. Some ways in which this can occur are:</p> <ul style="list-style-type: none"> Ensuring that all submitted short assignments receive feedback and are returned to students no later than the start of the next school day. This work will likely take the form of daily exit tickets in math, exit tickets on most days in read aloud, written |

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| 3-3:45 p.m. | Teachers identify which day they will deliver the re-teach and then practice with a grade level partner. Then each teacher begins the process of assigning differentiated work in I-ready to ensure that students that need additional at bats with the current focus skill receive that opportunity during the next week. |
| 3:45-4:00 p.m. | Close out and reflection |

Note: Since teachers either serve as core math teachers or core literacy teachers, these Friday data days can occur at any time they are needed based on the assessment calendar of a particular content area. In addition, the other content area can focus on instructional development during this time.

Cultural data meetings

BRACS recognizes that it is also important to analyze and act on student culture data. As a result, approximately once per quarter, the BRICK regional team will support the BRACS Principal (in year one), or the principal will support the school's Vice Principal of Culture (in subsequent years) to lead a full staff meeting focused on analyzing key student experience data and determining high leverage next steps. A sample agenda for this meeting is found below:

| Sample Friday Culture PD Agenda | |
|---------------------------------|--|
| 2-2:15 | Opening and Celebration of Student Culture Bright Spots |
| 2:15-3:00 | Clarification of a key gap in student experience and a way to address that gap (for example, by walking the team through a sample SEL lesson written to address a current challenge or by walking the team through a rewritten version of a school routine or by leading a teacher practice clinic to strengthen a particular classroom teaching strategy, such as what to do directions). |
| 3-3:45 p.m. | Teachers identify when they will implement the strategy, or a version of that strategy for their class, and then practice. Teachers also begin the process of pre-planning any specific things they need to provide differentiated support to individual students (for example, to add additional SEL lessons based on a topic of concern for their particular classroom). |
| 3:45-4 | Close out and reflection |

| Sample Friday Literacy PD Agenda | |
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| 2-2:15 | Opening and Celebration of Student Progress |
| 2:15-3:00 | Clarification of key gaps in student performance and ways to address those gaps, for example, through the model teaching of a specific literacy skill |
| 3-3:45 p.m. | Teachers add plans to address this skill into their lessons for the next week and then practice delivering the re-teach lesson they saw modeled with their grade level partners. Then teachers begin the process of refining their plans for small group instruction during the next week by adjusting what skills they will focus on with what students given their data |
| 3:45-4 | Close out and reflection |

Since the mClass DIBELS administration can be challenging for new teachers and for teachers without a background in early literacy skills, the BRICK Elementary Literacy Director will be available, as needed, to work collaboratively to analyze their data, to adjust their guided reading groups, and to determine key trends from their data. The BRACS leader who coaches these staff members can also attend these sessions or schedule additional personal meetings to further develop their own expertise.

BRICK network literacy interim assessments (3-6). The BRICK Elementary Literacy Director will work collaboratively with the vice principal or principal coaching literacy to produce a shared analysis of the literacy data after each interim assessment administration. The principal and literacy director will then work together to create a PD session for teachers to share this data, their related analysis, and specific next steps. This session will be delivered during the next Friday PD. The agenda will likely be the same as the one described above.

Achievement First math unit assessments. The BRICK Elementary Math Director will work collaboratively with the vice principal or principal to produce a shared analysis of the math data after each unit assessment. The principal and math director will then work together to create a PD session for teachers to share this data, their related analysis, and specific next steps. This session will be delivered during the next Friday PD. These PDs will likely follow the agenda below:

| Sample Friday Math PD Agenda | |
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| 2:00 -2:15 p.m. | Opening and Celebration of Student Progress |
| 2:15-3:00 p.m. | Clarification of a key gap in student performance and a way to address that gap, including by the modeling of a potential re-teach lesson that aligns to that key gap in student performance |

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| Annually | <p>Before the start of the school year, BRACS staff will conduct home visits for all new students. During these home visits, the team will administer short assessments in reading and mathematics as well as a student needs assessment so that the team can prepare to appropriately support students from the very beginning of the year. The team will then follow up in these ways:</p> <p>Before year one of the charter term or when heavy support is needed: The BRICK WNY team will train the principal on how to analyze and act on home visit data, specifically by modeling how to:</p> <ul style="list-style-type: none"> ● Use the data to create heterogeneous classrooms and homogeneous small groups for targeted, small group instruction in reading and math and small group support from the social worker. ● Compare incoming student performance to the work they will take on in their next grade level to identify opportunities to accelerate their learning (for example, by updating scope and sequences to add additional lessons based on a common learning gap students have). ● Create small group instructional resources for teachers to use that effectively leverage this data (for example, oral drill for guided reading lessons that targets the specific letters students do not yet recognize and counting jar activities for students that need additional support with early counting skills). ● Enter student performance data and targeted interventions into the region’s data system for ongoing reference, analysis and action planning. <p>In subsequent years or when less heavy support is needed: The superintendent will review the principal’s plans to provide this beginning of year data training for their senior leaders. In addition, the superintendent will partner with the Principal to determine the most effective strategies for acting on the data collected, including making strategic shifts to network curriculum or pursuing additional resources to address a particular student gap. Since so much student data is collected at the beginning of the year, one of the first Friday Professional development sessions will take the form of the Principal presenting on the beginning of year student data and the specific strategies the team will use to act on this data. The superintendent will attend this meeting and support as needed (for example, by collaborating on the writing of the professional development session or real time coaching its delivery).</p> |
| Each unit or instructional cycle | <p>mClass DIBELS administration and follow through (K-4). Since administration must be administered in a way that is reliable and valid and can be complicated for new teachers, the BRICK WNY superintendent will conduct a joint walkthrough of all classrooms with the principal to ensure that test administration is being done appropriately and to immediately address any gaps with the appropriate training/follow up.</p> <p>In addition, the BRICK network Elementary Literacy Director will work collaboratively with all leaders that are coaching literacy teachers (such as the principal and Vice Principal of K-6 literacy) to produce a shared analysis of the mClass data after each assessment round. Rochester leaders and the BRICK Elementary Literacy Director will then work together to create a PD session for teachers to share this data, their related analysis, and specific next steps. This session will be delivered during the Friday PD after the end of the STEP round. The sample agenda for this PD is as follows:</p> |

| Timing or cadence | BRICK data supports to the school |
|---------------------------------|--|
| Summer professional development | <p>All BRICK Principals in Residence will attend the Relay Graduate School of Education’s National Principals Academy Fellowship or will receive comparable training from the BRICK WNY superintendent. As part of this fellowship/ development, they will receive comprehensive training on how to use data to inform instruction at their campuses. They will also receive training on how to lead weekly data meetings with their teams.</p> <p>The BRICK regional team will also provide local training for staff on how to effectively use data to inform instruction. For example, this would mean having the 3rd grade math teachers take an example of a released 3rd grade New York state math exam and then having them engage in a conversation regarding what students need to know and be able to do to be prepared to be successful on this exam. In addition, leaders will also ensure that all staff members complete the required end of year social and emotional learning assessments for students and discuss what must be done during community meetings, morning meetings and classes to ensure that students have the social and emotional support they need to thrive.</p> <p>mClass DIBELS Training: BRICK’s Elementary Literacy Director will provide comprehensive summer professional development on how to administer the mClass assessment and how to interpret student results. This training will be offered to instructional leaders and also directly to teachers.</p> <p>SEL Assessment: BRICK’s Senior Director of Student Supports will provide comprehensive training on how to administer and act on the SAEBRS assessments. In the early grades, these assessments are much less formal, so staff will be asked to complete a needs assessment with families before the start of the school year to help guide specific supports of students.</p> <p>Daily teacher data analysis: The BRICK WNY regional team will provide training on BRICK’s baseline expectations for how teachers and leaders are expected to collect, analyze, and act on data each day.</p> |

teachers are trained on how to effectively and consistently assign scores to student responses so that they are normed across grade levels and schools so that they can support valid action planning related to the data.

As described above, teachers will be primarily responsible for administering assessments, collecting results from their students, and analyzing student assessment results. Teachers will also be responsible for ensuring that student achievement data is entered into any necessary systems to support data analysis and action planning (for example, this may involve the scoring of open-ended responses from students and entering those scores into Illuminate, BRICK's primary platform for student achievement data).

However, school leaders at BRACS will also play a critical role in ensuring that assessments are administered correctly to produce valid and reliable data, including the principal and Director of Operations, as described above. The Director of Operations will also play a leadership role in ensuring that the school is prepared to administer any major assessments (such as state tests) by coordinating the logistics of testing, including the production of any modified schedules for testing, the printing of test booklets when necessary, the preparation of any technological resources needed, and the distribution of test materials. The school's Director of Operations will also serve as the school's formal Test Coordinator for the purposes of state testing. The Director of Special Education and Coordinator of English as a New Language will also be responsible for analyzing assessment data by subgroups to determine how they can best support action planning to ensure that the population of students they support is achieving their academic goals.

BRICK network staff will also play a supportive role in ensuring the successful administration of assessments, collection of student achievement data, and analysis of results. BRICK's Academic Directors will be responsible for ensuring that all assessments in their content area are provided to schools, whether by sharing electronic access directly with teachers or with the school's Director of Operations for printing. BRICK academic directors will also be responsible for ensuring that any content area tests that will be administered on the computer are entered into Illuminate and accessible to school staff. The BRICK performance team will also assist this process by sharing data reports after major assessments with the principal and other school leadership team members that will aid in data analysis and action planning—as well as the school's efforts to maintain data integrity as described above. The BRICK WNY superintendent will also support this work by supporting the school's principal to analyze assessment results and build relevant action plans to improve student performance. In addition, the BRICK Rochester superintendent will also prepare monthly reports for the BRACS Board that include updates on student performance on recent assessments and the additional information necessary to help Board members contextualize that information (for example, by providing comparative data from other local schools).

The BRACS Board is also invested in creating a schoolwide culture of using data to drive decision making. As a result, the Board has worked with the BRICK regional team to begin to create an ongoing process of data collection and analysis that will inform all aspects of the school's work—including in areas outside of academics like operations and talent development. The table below provides an overview of some of the specific ways that BRACS plans to leverage its partnership with BRICK to create a data-driven school culture:

experienced high-levels of learning loss as well as trauma that could have a lasting impact.⁴ Since BRACS plan to open with kindergarten and first grade students, the school does not plan to add any additional assessments to ascertain the impact of student learning loss.

Since BRACS prioritizes the use of data to inform instruction, it is essential that all assessments produce data that is valid and reliable. As a result, school leaders, particularly the principal and Director of Operations, with support from other members of the Instructional Leadership team, will work together to ensure the reliability and validity of all assessments. The BRACS approach to ensuring that assessment results are valid and reliable is described in detail below:

- BRICK's weekly newsletter, *Leadership Matters*, will include comprehensive information regarding the network assessment calendar, highlighting upcoming assessments and the detailed requirements for administration (for example, the required timeframe for an assessment's administration; the protocol for administering that assessment, what students must take the assessment; and where data from the assessment must be entered).
- The Principal and Director of Operations will use part of their weekly collaborative meeting to build an action plan for upcoming priority assessments. These action plans will include:
 - Sharing important information about upcoming assessments using the weekly BRACS staff newsletter jointly produced by the principal and the Director of Operations;
 - Detailing the operational and organizational plans for material preparation (such as paper test booklets or Chromebooks) and logistics (for example, by sharing modified school schedules if necessary);
 - Outlining changes and updates to the principal's schedule to oversee test administration across all classrooms. Over time, the principal will also plan how to engage other leaders in this work (for example, by setting direction for how the Director of Special Education will observe the administration of any pull-out testing led by other special education teachers to ensure that assessments are administered appropriately); and
 - How ongoing training will be provided to teachers to ensure that they can administer the assessments with fidelity, including, for example, by sharing information about upcoming whole staff professional development sessions and/or small group support sessions for new staff members.
- The principal and DoO will then debrief the assessment process during their next collaborative meeting, including by identifying ways that they can strengthen their approach to future assessment administration. In addition, both parties will review the summary data reports for priority assessments that are produced by the BRICK performance team. Those reports will include information that identifies where there may be issues with data validity or reliability (based on, for example, comparing the school's data to historical data from the campus and comparative data from other schools). The principal and Director of Operations will then identify next steps for addressing any such issues (for example, by interviewing teachers or students to gain more information about the administration of the assessment or by scheduling focused observations of specific classrooms to ensure future assessments are administered in valid ways).

BRICK network academic directors also support the collection of valid and reliable test data by providing teachers and instructional leaders with appropriate training on how to successfully administer network assessments. After the administration of priority assessments, BRICK academic directors also support teachers to engage in collaborative scoring of assessment items. This collaborative scoring ensures that

⁴<https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>

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| Purpose of Assessment | To determine student mastery of the grade level science standards taught during a unit and to determine the science content knowledge students have acquired based on that unit of study. Enables teachers to identify gaps in understanding or skill development to remediate in the future. |
| Format | These assessments are created by Amplify Science and are written in “Open-Ended Response” format. |
| Frequency of Assessment (number of times per year administered and months of administration.) | Once per chapter. |

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| Subject Area | Social Emotional Learning (includes the Ubuntu Social Emotional Learning Curriculum, Positive Action Curriculum, and supplemental resources produced by BRICK) |
| Grade(s) | K-6 |
| Name of Assessment/Publisher | Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) - teacher version; mySAEBRS - student version. |
| Indicate if Diagnostic, Formative, Interim, Summative | Diagnostic (fall administration) Formative (winter administration) Summative (spring administration) |
| Purpose of Assessment | The purpose of the SAEBRS universal social emotional and behavior screener is to allow us to engage in early identification of students who may be at-risk of developing social emotional and behavior challenges and may benefit from early intervention. Screening also helps us determine a need to strengthen or adjust our Tier I practices. This data also supports us to identify the need for Tier II and Tier III interventions. |
| Format | The SAEBRS universal screener is a computer-based screener that teachers complete for students in grades K-6 that they have worked with for more than 30 days. The mySAEBRS screener is a computer-based screener that students in grade 2-6 complete. |
| Frequency of Assessment (number of times per year administered and months of administration.) | Three times per year, in October, January and April. |

BRACS recognizes that the COVID-19 pandemic has had a devastating impact on students and families. Due to prolonged school closures and challenges with remote instruction, many students have

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| Interim, Summative | |
| Purpose of Assessment | To determine student progress towards mastering grade level science standards, acquiring scientific content knowledge, or developing their capacity to explain particular new scientific concepts (whether, for example, through writing or the construction of models). Enables teachers to adjust instruction in the moment or before the next class period to address gaps in student understanding. |
| Format | Paper and pencil. Students complete these assessments in their science notebooks. |
| Frequency of Assessment (number of times per year administered and months of administration.) | Daily. |

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| Subject Area | Science |
| Grade(s) | 4-6 |
| Name of Assessment/Publisher | Unit assessments. |
| Indicate if Diagnostic, Formative, Interim, Summative | Summative. |
| Purpose of Assessment | To formally assess student mastery of the core work of the unit (including the grade level science standards, scientific content knowledge, performance expectations, science and engineering practices, and cross cutting concepts of focus). |
| Format | Computer-based online assessment (students may complete some written responses on paper) |
| Frequency of Assessment (number of times per year administered and months of administration.) | Aligned with the end of each unit/at the end of each experiment throughout the year. |

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| Subject Area | Science |
| Grade(s) | 3-6 |
| Name of Assessment/Publisher | Embedded formative assessments (On-the-Fly/Critical Juncture) |
| Indicate if Diagnostic, Formative, Interim, Summative | Formative |

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| | that unit of study, and to assess the progression of student writing. In later years, these assessments also assess student's ability to read, interpret, analyze and write about historical documents, including primary sources. Enables teachers to identify gaps in understanding or skill development to remediate in the future. |
| Format | Computer-based online assessment (students complete some writing/response on paper). Includes multiple choice questions, short answer questions, and a formal piece of historical writing, either a Document Based Question (DBQ) or a Long Essay Question (LEQ). |
| Frequency of Assessment (number of times per year administered and months of administration.) | Once per unit. Although unit length varies by grade level, there are generally between 4 and 8 unit exams for a grade level, with fewer assessments administered in the younger grades. |

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| Subject Area | Science |
| Grade(s) | K-3 |
| Name of Assessment/Publisher | Unit assessments (I-Checks), produced by BRICK using resources from FOSS. |
| Indicate if Diagnostic, Formative, Interim, Summative | Summative |
| Purpose of Assessment | To determine student mastery of the grade level science standards taught during a unit and to determine the science content knowledge students have acquired based on that unit of study. Enables teachers to identify gaps in understanding or skill development to remediate in the future. |
| Format | Computer-based online assessment (students may complete some written responses on paper) |
| Frequency of Assessment (number of times per year administered and months of administration.) | Aligned with the end of each unit/at the end of each experiment throughout the year. |

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| Subject Area | Science |
| Grade(s) | K-3 |
| Name of Assessment/Publisher | Embedded formative assessments |
| Indicate if Diagnostic, Formative, | Formative |

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| Indicate if Diagnostic, Formative, Interim, Summative | Formative and summative |
| Purpose of Assessment | Assesses mastery of a week or unit of learning objectives in a class to help teachers adjust instruction for subsequent lessons. |
| Format | Computer-based online assessment (students may complete some written responses on paper depending on their grade level) |
| Frequency of Assessment (number of times per year administered and months of administration.) | Biweekly |

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| Subject Area | Mathematics |
| Grade(s) | K-6 |
| Name of Assessment/Publisher | Exit Ticket |
| Indicate if Diagnostic, Formative, Interim, Summative | Formative |
| Purpose of Assessment | Determines student mastery of the objective taught that day in class; used by teachers to adjust the next day's whole group instruction and small group instruction to improve mastery. |
| Format | Paper and pencil based |
| Frequency of Assessment (number of times per year administered and months of administration.) | Given at the end of all, or nearly all, math blocks to assess mastery of the objective covered that day. |

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| Subject Area | Social Studies |
| Grade(s) | K-6 |
| Name of Assessment/Publisher | Unit exams, produced by BRICK using resources from Core Knowledge (K-3) or Achievement First (4-6). |
| Indicate if Diagnostic, Formative, Interim, Summative | Summative |
| Purpose of Assessment | To determine student mastery of the grade level New York social studies standards taught during a unit, to determine the historical content knowledge students have acquired based on |

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| months of administration.) | |
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| Subject Area | Mathematics |
| Grade(s) | K-6 |
| Name of Assessment/Publisher | I-Ready |
| Indicate if Diagnostic, Formative, Interim, Summative | Diagnostic and summative |
| Purpose of Assessment | Identifies student mastery of grade level standards so that additional work/support can be assigned to them aligned to standards that they need to continue to work on. |
| Format | Computer-based online assessment |
| Frequency of Assessment (number of times per year administered and months of administration.) | 3 x per year. |

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| Subject Area | Mathematics |
| Grade(s) | K-6 |
| Name of Assessment/Publisher | BRICK CMO network created interim assessments |
| Indicate if Diagnostic, Formative, Interim, Summative | Formative/Summative (the last interim is an end of course final) |
| Purpose of Assessment | Assesses mastery of New York's grade level standards at the end of a unit and helps teachers determine grade level skills that students need more support with to adjust instruction at the unit level. |
| Format | Computer-based online assessment (students may complete some written responses on paper). |
| Frequency of Assessment (number of times per year administered and months of administration.) | 2x per year for students in K-2 and 3x per year for grades 3-6. |

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| Subject Area | Mathematics |
| Grade(s) | K-4 and 5-6 |
| Name of Assessment/Publisher | Spiraled biweekly assessments |

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| | additional work/support can be assigned to them aligned to standards that they need to continue to work on. |
| Format | Computer-based online assessment |
| Frequency of Assessment (number of times per year administered and months of administration.) | 2 x per year (midyear and end of year). |

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| Subject Area | English Language Arts |
| Grade(s) | 3-6 |
| Name of Assessment/Publisher | BRICK CMO network created interim assessments |
| Indicate if Diagnostic, Formative, Interim, Summative | Formative/Summative (the last interim is an end of course final) |
| Purpose of Assessment | Assesses mastery of New York's grade level standards at the end of a unit and helps teachers determine grade level skills that students need more support with to adjust instruction at the unit level. |
| Format | Computer-based online assessment (students may complete some written responses on paper). |
| Frequency of Assessment (number of times per year administered and months of administration.) | 3 x per year for students in 3-5. |

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|---|---|
| Subject Area | English Language Arts |
| Grade(s) | K-6 |
| Name of Assessment/Publisher | Exit Ticket |
| Indicate if Diagnostic, Formative, Interim, Summative | Formative |
| Purpose of Assessment | Determines student mastery of the objective taught that day in class; used by teachers to adjust the next day's whole group instruction and small group instruction to improve mastery. |
| Format | Paper and pencil based |
| Frequency of Assessment (number of times per year administered and months of administration.) | Given at the end of some reading blocks to assess mastery of the objective covered that day. |

this endeavor, ensuring that assessments are conducted effectively and that resultant action plans drive ongoing improvements in student performance. To facilitate these practices, the BRACS team will receive substantial support from the BRICK WNY regional team and the broader BRICK network to establish a robust data-analysis cycle. This cycle will entail the BRICK performance team generating user-friendly data reports following significant assessments, with BRICK's academic directors offering expert analysis and recommendations to the school principal and other instructional leaders.

Furthermore, the BRICK network will aid the school's instructional leaders in guiding teachers through more frequent data cycles, including weekly data meeting protocols. This will equip all teachers with the requisite skills to analyze daily artifacts of student work, identify misconceptions, and implement targeted re-teaching strategies to enhance student mastery. The following tables delineate the school's selected assessments, alongside pertinent details about each assessment and the rationale behind its utilization. These assessments complement the annual New York state assessments in English language arts and mathematics, providing a comprehensive framework for evaluating student progress and informing instructional practices.

| | |
|---|---|
| Subject Area | English Language Arts |
| Grade(s) | K-4 |
| Name of Assessment/Publisher | Amplify mClass DIBELS 8th Edition (K-4) |
| Indicate if Diagnostic, Formative, Interim, Summative | Diagnostic, formative, and summative. |
| Purpose of Assessment | We administer DIBELS because it is a nationally-normed, externally vetted assessment that allows us to benchmark our achievement and growth against schools across the country, it has high reliability and validity, and because DIBELS results are highly predictive of future student reading success. |
| Format | Teacher-administered 1:1 assessment. |
| Frequency of Assessment (number of times per year administered and months of administration.) | 3 x per year. Baseline data will be collected in the summer, during orientation or during a home visit. Students are then assessed at midyear and end of year with progress monitoring as needed. |

| | |
|---|---|
| Subject Area | English Language Arts |
| Grade(s) | K-6 |
| Name of Assessment/Publisher | I-Ready |
| Indicate if Diagnostic, Formative, Interim, Summative | Diagnostic and summative. |
| Purpose of Assessment | Identifies student mastery of grade level standards so that |

student learning outcomes. These structured practices collectively ensure that teachers are well-prepared to deliver each lesson effectively, providing students with consistent access to rigorous content and the necessary support to attain grade-level proficiency.

BRACS will work closely with the BRICK network to review, evaluate and revise the school's curriculum each year to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade. The annual process that the team plans to follow to ensure ongoing curriculum updates is described below:

- All BRICK network academic directors will use a common system (such as a shared Google form) to collect feedback from BRACS staff regarding curriculum implementation throughout each school year. Staff will be reminded to share feedback in this system as part of the school's weekly internalization meeting process and as part of the unit level internalization process. In addition, as part of the action planning process after major assessments, instructional leaders will be asked to share feedback regarding how any low areas of student performance could also be addressed strategically through the curriculum update process during the next school year.
- Each April, the BRICK WNY superintendent will partner with the school's principal to engage a diverse team of school stakeholders (including instructional leaders, teachers, families and students) in conducting an internal review of the cultural responsiveness of the school's curriculum. Currently, the team plans to leverage a curriculum audit tool for this process, such as the Culturally Responsive Curriculum Scorecards produced by New York University. This team will review the school's curriculum and make specific recommendations with the academic leadership team regarding adjustments that could be made during the following school year. This feedback will also be added to the same common feedback system.
- Each February/March, individual BRICK academic directors will also devote time to conducting focus groups with the instructional leaders and staff at BRACS who specialize in their content area to better understand the feedback collected throughout the year and to determine their recommendations for how to update resources in their content area for the next school year. Each Academic Director will then add their recommendations to the same common feedback system and will meet with the BRICK Managing Director of Academics to discuss their recommendations.
- Each March/April, the BRICK WNY superintendent and the BRICK Managing Director of Academics will then meet with the BRICK CAO to finalize the list of curriculum updates that must be made to ensure all instructional resources for the next school year are updated as well as the schedule for making those updates. These updates will generally be made by the relevant BRICK network academic director unless the team identifies an opportunity to leverage a particular teacher leader to assist with specific changes.
- The BRICK WNY superintendent will then meet with the BRICK MD of Academics weekly throughout the school year to review ongoing updates to instructional resources and to collaborate on any additional changes that must be made to ensure student success.

BRACS recognizes that its teachers and instructional leaders will have a wealth of knowledge regarding curriculum implementation and is committed to ensuring that these staff members are encouraged to share their feedback so that the curriculum can continuously be refined to ensure the success of all students.

Assessment System

BRACS recognizes the critical importance of continuous data collection, analysis, and refinement in fostering academic success and goal attainment. Both instructional leaders and teachers are pivotal in

- **Unpacking New York state standards.** Each teacher will have an opportunity to work with their grade level content teams to review and internalize the New York state standards that outline what students should know and be able to do in their particular grade level and content area.
- **Taking the north star assessment for their course.** Each teacher will have an opportunity to complete the north star assessment or task that their students will take at the end of school year so that they more deeply understand the rigor of work and thinking their students must do to demonstrate mastery of grade-level material. For some teachers, this will involve completing a publicly released version of a state assessment and discussing it with other teachers in their grade-level content teams. For other teachers, it may involve independently writing the final essay that students will be required to write for their class so that they can better understand the level of writing required to demonstrate mastery on grade-level writing rubrics.
- **Reviewing their scope and sequence.** Each teacher will receive support from a BRICK academic director to review the scope and sequence for any subjects that they teach. BRICK academic directors will assist teachers in locating their instructional resources for the year on BRICK's staff Google site, including their scope and sequence for the year and related lesson materials (including unit plans, daily lesson plan materials and exit tickets). BRICK academic directors will review these scopes with teachers to ensure that they are clear on what content needs to be taught when. BRICK academic directors will also share their contact information so that teachers can access them directly for any questions related to content area resources throughout the school year.
- **Internalizing their first unit plan.** Each teacher will also participate in a structured session to review and practice the unit internalization protocol required for the course they teach. Teachers will complete these protocols, which will require teachers to read and annotate their first unit plan in preparation for discussions with their grade level content team and supervisor about the key ideas and content covered during that unit.
- **Internalizing daily lesson plans.** Each teacher will then also participate in a structured session to review and practice the daily lesson internalization protocol required for the course they teach. Once again, they will complete these protocols by reading and annotating a sample day's worth of lesson plans and producing related artifacts (such as teacher-created exemplary student responses). Teachers will then use this work to participate in a follow up discussion related to the key ideas of the lesson and any anticipated student misconceptions with their grade level content team and supervisor.
- **Model lesson observations and practice.** Each teacher will also have an opportunity to observe an instructional leader (such as the principal or Vice Principal) model a lesson from the first unit to support teachers to deeply understand how to execute a network lesson plan. Teachers will then have an opportunity to internalize other lessons from the first unit in preparation for practicing them in front of their grade level content team. Instructional leaders (such as vice principals and the principal) will facilitate these sessions and provide feedback.

BRACS is dedicated to establishing robust structures for continuous support and clarity among instructional leaders and teachers regarding curriculum delivery. One such initiative involves weekly planning meetings facilitated by the BRICK network for all teachers. These sessions offer a collaborative platform for teachers to deeply engage with and practice lessons alongside their grade-level content teams. Additionally, BRICK network directors orchestrate unit unpack meetings where teachers convene with their grade-level peers to comprehensively grasp the upcoming unit of instruction and deliberate on its key concepts. Moreover, BRICK academic directors will institute formal check-in protocols with instructional leaders, including vice principals and the principal, to ensure clear communication regarding curriculum expectations and to address any implementation challenges promptly, thereby optimizing

necessary to ensure it fully understands how to tightly align all aspects of its instructional program to the New York State standards and implementing it at the BBACS campus in Buffalo. During the last year, the BRICK WNY team also worked with BRICK's CAO and Manager Director of Academics to create an annual cycle for ensuring that all network curricula and assessments are always aligned to New York state expectations before they are provided to teachers. ***These specific annual action steps to ensure NY alignment can also be found in R-22 Action Plan.***

BRACS's curriculum is closely aligned with BRICK's educational philosophy, which serves to advance the school's mission of equipping Rochester students with the requisite knowledge, skills, and support to thrive in college, careers, and life beyond graduation. Central to BRACS's commitment is the conviction that all students can excel when provided with access to rigorous instruction. To this end, the school adopts a curriculum ensuring daily exposure to challenging, grade-level content across core subjects. Through the careful selection of externally validated curriculum resources, whether endorsed by entities like EdReports or proven successful in high-performing charter schools across New York state, BRACS guarantees that its students are exposed to rigorous material essential for college and career readiness. Moreover, BRACS places significant emphasis on providing additional curriculum resources and support structures to facilitate mastery of this rigorous content at grade level. For instance, the school prioritizes small-group, differentiated instruction in reading and math throughout the instructional day, tailoring support to each student's individual needs.

Furthermore, BRACS underscores the importance of culturally responsive instruction, which acknowledges student identity as a valuable asset and leverages their experiences and cultural backgrounds to facilitate learning. The incorporation of BRICK's Ubuntu social-emotional learning program aids students in developing a positive self-concept, which in turn enhances academic achievement. Additionally, BRACS ensures that its core curriculum integrates elements reflecting students' identities, communities, and cultures, fostering a sense of inclusion that correlates with elevated levels of student success.

BRACS recognizes the significance of ongoing refinement of instructional resources to align with the diverse identities and cultural backgrounds of Rochester students. Moreover, BRACS subscribes to the notion that cultural responsiveness should empower students to transition from dependent learners to independent learners. Rejecting passive instruction, the school advocates for student-centered approaches that actively engage elementary students in their learning process, including inquiry-based and collaborative learning experiences. These pedagogical strategies not only cater to diverse learning styles but also foster independence among students, instilling in them the confidence to excel academically at the highest levels.

To ensure that teachers know what to teach and when to teach it, there will be a 2-week professional development institute prior to the opening of each school year. (Please see sample teacher institute overview in R-23b-Supplemental Attachments.) This institute will include a week of professional development for new staff members and a week of professional development for all staff members that focuses on ensuring that the school team is clear on what students must learn, the resources teachers will have to support students to learn those standards, and the BRACS instructional approach in each content area to ensure that students can demonstrate grade-level mastery. *For more information on these approaches, see the instructional guidebooks found in R-23b Supplemental Attachments.* During the week of all staff professional development sessions, staff members will participate in professional development sessions that include the topics below:

Positive Action. BRACS plans to implement BRICK’s Ubuntu social emotional learning program during its daily morning meeting block for all students in grades K-6. Ubuntu, as defined by Barbara Nussbaum, a South African musician and writer, is “the capacity... to express compassion, reciprocity, dignity, harmony and humanity in the interests of building and maintaining community with justice and mutual caring.”³ By learning, living, and espousing this ethos through a thoughtfully developed program, students will be able to build and strengthen their social-emotional skills, understand and navigate their independent selves and voices, become invested in their personal values and the school’s values, and via a strong classroom culture, each student will, as Nussbaum references, learn to see the power of the commitment to the common good and community strength. BRICK’s internally developed Ubuntu curriculum consists of seven (7) units. Each unit is named after a value or principle found throughout the African diaspora. It grounds CASEL’s competencies in cultural and linguistic practices familiar to the students we serve. This curriculum begins to create space to honor the experiences of the students entrusted into BRICK’s care. BRICK believes that students who recognize their own gifts are better equipped to recognize the gifts in their peers and adults. This process of expanding awareness and empathy will allow students to cultivate their power to be change leaders for themselves, their school, home, local, and national community. In addition, students will have an opportunity during the social emotional learning block to experience the core morning meeting routines and structures that BRICK has used to help maintain strong school culture without the use of exclusionary discipline practices. These structures include the concepts of morning circles and daily affirmations. For ***additional information on these routines and Gateway and BRICK Buffalo’s low suspension rates, please see R-10a Culture and Discipline.***

The instructional leaders at BRACS will also be empowered to work with teachers to deliver content during this block that is responsive to the needs and desires of the local community. For example, the principal will meet with community leaders and family members during the incubation period to determine what other content would be appropriate to add to this block to help celebrate the culture and backgrounds of students and build strong school culture. This commitment to working collaboratively with the community will continue throughout the charter term as BRACS deepens its community partnerships and builds relationships with its founding families.

Specials: BRACS plans to implement BRICK’s comprehensive specials program, which ensures students have access to a variety of engaging co-curricular subjects (including visual art, music, theater, dance and physical education). Over the last few years, BRICK has worked with outside consultants to begin developing its own specials program to ensure that specials teachers receive the same level of comprehensive instructional resources as their peers. In addition, BRACS believes that an internally created specials program can serve the school’s goal of providing a culturally responsive education by enabling the school team to collaborate with BRICK’s academic directors to create a specials program that is rooted in the interests of local students and families and influenced by local community art assets (like, for example, the Memorial Art Gallery, Rochester’s civic art museum, and the Rochester Philharmonic Orchestra). BRACS also believes that providing students with a robust, student-centered specials program is a key component of providing an equitable educational experience for its students.

New York state Alignment: As described above, most of the curriculum materials used by the BRICK network to create its curriculum are resources that are used across the country, including in many New York schools, and already have some degree of alignment to New York state standards. However, the BRICK WNY regional office has also spent significant time during the last year conducting the due diligence

³ <http://aefjn.org/en/ubuntu-an-african-culture-of-human-solidarity-2/>

Amplify Science. For 3rd through 6th grade science, BRACS plans to implement Amplify Science, a phenomena based curriculum that also provides hands-on, collaborative problem solving opportunities. The BRICK Education Network moved towards using Amplify in the upper grade levels based on the network's analysis of the extent to which the curriculum aligned to the Next Generation Science Standards. While both science curricula align to the school's vision for instruction as they focus on ensuring students have access to hands-on experiments and science investigations so students can learn through inquiry, Amplify builds on the real world application that FOSS provides by supporting students' ability to think and act like scientists and engineers. Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science for middle school has also recently been rated all-green by EdReports. UC Berkeley's Lawrence Hall of Science, the authors behind Amplify Science, developed the Do, Talk, Read, Write, Visualize approach, and gold standard research² shows that it works. ***For additional information refer to R-23b-Supplemental Attachments – item BRICK K-12 Science Guidebook SY 23-24.***

Core Knowledge: History and Geography. For K-3 social studies, BRACS plans to implement the Core Knowledge History and Geography (CKHG) curriculum, whose objectives are correlated with the Common Core English Language Arts standards, to reinforce the school's literacy efforts. The BRICK Education Network has strategically chosen units from this curriculum that will both build students' historical and geographical knowledge and provide them with the opportunity to think critically about past historical events and how those events have had a lasting impact, including how they may impact the way students see themselves. Additionally, all students will participate in a unit titled "Rochester is My Home" where they will explore their own identity through stories and historical facts about their family, neighborhood, and the Rochester community. This practice has been a core part of BRICK since its inception and connects to the school's commitment to providing a culturally responsive instructional program. BRACS also plans to work collaboratively with families and community leaders to continue to refine the content for this unit to ensure that it always reflects a current understanding of the local community and the evolving experiences of its residents.

Achievement First Social Studies. For 4-6 social studies, BRACS plans to implement the Achievement First social studies curriculum. The school's selection of this program also reflects its approach to literacy in the upper elementary grades—namely by increasing the emphasis placed on ensuring that students can critically read and evaluate rigorous grade-level texts. Achievement First social studies lessons challenge students to explore central historical questions using multiple primary source documents and artifacts. Students read and annotate rich texts and engage in rigorous discussions as they work to shape their conclusions. As students progress through the curriculum, they increasingly learn and evaluate connections between their personal identity and their impact on the larger world. BRACS also believes that it is essential to build student's knowledge of their world and of civic engagement to prepare them to be architects in building a just and better world, as described in the school's mission. In addition, the BRICK network has, over time, supplemented this curriculum with additional units and lessons that study leaders whose stories have been marginalized and whose identities reflect the students served. BRACS will continue to support this work in Rochester by ensuring the BRICK WNY regional office partners with families and community leaders to further update these units based on content that resonates deeply with the Rochester community (for example, by elevating Black leaders with ties to Rochester such as Frederick Douglass and Harriet Tubman). ***For further information refer to R-23b-Supplemental Attachments – item BRICK K-12 SS_History Guidebook SY 23-24.***

² https://amplify.com/wp-content/uploads/2019/12/AS_The-research-behind-the-program.pdf

The ELA block utilizes Achievement First's Navigator curriculum and consists of 5 units (Unit 0 and 4 units) that include reading and writing instruction tied to a core set of texts or novels (including, but not limited to, *Wonder* by R.J. Palacio, *Look Both Ways* by Jason Reynolds, *Esperanza Rising* by Pam Munoz Ryan, *Roll of Thunder Hear My Cry* by M.D. Taylor, *The Outsiders* by S.E. Hinton, *The Crossover* by Kwami Alexander Claudette Colvin, *Twice Toward Justice* by Phillip Hoose and *Before We Were Free* by Julia Alvarez. The curriculum is designed to build reading stamina, allow scholars to read and write to learn, build meaning through collaboration, and build voice and agency. Scholars will have many opportunities to receive feedback and revise to build precision and learn from mistakes.

Mathematics: BRACS believes that mathematics should not be taught tangentially to everyday life. Instead, effective mathematics classroom practices should include time for student collaboration to accommodate sense-making, problem-solving, discourse, and reflection. As a result, the school is committed to implementing a math program that prioritizes collaboration between students. In addition, BRACS plans to create math-rich classroom environments where all classrooms have a current math vocabulary word wall, a number line, mathematical practices anchor chart (created with students), current student work with feedback, and class academic goals, among other items. BRACS believes that this approach will help make mathematics accessible and engaging for all children.

For **K-6 mathematics**, BRICK has decided to adopt enVision® Mathematics Common Core as its new math instructional material for grades K-8 starting SY 24-25. The math evaluation team comprised of school-based teachers and leaders across our schools, along with network-level academic directors, used the following priority look-fors to evaluate three math programs:

- **BEN Math Priority #1 | Differentiation:** BRICK schools want built-in features that help teachers support the needs of all children (special populations; readiness groups; exceptional learners/MLLs). All learners have opportunities for interventions and enrichment.
- **BEN Math Priority #2 | Coherence + Building Content Knowledge + Delivery:** BRICK schools want a robust K-8 math continuum to build and foster teacher understanding of how math content builds unit to unit and year to year, as well as a program supporting all teachers' math development and personal content knowledge. The math program is easily accessible and adaptable to various teacher readiness levels.
- **BEN Math Priority #3 | Moves Students to Grade-Level Expectations and Builds Math Confidence:** Students need to do the math (i.e. gain and retain strong conceptual AND procedural understandings); discuss; apply math practices to different scenarios; explain their reasoning—a balance of all of these are reflected in the lesson structure and builds student math confidence.

The network team reviewed Eureka², Illustrative Math, and EnVision Math. EnVision Math scored the highest on these look-fors and collectively believe that this program will meet the **current** needs of BRICK students.

FOSS Science. For K-2 Science, BRACS plans to implement FOSS (Full Optional Science System), a hands-on science curriculum that allows students to uncover new ideas through collaboration and problem solving. FOSS is research-based and has been used by schools and districts across the country that reflect a similar demographic and has demonstrated results that have produced lasting improvement, raised standardized test scores, and helped close achievement gaps¹. Perhaps more importantly, FOSS evidence shows that students utilizing the curriculum also demonstrate an increase in their reading skills and their ability to solve problems, express their thinking, and apply their knowledge in unique ways.

¹ <https://fossnextgeneration.com/our-impact/>

between the individual student and society. To support foundational reading skills such as phonics and phonemic awareness, BRACS programming is grounded in the science of reading research: “conclusive, empirically supported research [that] provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development” (Institute for Multisensory Instruction, 2021). Accordingly, the school will utilize Amplify CKLA Skills in grades K-2 to support word recognition; during the daily core literacy block, which will include reading, writing, and some science and social studies integration, BRACS will utilize Great Minds’ Wit & Wisdom to support language comprehension. Together, these components will create a balanced program that is aligned with the most up-to-date best practices for supporting scholars in becoming strong, independent readers, writers, and thinkers.

The CKLA Skills curriculum provides explicit instruction in phonological awareness, phonics, word recognition, language skills, and writing mechanics, and follows a research-based scope and sequence that, when implemented with fidelity, ensures students emerge automatic readers and fluent decoders by the end of Grade 2. The program can be executed in 60 minutes daily, in a whole or small group setting, and includes many opportunities for students to demonstrate mastery in multi-modal ways. CKLA Skills teaches the most frequent sound spellings first to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through Kindergarten. CKLA Skills has embedded assessments and guidance for differentiation and intervention for students who experience reading difficulties along the way. Leveraging the scripted lessons and accompanying resources provided by the CKLA Skills curriculum will deepen and accelerate BRACS word recognition (foundational skills) instruction.

Great Minds’ Wit and Wisdom will be used for Tier 1 language comprehension in Grades K-4 across BRICK Education Network. While some curriculum approaches rely heavily on disconnected texts and skills, Wit and Wisdom is a comprehensive, integrated English Language Arts curriculum that aligns with all language comprehension strands of Scarborough’s Reading Rope. This curriculum centers on authentic, complex texts that are organized into thematic units. The volume of reading is significant, and units build knowledge within and across grade levels. The BRICK team knows strategic updates are periodically necessary to ensure any curriculum responds to the unique identities and cultures of a particular school’s students, but currently finds that Wit and Wisdom provides one of the most culturally responsive pedagogical approaches to high-quality instructional materials providers. ***For additional information, please refer to R-23b-Supplemental Attachments – item BRICK K-12 ELA Guidebook SY 23-24.***

BRICK’s **5-6 ELA curriculum** is founded upon the network’s literacy principles, including holding a high bar during every lesson because every bit of feedback and every paragraph read matters to students’ reading development. The effects of the school’s work are cumulative and only effective if teachers are ensuring that the bar for scholars is high and consistent. This high bar with feedback will help scholars master key knowledge and skills to advance to the next reading level. Text is considered paramount: The text that scholars engage with must be rigorous, diverse, and relevant. In addition, providing textual evidence is an essential skill for readers to master. BRICK students use various methods (i.e. the RACE method, annotation) to provide textual evidence to support ideas and statements made in class. Grade level work is equity work: all students deserve high-quality instruction that utilizes grade-level texts and materials. Research shows that students grow more when given adequate at-bats with grade-level content. BRICK schools strive to empower teachers to put grade-level work in front of students and to prepare teachers to facilitate lessons in a way that honors the knowledge that students bring and their inherent abilities to be critical thinkers and independent learners. Deep understanding of a text requires deep, critical thinking and profound discussion, which can only happen through productive struggle.

R-06af - Curriculum and Instruction

Curriculum Selection Process

BRACS acknowledges that Rochester students often attend schools falling significantly below state ELA and math averages in standardized assessments, as outlined in R-01ac Community Need and Proposed School Impact. Additionally, BRACS understands the correlation between a weak academic foundation and decreased likelihood of college graduation or access to careers paying a livable wage. The BRACS Board remains steadfast in the conviction that all students can excel when provided with a high-quality, culturally sensitive educational environment. Consequently, BRACS will implement comprehensive programming across core subjects such as English language arts (ELA), mathematics, science, and social studies. It will ensure that all students receive rigorous, grade-appropriate instruction aligned with New York State learning standards every day. With an extended school day from 7:45 a.m. to 3:25 p.m., BRACS will also deliver personalized instruction to facilitate significant academic progress and achievement of grade-level proficiency for all students. Simultaneously, BRACS is committed to nurturing the holistic development of its students. Thus, it will offer diverse special area programs encompassing art, music, dance, theater, and physical education. Moreover, a dedicated instructional period each day will focus on imparting social and emotional skills to students. These elements collectively aim to establish an equitable educational environment ensuring that all students have access to challenging coursework, personalized support for academic proficiency, social growth, and enriching supplemental classes. The BRACS team believes that this multifaceted approach aligns with the school's mission to prepare students for constructive engagement in the global community.

BRACS is grateful for the opportunity to collaborate with the BRICK network in implementing a core curriculum renowned for facilitating significant academic progress among students. BRICK's curriculum, which has undergone continuous enhancement over the past decade through rigorous research and implementation across BRICK schools, has demonstrated effectiveness in fostering student achievement. Moreover, elements of the proposed curriculum have yielded strong outcomes at BBACS and other SUNY-sponsored charter schools in New York state, particularly those serving similar student demographics.

Drawing from BRICK's extensive experience in providing robust teacher support, the curriculum has evolved to include a weekly scope and sequence for each subject and grade level, comprehensive unit plans, and supplementary daily lesson materials such as exit tickets and key activities. Furthermore, guidebooks for each content area delineate instructional best practices and aid teachers in navigating the provided curriculum resources. Notably, a significant portion of the curriculum showcases exemplary student responses to pivotal questions, assisting teachers in maintaining high standards and consistent levels of academic rigor across content areas, classrooms, and grade levels.

Below is a summarized overview of the school's curriculum across various subjects, accompanied by the rationale behind these curriculum decisions.

English Language Arts: BRACS believes that all children deserve access to high-quality education, that literacy is the foundation of all future success, and that explicitly, systematically, and responsively teaching students foundational skills in early grades is the first step toward building lifelong readers.

The BRACS K-2 ELA curriculum was built, and is regularly refined, based on the premise that it is essential for all students to read on grade level by the end of third grade and that time spent reading a diverse body of complex texts widens the student perspective, builds their empathy, and strengthens connections

GOAL 6: Social Emotional Development

Description: Students will develop a positive self-concept, and set academic and social-emotional goals each year, enabling them to identify and respond to their emotions in an age-appropriate manner.

- By the end of June of each year, teachers will indicate that at least 80% of students demonstrate low to medium social-emotional behavior risk as measured by the Universal Social-Emotional Behavior Screener
- By the end of June of each year, at least 80% of students will demonstrate positive social development as measured by the Universal Social-Emotional Behavior Screener.
- By the end of June of each year, at least 80% of students will demonstrate positive emotional development as measured by the Universal Social-Emotional Behavior Screener.

GOAL 7: Parent Satisfaction

Description: Parents will demonstrate satisfaction with the quality of education their child receives at BRICK Rochester Academy Charter School and the quality of support they receive as a family.

- Each year, at least 80% of families will answer “agree” or “strongly agree” that they are satisfied with the quality of education their child receives at BRICK Rochester Academy Charter School (with at least 75% of families responding to this survey).
- Each year, at least 80% of families will “agree” or “strongly agree” that the ecosystem services offered by BRICK and its partner organizations are high-quality and provide meaningful support to their family.

Comparative Measures

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

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested.

GOAL 3: SCIENCE

Description: Students will understand and apply scientific principles at a proficient level.

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 New York State Science exam for grade 4.

Comparative Measure

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

GOAL 4: ESSA

Description: BRICK Rochester Academy Charter School will make Adequate Yearly Progress. Under the state's accountability system, the school will be in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

GOAL 5: Fiscal Responsibility

Description: BRICK Rochester Academy Charter School will make sound financial decisions, ensuring effective and responsible use of financial resources to maximize student learning.

- Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.
- 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.
- Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

R-06g - Draft Accountability Plan

BRICK Rochester Academy Charter School Draft Accountability Plan For the Accountability Period 2026-2031

Academic Goals

Goal 1: English Language Arts

Description: Students will demonstrate proficiency in reading, writing, comprehending, and speaking the English language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State ELA exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

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

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Goal 2: Math

Description: Students will show competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

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|---------------------------------------|--------------------------|--|--|--|--|--|--|--------------------------|--------------------------|---------------|
| | 1:55 | Studies 45 min 1:50 - 2:35 | Studies 45 min 1:50 - 2:35 | Studies 45 min 1:50 - 2:35 | Studies 45 min 1:50 - 2:35 | Grade Level Team Meeting 30 min 2:10 - 2:40 | | | | |
| | 2:00 | | | | | | | | | |
| | 2:05 | | | | | | | | | |
| | 2:10 | | | | | | | | | |
| Transition | 2:15 | Small Group ELA and Math 35 min 2:40 - 3:15 | Small Group ELA and Math 35 min 2:40 - 3:15 | Small Group ELA and Math 35 min 2:40 - 3:15 | Small Group ELA and Math 35 min 2:40 - 3:15 | | Professional Development 45 min 2:45 - 3:30 | | | |
| Period 8 2:20-3:05 (45 min) | 2:20 | | | | | | | | | |
| | 2:25 | | | | | | | | | |
| | 2:30 | | | | | | | iDREAM Scores | iDREAM Scores | iDREAM Scores |
| | 2:35 | | | | | Transition | | Transition | Transition | Transition |
| | 2:40 | | | | | | | | | |
| 2:45 | Dismissal 3:25 - 3:35 | | | | | Dismissal 3:25 - 3:35 | Dismissal 3:25 - 3:35 | Dismissal 3:25 - 3:35 | Dismissal 3:25 - 3:35 | |
| 2:50 | | | | | | | | | | |
| 2:55 | | | | | | | | | | |
| 3:00 | | | | | | | | | | |
| Transition | | | | | | | | | | 3:05 |
| Period 9 3:10-3:55 (45 min) | 3:10 | Pack - Up 3:15 - 3:25 | Pack - Up 3:15 - 3:25 | Pack - Up 3:15 - 3:25 | Pack - Up 3:15 - 3:25 | | | | | |
| | 3:15 | | | | | | | | | |
| | 3:20 | | | | | | | | | |
| | 3:25 | | | | | | | | | |
| | 3:30 | | | | | | | | | |

| | | | | | | |
|---|-------|---|---|---|---|---|
| Transition | 11:45 | 11:35 - 1:00 | 11:35 - 1:00 | 11:35 - 1:00 | 11:35 - 1:00 | |
| Period 5 11:50-12:35 (45 min) | 11:50 | | | | | Transition |
| | 11:55 | | | | | Fun Friday! 45 min 11:55 - 12:40 |
| | 12:00 | | | | | |
| | 12:05 | | | | | |
| | 12:10 | | | | | |
| | 12:15 | | | | | |
| | 12:20 | | | | | |
| | 12:25 | | | | | |
| | 12:30 | | | | | |
| Transition | 12:35 | | | | | |
| Period 6 12:40-1:25 (45 min) | 12:40 | Pack-Up 10 min 12:40 - 12:50 | | | | |
| | 12:45 | | | | | |
| | 12:50 | | | | | |
| | 12:55 | Dismissal 15 min 12:50 - 1:05 | | | | |
| | 1:00 | | ELA Co-Teaching 30 min 1:00 - 1:40 | ELA Co-Teaching 30 min 1:00 - 1:40 | ELA Co-Teaching 30 min 1:00 - 1:40 | ELA Co-Teaching 30 min 1:00 - 1:40 |
| | 1:05 | | | | | |
| | 1:10 | | | | | |
| | 1:15 | | | | | |
| | 1:20 | | | | | |
| Transition | 1:25 | | | | | |
| Period 7 1:30-2:15 (45 min) | 1:30 | | | | | |
| | 1:35 | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | Transition |
| | 1:40 | SNACK | SNACK | SNACK | SNACK | Staff Meeting 30 min 1:40 - 2:10 |
| | 1:45 | | | | | |
| | 1:50 | Science/Social | Science/Social | Science/Social | Science/Social | |

| | | | | | | |
|---|-------|---|---|---|---|--|
| | 9:35 | Transition | Transition | Transition | Transition | |
| | 9:40 | K-A | K-A | K-A | K-A | |
| | 9:45 | Math Core Block 60 min 8:30 - 9:30 | Math Core Block 60 min 8:30 - 9:30 | Math Core Block 60 min 8:30 - 9:30 | Math Core Block 60 min 8:30 - 9:30 | |
| | 9:50 | | | | | |
| | 9:55 | | | | | |
| | 10:00 | | | | | <i>iDREAM Scores</i> |
| Transition | 10:05 | | | | | Transition |
| Period 3 10:10- 10:55 (45 min) | 10:10 | | | | | K-2 Collaborative Planning Meeting 80 min 10:10 - 11:30 |
| | 10:15 | | | | | |
| | 10:20 | | | | | |
| | 10:25 | | | | | |
| | 10:30 | | | | | |
| | 10:35 | | | | | |
| | 10:40 | | | | | |
| | 10:45 | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | |
| | 10:50 | Transition | Transition | Transition | Transition | |
| Transition | 10:55 | Lunch 40 min 10:50 - 11:30 | Lunch 40 min 10:50 - 11:30 | Lunch 40 min 10:50 - 11:30 | Lunch 40 min 10:50 - 11:30 | |
| Period 4 11:00- 11:45 (45 min) | 11:00 | | | | | |
| | 11:05 | | | | | |
| | 11:10 | | | | | |
| | 11:15 | | | | | |
| | 11:20 | | | | | |
| | 11:25 | | | | | <i>iDREAM Scores</i> |
| | 11:30 | Transition | Transition | Transition | Transition | Transition |
| | 11:35 | Planning & Preparation 85 min | Planning & Preparation 85 min | Planning & Preparation 85 min | Planning & Preparation 85 min | Lunch Supervision 15 min |
| | 11:40 | | | | | |

organizational health. Standard teacher hours will run daily from 7:40 a.m. to 3:35 p.m., with professional development on Fridays from 1:40 p.m. to 3:30 p.m. in addition to 16 full PD days.

| | | Grade K K-A HR Math Co-Teacher | | | | |
|--|------|---|---|---|---|--|
| | | Monday | Tuesday | Wednesday | Thursday | Friday |
| | 7:45 | Breakfast 7:45 - 8:00 | Breakfast 7:45 - 8:00 | Breakfast 7:45 - 8:00 | Breakfast 7:45 - 8:00 | Breakfast 7:45 - 8:00 |
| | 7:50 | | | | | |
| | 7:55 | | | | | |
| SEL 8:00-8:30 (30 min) | 8:00 | Morning Meeting 30 min 8:00 - 8:30 | Morning Meeting 30 min 8:00 - 8:30 | Morning Meeting 30 min 8:00 - 8:30 | Morning Meeting 30 min 8:00 - 8:30 | Transition |
| | 8:05 | | | | | K-2 Community Meeting 40 min 8:05-8:40 |
| | 8:10 | | | | | |
| | 8:15 | | | | | |
| | 8:20 | | | | | |
| | 8:25 | | | | | |
| Period 1 8:30-9:15 (45 min) | 8:30 | K-B Math Core Lesson 60 min 8:30 - 9:30 | K-B Math Core Lesson 60 min 8:30 - 9:30 | K-B Math Core Lesson 60 min 8:30 - 9:30 | K-B Math Core Lesson 60 min 8:30 - 9:30 | K-A Math Core Lesson 75 min 8:45 - 10:05 |
| | 8:35 | | | | | |
| | 8:40 | | | | | |
| | 8:45 | | | | | |
| | 8:50 | | | | | |
| | 8:55 | | | | | |
| | 9:00 | | | | | |
| | 9:05 | | | | | |
| | 9:10 | | | | | |
| Transition | 9:15 | | | | | |
| Period 2 9:20-10:05 (45 min) | 9:20 | iDREAM Scores | iDREAM Scores | iDREAM Scores | iDREAM Scores | |
| | 9:25 | | | | | |
| | 9:30 | | | | | |

| | | | | | |
|---------------------------------------|------|--|--|--|--|
| Period 8 2:20-3:05 (45 min) | 2:25 | | | | |
| | 2:30 | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> |
| | 2:35 | Transition | Transition | Transition | Transition |
| | 2:40 | Small Group ELA and Math 35 min 2:40 - 3:15 | Small Group ELA and Math 35 min 2:40 - 3:15 | Small Group ELA and Math 35 min 2:40 - 3:15 | Small Group ELA and Math 35 min 2:40 - 3:15 |
| | 2:45 | | | | |
| | 2:50 | | | | |
| | 2:55 | | | | |
| | 3:00 | | | | |
| | | | | | |
| Transition | 3:05 | | | | |
| Period 9 3:10-3:55 (45 min) | 3:10 | | | | |

a. Sample Teacher Schedule

During the 2026–27 school year, teachers will be scheduled to work for 199 days, beginning on August 3, 2026 for new staff. The additional work days for teachers will enable all teachers to participate in a summer professional development institute to prepare for the launch of the school year. The additional teacher work days, and the significant time dedicated to professional development throughout the year, including on Friday afternoons, will help to create a strong professional culture that supports teacher effectiveness, student performance and overall

| | | | | | |
|-----------------------|------|--|--|--|--|
| | 1:20 | | | | |
| Transition | 1:25 | | | | |
| Period 7 1:30-2:15 | 1:30 | | | | |
| (45 min) | 1:35 | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> |
| | 1:40 | SNACK | SNACK | SNACK | SNACK |
| | 1:45 | | | | |
| | 1:50 | Science/Social Studies 45 min | Science/Social Studies 45 min | Science/Social Studies 45 min | Science/Social Studies 45 min |
| | 1:55 | 1:50 - 2:35 | 1:50 - 2:35 | 1:50 - 2:35 | 1:50 - 2:35 |
| | 2:00 | | | | |
| | 2:05 | | | | |
| | 2:10 | | | | |
| Transition | 2:15 | | | | |
| | 2:20 | | | | |

| | | | | | | |
|--|-------|----------------------|----------------------|----------------------|----------------------|--|
| | 12:15 | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | |
| | 12:20 | Transition | Transition | Transition | Transition | |
| | 12:25 | ELA 80 min | ELA 80 min | ELA 80 min | ELA 80 min | |
| | 12:30 | 12:25 - 1:40 | 12:25 - 1:40 | 12:25 - 1:40 | 12:25 - 1:40 | |
| Transition | 12:35 | | | | | |
| Period 6 12:40-1:25 (45 min) | 12:40 | | | | | |
| | 12:45 | | | | | |
| | 12:50 | | | | | |
| | 12:55 | | | | | |
| | 1:00 | | | | | |
| | 1:05 | | | | | |
| | 1:10 | | | | | |
| | 1:15 | | | | | |

| | | | | | | |
|---|-------|----------------------------|----------------------------|---------------------------|---------------------------|--------------------------------|
| (45 min) | 11:10 | Lunch 20 min | Lunch 20 min | Lunch 20 min | Lunch 20 min | |
| | 11:15 | 11:10 - 11:30 | 11:10 - 11:30 | 11:10 - 11:30 | 11:10 - 11:30 | |
| | 11:20 | | | | | |
| | 11:25 | | | | | <i>iDREAM Scores</i> |
| | 11:30 | Transition | Transition | Transition | Transition | Transition |
| | 11:35 | Enrich #1 45 min | Enrich #1 45 min | Phys. Ed 45 min | Phys. Ed 45 min | Lunch Supervision 15 min |
| | 11:40 | 11:35 - 12:20 | 11:35 - 12:20 | 11:35 - 12:20 | 11:35 - 12:20 | |
| Transition | 11:45 | | | | | |
| Period 5 11:50- 12:35 (45 min) | 11:50 | | | | | Transition |
| | 11:55 | | | | | Fun Friday! 45 min |
| | 12:00 | | | | | 11:55 - 12:40 |
| | 12:05 | | | | | |
| | 12:10 | | | | | |

| | | | | | | |
|---|-------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------------------|
| Transition | 10:05 | | | | | Transition |
| Period 3 10:10-10:55 (45 min) | 10:10 | | | | | Foundational Reading 75 min |
| | 10:15 | | | | | |
| | 10:20 | | | | | |
| | 10:25 | | | | | |
| | 10:30 | | | | | |
| | 10:35 | | | | | |
| | 10:40 | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | |
| | 10:45 | Transition | Transition | Transition | Transition | |
| | 10:50 | Recess 20 min | Recess 20 min | Recess 20 min | Recess 20 min | |
| | 10:55 | 10:50 - 11:10 | 10:50 - 11:10 | 10:50 - 11:10 | 10:50 - 11:10 | |
| Transition | 10:55 | | | | | |
| Period 4 11:00-11:45 | 11:00 | | | | | |
| | 11:05 | | | | | |

| | | | | | | |
|--|-------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|----------------------|
| | 9:00 | | | | | |
| | 9:05 | | | | | |
| | 9:10 | | | | | |
| Transition | 9:15 | | | | | |
| Period 2 9:20-10:05 (45 min) | 9:20 | | | | | |
| | 9:25 | | | | | |
| | 9:30 | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | <i>iDREAM Scores</i> | |
| | 9:35 | Transition | Transition | Transition | Transition | |
| | 9:40 | Math Core Lesson 60 min | Math Core Lesson 60 min | Math Core Lesson 60 min | Math Core Lesson 60 min | |
| | 9:45 | 9:40 - 10:40 | 9:40 - 10:40 | 9:40 - 10:40 | 9:40 - 10:40 | |
| | 9:50 | | | | | |
| | 9:55 | | | | | |
| | 10:00 | | | | | |
| | | | | | | <i>iDREAM Scores</i> |

| | | | | | | |
|-----------------------------------|------|---|---|---|---|---|
| | 7:50 | Breakfast 7:45 - 8:00 | Breakfast 7:45 - 8:00 | Breakfast 7:45 - 8:00 | Breakfast 7:45 - 8:00 | Breakfast 7:45 - 8:00 |
| | 7:55 | | | | | |
| SEL 8:00-8:30 (30 min) | 8:00 | Morning Meeting 30 min | Morning Meeting 30 min | Morning Meeting 30 min | Morning Meeting 30 min | Transition |
| | 8:05 | 8:00 - 8:30 | 8:00 - 8:30 | 8:00 - 8:30 | 8:00 - 8:30 | K-2 Community Meeting 40 min 8:05-8:40 |
| | 8:10 | | | | | |
| | 8:15 | | | | | |
| | 8:20 | | | | | |
| | 8:25 | | | | | |
| Period 1 8:30-9:15 (45 min) | 8:30 | Foundational Reading 60 min | Foundational Reading 60 min | Foundational Reading 60 min | Foundational Reading 60 min | Transition |
| | 8:35 | 8:30 - 9:30 | 8:30 - 9:30 | 8:30 - 9:30 | 8:30 - 9:30 | |
| | 8:40 | | | | | Math Core Lesson 75 min |
| | 8:45 | | | | | |
| | 8:50 | | | | | |
| | 8:55 | | | | | |

reading comprehension as well as the knowledge of civics necessary to enable them to develop into a future community leader.

2:40 PM - 3:15 PM | During this 30-minute block, students work to accelerate their learning through small, independent groups and individual tutoring. Both the lead ELA teacher and the lead math teacher work with small groups of students to close instructional gaps. This block also allows teachers to re-teach specific lessons to students who struggled with a particular concept based on data; have students redo exit tickets; and enable students who are above their grade level to move forward through independent assignments, group work, or online programs. Both teachers modify groups and instructional practices on an ongoing basis to keep students engaged and challenged.

3:15 PM – 3:35 PM | Pack-Up and Dismissal | Students clean up their desks and workspaces, gather their materials, and pack up their homework. The teacher debriefs the day with students and sets an intention for the next day.

Weekly Instructional Minutes

| Course | Total Weekly Minutes |
|--|----------------------|
| English Language Arts | 685 |
| Math | 385 |
| Science or Social Studies | 180 |
| Social Emotional Learning (including community meeting) | 160 |
| Specials classes (including physical education and the arts) | 225 |
| Weekly Total (including specials classes like physical education PE, art, and morning meeting) | 1,635 |

| | | | | | | |
|--|------|---------------------------|---------|-----------|----------|--------|
| | | Grade K K-A Inclusion | | | | |
| | | Monday | Tuesday | Wednesday | Thursday | Friday |
| | 7:45 | | | | | |

period is also an opportunity for students who are in the I&RS process or receiving resource support to engage in tailored learning. For example, City Year corps members may work one on one with individual students to support their reading growth in multiple ways; such as buddy reading a high-interest text.

9:30- 9:40 AM | iDREAM Check-Ins | Multiple times per day, teachers will facilitate iDREAM score check-ins and assign individual student scores reflective of their embodiment of the iDREAM values. This process will ensure that each classroom continues to discuss the school's values and encourages students to embody those values each day. This also provides the teacher(s) with an opportunity to discuss individual or whole class progress towards any goals established during morning meetings.

9:40 -10:40 AM | Math Core Lesson | Students participate in the enVision Math curriculum guided by the lead math teacher. Students engage primarily in game-based lessons, in which they explore math concepts through structured games. During this block, students work in partnerships or triads to explore math concepts using hands-on manipulatives and work together to grapple with complex ideas. Each lesson ends with an exit ticket, allowing the math teacher to collect daily mastery data, which they will use to plan instruction for the next day.

10:40- 11:30 AM | Transition to Recess and Lunch | Students have a chance to relax, have fun, and socialize with their classmates during lunch and recess. Every day, students will have the opportunity to eat a nutritious lunch and to go outside to play and socialize with their classmates. Students are responsible for keeping their spaces neat and clean and for helping with clean-up at the conclusion of lunch.

11:35 AM – 12:20 PM | Physical Education or Enrichment | All students engage in special area/enrichment classes, including physical education or a comprehensive arts program that will grow to include visual art, music, dance and theater. The arts will be reinforced by bringing in local Rochester artists and creating art that reflects the BRACS community. At full scale, the school will have a continuum of visual and performing arts classes that allows students to deeply explore their individual areas of interest.

12:25 PM - 1:35 PM | ELA | After lunch, students participate in a strategic read-aloud block guided by the lead ELA teacher. During this block, students receive grade-level instruction through an interactive read-aloud. Students engage with a high-interest, grade-level text through active listening, discourse, and text-dependent writing. Students also receive direct instruction in the process of writing through mentor texts and conferencing. Students spend a significant portion of this block writing independently on topics of their choosing. To maximize engagement and help students realize the joy of writing, they will have regular opportunities to compose high interest pieces of writing and share them with their peers, have publishing parties to celebrate each other's work, and invite family members to hear their stories shared aloud.

1:35 PM - 1:50 PM | iDREAM score check-ins and snack |

1:50 PM –2:35 PM | | Science or Social Studies | On regular, full-length school days, students will also engage in science or social studies instruction (the content of focus will rotate throughout the year by unit). As a result, students will participate in a unit from the Full Option Science System, which allows them to engage in engaging, hands-on inquiry experiences in accordance with the Next Generation Science Standards. Alternately, students will engage in social studies instruction using Core Knowledge History and Geography, which will help students develop the background knowledge that is essential to

student in need of additional emotional support and, as needed, engages the class in following up to support their classmate or decides to follow up personally with the student later on (and whether or not to also engage other supportive school staff).

- **Appreciation** – In sequential order, participants share their appreciation for themselves or the person to their right. Teacher decides which appreciation focus will occur that day.
- **Activity** - Teacher leads students through the specific Ubuntu SEL lesson of the day and/or the alternative activity planned for that day. This time will be spent in flexible ways to build student culture in collaboration with the community. For example, a teacher may invite a local Black scientist to speak to students about her career in the sciences and how it relates to what they are currently studying in science class; a teacher may have students work to write Valentine's Day cards to each other or to create a Valentine's Day present for their family; or the student could work on a community service project for Catholic Charities by helping to make peanut butter and jelly sandwiches for the food pantry next door.
- **Schedule Review** - Teacher briefly shares the schedule for the day.
- **Mindful Minute** - Students take a seat and close their eyes. Teacher moves students through a guided meditation which focuses on deep breathing and calming.
- **Wrap up**- The teacher then closes the circle by reminding students to remember and practice iDREAM values and SEL skills throughout the day and to catch their peers and teachers modeling these values as well. The teacher may also work with the class to set individual goals or classroom goals for the day.

8:30-9:30 AM | Reading | Students spend approximately 60 minutes per day rotating through four distinct blocks of learning: guided reading, Reading Mastery, online learning and independent reading/intervention. During this time, both classroom teachers provide instruction to ensure that students can receive the small group support they need to accelerate their literacy growth. Each of these blocks is summarized below:

- Guided Reading | Students engage in guided reading instruction based on their instructional level using the Lifelong Learners curriculum. The lead ELA teacher designs lessons in alignment with the students' current level, and the students engage in conferencing with the teacher as well as a comprehension conversation with the group. Students will also learn to build their habits of discussion by participating in peer to peer discourse about what they are reading.
- Reading Mastery | Students engage in rigorous direct phonics instruction. The lead math teacher is trained to deliver Reading Mastery instruction and assesses the students' progress through the lessons on a weekly basis. Reading Mastery engages students with fun, multisensory activities to move them toward grade-level proficiency. For example, teachers will establish classroom routines that include chants, call and response activities, and friendly competitions to build students' pride in their growth within a healthy cultural atmosphere.
- Online Reading | All students will engage in online learning programs, including RAZ-Kids, Headsprout, and/or Lexia Learning. During this time, students work independently on online programs that adapt to their unique needs. By having time for student-directed work, BRACS is purposefully building each student's sense of independence and personal agency over their learning.
- Independent Reading/Intervention Block | During this block, students who are on or above grade level read leveled texts independently and demonstrate comprehension through various independent activities. Students who are not on grade level may engage in another Reading Mastery lesson, another Guided Reading lesson, or a lesson tailored to their unique needs. This

2026-2027 | BRICK Rochester | Academic Calendar

| IMPORTANT DATES August | | | |
|---|---|--------------|----|
| 8/3 First day for New Teacher PD (8am-4pm) | | | |
| 8/10 - 11 Year 2 + New Teacher PD continued (8am-4pm) | | | |
| 8/12 All 11-Month Staff Return (8am-4pm) | | | |
| 8/20 Back 2 School Community BBQ 2-4 pm (suggested) | | | |
| 8/24 First Day for Students | | | |
| 8/24 Quarter 1 Begins | | | |
| 8/28 Goal Setting for ALL Staff | | | |
| Student Days | 6 | Teacher Days | 20 |

| AUGUST 2024 | | | | | | |
|-------------|-----------|-----------|-------|---------|-------|----|
| S | M | T | W | T | F | S |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | NTPO | NTPO | NTPO | NTPO | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | NTPO + Y2 | NTPO + Y2 | AB PD | AB PD | AB PD | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| | AB PD | AB PD | AB PD | AB PD | AB PD | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | PO - SB | | |
| 30 | 31 | | | | | |

| SEPTEMBER 2024 | | | | | | |
|----------------|----|----|----|----|-----------|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| | | | | | Well | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | | | PO - SEL1 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | | PO - C1 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | | | | | PO - SB | |
| 27 | 28 | 29 | 30 | | | |

| IMPORTANT DATES SEPTEMBER | | | |
|--|----|--------------|----|
| 9/7 Labor Day - No School | | | |
| 9/9 iReady K-8 Math Testing BoY (Whole School) | | | |
| 9/10-11 mClass K-4 Testing BoY (Pull Out) | | | |
| 9/21 Progress Reports Due @11:59 pm | | | |
| 9/28 Quarter 1 Progress Reports Sent | | | |
| Student Days | 21 | Teacher Days | 21 |

| IMPORTANT DATES October | | | |
|--|----|--------------|----|
| 10/2 Professional Development - No Students | | | |
| 10/5 - 10/9 Week of Respect | | | |
| 10/12 Indigenous Peoples' Day - No School | | | |
| 10/13 - 10/16 Insight Survey | | | |
| 10/21 K-8 Math Interim 1 (Whole School) | | | |
| 10/19 - 10/23 School Violence Awareness Week | | | |
| 10/26 - 10/30 BEN Feedback Survey #1 | | | |
| 10/30 Quarter 1 Ends | | | |
| Student Days | 20 | Teacher Days | 21 |

| October 2024 | | | | | | |
|--------------|----|----|----|----|----------|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| | | | | | PO - SB | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | PO - C2 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | | | | | PO - SB | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | | | | | PO - DD1 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | PO - SB | |

| November 2024 | | | | | | |
|---------------|----|----|-----|---------|-----------|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | PO - C3 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | PTC | PO - SB | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | | | | | PO - SEL2 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | | | | | |
| 29 | 30 | | | | | |

| IMPORTANT DATES NOVEMBER | | | |
|---|----|--------------|----|
| 11/2 Quarter 2 Begins | | | |
| 11/3 Election Day - No School | | | |
| 11/4 Q1 Grades + Comments due @ 11:59pm | | | |
| 11/11 Veterans Day Observed - No School | | | |
| 11/12 Parent-Teacher Conferences 1:45-7pm | | | |
| 11/16 - 20 Sankofa Week | | | |
| 11/25-27 - Thanksgiving - No School | | | |
| 11/30 Progress Reports Due @11:59pm | | | |
| Student Days | 16 | Teacher Days | 16 |

| IMPORTANT DATES December | | | |
|---|----|--------------|----|
| 12/7 - 12/11 Hour of Code Week Observed | | | |
| 12/7 Quarter 2 Progress Reports Sent | | | |
| 12/23 - 12/31 Winter Recess - No School | | | |
| Student Days | 16 | Teacher Days | 16 |

| December 2024 | | | | | | |
|---------------|----|----|----|----|---------|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| | | | | | PO - SB | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | | | PO - C4 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | | | | Well | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | |

| January 2025 | | | | | | |
|--------------|---------|----|----|----|----------|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | PO - SB | | | | PO - SB | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | | | | PO - DD2 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | | | | | PO - C5 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | PO - SB | |

| IMPORTANT DATES JANUARY | | | |
|---|----|--------------|----|
| 1/1 Winter Recess - No School | | | |
| 1/4 Professional Development - No Students | | | |
| 1/5 - 1/22 Culture Reset (add days as needed) | | | |
| 1/11-12 mClass Testing MoY (Pull Out) | | | |
| 1/13 K-8 Math Interim 2 (Whole School) | | | |
| 1/18 Dr. King Day - No School | | | |
| 1/19 - 22 BEN Feedback Survey | | | |
| 1/22 Quarter 2 Ends | | | |
| 1/25 Quarter 3 Begins | | | |
| 1/27 Q2 Grades + Comments due @ 11:59pm | | | |
| Student Days | 18 | Teacher Days | 19 |

R-07ac - Calendar and Schedules

School Calendar

As BRACS is committed to ensuring that Rochester students receive the academic support they need to become college, career and life ready, the school plans to replicate BRICK's proven approach of offering an extended school day. To construct the proposed school calendar, BRACS reviewed recent calendars from BRICK's flagship campus, Gateway, BBACS, and calendars from other high-performing charter schools, including SUNY-sponsored schools in New York state. Based on a review of these calendars, BRACS developed a calendar that will enable strong academic collaboration across the network because of the ability to jointly participate in summer professional development sessions and use similar scope and sequences. In addition, the draft calendar is similar to recently released RCSD calendars because it aligns school breaks during the year to support families who have multiple children in different schools and maximize attendance. Importantly, the BRACS team also adopted several additional features that will help the school achieve even higher levels of performance, such as monthly themes.

The proposed annual calendar is organized into quarters and includes 183 total days of instruction (including whole and half days). BRACS's standard school day schedule will run from 7:45 a.m. to 3:35 p.m. from Monday through Thursday and from 7:45 a.m. to 1:05 p.m. on Friday. The length of the school day will allow students to receive access to both rigorous whole class instruction and time for small group, differentiated learning so that all students are supported to make as much academic progress as possible. In addition, the school day will also allow the school to provide all students with daily social emotional learning opportunities and meaningful, yet still age-appropriate, blocks of time that students can devote to the study of enriching special subjects, including art, music, theater, dance, and physical education. BRACS does not view these enrichment courses as "extra" but rather as a part of the school's important core curriculum. These courses play an important role in developing students' social emotional competencies, promoting healthy lifestyles and giving students an opportunity to discover, explore and develop new talents and skills. BRACS will also work to provide additional support to families by leveraging community connections to offer before and after care for students. Before and after care services will be offered each school day, including for extended hours on Fridays because of the school's earlier dismissal time. A summary of important information from the proposed calendar for students is provided below:

ensure that the school remains in compliance with all state and federal regulations related to supporting students who are learning English as a new language.

Family involvement is crucial for the success of ELL students at BRACS. Families will be consistently updated on their children's progress and notifications will be written in each family's preferred language. These translation services will be provided through the school's partnership with Journey's End. As needed, the school will also obtain interpreters for all family conferences.

BRACS will utilize translation services through a combination of bilingual staff members, parent ambassadors, and online translation engines to ensure that parents/guardians are aware of after school and any other extra-curricular programming. The Coordinator of ENL and ENL teachers will also conduct direct outreach to families regarding opportunities; he/she will also support enrollment in these activities as needed.

Gifted and Advanced Students

BRACS will use the BRICK Education Network's *Road To Success* system in which all students transition through a battery of academic and social and emotional learning diagnostics. Based on the data, students who exhibit exceptional skills on the diagnostics are provided additional resources throughout the year in the classroom and outside of the classroom to support their development. In addition, the school will constantly look for students who are gifted but may be underperforming due to particular circumstances, such as boredom from a lack of being challenged in their classes.

BRACS's individualized academic model is tailored to support gifted students through existing pedagogical approaches, especially when those approaches are modified to support students to take ownership of accelerating their own learning. Examples of how these existing approaches will be adjusted to meet the needs of gifted students are described below:

- **Small group instruction.** BRACS teachers already plan for small group instruction in math and literacy based on student assessment data, ensuring that the content and strategies of this instruction is tailored to the unique needs of each group. BRACS will utilize these differentiated structures to allow gifted students to tackle above-grade level work (for example, by planning an above grade level novel study to support gifted students during guided reading). Small group instruction can also take place virtually, should BRACS need to transition to remote instruction at any time, utilizing Zoom and breakout rooms.
- **Online adaptive technology:** At BRACS, students will also have daily access to online adaptive learning technology to meet their individual needs. Teachers monitor progress, provide feedback as necessary and tweak the online platform to better meet the needs of students. As a result, these programs independently, and with teacher assistance, can adjust to ensure gifted students receive access to above grade level coursework. For example, a math teacher could assign their gifted students above grade level work in I-Ready and then meet with small groups of gifted students to support their efforts to complete this work and to provide any necessary assistance.

BRACS teacher schedules will include regularly scheduled meeting times to plan together with ENL staff to discuss student progress. These meetings will be added to teacher schedules each year based on the needs of the students in their classrooms. In addition, ENL staff will participate in intellectual preparation meetings to ensure they are closely collaborating with each classroom serving students who are learning English as a new language so that lesson plans and activities are appropriately modified to support their success. The Coordinator of ENL will also coach the ENL teacher in the area of understanding goals, responsibilities, accommodations, and identifying effective instructional strategies. He or she will also deliver school-wide professional development for general education teachers on providing language acquisition supports to students who are learning English as a new language.

BRACS will use Pearson's Stanford English Language Proficiency Test (SELP 2) to maintain data and track growth for students receiving English Language intervention. SELP 2 is a research-based, computerized assessment aligned to the Common Core and WIDA standards and is used to predict students' preparation for state language assessments by evaluating listening, reading, writing and speaking skills. Each week the ENL team will share student progress updates from small group instruction with the general education team. During staff PD sessions and/or SST meetings each week, general education teachers and ENL teachers will review disaggregated student data to track the academic progress of MLL/ELL students and discuss strategies for support during Tier 1 instruction. BRACS staff will not conflate the need for language support with the need for literacy remediation or special education services, but ELL students will be eligible for RtI for explicit content area tutoring. Further, the staff will exercise caution against misidentifying ELLs for disabilities and consider the following research-based factors⁹ prior to making a referral for a special education evaluation:

1. Consider Environmental Factors First.
2. Consider the Whole Child: Use Guiding Questions to Build a Body of Evidence.
3. Consider Student Strengths During Meaningful Activities.
4. Consider Student Progress in Relation to the Progress of Similar Peers.
5. Consider How to Intentionally Foster Successful InterDepartment Collaboration.

Internally, BRACS will evaluate ELL student performance on standards-based interim assessments and growth in reading level to ensure that these students are making regular progress in comparison with their peers. The Coordinator of ENL will oversee compliance with all city, state and federal laws and regulations with regard to serving MLL/ELL students.

BRACS students will exit ENL programming when they score at the Commanding/Proficient level on the NYSESLAT exam. BRACS will continue to provide its 'former ELL' students with instructional support services and testing accommodations on state exams for two years.

To evaluate the effectiveness of the ENL program, the School Leader, Director of Special Education, and Coordinator of ENL will disaggregate student performance data to review ELL/MLL student progress on assessments on a regular basis and to make curricular and/or instructional adjustments accordingly. BRACS will also stay in close contact with its MLL/ELL students' families to keep them informed of students' rate of progress, strengths, and weaknesses, enable them to make informed decisions, and also solicit their feedback, questions, and concerns about the programming offered by BRACS. In addition, like the Director of Special Education, the Coordinator of ENL will also implement an internal compliance audit system to

⁹ <https://wida.wisc.edu/sites/default/files/resource/FocusOn-Identifying-ELLs-with-Specific-Learning-Disabilities.pdf>

monitored both inside and outside of the classroom. In addition, ENL teachers will also have access to all of the intellectual preparation materials produced by other teachers so that they can further adjust upcoming lessons to meet the unique needs of their students.

The ENL program will be overseen and supported by a Coordinator of ENL. The Coordinator is responsible both for providing direct services and for coordinating the program. BRACS will provide the Coordinator of ENL with a stipend and any release time needed each week to coordinate the program. To ensure the highest quality services for students, this staff member will try to cluster students together in the same classrooms who speak the same native language to streamline service delivery. The Coordinator will also be responsible for providing training to all staff on the requirements for serving students who speak a language other than English, including how to adjust their lessons to integrate strategies that serve any ENL student in their class. For example, the Coordinator will also train teachers on how to adjust their lessons to best serve ENL students as a part of their intellectual preparation protocols.

Every ENL teacher at BRACS will be ESOL certified in the state of New York. In year 1, according to enrollment projections, BRACS will hire one full-time Coordinator of ENL. To support all learners, BRACS will ensure that teachers include a purposeful plan for ELL students in their lesson plans. The school-wide vision for literacy emphasizes strong text access skills in the lower grades (e.g. decoding, phonemic awareness, vocabulary development, oral language development, fluency) and reading comprehension/text analysis in the upper grades. All students at BRACS, inclusive of the MLL/ELL students, receive targeted, rigorous literacy instruction each day. Key elements of the school's approach to literacy within the general education program also intentionally reinforce ELL/MLL best practices. For example, BRACS will utilize the following the strategies that are supportive of all learners, and specifically ELLs:

- Explicit vocabulary instruction
- Dedicated extended daily blocks for literacy instruction
- Guided reading and close reading in the upper grades
- Focus on oral language development through habits of discussion
- Explicit phonics, decoding, and fluency instruction/drills daily in the lower grades
- Culturally relevant materials that reflect the cultures of the school's students in each classroom

To support MLL/ELL students, the school's ENL teachers will both "push-in" to core content classes throughout the day and "pull-out" MLL/ELL students for additional support and small-group intervention. Small group, or pull-out services, will be coordinated by the Student Support team and led by a certified ENL teacher. During this time, students receive targeted instruction to supplement the supports within the general education classroom. Additionally, ENL teachers may also:

- Facilitate small group SEL morning meeting groups at times for students who speak a common language;
- Provide pre-teaching of key concepts and vocabulary that will help ENL students be more successful in the week ahead; and/or
- Help students complete homework during their independent time.

If BRACS has to transition to remote instruction, the school's ENL staff will ensure students receive uninterrupted language acquisition supports through a virtual learning platform on school-provided devices. ENL teachers will provide push- in support into virtual classrooms and provide pull-out services in breakout rooms to target specific skills.

BRACS will comply with all state mandated procedures for identifying students who qualify as ELL/MLL. The Coordinator of ENL will also oversee the Student Support and Operations team in requesting records from all students' prior schools. BRACS will include the Home Language Questionnaire ("HLQ") as part of the school's initial enrollment packet. This packet is separate and distinct from the initial application for admission. If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue.

If the home language is one other than English or the student's native language is one other than English, then an individual interview will be scheduled as part of the ELL/MLL screening and identification process. The interview will be conducted by an instructional staff member certified in teaching English to Speakers of Other Languages ("ESOL") in the state of New York (and supported by the Director of Special Education and/or School Leader as necessary). The interview of the student and the parent/guardian is conducted in English and/or when necessary, in the native language of the family with support of a qualified translator from Journey's End. After the interview, the New York State Identification Test for English Language Learners ("NYSITELL") will be administered no later than 10 days after the student's initial enrollment. If a student is identified as a possible Student with Interrupted/Inconsistent Formal Education ("SIFE"), the SIFE questionnaire will also be administered.

Families will be notified of ELL/MLL eligibility in writing in their preferred language within 5 business days of ELL/MLL identification. The Student Support team will then hold a placement meeting, with a qualified translator available, to review ENL supports and services. After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test ("NYSESLAT"). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ELL services.

BRACS's education program is specifically designed to meet the needs of students with varying language capacities. The school's strong curriculum, purposeful approach to inclusion – which provides constant opportunities for language learners to practice and internalize their interpersonal and academic language skills -- and an extended school day and year will produce strong results. The significant increase in instructional time will ensure that ELL students receive significantly more hours of instruction to hasten their language acquisition. The National Center on Time and Learning finds that extended day school models, such as the one proposed by BRACS, have demonstrated positive effects on growth and achievement of ELLs.⁷ Their study highlights the following key strategies for supporting ELLs- each of which is embedded within the BRACS model:

- Extended Literacy Blocks,
- Designated Academic Intervention,
- Continual Support, and
- Teacher collaboration, planning and professional development.⁸

Teacher collaboration and planning will occur regularly, as teachers' daily and weekly schedules include a significant number of prep periods; many of these periods will be used to collaborate and plan with different instructional teams, such as the ENL team. This will ensure that classroom teacher practice and lesson materials align with best practices for language acquisition and students' progress is being

⁷ https://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf

⁸ Ibid.

Building an Instructional Team Equipped to Support all Learners

BRACS is fiercely committed to ensuring that every student that crosses the threshold into the school receives a high-quality, college preparatory education that unlocks their fullest potential. Therefore, BRACS has identified ways to further supplement the traditional BRICK model to ensure the school is prepared to serve the students of Rochester. In particular, BRACS has decided to commit significant funds to employ a robust instructional team to meet the needs of its diverse and most vulnerable learners, by building capacity over the course of the charter to include a Director of Special Education, four special education teachers, an ENL teacher, a school social worker, and a BRICK navigator. Further, BRACS recognizes the importance of continuously building upon the pedagogical skills of all teachers to ensure that all students with unique needs receive the targeted support they need to thrive.

The BRACS approach to teacher development is centered on how to meet the individual needs of all students, including special education students. All teachers participate in a summer professional development institute, attend weekly content meetings, and receive weekly coaching from an experienced administrator. Through these structures, all teachers are supported to learn and develop techniques that help them meet the individual needs of students. All teachers are also required to adjust their daily lessons and plan any small group instruction based upon the needs of their classroom, including their students with special needs. All teachers are also required to scaffold their lessons to ensure they shift the cognitive load to students. While these techniques are used with all students, they have also proven to effectively support special education students.

To ensure BRACS is able to deliver on this commitment, it understands that all teachers, not just special education teachers, must have a deep understanding of how to support all learners, including students with disabilities. As such, the instructional leadership and student support teams will design a comprehensive professional development scope and sequence (aligned with the teacher coaching model) dedicated to supporting students with disabilities and ensuring execution of student's IEP provision of services with fidelity. During summer professional development the school's School Leader and Director of Special Education will lead the special education related sessions. Examples of some of the past sessions led in this area include:

- The school's approach to special education and understanding FAPE and LRE,
- Appropriately accessing, reading, and making sense of IEPs
- The negative impacts of overidentification in Special Education and the BRACS RtI framework
- Writing appropriate and effective teacher reports for student IEPs
- Intellectual preparation to support all learners
- The IEP meeting cycle – annual review, re-evaluations, and teacher reports
- Building relationships with families of students with disabilities – the annual review and beyond
- Effective collaboration to support student learning – general education teachers and special education teachers
- Classroom strategies to meet the unique needs of new students

BRACS will comply with all applicable and relevant federal and state education laws, including Title IV of the Civil Rights Act of 1964 and the Education Opportunities Act of 1974. BRACS will comply with the New York State Education Law 3204, Section 3, which sets forth protections for students speaking home languages other than English in educational settings. Based on an analysis of current demographics and school enrollment in Rochester, BRACS expects that approximately 13% of students will be English Language Learners ("ELL")/Multi-Language Learners ("MLL"). With over 60 home languages represented within RCSD enrollment, BRACS is deeply committed to providing an English as a New Language (ENL) program of the highest quality. The School Leader and Coordinator of ENL will be responsible for managing the provision of ENL programs, including teacher coaching, ongoing professional development, and coordination of ENL services and compliance.

do this, and there will be specific expectations in their intellectual prep protocols for updating their lessons accordingly. In addition, special education teachers will have access to all of the intellectual prep work completed by teachers so that they can use this work to further customize lessons for the students that they serve if needed. All intellectual prep work will be completed before the end of the day on Thursdays for the following week so that special education staff can complete additional modifications to lessons on Fridays during their planning time. In addition to the digital sharing of intellectual preparation and lesson materials, teacher schedules will also include regularly scheduled meeting times to plan together and discuss student progress. The Director of Special Education will also coach ICT teachers in the areas of understanding goals, responsibilities, and accommodations and in identifying effective instructional strategies to support their students with disabilities. In addition, the Director of Special Education will contribute to school-wide professional development for general education teachers on providing differentiation for struggling and special education students.

At BRACS, the School Leader will coach and supervise the Director of Special Education so that these two individuals can frequently collaborate to monitor the achievement and progress of students with disabilities. For example, the Director of Special Education and School Leader will monitor and evaluate the progress of special education students by analyzing disaggregated student performance data on major school-wide assessments. In addition, these two leaders will also review student progress towards individualized IEP goals as part of their ongoing check in structure. These leaders will also collect a combination of other quantitative and qualitative data throughout the year, including anecdotal notes, classroom observations, and common planning meeting notes to collaboratively assess the adequacy of programming for students with disabilities and to identify areas for supplementation. All of this data collection and analysis can also be done virtually, should BRACS need to conduct school remotely in the future.

The Director of Special Education will work to ensure that the school is in compliance with all local requirements and federal laws governing students with special needs by training staff on these expectations and then implementing an internal compliance monitoring system to ensure ongoing compliance. The Director of Special Education will also monitor and evaluate the efficacy of special education programming based on student performance in relation to their IEP goals—including any academic and cultural goals. In addition, the Director of Special Education will analyze the extent to which special education students are mastering grade level standards and meeting schoolwide culture standards as well as the progress made by special education students over time. For example, the Director of Special Education will monitor the rates of student growth of special education students on nationally normed assessments to ensure that special education students are receiving the academic support they need to thrive. The Director of Special Education will also oversee the professional development of staff in regard to serving students with special needs; monitor the collaboration between the special education and general education staff; observe classroom practices; and review discipline data to ensure that all students with special needs are receiving adequate support. BRACS will also regularly solicit feedback from staff on the efficacy of professional development they receive related to serving students with special needs and the effectiveness of collaboration between general education and special education teachers. The Director of Special Education will also analyze their performance data of students with special needs on a regular basis to gauge individual student progress, as well as disaggregated by type of disability and the type of services provided, to ensure that all students are being served well by all staff members and services. The Director of Special Education will use this comprehensive data to gauge the overall effectiveness of the special education program.

disabilities is improved.”⁶ The school will partner with the RPS CSE in determining the areas of exceptionality and work from a strength-based perspective in order to decide what instructional support is needed in order for the student to participate successfully in the general education curriculum. Related services and supports will be offered to the student, including accommodations and modifications that are directly designed to support the student in his/her general education class. The school will deliver specially designated instruction and related services to address specific skill deficits. Other services may or may not be provided in settings with nondisabled peers, depending on the needs of the student. Placement options are directly related to least restrictive environment (“LRE”) decisions.

Staffing

The BRACS team believes that the knowledge and skills possessed by special education teachers regarding how to adjust instruction to meet the needs of students benefits all learners. As a result, the school will include a preference in its staff application process for general education teachers who are also special education certified. BRACS also recognizes that it may need to support some interested staff members to obtain these dual certifications and, as a result, BRICK is budgeting additional professional development funds to support teachers to pursue this certification and related training opportunities, such as Relay’s Advanced Certificate in Special Education.

504 Plans

BRACS will provide FAPE designed to serve all children identified to have disabilities under the law or whom it suspects to have such disabilities. The school will comply with all relevant state and federal law, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. The Director of Special Education will oversee the compliance and provision of services related to student 504 plans. Teachers will have the opportunity to review 504 plans and support required therein during summer professional development. The Director of Special Education will oversee the data review and parent communication systems for student 504 plans.

Confidentiality of Student Records

In accordance with state and federal provisions, BRACS will ensure that all student documentation—inclusive of physical student 504 plans, IEP files, reevaluation reports, annual reviews, progress monitoring, and teacher reports—will be kept in a locked file cabinet (with key under limited access to the Director of Special Education and the School Leader) in a secured office. Teachers will be able to access these physical files upon approval and provision by the Director of Special Education. All staff members who view said files will need to notate their review and reason for review within the filing system.

BRACS will coordinate occupational, physical, and speech therapies for eligible students through RCSD.

BRACS’s Director of Special Education will oversee the implementation of programming for students with disabilities. S/he will also reinforce clear expectations for high-quality student support and will facilitate systems for efficient coordination between general education teachers, special educators, intervention staff to ensure all teaching and learning is optimized to meet students’ diverse learning needs. For example, all teachers will be responsible for appropriately modifying their lessons to serve students with special needs. Teachers will receive training, each year, from the Director of Special Education on how to

⁶ Cramer, Elizabeth & Liston, Andrea & Nevin, A. & Thousand, Jacqueline. (2010). CO-TEACHING IN URBAN SECONDARY SCHOOL DISTRICTS TO MEET THE NEEDS OF ALL TEACHERS AND LEARNERS: IMPLICATIONS FOR TEACHER EDUCATION REFORM. *International Journal of Whole Schooling*. 6. 59.

students having or suspected to have disabilities. The school is deeply committed to working in authentic partnership with the RCSD CSE and any other relevant partnership organizations to ensure that its students with disabilities are meaningfully supported and receive all required services.

A brief summary of the school's supports for students with disabilities includes:

- Ensuring all BRACS teachers receive ongoing, high-quality professional development and support related to supporting all students – inclusive of diverse learners and students with Individualized Education Plans (IEPs);
- Carefully evaluating, re-evaluating, and re-classifying students at regular intervals to ensure that students receive the targeted interventions they need;
- Collaborating closely with families and with the students themselves in the design and monitoring of their IEPs;
- Working with RCSD to ensure that all necessary and appropriate transportation to and from school is provided;
- Connecting families with external services to support the mental and physical health of students when appropriate;
- Working with parents on strategies they can use at home to help their children succeed in school and in life;
- Aggressively recruiting and hiring highly qualified, experienced educators who have strong track records for raising the achievement for students with disabilities; and
- Supporting additional teachers to pursue special education certification to ensure that more teachers at BRACS are trained to provide additional support to students with disabilities.

Implementation of Services

BRACS will hire experienced and highly qualified special education staff to meet the needs of all students with disabilities. The school will also ensure that all special education staff carry the necessary certifications within the state of New York. Each special education teacher will be responsible for providing direct special education services to a caseload of students. Each special education teacher, with the support of the Director of Special Education, will also liaise with the RCSD CSE and support compliance with all city and federal guidelines regarding serving students with special needs. The Director of Special Education will coordinate with all related service providers and support organizations that serve students and families to ensure necessary delivery of services. The Director of Special Education will also provide staff professional development around serving students with disabilities; develop and review IEPs; keep all files related to student supports for this population; and coordinate with staff to support accommodation in classes (as described above).

BRACS is committed to offering various service delivery models to provide specially designated instruction to students with disabilities according to the provision of services outlined in students' IEPs, including one integrated co-teaching classroom ("ICT") setting at each grade level (consisting of a certified special education teacher and a general education teacher that work together to design and implement differentiated lessons and provide adapted student assignments as needed), special education teacher support services ("SETSS") to provide push-in and pull-out support, and counseling. Co-teaching models are well-established in research as an effective instructional delivery method to provide instruction to diverse students in an inclusive general education setting. "Research of inclusive classrooms where general education and special education teachers co-instruct indicates learning for students with learning

If BRACS had to pivot to virtual instruction at any point, the staff would continue to provide the tiered supports mentioned throughout this response through virtual platforms that allow for small group interventions (for example, via Zoom breakout rooms) and by scheduling individualized sessions with students when needed.

BRACS's instructional leadership team (the School Leader, Director of Special Education, Coordinator of English as a New Language, Vice Principal of School Culture and Vice Principals of Instruction) will be responsible for working with the SST to monitor implementation of the RTI process and evaluate its impact. At least quarterly throughout the school year, all members of these two teams will meet to review the efficacy – inclusive of successes and identified opportunities for growth – of the existing RtI process and protocols. The team will leverage mClass, i-Ready, interim assessment, internal grades, and mandated state assessment data, as well as behavioral and attendance data, to determine whether the RtI process is being rigorously implemented and resulting in measurable student growth and performance. In addition, this team will also evaluate the extent to which students that enter the RtI process are meeting the goals established for them as a part of this process. By analyzing the likelihood that the school will meet student's needs through the RtI process, the team will be able to identify any gaps in the school's RtI processes and develop action plans to address those gaps.

Students with Disabilities

BRACS provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school. The school will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125 and will provide appropriate notification to parents. Once a student is found to qualify as a student with a disability, the school will work with the RCSD CSE to adhere to all applicable laws and regulations regarding implementation of services, including regular review of the IEP and student progress towards these goals. If a review reveals that the student's IEP is no longer appropriate to the child's needs, the SST (inclusive of the Director of Special Education and rotating teacher representation) will work with the RCSD CSE to review, reevaluate, or adapt the IEP in order to best serve the student. The SST communicates all findings, recommendations, or changes in intervention with the child's family.

The school will also provide each family with the opportunity to disclose whether or not their student has an IEP or received qualifying services at a previous school(s). This form, which is distinct and separate from the initial application form, will be translated into the dominant home language of the family. The Director of Special Education will then be responsible for partnering with the Director of Operations to maintain and verify the accuracy of the student records for students with disabilities. Students not identified for qualifying services but with unmet needs will be supported through the school's RTI framework as previously described in R-08a – Struggling Students.

BRACS will provide a Free and Appropriate Public Education (FAPE) designed to serve all children identified to have disabilities under the law or whom it suspects to have such disabilities. The school will comply with all relevant state and federal law, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. BRACS's philosophy is to provide the least-restrictive environment (LRE) for students with disabilities alongside their neurotypical peers through its general education program, which will be supplemented with individualized services according to each student's identified areas of need. BRACS will work to ensure that its supports for diverse learners do not isolate nor stigmatize students. Rather, the school will work to operate a meaningful inclusion model that ensures all students with disabilities have daily access to the general education environment. BRACS does not discriminate in its admission or enrollment practices against

To support student behavior/social-emotional challenges, the SST will closely monitor student I-Dream scores as a key metric. As a result, the SST will be aware of which students are modeling the school values in class and which students would benefit from additional behavioral support. If a student's I-Dream scores indicate that they may need more support in class, the SST will initiate a process of identifying specific behaviors to address, conducting a root cause analysis, and establishing an intervention plan to support the student to make progress. This could involve a variety of strategies. For example, closely collaborating with a family to establish a system where a student earns rewards at home and school for reaching specific I-Dream score goals at the end of a day or week. It could also involve additional check-ins with the school social worker or a preferred adult during the day or adding the student to a social work group focused on developing positive social skills or anger management strategies. The SST would then monitor the impact of the intervention over time and adjust the supports provided as needed to ensure student success.

To support and maximize student attendance, the SST will monitor students' daily attendance data as another key metric. As a result, during the weekly meetings, the student support team will identify which students are not meeting the school's attendance targets. If a student is not meeting those targets, the SST would ensure that the school team is following through on its attendance protocols and contacting families to discuss attendance challenges. In addition, the SST would work collaboratively with the family to break down any other barriers to consistent student attendance (for example, by addressing a school transportation issue that is hindering attendance or enrolling the child in before or after school care to support the child to successfully be able to attend school each day).

In order to ensure fidelity in execution of the three tiers, all members of the BRACS school team will engage in regular professional development and coaching around the school's approach to RtI. As described further in **Response R-23b, R-06af & R-09ad**, during BRACS's Summer Institute, the School Leader and SST will lead sessions detailing the school's RtI framework, the referral process and relevant SST meeting protocols (described further below). The school's instructional leadership team will also lead sessions detailing Tier 1 and 2 instructional strategies, the school's data management platform, and how teachers can strategically embed intervention strategies into their lessons during the intellectual preparation process. Over the course of the school year, the school instructional leadership team will also provide regular observations of teachers and support staff with a prioritized focus on developing teachers' ability to support all learners through tiered strategies. Given BRACS's commitment to authentic partnership with its families, school leadership team members will also strive for ongoing family engagement at each stage of the RtI process.

The BRACS SST plays a critical role in ensuring that all students receive the ongoing support they need to be successful. SST meetings will initially be led by the BRACS School Leader and then, over time, will be led by the Vice Principal of Culture. During these weekly meetings, the SST team will review the school's performance dashboard and performance disaggregated by sub-group to determine what additional supports need to be provided to individual students or subgroups of students. In addition, the team will review the status of support plans for students to ensure they are being implemented with fidelity and to determine what adjustments need to be made, if any, to ensure student success. As a result, the SST will prove to be instrumental in helping to address issues that relate to student challenges with academics, behavior and attendance.

BRACS also recognizes that interruptions in schooling, like those caused by COVID-19 can have a disproportionate impact on at-risk students, particularly students with special needs. As a result, if instruction were interrupted for any reason, BRACS would prioritize offering in-person classes first to its special populations, including students with special needs, ENL students, and students who are struggling.

Tier 2: Targeted Interventions:

If students do not make adequate progress with the supports provided in Tier 1 (e.g., scoring below appropriate benchmarks at the Fall testing window and subsequent windows throughout the year, showing lagging progress on interim/benchmark assessments, or consistently scoring below 70% on unit assessments) they will be referred to the Student Support Team (SST) for more intensive tracking and intervention. The SST will be made up of the following staff members when hired: the School Leader, Vice Principal of Culture, the Director of Special Education, school social worker, Coordinator of English as a New Language (“ENL”), the School Psychologist and the Associate Dean of Culture. In addition, the SST will include rotating teacher representation. This team will partner with the identified struggling student’s teachers and family to build an intervention plan and then track the efficacy of interventions over the intervention period. This period typically lasts 6 weeks and may not exceed 8 weeks. This team will also collaborate to identify the most appropriate Tier 2 supports for the student. At BRACS, Tier 2 supports are more individualized, targeting specific student needs, and can be delivered as push-in within the classroom or as pull-out in small groups or one-on-one.

Some examples of Tier 2 supports at the school may include: modified activities for additional practice, individual work plans, additional time on assessments and/or assignments, preferential seating, tailored assignments via online learning platforms and/or additional opportunities for small group or individualized instruction. Tier 2 supports can also happen during guided reading rotations where an additional rotation is available for students requiring a smaller group, or more targeted instruction than what is offered in Tier 1. In addition, the Independent Learning Time (ILT) block allows for small group instruction based on goals. Teachers will track the frequency and duration of the intervention as well as student progress (or lack thereof) as result of the intervention in the school SST tracker. The SST will reconvene with the student’s family at the end of the intervention period to review the efficacy of interventions and to determine the most appropriate next steps. Students who do not demonstrate adequate progress at this level of intervention are escalated to Tier 3 for more intensive interventions.

Tier 3: Intensive Interventions and Comprehensive Evaluation:

At BRACS, Tier 3 interventions are more intensively tailored to the demonstrated needs of the identified student. BRACS expects that approximately 5-7% of its students will need Tier 3 supports over the course of any given school year. As with Tier 2 supports, interventions at this level will be tracked by the classroom teacher and designated members of the SST over the course of the intervention period, typically between 6 and 8 weeks. Students who do not achieve the desired level of progress in response to these targeted Tier 3 interventions are then referred, with the written consent of the parent, for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Act (IDEA). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision. It should be noted that at any point in an RtI process, IDEA allows parents to request a formal evaluation to determine eligibility for special education. A RtI process cannot be used to deny or delay a formal evaluation for special education. The school will make reasonable efforts to notify parents and the Committee on Special Education (“CSE”) of the student’s school district of residence if the school believes the student needs evaluation as a student with a disability in order to fulfill its duty under Child Find.

BRACS’s identification of struggling students will not be limited to those experiencing academic difficulties, but will also consider behavioral and social-emotional challenges that impact students’ ability to succeed. BRACS will implement a similarly structured RtI protocol leveraging the data from the daily iDreamers behavior tracker to monitor and inform relevant support. The school social worker will also advise teachers in providing behavioral intervention and redirection and, in concert with the school leadership team, support teachers in the creation of behavioral support plans for individual students. Upon referral, the SST will closely monitor students’ behavioral progress over the stated intervention window.

obtain mastery of grade level mathematics content. Consequently, all students at BRACS will receive differentiated instruction in mathematics on each full-length school day. However, at BRACS, students who are identified as scoring 70% or lower on interim assessments in mathematics, or who perform significantly below the class average on any unit assessment, may receive one or more of the following supports:

- **Family support.** Additional family meetings to discuss ways that families can support the development of early math habits at home (for example, by working with Kinder families on how to practice counting to 100 by 1s, 5s, and 10s, with their students or how to encourage students to share their strategies for solving math problems on their nightly homework).
- **Differentiated I-Ready assignments.** Each math teacher will use the I-Ready program to assign additional mathematics practice to all their students. After each unit assessment and interim assessment, teachers will adjust the work assigned so that students have opportunities to work on the skills that they most need support with. As a result, all students, including struggling students, will receive access to additional practice opportunities with skills that they still need to master.
- **Small group targeted skill reteaches.** Math teachers also have the opportunity during the differentiated Power Up math block to plan reteach lessons that target high-leverage skills that small groups of students are struggling to master. As a result, a teacher could pull a small group of struggling students to provide additional instruction and support on a particular skill.
- **Homework club.** Each student at BRACS will receive a packet of homework to complete each week that is aligned to the content of what students are learning during their classes. As a result, students that need additional support in mathematics can receive additional support in completing their homework while other students are working independently on I-Ready assignments during the Power Up block.
- **Strategic pre-teaching:** Just like in literacy, BRACS math teachers can also provide pre-teaching opportunities for students who need additional support during the morning SEL block. This could involve a variety of approaches, including, but not limited to, supporting a struggling student by previewing the mathematical skill of focus for the whole group math lesson later in the day, front-loading explicit math vocabulary instruction, or even practicing some example problems that students will encounter later in the day.
- **Additional academic monitoring or in-class support:** One key practice of BRACS will be academic monitoring, the process of ensuring that teachers strategically monitor the quality of student work so that they can adjust their instruction in the moment to accelerate student mastery. If a student is struggling in mathematics, the student could receive additional academic monitoring support from the co-teacher that is in the classroom during the math block. For example, during independent work time, the co-teacher could be assigned to strategically monitor and support a small group of students that are struggling to ensure they can receive more feedback and support to help aid in their mastery. If necessary, the co-teacher could also pull these students to the classroom kidney table and review more example problems with the small group to ensure mastery.
- **Structured peer support:** A key component of the Achievement First math program involves ensuring that students can work collaboratively with their peers to solve rigorous math problems. As a result, teachers are always encouraged to strategically partner students to ensure that each partnership is prepared to solve the problems of the day. If a student is struggling in math, that student could be assigned to partner with a strong math student so that they are able to receive support from a peer during each class period.

The BRACS RtI framework begins with Tier 1– daily, high-quality, standards-based, core instruction in all classrooms that proactively addresses inequities and achievement gaps.⁵ The school’s evidence-based curriculum (described further in **R-06af & R-23b**), individualized approach to setting student goals, commitment to differentiated instruction, and daily opportunities for flexible, small group instruction are the cornerstones of effective Tier 1 instruction at BRACS, as further described by content area below:

- **Literacy.** BRACS recognizes that it is critical to provide a high-quality early literacy experience for all students to maximize the likelihood that all students will read on grade level before the end of third grade. BRICK also recognizes that many students need additional support to obtain grade level proficiency in literacy and has created a literacy program that can provide the targeted support that all students need to be successful. As a result, the BRACS program will provide a differentiated literacy component where students are able to work in small groups on different literacy tasks that are appropriate given their current literacy development. This means that all students, including struggling students, are receiving differentiated literacy instruction during each full-length school day, including differentiated support in phonics and in guided reading. However, at BRACS, students who are identified as being below benchmarks for achievement on the STEP literacy assessment or ongoing interim assessments may also receive one or more of the following supports:
 - **Family support.** BRACS will facilitate additional meetings with parents/guardians to discuss ways that families can support the development of early literacy habits at home (for example, by modeling fun strategies for how families can work to practice learning sight words with their children or by modeling how to practice specific foundational skills their child needs help with—like how to use cross-checking to identify unfamiliar words in a text when they know the first letter of that word and can use a picture to support its identification).
 - **Extended phonics support.** Students who are struggling to master grade level phonics content could be scheduled to participate in small group instruction rotations with a teacher instead of one to receive that additional support. Students who continue to demonstrate challenges in learning grade level skills could then have an opportunity to receive support from their teacher on a more intensive intervention program during this time, such as Wilson Reading.
 - **Strategic pre-teaching:** Research shows that strategically pre-teaching content to students can be an incredibly high-leverage way to ensure that students are prepared to be successful during whole group instruction. As a result, BRICK can provide pre-teaching opportunities to students who are struggling. Since each K-2 classroom has two lead teachers, one of these teachers could facilitate the morning SEL block of instruction for students while the other teacher provides strategic pre-teaching for a student that has been struggling in their content area. This could involve, for example, a literacy teacher supporting a struggling student by previewing the comprehension skill of focus for the Strategic Read Aloud lesson later in the day, front-loading explicit vocabulary instruction on words the student will need to understand the text, or even partner reading the text before it is introduced in class.

Math. BRACS believes that all its students can master rigorous mathematics problems aligned to New York’s grade level standards. At the same time, BRACS also recognizes that different students may need varying levels of support to master grade level content in mathematics. As a result, BRICK’s program also includes a differentiated math component where students are able to receive differentiated support to

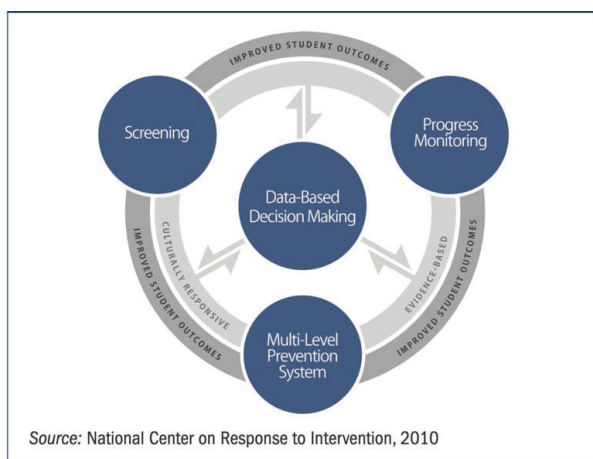
⁵ <https://www.learningsciences.com/blog/core-instruction-improve/>

Academic Response to Intervention Model – Key Elements

“Response to Intervention (RTI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RTI systems combine universal screening and high-quality instruction for all students with interventions targeted at struggling students.”³

BRACS will implement a well-defined Response to Intervention Framework (RtI) to promptly recognize student needs, execute intervention strategies effectively, and utilize data to enhance instruction, thus ensuring academic success for all students. The RtI model adopted by BRACS is a tiered approach designed to optimize student learning, minimize behavioral issues, and occasionally serve as a referral tool for special education services. Effective RtI programs are built upon three fundamental principles: thorough screening, data-driven decision-making, and continuous progress monitoring, illustrated in Figure 08a-1 below.

Figure 08a-1: Elements of a Researched-Based, Data Driven Intervention Model⁴



The BRACS Academic RtI process centers data-based decision making by incorporating the follow key elements of an effective RtI program:

1. **Intentional and early universal screening:** As described above, diagnostic assessments and universal screening will be leveraged before Day 1 for all newly enrolled students to ensure the school is aware of the unique needs of all students.
2. **Ongoing and flexible progress monitoring:** As described further below, interventions will be tracked on a six-week cycle by the classroom teacher (supported by grade-level teams and the instructional leadership team) so that students receive the support they need—and have those supports adjusted when needed.
3. **Tiered instruction and strategic supports:** The instructional leadership and student support teams will leverage a system of intentionally-designed supports according to a student’s identified tier of need so that students in need of additional support receive that additional support.

Tier 1: High-Quality Instruction, Screening, and Group Interventions:

³ Gersten, Russell & Compton, D. & Connor, Carol & Dimino, Joseph & Santoro, Lana & Thompson, Sylvia & Tilly, W. (2014). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades.

⁴ National Center on Response to Intervention

they may have. School personnel will provide information about the school's model, outline what students and parents can expect during the initial weeks, and explain how families can engage with ecosystem partners to access additional support services. Additionally, BRACS staff will administer the mClass DIBELS literacy assessment and informal diagnostic math assessment to each student during these home visits. This data will be recorded in the school's Illuminate data portal. It will inform student groupings, class assignments, and any necessary interventions the instructional team may need to prepare before the commencement of instruction on Day 1. For families unable to participate in a home visit, BRACS will conduct the same diagnostics during Family Orientations to ensure that every student's needs are assessed before Day 1. This commitment to data-driven understanding of student needs and proactive identification of struggling students will persist throughout the school year, as detailed further below.

To provide interventions holistically and efficiently, BRACS will identify struggling students across the following three domains: (1) academics, (2) behavioral/social-emotional, and (3) attendance.

BRACS defines a student struggling academically as a student who may lag behind the following indicators:

- Early Literacy: Any student below identified as Below Benchmark on mClass (K-4).
- I-Ready: Any student below identified as Below Benchmark on I-Ready Math (K-8) or (ELA 5-6).
- Network benchmark assessments: Any student who does not demonstrate appropriate rates of growth on elementary school interim assessments.
- Unit assessments: a student who consistently scores 70% or below on unit and/or interim assessments in the areas of English Language Arts or Mathematics.

BRACS defines a student struggling behaviorally and/or social-emotionally as a student who underperforms on the following indicators:

- iDreamers Score: As described further in *R-10a - Student Culture and Discipline*, BRACS will leverage a positive behavior-intervention paycheck system to track student behavior. Students consistently scoring on Level 0² as determined by their weekly paycheck will be identified as a struggling student for intervention.
- The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): a 19 item rating scale that teachers complete about their students' social, academic, and emotional behaviors. SAEBS is designed for use across grades K-12. It is grounded in a conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBS evaluates student functioning in terms of overall general behavior in three categories: Social Behavior, Academic Behavior, and Emotional Behavior. Three times per year, teachers complete an inventory for each student and the results of these inventories are factored into student tiering for support services. In addition, students in grades 3-5 will take a student survey in addition to the teacher-completed inventory that will be reviewed by school leadership to determine if a student would benefit from additional behavioral or social-emotional support.

Relative to attendance, a struggling student is defined as a student who incurs at least:

- Three or more unexcused absences by the end of the first marking period,
- Six or more unexcused absences by the end of the second marking period, or
- Nine or more unexcused absences by the end of the third marking period.

² For more information see Response 10a – Student Culture and Discipline.

R-08ad - Specific Populations

Struggling Students

The BRACS applicant team believes in the importance of serving all students, ensuring a diverse representation of Rochester's population. Fortunately, BRACS can draw upon the extensive experience of the BRICK Education Network, which shares its dedication to student inclusivity. Notably, BRICK has prioritized establishing a robust inclusive academic program at its flagship charter school, the Gateway Academy Charter School. Drawing from this model, BRICK has witnessed significant academic progress among underprivileged students, facilitated by a comprehensive framework of academic and cultural support systems, along with relevant services from external partners within the community. As a result, BRACS intends to adopt the BRICK holistic model, emphasizing its culturally responsive approach. This approach acknowledges the cultural strengths of the school's students, fostering an inclusive school environment and providing strategic support to help students achieve their aspirations.

Consistent with SUNY's enrollment targets and demographic data from the RCSD, BRACS anticipates that approximately 16% of its students will qualify for special education services and 15% will be Multilingual Learners/English Language Learners. While the majority of existing charter schools serving students in the greater Rochester area struggle to enroll these student subgroups at rates on par with the district, BRACS plans to utilize lottery preferencing for both categories to proactively maximize their enrollment from year one. BRACS also anticipates that approximately 90% of its students will qualify as Economically Disadvantaged, though this number may be even higher due to targeted outreach in the city's 14605, 14608, 14611, and 14621 zip codes. Based on the local achievement data described in **R-01ac Community Need and Proposed School Impact**, it is clear that many incoming students will require robust remediation and support to achieve at high levels. Fortunately, BRACS has also identified key ways to strengthen BRICK's traditional model to meet the anticipated needs of students in Rochester, including the special populations of students that the school is committed to serving. Both the BRICK academic program and the strategic adjustments to support the students in Rochester are described in detail throughout this response.

Learning Loss and COVID-19: Understanding Student Needs Before Day 1

While the public health emergency is considered over, the BRACS team knows that learning loss from the pandemic is a reality, even for students who may not have been school-aged during that time period. Cities such as Rochester have been disproportionately impacted by the COVID-19 pandemic; data demonstrates an increase in disparities in health outcomes and access to resources for urban versus suburban youth.¹ As a result, BRACS plans to double down on its commitment to ensuring that its systems for identifying struggling students, and providing subsequent intervention, are data-driven and proactive – starting even before the first official day of instruction.

To gain insight into their needs prior to the first day of school, a team of BRACS leaders, educators, and support staff, will conduct home visits for each newly enrolled student. These visits serve a dual purpose: firstly, to ease anxiety and establish the school's dedication to genuine family collaboration, and secondly, to gather essential baseline literacy and math data for each student. While the BRICK Network has previously conducted some home visits, the BRACS team has decided to make this practice a cornerstone of the school's approach due to its potential to enhance the school's understanding of the needs of families in Rochester. During these visits, families will have the opportunity to share their individual experiences related to education, express their aspirations for their child(ren), and address any questions or concerns

¹ <https://www.rochesterfirst.com/news/health/recent-report-highlights-rochester-youths-mental-health-following-pandemic/>

involves observing classrooms and providing teachers with the ongoing support they need to strengthen their instruction to improve student outcomes.

Teacher Evaluation and Accountability

BRACS believes that clearly establishing expectations for staff performance and student achievement are a critical part of building a high-performing school culture. As a result, the BRACS Board will collaborate with BRICK each year to set annual performance goals that align to the school's performance targets established in the accountability plan co-created with the SUNY Charter Schools Institute. The BRICK WNY Superintendent will then work in collaboration with the Board's personnel committee to finalize aligned performance goals for the School Leader and Director of Operations as well as the evaluation instruments that will be used to further define the expectations for their performance, including any supporting rubrics (for additional context, a sample School Leader evaluation rubric is also included in ***R-23b-Supplemental Attachments***). The Superintendent will then meet with the senior leader they support to clarify their performance goals and the expectations for their work during the following year and to review any supplementary documentation that helps to clarify this information. These meetings, called Individual Performance and Development Plan (IPDP) meetings, will also enable the regional staff to discuss the specific ways that they can support the senior school-based leaders throughout the year. Collectively, these performance goals, expectations for performance and aligned plans for development, will be used to create Individual Performance and Development Plans for each leader. These plans will then be shared with the BRACS Board personnel committee and will help to inform how the RDI supports the School Leader and how the RDO supports the Director of Operations throughout the year. BRICK regional directors will also complete a full performance management cycle with the senior school leaders by conducting formal midyear and end of year evaluation meetings. Prior to each of these evaluation meetings, the School Leader and Director of Operations will complete a reflection regarding their progress towards their performance goals, a self-assessment of their strengths and areas of growth relative to the expectations for their position; and their progress against the development milestones named in their IPDP, sharing supporting artifacts where appropriate. BRICK regional directors will then collaborate with the Board personnel committee to finalize evaluations before following up with the senior school leaders. After conducting the formal midyear and end of year evaluation meetings, BRICK regional directors will share the contents of those evaluations with the Board personnel committee and debrief the evaluation process.

The BRICK WNY regional team will then work with the School Leader and Director of Operations to replicate a similar process each year for school-based staff members. The BRICK Buffalo regional directors will support the School Leader and Director of Operations to develop performance goals for each school-based staff member that align to network-driven school performance goals. In addition, the regional directors will collaborate with the School Leader and Director of Operations to review the expectations for staff member performance as outlined in school's evaluation rubrics to determine what changes, if any, need to be made to these documents. For additional context, a copy of the teacher evaluation rubric is included in ***R-23b - Supplemental Attachments***. Once this work is completed, the School Leader and Director of Operations will begin to implement the processes for IPDP meetings, midyear evaluation meetings, and formal evaluations meetings with school-based staff. All documentation produced during these meetings will also be shared with both the regional directors and the BRACS Board.

the intellectual preparation for an upcoming unit or for an upcoming lesson. These meetings will enable BRICK teachers to collaborate with other teachers across the BRICK network that teach the same grade level and content area. These meetings will be led by BRICK academic directors or by teacher leaders that have received training from an academic director. This stretch leadership development opportunity can also support strong teachers who are interested in future leadership opportunities to continue to develop their instructional skills. Instructional leaders will also attend these meetings so that they can continue to develop their content area expertise and increase their effectiveness as coaches.

- Teacher Mentors: Beginning in year two of the charter term, all new BRACS teachers will also be provided with a mentor with whom they will work for an entire year, meeting at least once a week during their first and possibly second years teaching at BRACS. Teacher mentors are responsible for supporting teachers to learn the BRICK model, effectively manage their classrooms and prepare appropriately for lessons. Mentors can also differentiate their support to teachers to ensure that all teachers are improving their effectiveness and can demonstrate high levels of job satisfaction.
- Cultural Responsiveness Professional Learning: All BRACS staff will also be provided with numerous opportunities to deeply engage with the Rochester community; to learn about and honor the community's assets; and to develop their understanding of community needs. This increased awareness of the community will assist BRACS staff in leveraging student strengths to support their ongoing growth and development. To ensure that all staff members develop their understanding of how to provide culturally responsive instruction, BRACS plans to ensure that each year's annual PD plan includes a focus on cultural responsiveness. During the incubation period, the BRACS team plans to begin this work by participating in a book study of Culturally Responsive Teaching and the Brain by Zaretta Hammond.

BRACS' PD plan is aligned to its mission of providing students with a culturally responsive education by educating staff on how they can increase their responsiveness—and providing the additional training teachers will need to successfully meet the needs of all students. Because much of the professional development is already job-embedded (that is, included within each teacher's workflow) it is supportive of BRACS's design and addresses the learning and performance needs of both teachers and students. Furthermore, the frequent and ongoing collection, analysis, and use of data described above will support the academic learning and social and emotional development of all students, including the school's special student populations.

BRACS will assess the efficacy of its PD program through multiple methods. Collecting staff feedback on professional development is essential to ensure that the instructional leadership team can refine subsequent sessions to best meet the needs of staff. As such, BRACS will ask staff to provide feedback on the quality of professional development at the end of each day during Summer Institute and at the end of each Friday PD. The BRICK network will also support this work by sharing a comprehensive teacher survey twice per year. This survey contains questions regarding the quality of PD support they receive for professional growth. In addition, BRACS believes that all PD should be planned based on specific data from the school (such as from classroom walkthroughs or achievement data collected) and delivered with the intent of having a positive impact on student outcomes. Therefore, BRACS instructional leaders will engage in a cycle of collecting data on the quality of teaching and learning; planning professional development to strengthen teaching and learning and measuring the impact of that development on student achievement data. This ongoing school improvement cycle will provide powerful information to the school leadership regarding whether or not PD is effective as measured by its capacity to improve student outcomes. Such a cycle also helps to reinforce that a key aspect of instructional leadership

help guide the professional development opportunities they plan and the support they provide to their staff members. The **frequency and format** of BRACS's PD program is as follows:

- Annually: All BRACS staff participate in significant staff professional development each summer. This professional development includes at least three days of professional development for instructional leaders as well as 10 additional days for teacher professional development. In addition, the proposed BRACS schedule also includes five early release school days at the start of the year. Each of these days will be followed by additional professional development sessions designed to support the school to build a strong school culture. Each year, typically in October, all school staff will also participate in a full day of professional development to strengthen school culture.
- Weekly: As mentioned previously in this response, all teachers receive weekly, individual coaching from an instructional leader. All teachers will also participate in a weekly content meeting with all the other BRICK teachers in their grade level content team. These meetings historically take place on Wednesdays or Thursdays. The school's early release day each Friday also enables all staff to participate in weekly professional development from 2 p.m. to 4:15 p.m.

When possible, professional development activities will be conducted in person at the BRACS campus. However, BRICK network directors will also leverage online learning platforms like Zoom to deliver professional development to multiple BRICK campuses when necessary. Some of the key structures that will be used to deliver ongoing professional development to BRACS staff are also summarized below:

- Summer Teacher Institute: Each August, the BRICK network will provide all BRICK teachers with comprehensive professional development during the Summer Teacher Institute. During this institute, teachers will receive comprehensive information on the mission, vision and values of BRICK as well as sessions that train them on implementing BRICK's cultural and academic models. During summer institute, the BRACS instructional leadership will also have an opportunity to deliver professional development that is unique to their campus (such as their plans to sustain staff culture or to practice specific routines that are unique to their school).
- Weekly Early Dismissal PD: The Friday early release schedule enables all staff to participate in professional development each Friday from 1:40 p.m. to 3:30 p.m. During these Fridays, staff will participate in professional development sessions that are designed to meet the unique needs of the school at that time. Some sessions will be delivered virtually by BRICK network directors via Zoom. Other sessions will be delivered in person at BRACS by its instructional leaders. Whenever possible, multiple different PD sessions will occur simultaneously to meet the needs of different groups of staff members. (As an example, BRICK network PD will typically be differentiated so that each teacher is able to meet with their content area grade level team so that, for example, specials teachers, special education staff, and K-2 literacy teachers are able to participate in differentiated sessions based on their needs). The content of weekly professional development sessions will also align to the ARC of the Year for each content area. As a result, BRACS anticipates that these weekly PD sessions during the first quarter will focus on sessions designed to strengthen school culture and intellectual prep. By the second quarter, BRACS anticipates that weekly Friday professional development will shift to focus on the implementation of weekly data meetings.
- Weekly Coaching: All teachers participate in weekly coaching sessions with an instructional leader. These meetings may take a variety of formats, from an observation and feedback meeting to a weekly data meeting to an instructional planning meeting. The formats of these individual meeting types will be aligned to the templates used at the Relay Graduate School of Education and adapted as needed to meet the needs of the school team.
- Weekly Content Meetings: BRICK academic directors will work to ensure that all BRACS teachers have access to a weekly instructional planning meeting that is designed to help them complete

10 teaching days after the observation (though it is recommended to take place within three days of the observed lesson in order to provide timely feedback).

Formal evaluations for teaching staff will occur at least two times annually, once at mid-year and the other at end-of-year, and they function as official measurements of teacher practice. The evaluation will combine evidence from formal observations, academic dashboards and other evidence collected during previous observations and coaching sessions. The mid-year evaluation will provide an opportunity for the teacher and instructional leader to discuss progress made toward achieving student, classroom, school, and network performance goals. The end-of-year annual evaluation will include a final assessment of teacher progress made toward the professional and student learning goals established at the start of the school year. The instructional leader considers evidence gathered from the aforementioned snapshots and accompanying performance indicators and formal observations. The instructional leader will then use this evidence to assign the teacher a performance level. Each stage of evaluation is an opportune time to begin a Performance Improvement Plan (PIP) if a staff member is not performing effectively and is not making adequate progress or growth; the purpose of the PIP is to provide closer monitoring and support. Therefore, the PIP should not be seen as a negative but instead as an increased support. Should a teacher's annual summative evaluation rate his/her performance as ineffective/partially effective, or if there is evidence that a teacher is struggling to effectively meet the school's expectations, then a Corrective Action Plan (CAP) will be issued. The CAP will detail measurable goals for each competency identified as in need of improvement, the related leadership support that will be offered, and milestones for performance improvement that the teacher must meet to maintain their employment at BRACS.

Professional Development

BRACS's professional development (PD) program is uniquely designed to assist teachers in meeting students' academic and social-emotional needs and achieving the school's goals. Each year, the BRACS School Leader, in partnership with the BRICK WNY Superintendent, will produce a comprehensive professional development plan for all school staff that is based on the school's performance goals and the developmental needs of its staff. This professional development plan will include specific goals for the improvement of teacher practice that the school believes will lead to achieving the school's goals. This plan will include clarity on what professional development sessions will be provided locally by the instructional leaders at BRACS as well as what sessions will be provided by BRICK's academic directors. The proposed professional development plan will also be reviewed by the BRACS Board before it is finalized.

Every staff member will have Professional Goals and Performance Goals, which they will use with their supervisor to guide their development. Performance Goals are quantifiable goals that assess a staff member's impact in their role and are set by the BRICK network. Professional Goals should be driven by the staff member's most recent evaluation. For new staff members these goals will be created in partnership between the leader and staff member as part of the DSP in August; progress towards meeting these goals will be assessed at coaching check-ins in December.

The BRACS annual professional development plan will use an ARC of the Year framework that further clarifies how the school will support the professional development of all staff during each phase (or arc) of the year. For example, the school's first arc of the year will likely focus on two key areas of focus: 1) ensuring that all teachers establish warm cultures of belonging in their classrooms characterized by strong relationships with students and families and strong systems and routines and 2) ensuring that all teachers successfully complete high-quality intellectual preparation each day to deliver rigorous and engaging lessons. These arcs of the year will provide instructional leaders with the overarching clarity necessary to

coaching support provided, and the frequency of coaching, are also adjusted to meet the development needs of each teacher. As an example of this process, instructional leaders will utilize the “See It. Name It. Do It” framework from the Relay Graduate School of Education to support teachers to improve specific areas of their instructional delivery. This type of coaching session ensures that the teacher sees a model of the expected teacher practice; identifies what is effective about the model; and then practices how they will apply that practice in their own classroom. The instructional leader then assigns a bite-sized action step that defines what aspect of the teacher’s practice they will work to improve during the following week and how they are expected to implement that practice. The instructional leader then shares how he or she will continue to support the teacher’s ability to implement the action step (for example, with real-time coaching during future lessons). Each teacher action step is then added to SchoolMint Grow so that both the instructional leader and coach can continue to revisit past action steps to ensure that the teacher continues to develop.

Between weekly coaching sessions, instructional leaders also provide follow-up and feedback to teachers. The follow-up and feedback loop begins with informal snapshots that provide teachers with on-the-spot coaching and feedback. These snapshots occur minimally once per week for all teachers. On-the-spot coaching involves tapping in and out of the lesson, modeling, and/or other types of real-time feedback. Instructional leaders take notes during each snapshot visit, which are then recorded in SchoolMint Grow. The notes include tagged teacher performance indicators to use for future reference to assist with developing future coaching sessions for that teacher and the school’s professional development plan. To maximize time for feedback and on-the-spot corrections of teacher actions, administrators are asked to refrain from using laptops during the snapshot.



Each core content area (ELA, math, science, social studies) also has an Arc of the Year (AotY) rubric that outlines specific teacher practices that are prioritized for development during a specific part of the school year. These arcs are designed to support instructional leaders and teachers to ensure that their coaching sessions are focused on the highest-leverage teacher practices teachers should implement to drive high levels of student achievement. Instructional leaders ensure that each teacher receives comprehensive professional development on the skills that will be prioritized during each arc and then provides follow up coaching support that is aligned to the arc of the year and the unique needs of each teacher through both the formal weekly coaching sessions and weekly informal snapshots.

Each classroom observation cycle includes pre-observation discussion and a post-observation conference. Prior to the observation, the teacher also informs their instructional leader about the lesson they will be teaching so that the instructional leader understands the content of the lesson and suggested activities for that lesson. To prepare for the meeting, the instructional leader also reviews the teacher’s IPDP and historical coaching notes in SchoolMint Grow as well as relevant academic dashboards so that they are prepared to ascertain teacher progress against their development goals and performance goals. During observations, the instructional leader will look for items such as student mastery, student ownership of the content, and classroom engagement as well as other aspects of the teacher evaluation rubric. For more information on the teacher evaluation rubric see **R-23b -Supplemental Attachments**. During the post-observation conference, the instructional leader and teacher reflect on the lesson observed together. This reflection process and collaborative analysis is the centerpiece of professional growth, refinement of instruction, and continuous improvement. This post-conference must occur not more than

planning structures, instructional leaders analyze both data for the entire student population and data disaggregated by subgroups (such as data specifically for economically disadvantaged students, students with special needs, and students who are learning English as a new language) to ensure that the school is meeting the needs of all of its students and adjusting its academic program as needed to maximize student success. More details regarding the strategies BRICK Buffalo's instructional leaders use to monitor the efficacy of the academic program can also be found in ***Response-6af Curriculum and Instruction***.

Teacher Support and Supervision

BRACS will hire great people and continue to develop them through BRICK's comprehensive support model that individually, holistically and transparently supports staff members as they advance, grow, and improve the outcomes in their roles. Transparency and communication are key parts of BRICK's Development & Support Process (DSP). This system provides a regular (weekly) structure to gauge employees in reflecting on their performance and development. Leaders will protect time at the mid-year and annual evaluations to hold and record conversations with employees about their performance, strengths, and growth areas. This time is both for recognizing strong performance and also holding staff accountable, if needed. Ultimately, the DSP is optimized when the Employee & Manager have a shared understanding of performance goals, progress, and next steps needed; a healthy development system contributes to employee satisfaction, retention, and high levels of student wellness and success. High level DSP goals, which are shared and implemented across all BRICK schools, are listed below.

- Drive outcomes for students and families by way of network goals being met and exceeded
- Support career growth and development for each individual
- Provide managers and employees with the space and a forum for ongoing coaching and feedback
- Help employees have a clear understanding of how they are performing and what is expected of them
- Show appreciation for staff performing well and excelling

Specifically, at BRACS, teacher support and supervision will occur via a continuous cycle of coaching and feedback. This cycle begins with a goal-setting process in August at the start of each school year. Instructional leaders, including the School Leader, Vice Principals, Director of Special Education and Coordinator of ENL, will meet with the teachers they manage to clarify each teacher's performance goals and how they connect to the school's overall goals. In addition, instructional leaders will work with each of their teachers to identify specific teacher development goals that are aligned with BRICK's Best Practices and evaluative rubrics from The New Teacher Project (TNTP). These performance and development goals then serve as the basis for each teacher's individual professional development plan (IPDP). The IPDP will then help to guide future coaching throughout the year. For example, the instructional leader will work to provide relevant coaching and development opportunities that align to the teacher's needs as stated in their plan. Both the instructional leader and teacher will continue to revisit the IPDP to assess what aspects of the development goals have been mastered and to establish new goals when appropriate. Teacher IPDPs will be maintained in the school's online coaching system (SchoolMint Grow) to support the School Leader's efforts to ensure that all instructional staff are receiving ongoing coaching and support aligned to their goals.

Weekly pedagogical coaching will be a core component of instructional leadership at BRACS. Teacher coaching at BRACS will take a variety of forms, including classroom observations and follow up coaching conversations focused on classroom practice; real-time coaching during classroom instruction; model teaching in the teacher's classroom; data analysis and action planning meetings; and instructional planning meetings. Regardless of the format of coaching provided, each coaching session concludes with a definitive, bite-sized action step for the teacher to work to master by the following week. The type of

Alignment to Philosophy & Mission

BRACS recognizes that it is responsible for having a rigorous selection process to identify talented, mission-aligned staff members who are passionate about closing the opportunity gap in Rochester. As a result, BRACS is committed to ensuring that its interview processes assess a candidate's alignment to the school's philosophy and mission. Some of the specific ways that BRACS believes its process aligns to the school's philosophy and mission include:

- **By modeling high expectations.** BRACS wants to create a school that is capable of supporting the students in Rochester to achieve at the highest levels; as a result, the school plans to hold high expectations for its staff members to ensure that they are able to provide strong support to students. Consequently, BRACS has intentionally worked to ensure that its selection process is rigorous—not only so the best candidates are selected—but also so that candidates understand the level of commitment required when working at BRACS.
- **By assessing alignment through scenario-based questions.** BRACS also has created its interview process to ensure that candidates are aligned to the school's vision, mission and values and supportive of its key design elements. For example, the interview process provides candidates with scenario-based questions related to student discipline to ascertain whether or not the candidate is committed to BRICK's restorative approach to discipline rather than exclusionary disciplinary practices. In addition, the school's interview process will also ask teachers to describe how they would plan to deliver culturally responsive instruction to students so that the team can ascertain whether or not their approach aligns with the perspective of BRACS.
- **By having an inclusive interview process.** BRACS wants to create a school that is deeply rooted in Rochester and provides students with a culturally responsive education. As a result, the school plans to include community representatives in live interview panels after the school is launched. BRACS believes that families possess a wealth of knowledge about their community, and their children, and can provide valuable perspectives in evaluating the extent to which prospective staff members can support their children.
- **By understanding commitment to the community served.** BRACS has also added a selection task to the immersion days that requires candidates to deliver a presentation on why they would like to lead a BRICK school in Rochester in particular. While many charter networks may not be rooted to their communities, BRICK is different. Their extensive community involvement in the South Ward of Newark, including their efforts to serve as an anchor institution for a federal Promise Neighborhood, demonstrates their commitment to the community surrounding their school. BRICK Buffalo was similarly launched with staff deeply rooted in that city. Since BRACS wants to replicate this community-focused approach, it also wants to identify instructional leaders who share its commitment to both school excellence and community development.

Instructional leaders monitor the effectiveness of the academic program through formal and informal observations and during leadership and teacher data meetings. The schedules of the school's instructional leaders were built to ensure that they can spend significant time observing teacher classrooms to monitor the effectiveness of the academic program—and to provide teachers with related coaching support. In addition, the school will hold a weekly leadership team meeting where school leadership team members discuss the school's performance goals and current academic data, information from classroom observations and coaching, and student culture (such as attendance metrics and iDREAM character scores) to ensure that the school's short term priorities are focused on improving the school's ability to achieve its goals. Instructional leaders also hold frequent data meetings with the teachers they manage, including after all major assessments, to ensure they are aware of student performance and can support teachers to identify strategic ways to improve performance. Across all of these data analysis and action

BRICK's School Leader Readiness Criteria also provides a clear continuum to help BRICK and BRACS identify what prior experience a candidate should be able to demonstrate before being offered a particular leadership role. Table 9a.3 provides an example of how the criteria helps to distinguish how one of the competencies named above could be applied differently for leaders seeking more senior leadership positions. For example, while a Vice Principal candidate may only need to have demonstrated that they have led a grade level or department to achieve its goals, a School Leader candidate must demonstrate that they have led a group of stakeholders around a schoolwide initiative that demonstrates impact on student achievement requiring him/her to establish a schoolwide vision, create a strategy, and measure outcomes.

Table 9a.3 Example of School Leader Readiness Criteria

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|---|--|--|--|---|
| Team Members' Name: | | Current Role: | | Potential Next Role: |
| THE 7 LEADING FOR LEARNING ACTIONS OF HIGHLY EFFECTIVE SCHOOL LEADERS | Teacher to become GLL, ILTL, or Course Lead <i>(criteria that a teacher should demonstrate to move into a teacher leader role)</i> | Teacher Leader to become novice AP <i>(criteria that a teacher leader should demonstrate to move into an Assistant Principal role)</i> | Novice AP to become Experienced AP <i>(criteria that a novice AP should demonstrate to be characterized as 1-year-away from school leadership)</i> | To become Principal/School Leader <i>(criteria that an experienced AP should demonstrate to move into the School Leader role)</i> |
| | <input type="checkbox"/> Expresses interest in leading a team | <input type="checkbox"/> Expresses interest in being in a School Leadership role | <input type="checkbox"/> Expresses interest in being a Principal | <input type="checkbox"/> Displays passion for being a Principal and commitment to the school community |
| | <input type="checkbox"/> Sets ambitious student achievement goals for his/her own classroom | <input type="checkbox"/> Leads a grade/department team to reach its vision and goals | <input type="checkbox"/> Demonstrates success in leading a school-wide initiative to reach vision and goals, in partnership with the School Leader | <input type="checkbox"/> Demonstrates success in leading a group of stakeholders around a school-wide initiative that demonstrates impact on student achievement requiring him/her to establish a school-wide vision, create a strategy, and measure outcomes |

To streamline its pipeline and develop a deeper bench of candidates, while maintaining its focus on top quality instructional leadership, BRICK has partnered with Gama Education Management Services (GEMS) to run individualized and cohort-based Principal in Residence (PIR) programming to prepare future leaders for its schools. The PIR pathway, and subsequent supports, are based on the experience level and needs of each candidate and range from a full-time coach dedicated to monthly eight-hour on-site visits for ten consecutive months, coupled with weekly coaching calls, to on-site coaching on a quarterly basis and calls every other week, to on-site coaching visits occurring once a semester, complemented by a monthly coaching call. Each pathway is thoughtfully designed to accommodate diverse organizational requirements, providing flexibility in the level of coaching intensity and support, with the associated costs reflecting the varying degrees of program engagement. All pathways run for an entire year and prepare leaders for a successful launch of a new or existing school aligned to the BRICK methodology.

BRACS has also partnered with BRICK to develop an immersion day process to select instructional leaders. These immersion days provide the additional time necessary to assess the extent to which each leader possesses the competencies and successful prior experience described in the BRICK School Leader Readiness Criteria. These rigorous days ensure that leaders participate in a variety of tasks and interviews to demonstrate their readiness. For example, recent School Leader immersion days have included tasks like asking prospective School Leader candidates to deliver a presentation to share their leadership story and rationale for wanting to serve as a BRICK School Leader in Rochester; submitting a project that requires future leaders to watch a sample lesson video and then plan and practice a follow-up coaching conversation with the teacher; as well as participate in a panel interview with senior BRICK leaders. In future years of the charter term, internal leaders would participate in the same processes, and be measured against the same readiness criteria, when applying for a leadership position at the school.

ability to accomplish its mission, BRICK has invested significant time and resources to partner with the BRACS Board and to update the processes for selecting instructional leaders for Rochester in particular. That internal work led to the creation of a clear, aligned vision for the leadership qualities that would make a leader successful at BRACS—as well as clarity on the prior knowledge, skills and experiences leaders should possess to ensure they are prepared to thrive as BRICK School Leaders. BRICK then codified this work by creating BRICK’s School Leader Readiness Criteria. The specific criteria can be found in **R-23b - Supplemental Attachments**.

The BRICK School Leader Readiness Criteria identifies core competencies that all future instructional leaders must demonstrate. Each of these core competencies is described below:

- **Aspiration and self-awareness.** Candidates must be highly reflective and personally committed to serving in a leadership role to advance educational equity.
- **Professionalism.** Candidates must bring a high-level of personal organization and serve as models of professional behavior (for example, they arrive on time, meet deadlines, follow through on commitments, etc.).
- **Adult leadership.** Candidates must have already held leadership positions and have demonstrated the ability to achieve ambitious student achievement and culture goals.
- **School alignment.** Candidates must be invested in the models and structures that the school uses and able to explain how those structures help to promote and sustain high levels of achievement and family satisfaction.
- **Cultural presence.** Candidates must have successful prior experience leading large groups of students and working closely with families; they demonstrate mission alignment and a community-focused approach.
- **Academic knowledge.** Candidates must have successful prior academic experience that can translate into success in their role (for example, successful former experience as a math teacher if they are applying to become a Vice Principal of Instruction for K-5 math and science).
- **Staff investment.** Candidates must have strong references from individuals that they have worked with previously, including individuals that have managed them **and** individuals that they have led.
- **Community fit.** Candidates must have relevant experience with, knowledge of, and a commitment to the Rochester community that the school intends to serve.
- **A belief in all BRACS students.** Candidates must possess an unwavering belief that all BRACS students, including students who are economically disadvantaged, students with special needs, and students who are new to learning English, are assets to the school community and can achieve ambitious academic and social goals each year.

In addition, BRACS and BRICK identified two additional competencies that were essential in identifying and selecting the Coordinator of English as a New Language and the Director of Special Education. Those additional competencies are described below:

- **Knowledge of Compliance and Pedagogy.** Candidates for these two leadership positions must possess a deep knowledge of New York state and federal requirements for their areas of coordination. They must also understand best practices in providing instruction for students in their areas of expertise as well as a deep understanding of how to leverage different models of co-teaching to support all learners.
- **An ability to build strong partner relationships.** Candidates for these two leadership positions must be able to build and maintain strong relationships with outside partners, including BRICK’s ecosystem partners and the Rochester Public Schools, to ensure students receive the support services they need to thrive.

- Opportunities to participate in weekly content planning meetings led by the relevant BRICK academic director that model the facilitation of a high-quality planning meeting;
- Monthly opportunities to engage in communities of practice with other BRICK Vice Principals to learn new skills, share best practices, and troubleshoot current challenges with a cohort of supportive colleagues.

Supporting Special Populations

BRACS is committed to ensuring that it can serve a population of students that reflects the community served. As a result, all instructional leaders must make strategic efforts to ensure that they are supporting the school's special populations, including economically disadvantaged students, students with disabilities and students who speak English as a new language. In addition, BRACS also believes that it is critical to ensure that the school also has additional instructional leaders who are specifically focused on the success of these students. As a result, BRACS has updated the standard BRICK model to ensure that the school can hire a Coordinator of ENL and a Director of Special Education during the first year of operation. Some of the specific ongoing development experiences planned for these instructional leaders are described in Table 9a.2 below:

Table 9a.2 Supports for Instructional Leaders Focused on Special Populations

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| Supports for both the Director of Special Education and Coordinator of ENL | <ul style="list-style-type: none"> ● A weekly one on one check in with the BRICK Network's Western New York Regional Superintendent to review performance goals and provide targeted assistance. ● Support in implementing an internal audit system for their functional areas that is designed to ensure ongoing compliance with federal and state requirements. ● The creation of standard professional development sessions that can be turnkeyed for the BRACS campus based on ongoing compliance requirements (such as trainings related to staff confidentiality). ● Additional leadership development training opportunities (such as the ability to attend internal PD delivered to Vice Principals or School Leaders that is relevant to their role or relevant external PD, such as the ability to participate in the Relay Graduate School of Education's Inclusive Schools Leadership Institute) |
| Additional Supports for the Director of Special Education | <ul style="list-style-type: none"> ● Comprehensive training on the legal requirements for serving students with disabilities |
| Additional Supports for the Coordinator of ENL | <ul style="list-style-type: none"> ● Comprehensive training on the legal requirements for serving students who are learning English as a New Language. |

Instructional Leader Selection

BRACS will implement a rigorous, five-step process to select all of its employees. This process will involve an application review, phone interview, project submission, live interview and reference checks. This process is described at length in **R-12 Personnel**. However, BRICK's standard five-step hiring process also includes the flexibility necessary to ensure that each candidate can be evaluated based on their readiness for the particular position they are applying for. Since instructional leadership is critical to the school's

that would simply not be possible for new independent charter schools with smaller teams. BRICK's network academic directors have a wide variety of expertise—including expertise in core content instruction, student culture and restorative practices—and a track record of effectively supporting instructional leaders. For more information on the prior experience of BRICK's academic directors, please see ***R-23b - Supplemental Attachments***.

The BRACS School Leader will receive ongoing professional development support based on their specific developmental needs from regional support staff. Some of the specific ongoing development experiences planned for the BRACS School Leader include:

- Extensive and targeted summer professional development designed specifically for School Leaders that includes training on all aspects of the BRICK model and implementation support relative to the School Leader's individual needs.
- Weekly coaching sessions with the BRICK Western New York Regional Director of Instruction/Superintendent to review school performance data and receive coaching targeted to the needs of the school at that time of the year/based on the school's developmental needs.
- Weekly check in meetings with a BRICK academic director to assist with deepening their expertise in a priority content area (such as the Director of Elementary Literacy if the School Leader is coaching literacy teachers during the first year of operation).
- Monthly content specific school reviews throughout each school year that are led by BRICK academic directors to assess the strength and areas of growth for a specific part of the academic program (such as elementary literacy instruction, special education or school culture).
- Collaborative training sessions with the BRICK Western New York Superintendent and/or BRICK academic directors to analyze the results of priority assessments and develop action plans for how to continue to strengthen instruction in that content area.

The Vice Principals of Instruction and Culture are also a vital part of the school's Instructional Leadership Team. They will work in conjunction with the School Leader to provide high-quality coaching, support, and direct supervision to BRACS teachers. As a result, Vice Principals can have a significant impact on the quality of instruction students receive. Consequently, the BRICK Education Network will also provide ongoing professional development for all VPs of Instruction and Culture. Some of the specific ongoing development experiences planned for the BRACS Vice Principals include:

- Extensive summer professional development that prepares them for success in their role, that is content area specific, and that is aligned to BRICK protocols and resources. (for example, a VP of Instruction that will coach literacy teachers will receive significant support from the BRICK Elementary Literacy Director, including sessions designed to train them on all aspects of BRICK's approach to literacy as well as additional content area training sessions from the Lifelong Learners curriculum team to deepen their understanding of elementary literacy content);
- Weekly check-ins with the BRICK academic director that leads their content area of focus that involve collaboratively observing classrooms in the focus content area, identifying action steps for the teachers observed and planning professional development based on teacher needs and observations;
- Periodic school reviews conducted in tandem with other school and network leaders focused on identifying key strengths and areas of growth for the school's instruction in the content areas they supervise, and identifying major areas for development moving forward;
- Opportunities to collaboratively build action plans with their BRICK academic director that are designed to leverage the school's academic systems (such as walkthroughs, coaching sessions and professional development session) to address major areas of development for teachers in their focus content area;

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| <p>Director of Special Education</p> | <p>The Director of Special Education will work to provide direct services to students with special needs and will ensure that the school meets all state and federal requirements related to serving these students. The Director of Special Education plays a pivotal role in modeling how to best meet the needs of special education students and in training other staff members how to serve these students successfully.</p> <p>Their responsibilities include:</p> <ul style="list-style-type: none"> • Delivering professional development sessions to educate the entire staff about state and federal requirements for supporting students with disabilities and best practices to support students with disabilities through inclusive classroom environments; • Modeling strong, research-based instructional practices in their own delivery of services to special education students (including in how they plan for their lessons, how they collaborate with teachers to ensure strong preparation and lesson delivery, and how they use data to inform their instructional planning and execution); • Collaborating with the school leadership team each year to adjust the school’s intellectual preparation protocols to ensure that all teachers are customizing their planning to ensure they meet the needs of the school’s special education students; • Strategically scheduling special education students to ensure effective ongoing service delivery; • Collaborating with the Rochester Public Schools to ensure high-quality administration of the special education program, including the timely identification and evaluation of students who may need additional special education support and the provision of appropriate services to ensure compliance with student IEPs and student success; • Leading weekly special education compliance meetings focused on IEP services, goals, and requirements; • Conducting differentiated professional development sessions for all special education teachers; • Supervising and coaching any special education staff members; and • Building strong relationships with special education students and their families and ensuring these students have the support they need to achieve their goals—and that their families receive any critical support services necessary to support their engagement with the school. <p>The Director of Special Education position will require a master’s degree and the ability to meet all state and federal guidelines to be fully licensed at the “High Qualified” ESSA level.</p> |
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Network Supports for Instructional Leadership

BRACS believes that its partnership with the BRICK Education Network will ensure that the school’s instructional leadership team is able to receive significant additional training and support. While many Rochester charter schools have historically relied on their own founding teams for instructional leadership, BRACS will be able to benefit from extensive coaching support from BRICK content specialists

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| | <ul style="list-style-type: none"> ● Ensuring high-quality implementation of the school’s social and emotional learning program; ● Ensuring that each classroom reflects the school’s expectations for student learning and engagement; ● Implementing the school’s Code of Conduct as well as the expectations stated in the school’s Parent and Family Handbook, including by creating and or maintaining school culture systems and progressive discipline processes; ● Supporting teachers with classroom management and engagement, which may include, but not be limited to, providing intensive classroom management support to a teacher who needs assistance, helping to redirect students, or meeting collaboratively with families to build partnerships to support student success in school. |
| Coordinator of ENL | <p>The Coordinator of ENL will work to provide direct services to students who are learning to speak English as a new language and to ensure that the school meets all state and federal requirements related to serving these students. As a result, the Coordinator of ENL plays a pivotal role in modeling how to serve these students and in training other staff members how to serve these students successfully.</p> <p>Their responsibilities include:</p> <ul style="list-style-type: none"> ● Delivering professional development sessions to educate the entire staff about state and federal requirements and best practices to support ENL students; ● Modeling strong, research-based instructional practices in their own delivery of services to ENL students (including in how they plan for their lessons, how they collaborate with teachers to ensure strong preparation and lesson delivery, and how they use data to inform their instructional planning and execution); ● Collaborating with the school leadership team each year to adjust the school’s intellectual preparation protocols to ensure that all teachers are customizing their planning to ensure they meet the needs of the school’s ENL students; ● Strategically scheduling ENL students to ensure effective ongoing service delivery; ● Supervising and coaching any additional ENL staff members; and ● Building strong relationships with ENL students and their families and ensuring these students have the support they need to achieve their goals—and that their families receive any critical support services necessary to support their engagement with the school, including all required translation services. <p>The Coordinator of ENL position will require a master’s degree and the ability to meet all state and federal guidelines to be fully licensed at the “High Qualified” ESSA level.</p> |

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| | <ul style="list-style-type: none"> ● Modeling high-quality coaching and development of teachers using BRICK's coaching frameworks (including the execution of planning meetings, observation feedback meetings and weekly data meetings); ● Supervising and coaching members of the instructional leadership team to ensure that they are prepared to execute their roles successfully and have the necessary tools and supports to do their jobs well; ● Leading the weekly student services team meeting, which will focus specifically on disaggregated subgroup performance data, a review of individual student support plans, and associated instructional strategies and adjustments; ● Determining the focus of school based professional development sessions; developing content for those sessions; leading those sessions to model effective adult learning practices or supporting other leaders to deliver high-quality PD as needed; ● Conducting frequent school walkthroughs to progress monitor student culture and the quality of teaching and learning and to identify next steps to strengthen student culture and instructional delivery; ● Modeling the cultural and academic expectations of the school and BRICK, living and embodying the school's mission and values; and ● Supporting the BRICK network's talent division with localized recruiting efforts and retaining high quality staff. |
| Vice Principal of Instruction | <p>Vice Principals of Instruction serve as coaches and content area supervisors (specifically by leading K-6 mathematics and science instruction or by leading K-6 literacy and social studies instruction). Vice Principals are expected to have deep personal mastery of effective instructional practices in the content areas in which they lead and coach, a mastery of the BRICK education approach in that content area, and a deep knowledge of the New York state standards and assessments. Their responsibilities include:</p> <ul style="list-style-type: none"> ● Supervising up to 15 teachers in their specific content areas; ● Coaching and developing teachers on their instructional practices; ● Implementing high-quality externally validated curricular resources and adapting them, as needed, to ensure strong alignment with New York standards and the needs of the specific students served; ● Serving as a data-driven leader, including by conducting analysis of student learning in their content areas of focus and creating follow up action plans to improve achievement; ● Participating in, and leading, aligned professional development opportunities. |
| Vice Principal of Culture | <p>The Vice Principal of Culture ensures that the school environment provides a safe space for children to explore their identities, develop social emotional intelligence, and achieve their academic goals. The Vice Principal of Culture is responsible for implementing the school's Code of Conduct as well as the expectations stated in the school's Parent and Family Handbook.</p> <p>Their responsibilities include:</p> |

R-09ad - Instructional Leadership

Instructional Leadership Roles

BRACS understands the vital importance of robust instructional leadership to charter school success. Effective instructional leaders play a pivotal role in nurturing teacher development to foster joyful and academically rigorous classrooms. This approach ensures that all students acquire the knowledge and skills necessary for college, career, and life readiness upon graduation. Therefore, having a robust strategy for identifying, training, and empowering instructional leaders is imperative for fulfilling the BRACS mission. Consequently, the BRACS staffing model incorporates key instructional leadership positions crucial for the school's success throughout its five-year charter term. These instructional leadership roles are outlined and briefly described in Table 9a.1 below.

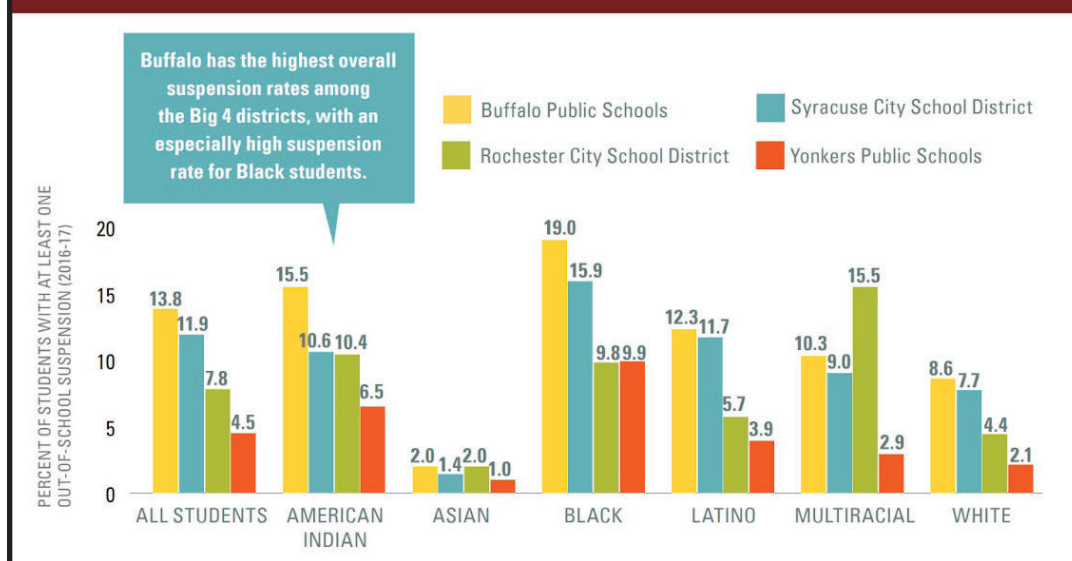
Table 9a.1 Instructional Leadership Responsibilities

| Instructional Leader | Responsibilities |
|----------------------|--|
| School Leader | <p>The School Leader is the academic and cultural leader of the school and will report directly to the Board of Trustees. He or she is responsible for the overall performance of the school. The School Leader serves as the school's primary instructional leader and will manage the day-to-day delivery of instruction and the implementation of the school's culture plans to build and sustain strong student and staff culture.</p> <p>Their primary responsibilities include:</p> <ul style="list-style-type: none">● Deeply internalizing New York state standards and expectations for schools to ensure that the school can remain focused on student learning and compliant with all expectations from the SUNY Charter Schools Institute, the state of New York and the federal government;● Establishing and maintaining a strong school culture that supports high levels of student achievement, aligns to the school's values, and inspires stakeholder investment;● Setting the school calendar and instructional schedule for all grades;● Managing the other instructional leaders by providing support and feedback on their work deliverables and coaching responsibilities;● Overseeing all professional development activities for school staff to ensure their ongoing growth and ability to meet the school's performance goals;● Driving assessment administration, data analysis, and action planning throughout the year;● Ensuring that all stakeholders (students, family, board members, staff, partners and community members) have a positive experience with the school and are kept abreast of the schools' goals and progress. <p>The BRACS School Leader will model effective instructional leadership in a variety of ways, including, but not limited to:</p> <ul style="list-style-type: none">● Facilitating a weekly school leadership team meeting designed to review the school's data dashboard and annual priorities to inform the setting of short-term priorities at the campus and to set direction for other leaders; |

Collectively, these strategies constitute a comprehensive positive behavior intervention and support system. They aim to effectively communicate BRACS's values and expectations, celebrate students' adherence to these values, and address instances of misbehavior in a constructive manner.

To ensure board members are aligned with and supportive of the school culture, BRACS will host regular board meetings where updates on culture-building initiatives and feedback from the community will be shared. Board members will have opportunities to actively participate in discussions and provide input into the development and refinement of school policies and practices that support the establishment and maintenance of a positive school culture.

Figure 6: Percent of students with at least one out-of-school suspension in the Big 4 school districts



The BRACS team recognizes that trust is fundamental to fostering strong relationships within the school community. However, trust isn't established instantly; it requires deliberate efforts over time. BRACS will prioritize building authentic relationships with students, families, staff, and board members during the initial six weeks of each school year. These relationships, built on mutual trust and respect, will serve as the cornerstone for creating a positive learning environment throughout each student and family's tenure at the school.

Building trust with families involves transparent communication and opportunities for input into school policies and systems. To achieve this, BRACS will share its culture priorities with families through an annual welcome back letter and newsletter distributed at the start of the school year. Feedback from families will be solicited via multiple avenues including an annual survey, family and community events, and communications in multiple languages. Data, both qualitative and quantitative, will be collected, analyzed, and feedback will be integrated into ongoing revisions of school practices and policies. BRICK Buffalo's inaugural survey included questions related to communication, access, transportation, quality of instruction, SEL supports, and more. With this information, parents and families not only saw what was important as it relates to school culture and community, but that their voice matters. This practice remains essential to our practices and continuous improvement. Additionally, parents/guardians will be asked to acknowledge receipt of the Student and Parent Handbook, which outlines important school policies, including discipline guidelines, and provides reminders of key aspects of the school culture plan. Communication between teachers and families will be ongoing, with teachers making both positive and negative behavior-related calls home. BRACS's student support staff will also reach out to families regarding repeated behavioral issues. Regular updates on students' demonstration of school values will be provided through weekly iDreamer paychecks. Quarterly character report cards and parent-teacher conferences will offer opportunities for discussions on students' academic progress, behavior, and social-emotional development.

of student academic performance and, ultimately, high school graduation—particularly for students who have experienced trauma, as BRACS anticipates many of its incoming students have.¹⁷

This approach indicates a key difference between the proposed school and the RCSD, namely that the district has incredibly high suspension rates while BRACS is committed to an approach that utilizes exclusionary discipline practices (such as suspension) only as a last resort. In addition, BRACS has compared the codes of conduct from BPS and SPS to identify ways that NY districts clarify their four levels of consequences and how much discretion is given to administrators in determining the lengths of suspensions. In creating BRACS’s own code of conduct, staff also reviewed Advocates for Children’s 2015 study, *Civil Rights Suspended*,¹⁸ which analyzed the discipline practices of NYC charters and found that many violate state law. By contrast, even instances of severe disciplinary infractions, the BRACS team will continue to utilize consequences that minimize time out of school. For instance, the BRACS School Leader will follow the code of conduct and may assign a one day in-school or out-of-school suspension as necessary depending on the level of the incident, but out of school suspensions of longer than one day will require approval from the Superintendent and will trigger a comprehensive review of the situation and Rtl supports being provided to the student.

BRACS’s philosophical commitment to a restorative and trauma-informed approach to behavior management that minimizes suspension has been implemented at BRICK schools with fidelity for years, with demonstrable efficacy. Please see the table below, which outlines the extremely low historical numbers of student suspension at BRICK’s fresh start charter school, the Achieve Community Charter School, which is often zero for elementary grades, with the vast majority of suspensions being applied in the middle school.

Table – Suspension Rates at BRICK Schools

| | # of Individual Students suspended overall | % of student body |
|--|--|-------------------|
| SY19/20 - Achieve Community Charter School | 19 | 6.1% |
| SY20/21 - Achieve Community Charter School | 0 | 0% |
| SY21/22 - Achieve Community Charter School | 27 | 6% |
| SY22/23 - Achieve Community Charter School | 32 | 7.3% |
| SY23/24 - Gateway Academy Charter School | 24 | 5.4% |
| SY23/24 - Buffalo Academy Charter School | 0 | 0% |

These numbers demonstrate BRICK’s track-record of effectively leveraging restorative disciplinary practices to build strong school culture without over relying on suspension.

¹⁷ Data on the percentage of Buffalo youth experiencing traumatic life events is included in R2ab,

¹⁸ https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/civil_rights_suspended.pdf.

disciplinary measures, which involve completely removing students from school, are employed as punitive, deterrent, or corrective actions for various behaviors. Shockingly, even some of the youngest learners, as young as 3- and 4-year-olds, are subjected to exclusionary discipline practices in both school and childcare settings. Research underscores the disparities in the application of such punishments, particularly affecting minority and disabled students¹¹. Restorative and positive disciplinary approaches are increasingly seen as effective alternatives, addressing both the negative outcomes of exclusionary discipline and its disproportionate impact.

At BRACS, discipline is viewed through the lens of equity and practicality. Recognizing that student attendance and engagement are crucial to achieving its ambitious goals, the school is committed to utilizing exclusionary discipline practices, such as suspension, only as a last resort. Extensive data indicate the adverse correlation between exclusionary discipline and academic performance¹², particularly for students with trauma histories, a population BRACS anticipates serving. This commitment distinguishes BRACS from RCSD schools, where high suspension rates prevail. To underscore this commitment, BRACS has collaborated with experts and reviewed efforts by other districts to reduce suspensions. In developing its own code of conduct, BRACS has drawn insights from various sources, ensuring a balanced approach that prioritizes minimizing time away from school. Even in severe cases, BRACS employs consequences that prioritize restorative practices and minimize school absences. This stance, to eliminate exclusionary discipline for students in Kindergarten through 3rd grade, has the support of at least 84% of parents across Monroe County.¹³ BRACS's outreach efforts with Rochester families and community organizations affirmed that this is also a very local priority. BRACS's dedication to a restorative and trauma-informed approach to behavior management, with minimal reliance on suspension, mirrors the successful practices implemented at BRICK schools over the years.

The rise in popularity of restorative approaches to school discipline has been driven largely by the growing realization that the zero-tolerance policies popular during the 1980s–1990s have had a negative impact on students and schools.¹⁴ Further, research indicates critical disparities among students who receive exclusionary punishments such as suspension and expulsion. For example, a 2014 report on a prior study¹⁵ found African American students were 26.2 percent more likely to receive out-of-school suspension for their first offense than White students. Data from other studies also indicate the disproportionate use of punishment for minorities and students with disabilities.¹⁶ Restorative, responsive, and positive disciplinary methodologies are viewed as remedies to both the negative consequences of exclusionary punishment and its disproportionate application. The BRACS team sees discipline as an issue of equity for the student population it aims to serve, and also a logistical one: to achieve the school's ambitious mission and goals, students need to be in attendance and on task every day that school is in session. Voluminous data demonstrate that exclusionary discipline (removal from the classroom environment, suspension, and/or expulsion) has a strongly negative correlation with rates

¹¹<https://www.ojp.gov/ncjrs/virtual-library/abstracts/breaking-schools-rules-statewide-study-how-school-discipline>

¹² Ibid

¹³ <https://thechildrensagenda.org/wp-content/uploads/2022/10/Solutions-Not-Suspensions-Policy-Analysis3.pdf>

¹⁴<https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/disturbing-inequities-exploring-the-relationship-between-racial-disparities-in-special-education-identification-and-discipline/losen-et-al-disturbing-inequities-2014.pdf>

¹⁵ <https://www.ojp.gov/ncjrs/virtual-library/abstracts/breaking-schools-rules-statewide-study-how-school-discipline>

¹⁶ Ibid.

Rewards/Incentives

BRACS's paycheck system is also just one part of the school's broader approach to building positive school culture. In addition, the school will focus on providing students with appropriate rewards and incentives to encourage students to demonstrate the school's values and academic excellence. Some additional examples of rewards and incentives are described further in Figure 10a.8 below.

Figure 10a.8 – Rewards and Incentives

| Rewards/Incentives | | | |
|--------------------|--|---|--|
| Frequency | Rewards/Incentives | Who | System, Tool, Resource |
| Daily | <ul style="list-style-type: none">• Verbal recognition• Positive Note/Call Home• iDREAM Scores• Classroom Rewards | <ul style="list-style-type: none">• Teacher | <ul style="list-style-type: none">• Deans List• Classroom Behavior Charts |
| Weekly | <ul style="list-style-type: none">• Positive Note/Call Home• Wall Of Fame/Weekly Shout-Outs• TBD by Teacher Teams | <ul style="list-style-type: none">• Teacher• Administration | <ul style="list-style-type: none">• Deans List• Classroom Behavior Charts• Community Meeting |
| Monthly | <ul style="list-style-type: none">• Attendance | <ul style="list-style-type: none">• BRtS Attendance Subcommittee• Administration | <ul style="list-style-type: none">• Deans List• PowerSchool• Brag Boards |
| Quarterly | <ul style="list-style-type: none">• Honor Roll• STEP Celebration | <ul style="list-style-type: none">• BRICK Road to Success Team• Administration | <ul style="list-style-type: none">• Deans List• Honor Roll Board• Brag Boards |

Consequences

BRACS believes that the purpose of a consequence is to decrease the occurrence of problematic behavior and to teach the desired replacement behaviors. A *Progressive Discipline Framework* is implemented from the least intrusive (e.g. error correction with rule reminder) to the most intrusive (e.g. conduct referral). It is important to keep in mind, however, that negative consequences alone are not an effective strategy. They must be used in conjunction with a comprehensive management system that is based on the proactive practices of reinforcement, positive student-teacher interactions, and effective classroom management strategies such as active supervision.

Exclusionary Discipline as a Last Resort

In the evolution from the punitive zero-tolerance policies of past decades⁹ there has been a growing recognition of the detrimental effects of exclusionary discipline on students and schools. Still, even as recently as the 2015-16 school year, an alarming 2.7 million students in the United States were subjected to out-of-school suspensions, while nearly 120,000 students faced expulsion¹⁰. These

⁹<https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/disturbing-inequities-exploring-the-relationship-between-racial-disparities-in-special-education-identification-and-discipline/losen-et-al-disturbing-inequities-2014.pdf>

¹⁰ <https://thechildrensagenda.org/wp-content/uploads/2022/10/Solutions-Not-Suspensions-Policy-Analysis3.pdf>

Figure 10a.7 – The *iDREAMers* Paycheck System in Action

| When | What | Who | How |
|--------------------|--|--|---|
| Daily | When a student does something positive or negative, the teacher verbally acknowledges by naming the value reflected in the behavior, and then records the behavior in Unified Classroom. | Teacher | <ul style="list-style-type: none"> During the last five minutes of class period, the teacher enters students' scores into Unified Classroom and verbally communicates achievements. <ul style="list-style-type: none"> 4-5 Values Exhibited (Innovator Level): Exhibited both academic (Diligence, Model Student) & interpersonal values (Respect, Empathy, Self-Control) and set an example for others 2-3 Values Exhibited (Visionary Level): Exhibited either academic values or interpersonal values, but not both consistently. 0-1 Values Exhibited (DREAMer Level): Had an idea of the values, but struggled to exhibit them. 0 for absent student Specific notes on behavior must be entered when 0-1 values are exhibited. Selecting the appropriate button, Teacher indicates in Unified Classroom and verbally which value the student should work on in order to improve his/her score. |
| Weekly | Print student paycheck from Unified Classroom at the end of the Culture Week (Wednesday) | Vice Principal of Culture / Admin / Dean | <ul style="list-style-type: none"> iDREAM Paychecks are printed and distributed to students every Friday during community meetings or convocation. DREAMer Level students are engaged in SEL activities to support their internalization of the iDREAM values, during either iDREAM Dollar Store or Fun Friday. Visionary Level students are invited to Fun Friday or iDREAM Dollar Store and are encouraged to strive for Innovator Level. Innovator Level students earn space on the Innovator Wall of Fame and are invited to Fun Friday or iDREAM Dollar Store |
| Weekly Fun Fridays | Each week, students will earn the Fun Friday event if they meet or exceed the monthly goal. | Vice Principal of Culture/ Admin / Dean | <ul style="list-style-type: none"> Fun Fridays and the iDREAM Dollar Store will alternate from week to week |

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| | <ul style="list-style-type: none"> • Clear behavior expectations outlined for each value so that the same messaging and language is being used across the school. • Systems in place to determine which students will be invited to Fun Fridays based on how they demonstrated school values throughout the week. • The School Leader will complete a weekly review of teacher implementation of Deans List to ensure that students receive iDream scores and to identify any students in need of additional support. • Coaching cycles for staff that initially focus on proper implementation of the schoolwide Positive Behavior Reward and Recognition system and then progress to differentiated action steps based on the unique needs of each teacher. • Students learn to use Deans List reports to track their progress and determine if they have met the threshold to be invited to celebrations. • Sharing student iDream scores at least weekly with families to ensure strong collaboration with families. • Teachers use data collected from Deans List to determine students to celebrate at community meetings or special events. • Weekly Community Meetings to celebrate success and recognize outstanding student behavior and academic performance. • Bulletin boards throughout the school building and each classroom to display and celebrate recent student work and accomplishments. • Training families to use the Deans List app to track the progress of their students in real time. <p>In addition, the effectiveness of this system will also be measured by the percentage of students who are involved in school culture celebrations as well as the iDreamer scores for each class and grade level.</p> |
|--|--|

BRACS will also implement a schoolwide approach to classroom management that is based on the use of the *iDREAMers* paycheck system. This system ensures that all teachers continue to reference the *iDream* values throughout the school day by pausing between instructional blocks and debriefing with students the extent to which the class is embodying the school's values. This system spans from Thursday to Wednesday of each week and allows all students to earn scores based on their academic and social-emotional behavior in class. These scores are then tied to school incentives (like the ability to attend Fun Friday activities) and are communicated to families. Each year, the BRACS staff will be immersed in professional development regarding the equitable implementation of the paycheck system to ensure that this system is implemented in a way that positively reinforces the school values and encourages students to model those values each day. The *iDREAMers* paycheck system is further described in Figure 10a.7.

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| Restorative Circles & Reintegration Conferences | <p>BRACS teachers will use restorative circles to foster a classroom environment where students and teachers can connect, feel safe, and trust each other. These circles aim to include both student and teacher voices, making the learning environment more inclusive. The circle itself symbolizes unity and ongoing connection, promoting shared power and understanding among everyone involved. In situations where a student has been absent from class due to illness or disciplinary issues, the BRtS team will step in to facilitate reintegration conferences. These conferences will help students and teachers create a support plan that includes both academic and social-emotional interventions ensuring that students can smoothly transition back into the classroom and continue working towards their goals successfully.</p> |
| Restorative Justice Practices Subcommittee | <p>The Restorative Justice Practices Subcommittee will play an essential role in implementing and managing the Tier I Restorative Practices programming as well as Tier II and Tier III interventions. The subcommittee will be led by the School Leader (in year one) or the Vice Principal of Culture (when hired in year two). The RJP Subcommittee lead will monitor data around conduct referrals, discipline and behavior trends to inform professional development topics and objectives, SEL conversations with students, and planning conversations with parents. This committee's ultimate goals are to ensure that:</p> <ul style="list-style-type: none"> ● Consequences are equitable across student demographics; ● Mitigate challenging behaviors; ● Students have opportunities to develop prosocial skills for the school community and life; and ● We maximize instructional time. |
| Progressive Discipline Framework | <p>BRACS will have a progressive discipline framework and systems in place to proactively teach students prosocial skills and create opportunities for restoration and behavior modification. The progressive discipline framework will be implemented from the least intrusive to most intrusive consequence, keeping in mind that negative consequences alone are not an effective strategy to mitigating unwanted behaviors. BRACS teachers and leaders will prioritize the use of proactive practices of positive reinforcement, relationship building and effective classroom management strategies such as those found in the culture of belonging.</p> |
| Positive Behavior Reward and Recognition System | <p><i>BRACS will have a Positive Behavior Reward and Recognition system that is consistent across all classrooms, creates shared language related to the school's values, and reinforces positive student behaviors, including academic achievement and character development.</i></p> <p>To accomplish this task, BRACS commits to having:</p> <ul style="list-style-type: none"> ● Professional development during Summer Institute related to the school's iDREAM Values. |

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| | <ul style="list-style-type: none"> ● Positive calls home to share positive messages with guardians. During these calls, teachers will resist the urge to discuss challenges. Research shows that positive calls home can improve the home-school partnership. ● Quarterly 2 x 10 Challenge where for a period of ten (10) consecutive days teachers engage in “focus” students in a two (2) minute conversation about the students’ nonacademic interests. ● Semi-annual Rapport Tally when all teachers complete a Rapport Tally form to assess the nature of their relationships with students. This information will then be used to take steps to increase positive interactions between students and staff. Leaders also engage in this process to assess the nature of relationships with their teachers. |
| Healing Centered Engagement & Trauma Informed Practices | BRACS recognizes that trauma is pervasive and harms individuals, interpersonal relationships and institutions. As such, BRACS will employ Healing Centered Engagement, a social-ecological approach to responding to trauma in order to implement systems, practices and policies that support the collective healing of students and the adults who educate and care for them. |
| Classroom Culture Plans | <p>BRACS grade level teams will collaborate to complete a comprehensive classroom culture plan to establish consistency for students. The classroom culture plan is made up of the following components:</p> <ul style="list-style-type: none"> ● Relationship & Rapport Building ● Plan to teach the iDREAM Values and establish a collective mindset ● Classroom expectations & reinforcement structures ● De-escalation & Conflict Resolution strategies (utilizing resources provided by the network team) ● Logical Consequences to respond to misconduct ● Personal commitment to repairing relationships when harmed |
| Conduct Referral Process | <p>BRACS teachers will submit conduct referrals as a last resort when they are unable to support students to modify a Level II or Level III behavior as outlined in the Progressive Discipline Framework. Teachers will evaluate whether a conduct referral is necessary by considering the following questions:</p> <ul style="list-style-type: none"> ● Were classroom management techniques employed? ● Are there any environmental adjustments (e.g. seat change, calming corner) that might help improve the student’s behavior? ● What classroom-based interventions & supports were provided? ● Is the student’s behavior dangerous to self or others? ● Has the student exhibited a history or pattern of similar behavior? ● Does the behavior significantly impact the teacher’s ability to facilitate learning? ● Is there an appropriate space/location for proper supervision and reset to occur outside of the classroom? |

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| Coaching | <ul style="list-style-type: none"> • Teachers will be observed by the School Leader (in year one) or the Vice Principal of Culture (when hired in year two) on a weekly basis with an emphasis on implementation fidelity. • Teachers will receive a rating of 0-4 in the following key areas: <ul style="list-style-type: none"> ○ Developing Relationships ○ Student Voice & Affirmation ○ Joy & Motivation ○ Curriculum Fidelity & Personalization • Teachers will receive additional coaching in any area where they score a rating less than 3.0. Additional support may include: <ul style="list-style-type: none"> ○ Real time coaching during their morning meeting block ○ Model teaching from a peer or instructional leader ○ Dedicated coaching sessions devoted to morning meeting implementation. ○ Be asked to observe another teacher on their grade level who is successfully implementing morning meeting. ○ Be assigned additional planning meetings related to morning meeting. |
|-----------------|---|

To uphold a culture rooted in restorative practices, BRACS will implement proactive and equitable classroom management strategies to foster a safe and orderly environment. Central to this approach are logical, restorative, and developmentally appropriate consequences. BRACS will employ a comprehensive positive behavior intervention and support system that considers the interconnected nature of behavior monitoring and response within and beyond the classroom.

Restorative practice (RP) at BRACS signifies a departure from punitive discipline methods towards evidence-based approaches centered on repairing harm through collaboration among all involved parties. Emphasizing relationships, RP seeks to address inappropriate behavior through dialogue and incremental consequences, prioritizing the rejection of the action rather than stigmatizing the individual. Complemented by the Progressive Discipline Framework, this approach promotes a supportive environment while ensuring accountability. Figure 10a.6 outlines the integration of systems, policies, and actions that underpin RP implementation at BRACS.

Figure 10a.6 – Drivers of Restorative Practices at BRACS

| Drivers | Description |
|--|--|
| Building Meaningful Relationships | <p>Building rapport across demographic lines (e.g. race, gender, socio-economic, ability) with students has the power to transform the overall culture of the school, and the classroom. Most students want to relate, not only to the content, but to the instructor and other adults in their lives. A few ways that BRACS teachers will build meaningful relationships include:</p> <ul style="list-style-type: none"> • Employing the P.A.C.E. Method for creating healthy school-based attachments. P.A.C.E. stands for playfulness, acceptance, curiosity, and empathy. |

| | | |
|--|--|------------------------|
| Using Deans List to facilitate student reflection on SEL development | Overview of how teachers will use Deans List to track behavior data and support students to set and achieve behavior goals | School Rituals/Systems |
|--|--|------------------------|

Over the course of the school year, teachers will continue to be supported in building their social-emotional competence – and those of students - through the school’s professional development and coaching cycle⁸. During each professional development cycle, teachers will be coached on bite-sized teacher skills and classroom systems aligned with the Hammond Ready for Rigor framework. Figure 10.a3 provides a snapshot of the support that is typically given to teachers during the first quarter of the instructional year to support the launch and implementation of Morning Meetings (an integral component of building trust and restorative practice). The implementation map and coaching next steps highlighted below build directly from the content covered during summer professional development to support all teachers to successfully launch circles and morning meetings.

Figure 10a.3 – Snapshot of Teacher Support for SEL Morning Meetings

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|-----------------------------|---|
| Implementation (K-6) | <ul style="list-style-type: none"> During Summer PD and the first 6 weeks of school, teachers will participate in culture-focused sessions daily and/or weekly. Grade Level Teams will meet at least once prior to the beginning of each unit to unpack themes and competencies and to exchange instructional strategies. SEL Survey will be administered during the first morning meeting session and at other points throughout the year. SEL Morning Meetings daily sequence of activities: <ul style="list-style-type: none"> Morning Announcements (5 min or less) <ul style="list-style-type: none"> Sing 1st Stanza of <i>Lift Every Voice and Sing</i> Call & Response of the <i>iDream</i> Affirmations Shouts Out SEL Theme of the day/week Important Announcement(s) Students and Teacher(s) form the Ubuntu circle - circle participants can form a circle by standing, sitting on the floor, or positioning desks in a circle. Temperature Check (2min or less) -Circle participants respond to a feelings prompt. Teacher listens for any student in need of additional emotional support for later check-in or referral. SEL Lesson (20 min) - Engage students in SEL Lesson, making connections to life and BRICK iDREAM values. Closing (3 min) - Transition students for the day. |
|-----------------------------|---|

⁸ The BRICK approach to teacher professional development and coaching is described further in R-09ad - Instructional Leadership.

Figure 10.a2 – Sample School Culture PD Topics presented during Summer PD

| Topic | Description | Category |
|--|--|--|
| Culturally Responsive Teaching and the Brain – Our Approach to Building Trusting Learning Partnerships | Introduction to the Hammond CRT and alignment with our approach | Culturally-Responsive Teaching |
| Circles and Restorative Practices | Overview of the role of circle discussions in Restorative Practice | Restorative Practices, School Rituals/Systems |
| Leading an Effective Morning Meeting | Skill-based practice opportunities for running an exemplary Morning Meeting | Restorative Practices, School Rituals/Systems |
| Our iDream Core Values | Deep dive into our school's student values | School Rituals/Systems |
| SECs in Work and Life | Overview of the SEL competencies with opportunities for teachers to reflect on where they sit on any given competency and share with teams | Self-Awareness, School Rituals/Systems |
| Ubuntu – What is it and Roll-Out | Overview of Ubuntu SEL student curriculum, its roots in indigenous practices and deep dive into Unit 1 of lessons | School Rituals/Systems, Culturally-Responsive Teaching, Self-Awareness |
| Trauma -Informed Practices 101 | Overview of Adverse Childhood Experiences (ACEs) and how trauma shows up in classrooms for both students and adults | Restorative Practices, Culturally-Responsive Teaching, Self-Awareness |
| Rochester | An immersive learning experience about where we work and live | Culturally-Responsive Teaching, Self-Awareness |
| Logical Consequences and our School-wide Behavior Management Systems | Overview of our iDreamers paycheck system and the importance of logical developmentally appropriate consequences | School Rituals/Systems |

Uniforms

BRACS implements a uniform policy as a key element of its culture-building and maintenance strategy. School uniforms play a vital role in fostering a positive learning environment by enhancing safety, instilling pride, fostering unity, bridging socio-economic differences, promoting good behavior, and boosting self-esteem. Additionally, uniforms provide cost savings for families.

Students are required to wear uniforms daily, with exceptions communicated for special events. The school ensures consistent enforcement of the uniform policy, addressing non-compliance and notifying parents accordingly. BRACS supports families by collaborating with local uniform providers to negotiate competitive prices and offering financial assistance for those in need. Families can request assistance during student onboarding or as needed, with requests reviewed by the school's social worker. BRACS has allocated \$1,000 per year for uniform assistance during the first charter term, with additional fundraising efforts by the Board development committee if required. An initial draft of the BRACS uniform expectations is described below:⁶

- Students may wear school assigned school color polo and khakis or navy blue uniform pants/skirts/jumper.
- Alternatively, students may wear a button-down with a school logo and khakis or navy blue uniform pants/skirts. A tie is not required.
- Shirts are to be tucked into bottoms with a belt.
- A long sleeve undershirt can be worn.
- If wearing tights or if socks are visible, black, navy or white tights/socks are expected.
- Black shoes/sneakers with a rubber bottom.
- On gym days, students are permitted to wear a special gym uniform (t-shirt with school logo and navy blue shorts/sweatpants) and sneakers.
- Only solid navy hoodies and sweaters, or hoodies and sweaters with a school logo, may be worn.

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.

To effectively implement Hammond's Ready for Rigor Culturally Responsive Teaching framework, BRACS recognizes the importance of addressing the social-emotional wellbeing of its staff. Research indicates that when educators enhance their own social-emotional competence (SEC), they are better equipped to cultivate supportive classroom environments for students.⁷ In response, BRACS has developed tailored professional development and coaching experiences for all staff members to enhance their SEC. This commitment begins with summer professional development sessions focused on orienting staff to the school's student culture values, systems, and community. These sessions also aim to deepen staff understanding of their own triggers, biases, and identities within the BRACS team. Figure 10a.2 provides examples of professional development sessions offered by BRICK to establish its approach to school culture.

⁶ The BRACS team will provide opportunities for families to provide feedback on the proposed uniform guidelines/dress code before this is finalized.

⁷ The Collaborative for Academic, Social, and Emotional Learning (CASEL) "Strengthening Adult SEL." <https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf>

| | | | | | |
|----------------------------------|------------------------------------|---------------------------------|---|------------------------------|-------------------------------|
| See the good in myself | academic frustrations | Keep school environment clean | Shout-out peers for doing well | Use self-talk to de-escalate | Reflect on & reconsider ideas |
| Believe we are stronger together | Get started right away | Use good manners and kind words | Seek to understand other points of view and ideas | | Take risks (No Opt Out) |
| | Work with peers and solve problems | | Do good deeds | | |
| | Believe I can do it | | | | |

Research underscores the profound impact of Social-Emotional Learning (SEL) on both academic and life outcomes. A meta-analysis conducted by CASEL⁵, encompassing 213 studies with over 270,000 students, revealed significant benefits. Firstly, SEL interventions targeting the five core competencies led to an 11 percentile point increase in academic performance compared to non-participating peers. Secondly, participants in SEL programs exhibited improved classroom behavior, enhanced stress and depression management skills, and more positive attitudes towards themselves, others, and school. In response, BRACS adopts a comprehensive approach to SEL development. This strategy includes dedicated time for all students to receive direct SEL instruction during morning meetings, utilizing BRICK's Ubuntu morning meeting curriculum as Tier 1 SEL support. The Ubuntu curriculum integrates SEL themes into the school day, ensuring continuity and relevance. Key components of tier 1 SEL instruction via Ubuntu include:

- Circle format: Utilized to foster consensus, problem-solving, and equal participation.
- Welcoming routine: Establishes a sense of belonging and emphasizes the value of each student.
- Sharing feelings: Enhances emotional vocabulary and facilitates early intervention for students in distress.
- iDREAM/SEL questions: Promotes understanding of values and engages students in meaningful dialogue.
- Activities and team builders: Reinforce social-emotional skills while fostering peer connections.
- Appreciations: Encourage student participation and boost self-esteem.
- Schedule review: Provides predictability and stability, especially beneficial for students impacted by trauma.
- Mindful minutes: Incorporate relaxation techniques to prepare students for the day ahead.
- Wrap-up: Offers reflection and goal-setting opportunities to reinforce classroom culture.

This holistic approach ensures that SEL development remains integral to the BRACS mission of fostering academic success and holistic well-being among its students.

⁵ <https://casel.s3.us-east-2.amazonaws.com/impact-enhancing-students-social-emotional-learning-meta-analysis-school-based-universal-interventions.pdf>

| | | | | |
|---|--|---|---|---|
| Community Celebrations, Explicit SEL Instruction, Policies, Routines & Procedures, Universal Screeners, | Self Exploration, Parent Engagement, Monthly Initiatives & Culture Observances | justice, academic intervention groups) Team Subcommittee Data Meetings, Bi-weekly Progress Monitoring | Effort Celebrations, Reward, Check-In/Check-Out | Mentorship, Accommodations, Individualized Intervention Plan, |
|---|--|---|---|---|

BRACS will utilize a set of core values to build student and school culture. An iDREAM culture is one in which everyone is accountable for adhering to high expectations and students are consistently acknowledged and rewarded for appropriate behavior and receive developmentally-appropriate, equitable and logical consequences for misbehavior. The iDREAM core values promote a sense of community and foster positive adult-student and peer-to-peer relationships. In alignment with the Hammond framework, the iDREAM values help foster the foundational sense of trust that must be established before independent learning can happen. The iDREAM values are as follows:

Identity | Who I am and my perspective matters.

Diligence | I persist toward my individual and team goals.

Respect | I honor personal and school-wide boundaries.

Empathy | I am my brothers' and my sisters' keeper.

A+ Self-Control | I stay focused and maintain my cool.

Figure 10a.5 below provides a deep dive into the iDREAM values, including some of the language that BRACS staff members will use to positively discuss and reinforce these values with students.

Figure 10a.5 – BRACS iDREAM student values and examples

| Identity <i>Who I am and my perspective matter.</i> | Diligence <i>I persist toward my individual and team goals.</i> | Respect <i>I honor personal and school-wide boundaries.</i> | Empathy <i>I am my brothers' and my sisters' keeper.</i> | A+ Self Control <i>I stay focused and maintain my cool.</i> | Model Student <i>I am here on purpose, with purpose.</i> |
|---|---|---|--|---|--|
| Advocate for myself in productive ways | Know my goals and my progress | Follow class agreements & school policies | Assist struggling peers | Avoid distractions | Come to class prepared |
| Express myself creatively | Make an effort, not an excuse | Actively listen when others speak | Encourage classmates | Remain on task | Build on class discussions |
| | Work through personal and | Demonstrate accountability | Show compassion to others | Verbalize academic and/or social-emotional needs | Make connections |

framework during staff professional development and teacher coaching sessions. By enhancing staff capacity in providing culturally responsive instruction and fostering culturally responsive classroom environments, BRACS will lay a solid foundation for a vibrant school culture.

Research indicates a close correlation between instances of trauma and poverty, with children from impoverished backgrounds more likely to experience Adverse Childhood Experiences (ACEs). Moreover, Black, Latinx, and recent immigrant students are disproportionately affected by ACEs compared to their White and native-born peers.² Data from the 2021-22 School Year Monroe County Youth Risk Behavior Survey Report conducted among Rochester high school students highlights elevated risks, including physical fighting, early marijuana use, social media and bullying, as well as exposure to neighborhood violence and safety concerns on the route to school³. Given the dual pandemics of Covid-19 and increasing racism, Rochester students have faced ongoing and various trauma risks stemming from socioeconomic disparities, community violence, and educational challenges. The BRACS team knows that the ongoing exposure to these ACEs significantly impacts students' mental health and well-being. Additionally, systemic issues within the educational system, including resource inequities and inadequate support services, may exacerbate stressors and contribute to heightened trauma vulnerability among students. Addressing these risks necessitates comprehensive approaches that prioritize mental health support, community engagement, and equitable access to resources for Rochester's youth. Given these realities, BRACS places a high priority on fostering physical, emotional, and psychological safety within the school environment.

Research further suggests that maintaining predictability, consistency, and a sense of belonging can significantly alleviate the stress response in students who have experienced trauma.⁴ To address students' needs, BRACS employs the BRICK Road to Success (BRtS) framework, a comprehensive multi-tiered system of supports (MTSS) to proactively provide school-wide Tier I programming, identify students in need of Tier 2 and Tier 3 interventions, and tailor services according to their needs. The BRACS BRtS team engages in ongoing progress monitoring and adjusts as needed while actively engaging community partners to help students and their families overcome barriers and achieve their goals. This system provides students with the structure and support necessary for a predictable and trauma-informed learning environment. Figure 10a.4 illustrates some of the components of the multi-tiered system of supports at BRACS.

Figure 10a.4 – BRACS BRICK Road to Success Framework

| BRACS BRICK Road to Success Frame (Meeting the needs of all students through a Multi-tiered System of Supports) | | | | |
|--|--|---|---|---|
| Tier I Universal, School-Wide Supports | | Tier II Targeted Group Intervention | | Tier III Intensive Intervention |
| Norms & Expectations, Positive Reinforcements, | Adult Social Emotional Competence, Student Voice & | Internal Referrals (attendance, SEL/restorative | Student Conflict resolution groups, Skills Streaming, | One-on-one counseling, Community referrals (housing, health, family support), Tutoring, |

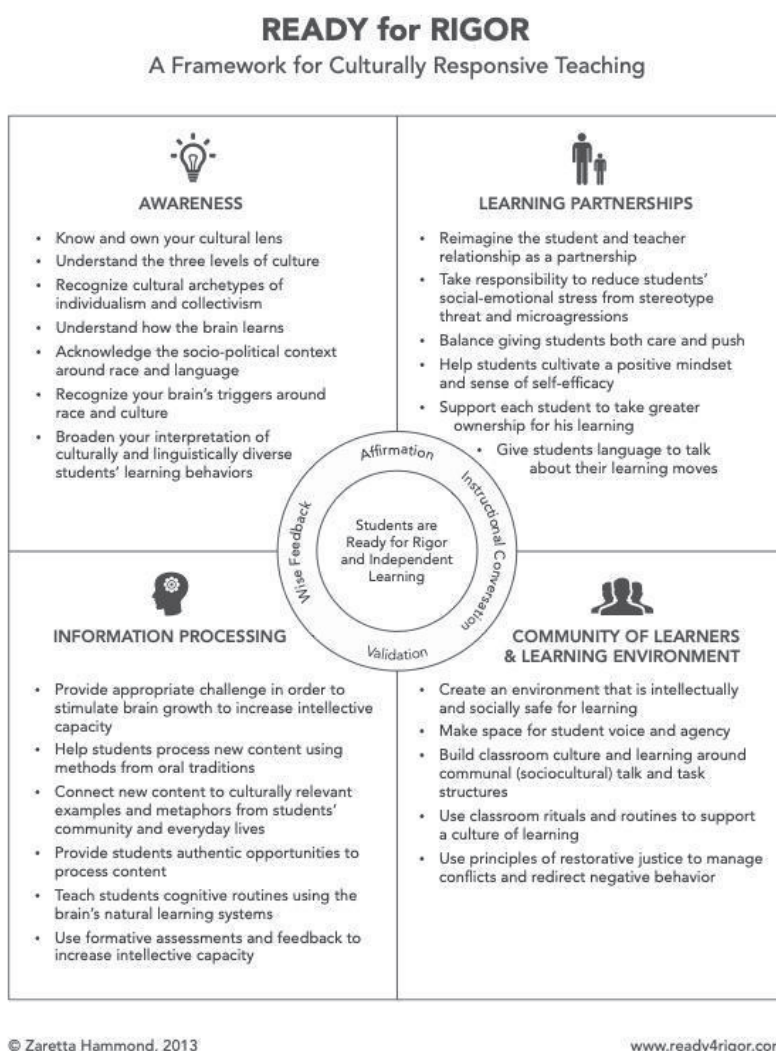
² <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5765853/>

³ <https://www.monroecounty.gov/files/health/health-action/MC%20YRBS%202021-22%20FINAL.pdf>

⁴ <https://traumasensitiveschools.org/trauma-sensitive-remote-learning-maintaining-predictability-consistency-and-belonging/>

vibrant school culture. When students are encouraged to take ownership of their education, they become more engaged, attentive, and develop essential executive functioning skills, fostering deeper school connections. Embracing Zaretta Hammond’s Culturally Responsive Teaching and the Brain model, BRACS aims to transform dependent learners into independent thinkers through culturally-responsive teaching practices. Hammond defines Culturally Responsive Teaching as recognizing and positively responding to students’ cultural learning styles, using cultural knowledge to scaffold learning and create a safe learning environment. This approach is integral to both instruction and cultivating a supportive school culture. By prioritizing teacher-student relationships, fostering safe learning spaces, and embracing principles of restorative justice, Culturally Responsive Teaching aligns with BRACS’s vision for student culture. Hammond’s Ready for Rigor Culturally Responsive Teaching Framework will guide BRACS in creating engaging and emotionally safe school environments, outlined in Figure-10a.1.

Figure 10a.1 – Hammond’s Ready for Rigor Framework for Culturally Responsive Teaching¹



BRACS strives to establish classrooms built on trusting learning partnerships that honor the cultural identities of both students and the community. To achieve this goal, the school will utilize Hammond’s

¹ Hammond, Zaretta. *Culturally Responsive Teaching & The Brain*. 2015., page 17

| | | | | | |
|--|--|--|---|---|---|
| | | | <ul style="list-style-type: none"> • Nurse | <ul style="list-style-type: none"> • Right is Right • Least invasive correction • Exit Ticket Admin & Collection | <ul style="list-style-type: none"> • Pushing for Rigor • Partner Work • Turn & Talks |
|--|--|--|---|---|---|

The School Leader will dedicate time during the Summer Staff Professional Development Institute to share the broader vision with his/her team, the specific week to week goals the team will focus on, and to train his/her team on the campus specific routines and expectations before introducing them to students.

During the first week of school, BRACS will implement a focused effort to strategically enhance the school culture. During this period, schedules will allow for staff to engage in culture-focused professional development. Led by the School Leader or their delegate, these sessions will include a reflective debrief to celebrate instances where the school culture aligned with our expectations and to pinpoint specific areas for improvement. Additionally, practical activities will be facilitated to support teachers in honing skills essential for maintaining a positive and inclusive learning environment, such as effective group transitions during guided reading rotations. Through these targeted initiatives, we aim to foster a robust and supportive school culture that enriches the educational experience for all stakeholders.

During the initial six weeks, the School Leader, along with the school leadership team, will conduct culture monitoring walkthroughs, focusing on key student culture areas and identifying any gaps. Collaborating with BRICK's Regional Director of Instruction, subsequent professional development will address these areas. Additional support from BRICK's Senior Director of School Supports or Director of Restorative Practices may be provided as needed.

Following this period, the BRICK network team will conduct a comprehensive Strong Start review, assessing student culture strengths and growth areas. This review involves observations by BRICK staff, including the Chief Academic Officer, Gateway principal, Senior Director of School Supports, Director of Restorative Practices, and BRICK Buffalo's Regional Director of Instruction. Feedback will be shared with the School Leader to develop an action plan by the end of December. BRACS staff will then engage in reflective professional development, updating their culture-strengthening plan for the remainder of the school year. A follow-up culture visit in December by BRICK's Senior Director of School Supports will assess progress and provide additional support as needed.

By embracing the principles of Ubuntu and fostering a culture of belonging and academic excellence, BRACS is committed to empowering every student to reach their fullest potential and thrive in a diverse and interconnected world.

Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection.

BRACS is dedicated to empowering students to become independent, 21st-century learners. Central to this commitment is the belief that engaging, culturally responsive teaching forms the bedrock of a

| | | | | | |
|---|---|--|---|--|---|
| | | | | | <ul style="list-style-type: none"> Complete Work |
| Intentional Relationship Building | Student Behaviors | Classroom Systems | School Systems | Teacher Taxonomy Skills | Academic Habits |
| Week 6 Make it STICK! | | | | | |
| Integration of Trust Generators (suggestions above) | <ul style="list-style-type: none"> One Voice Tracking On Task 100% effort Perfect Uniform HALLS Ready Position Vertical Hands | <ul style="list-style-type: none"> Breakfast Routine Unpack Pack-up Tardy Students Sharpening Pencils Missing Pencils Passing out materials and papers Collecting materials and assignments Returning Graded Work Incomplete Work Absent Work Completed Work Getting out of seat Cubby Buddy/Lockers Classroom Disruptions Reaction when not called on What happens when you don't know Call and Response Writing down HW Teacher Attention Clean-Up Procedures Voicing Grievances Seat Sack/Desk | <ul style="list-style-type: none"> Arrival Dismissal Lunch Hallway transitions Calls to Attention First 5/Last 5 Recess Attendance Systems Classroom management system - Dream Team Time TAB In/Out Morning Meeting Community Meeting Volume Register Hallway Transitions Lunch HW tracking Paper Headings Classroom Greeters Vertical Hands Hand Signals (bathroom, pencil, tissue, water) | <ul style="list-style-type: none"> Scanning/Read Joy Factor Clear WTD/MVP Confident Presence Tone Academic Narration with iDREAM values Behavioral Narration with iDREAM values Positive Framing 100% / Do It Again Correction with DREAM value Break the Plane/Circulate Active monitoring (101 and 201) Work the Clock timers/pacing | <ul style="list-style-type: none"> Loud and Proud Complete Sentences Paper Headings Complete Work Implements teacher feedback Independent Work Habits (101 and 201) Annotations Complete sentences labels Showing work Neatness Pencil moving when hand raised Double checking Habits of discussion (101 and 201) Hand signals Building Statements Disagree respectfully Academic language & vocabulary |

Week 5 | We are a team. We take PRIDE in always giving our Best Work

| | | | | | |
|---|--|--|---|---|--|
| Integration of Trust Generators (suggestions above) | <ul style="list-style-type: none"> • One Voice • Tracking • On Task • 100% effort • Perfect Uniform • HALLS • Ready Position/Academic Posture • Vertical Hands | <ul style="list-style-type: none"> • Breakfast Routine • Unpack • Pack-up • Tardy Students • Sharpening Pencils • Missing Pencils • Passing out materials and papers • Collecting materials and assignments • Returning Graded Work • Incomplete Work • Absent Work • Completed Work • Getting out of seat • Cubby Buddy/Lockers • Classroom Disruptions • Reaction when not called on • What happens when you don't know • Call and Response • Writing down HW • Teacher Attention • Clean-Up Procedures • Voicing Grievances • Seat Sack/Desk | <ul style="list-style-type: none"> • Classroom Greeters • Nurse <hr/> <ul style="list-style-type: none"> • Community Meeting • Volume Register • Recess • Morning Meeting • HW tracking • Classroom management system - Dream Team Time • Hand Signals (bathroom, pencil, tissue, water) • TAB In/Out • Paper Headings • Arrival • Dismissal • Lunch • Hallway transitions • Calls to Attention • First 5/Last 5 | <ul style="list-style-type: none"> • Active monitoring (101 and 201) <hr/> <ul style="list-style-type: none"> • Academic Narration with iDREAM values • Right is Right • Exit Ticket Admin & Collection • Work the Clock • timers/pacing • Least invasive correction • Positive Framing • 100% / Do It Again • Break the Plane/Circulate • Scanning/Read • Clear WTD/MVP • Confident Presence • Behavioral Narration with iDREAM values • Tone • Joy Factor | <ul style="list-style-type: none"> • Implements teacher feedback <hr/> <ul style="list-style-type: none"> • Partner Work • Turn & Talks • Independent Work Habits (101 and 201) <ul style="list-style-type: none"> ○ Annotations ○ Complete sentences ○ labels ○ Showing work ○ Neatness ○ Pencil moving when hand raised ○ Double checking • Loud and Proud • Complete Sentences • Habits of discussion (101 and 201) <ul style="list-style-type: none"> ○ Hand signals ○ Building Statements ○ Disagree respectfully ○ Academic language & vocabulary ○ Pushing for Rigor • Paper Headings |
|---|--|--|---|---|--|

| | | | | | |
|--|---|--|---|---|---|
| (suggestions above) | <ul style="list-style-type: none"> • One Voice • Tracking • On Task • Perfect Uniform • HALLS • Ready Position/Academic Posture • Vertical Hands | <p>called on</p> <ul style="list-style-type: none"> • What happens when you don't know • Voicing Grievances <hr/> <ul style="list-style-type: none"> • Seat Sack/Desk • Returning Graded Work • Incomplete Work • Absent Work • Completed Work • Pack-up • Clean-Up Procedures • Collecting materials and assignments • Call and Response • Tardy Students • Teacher Attention • Passing out materials and papers • Breakfast Routine • Unpack • Cubby • Buddy/Lockers • Sharpening Pencils • Missing Pencils • Getting out of seat | <ul style="list-style-type: none"> • Volume Register <hr/> <ul style="list-style-type: none"> • Recess • Morning Meeting • HW tracking • Classroom management system - Dream Team Time • Hand Signals (bathroom, pencil, tissue, water) • TAB In/Out • Paper Headings • Arrival • Dismissal • Lunch • Hallway transitions • Calls to Attention • First 5/Last 5 | <p>iDREAM values</p> <ul style="list-style-type: none"> • Right is Right • Exit Ticket Admin & Collection <hr/> <ul style="list-style-type: none"> • Work the Clock • Timers/pacing • Least invasive correction • Positive Framing • 100% / Do It Again • Break the Plane/Circulate • Scanning/Radar • Clear WTD/MVP • Confident Presence • Behavioral Narration with iDREAM values • Tone • Joy Factor | <hr/> <ul style="list-style-type: none"> • Independent Work Habits (101 and 201) <ul style="list-style-type: none"> ○ Annotations ○ Complete sentences ○ labels ○ Showing work ○ Neatness ○ Pencil moving when hand raised ○ Double checking • Loud and Proud • Complete Sentences • Habits of discussion (101 and 201) <ul style="list-style-type: none"> ○ Hand signals ○ Building Statements ○ Disagree respectfully ○ Academic language & vocabulary ○ Pushing for Rigor • Paper Headings • Complete Work |
| Intentional Relationship Building | Student Behaviors | Classroom Systems | School Systems | Teacher Taxonomy Skills | Academic Habits |

| Intentional Relationship Building | Student Behaviors | Classroom Systems | School Systems | Teacher Taxonomy Skills | Academic Habits |
|--|---|---|--|--|--|
| Week 3 We are a team. When we do it, we ALL do it at 100% | | | | | |
| Integration of Trust Generators (suggestions above) | <ul style="list-style-type: none"> One Voice Perfect Uniform Vertical Hands On Task Tracking HALLS Ready Position/Academic Posture | <ul style="list-style-type: none"> Seat Sack/Desk Returning Graded Work Incomplete Work Absent Work Completed Work Pack-up Clean-Up Procedures Collecting materials and assignments Call and Response Tardy Students Teacher Attention Passing out materials and papers Breakfast Routine Unpack Cubby Buddy/Lockers Sharpening Pencils Missing Pencils Getting out of seat | <ul style="list-style-type: none"> Recess Morning Meeting HW tracking Classroom management system - iDream Team Time Hand Signals (bathroom, pencil, tissue, water) TAB In/Out Paper Headings Arrival Dismissal Lunch Hallway transitions Calls to Attention First 5/Last 5 | <ul style="list-style-type: none"> Work the Clock Timers/pacing Least invasive correction Positive Framing 100% / Do It Again Break the Plane/Circulate Scanning/Read Clear WTD/MVP Confident Presence Behavioral Narration with iDREAM values Tone Joy Factor | <ul style="list-style-type: none"> Independent Work Habits (101 and 201) <ul style="list-style-type: none"> Annotations Complete sentences labels Showing work Neatness Pencil moving when hand raised Double checking Loud and Proud Complete Sentences Habits of discussion (101 and 201) Paper Headings Complete Work |
| Intentional Relationship Building | Student Behaviors | Classroom Systems | School Systems | Teacher Taxonomy Skills | Academic Habits |
| Week 4 We are a team. We respectfully speak to each other to learn from each other. | | | | | |
| Integration of Trust Generators | <ul style="list-style-type: none"> 100% effort | <ul style="list-style-type: none"> Classroom Disruptions Reaction when not | <ul style="list-style-type: none"> Community Meeting | <ul style="list-style-type: none"> Academic Narration with | <ul style="list-style-type: none"> Partner Work Turn & Talks |

| | | | | | |
|--|---|---|--|---|---|
| | | <ul style="list-style-type: none"> Sharpening Pencils Missing Pencils Getting out of seat | | with iDREAM values <ul style="list-style-type: none"> Tone Joy Factor | |
| Intentional Relationship Building | Student Behaviors | Classroom Systems | School Systems | Teacher Taxonomy Skills | Academic Habits |
| Week 2 We are a team. When we do it, we ALL do it at 100% | | | | | |
| Integration of Trust Generators (suggestions above) | <ul style="list-style-type: none"> Vertical Hands On Task <hr/> <ul style="list-style-type: none"> Tracking HALLS Ready Position/Academic Posture Perfect Uniform | <ul style="list-style-type: none"> Clean-Up Procedures Collecting materials and assignments Call and Response Tardy Students <hr/> <ul style="list-style-type: none"> Teacher Attention Passing out materials and papers Breakfast Routine Unpack Cubby Buddy/Lockers Sharpening Pencils Missing Pencils Getting out of seat Pack-up | <ul style="list-style-type: none"> Classroom management system - Dream Team Time Hand Signals (bathroom, pencil, tissue, water) TAB In/Out Paper Headings <hr/> <ul style="list-style-type: none"> Arrival Dismissal Lunch Hallway transitions Calls to Attention First 5/Last 5 | <ul style="list-style-type: none"> Least invasive correction Positive Framing 100% / Do It Again Break the Plane/Circulate <hr/> <ul style="list-style-type: none"> Scanning/Radar Clear WTD/MVP Confident Presence Behavioral Narration with iDREAM values Tone Joy Factor | <ul style="list-style-type: none"> Complete Sentences Habits of discussion (101 and 201) <ul style="list-style-type: none"> Hand signals Building Statements Disagree respectfully Academic language & vocabulary Pushing for Rigor <hr/> <ul style="list-style-type: none"> Paper Headings Complete Work Loud and Proud |

These values promote prosocial engagement, goal setting, and well-rounded success. BRACS' restorative approach to teaching core values enables students to learn from experiences, develop self-efficacy and leadership skills.

6. **Rituals and Tools:** To reinforce these values and school culture, BRICK schools implement various rituals and tools, such as a school-wide community meetings, universal social-emotional and behavior screener, positive behavior rewards systems, and classroom environments reflecting cultural identities. These practices provide structure and consistency while promoting a sense of belonging and accountability.
7. **Family Partnerships and Holistic Support:** The BRACS team recognizes the importance of authentic partnerships with families and the broader Rochester community. Through home visits and collaborative efforts, staff identify and address the unique needs of each student, ensuring holistic support for their academic and personal growth.

To establish and maintain this culture, BRACS will implement a comprehensive plan in which implementation will be adjusted based on ongoing assessments and feedback. This includes dedicated time for staff professional development, universal behavior screenings, culture-focused meetings, and regular monitoring walkthroughs to identify areas for improvement. Additionally, the network support team will conduct evaluative site visits to provide guidance and support in strengthening our school culture throughout the year.

Specifically, during BRACS's incubation period, the BRICK WNY Superintendent and BRICK Managing Director of Program Integration will work with the school's School Leader to create a culture plan for the school to help drive success against the school's cultural goals and this broader vision by updating shared network culture plan templates as needed. The resulting BRACS culture plan will include detailed plans for all of the school's major routines (such as rapport building strategies, in-class expectations, de-escalation techniques, in-class and school-wide transitions). In addition, this plan will include specific focus areas for student culture for each of the first six weeks of the school year. For additional context, the table below outlines recent school wide focus areas for the first four weeks of the school year at BRICK's other campuses:

| Intentional Relationship Building | Student Behaviors | Classroom Systems | School Systems | Teacher Taxonomy Skills | Academic Habits |
|--|---|---|--|---|---|
| Week 1 <i>Moving Between Spaces, Sweat the Basics</i> | | | | | |
| Integration of Trust Generators (e.g. Selective Vulnerability, Familiarity, Similarity of Interest, Concern, Competence) | <ul style="list-style-type: none"> Tracking (student/teacher) HALLS Ready Position/Academic Posture Perfect Uniform | <ul style="list-style-type: none"> Passing out materials and papers Breakfast Routine Unpack Pack-up Cubby Buddy/Lockers | <ul style="list-style-type: none"> Arrival Dismissal Lunch Hallway transitions Calls to Attention First 5/Last 5 | <ul style="list-style-type: none"> Scanning/Radar Clear What to Do Directions (WTD)/MVP Confident Presence Behavioral Narration | <ul style="list-style-type: none"> Paper Headings Complete Work Loud and Proud |

R-10a - Culture and Discipline

School Culture

BRICK schools cultivate warm, nurturing environments that celebrate the unique identities of our students while providing them with daily opportunities to engage deeply with culturally relevant and challenging materials, igniting their full potential. BRACS shares this commitment to fostering belonging and affirming the worth of every student, underpinned by the powerful philosophy of Ubuntu. Ubuntu, an African humanistic principle, will serve as the cornerstone of the BRACS approach to building school culture. It emphasizes the interconnectedness and interdependence among community members, encapsulated by the belief that "I am who I am because of who we all are." This philosophy extends beyond mere acknowledgment; it symbolizes a profound recognition of each individual's intrinsic value and the collective contributions of their family and ancestors.

In practicing Ubuntu, leaders, teachers, and students alike greet one another with the affirmation "I see you," reinforcing the holistic appreciation of each person's worth. This philosophy instills in the school community a culture of high expectations, where every student is empowered to feel heard, seen, and respected. Moreover, Ubuntu amplifies the principles of social well-being and solidarity, aligning with the network's commitment to social justice work.

At BRACS, Ubuntu will guide all efforts to create inclusive and supportive learning environments where students thrive academically, socially, and emotionally. Through this philosophy, staff will cultivate a culture of belonging and collaboration, laying the foundation for student success and community empowerment.

The BRICK approach to building a positive school culture is deeply rooted in the following principles:

1. **Culturally-Responsive and Sustaining Practices:** In each classroom, teachers cultivate an atmosphere of intellectual curiosity and wonder through culturally-responsive and rigorous instruction. This approach not only promotes academic growth but also nurtures a safe and engaging learning environment.
2. **Social Emotional Learning (SEL) Curriculum:** BRICK teachers engage students in daily social-emotional learning (SEL) curriculum to foster self-exploration, emotional regulation, and resilience. This asset-based approach acknowledges students' innate talents, empowering them to lead positive change in their communities and succeed in academics, careers, and beyond.
3. **Supporting Staff Social and Emotional Wellbeing:** School leaders prioritize the social and emotional well-being of all staff, providing tailored professional development and coaching to support their own social emotional competence (SEC). Recognizing the importance of teacher well-being, school and network leaders empower educators to create supportive classroom environments conducive to student success.
4. **Healing Centered Engagement and Trauma-Informed Practices:** Given the prevalence of trauma among students in Rochester, BRACS is committed to creating a safe and predictable environment that fosters emotional and psychological safety, ensuring that all students feel supported in their learning journey. Through healing centered engagement and trauma-informed practices, BRACS is dedicated to understanding the brain's response to trauma, its behavioral manifestations, and to develop systems that prevent re-traumatization, instill hope, and engage students in their healing journey.
5. **Integrated Core Values and Restorative Practices:** BRICK schools embrace the iDREAM core values to foster accountability and affirm beliefs in social capital, work ethic, and life purpose.

Dignity Act Highlights:

- All public elementary and secondary school students are protected by the Dignity Act.
- The Dignity Act prohibits the harassment and discrimination of students by students and by school personnel.
- Bullying and hazing are forms of harassment and discrimination and will be considered violations of the Dignity for all Students Act (DASA).
- The Dignity Act applies to behavior on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school-sponsored events or activities.
- All incidents that involve the type of harassment and bullying stated in the DASA will be documented. A school must also document what steps it is taking to stop the harassment.
- Each school will assign a Dignity Act Coordinator, who will document and handle all incidents regarding Dignity for All Students Act violations. At BRACS, the social worker will serve as the school's DASA Coordinator.

child's IEP goals that provides progress in the general education curriculum. This will be provided by an appropriately certified teacher.

5. The School Leader his or her designee must consult with the Director of Special Education before issuing a proposed suspension to a student with a disability.

Physical Contact between Staff and Students

BRACS believes that establishing nurturing and caring relationships between staff and students is important, and that appropriate and positive physical contact between staff and students is acceptable and beneficial to the educational process. Examples of permissible physical contact include:

1. Indications of encouragement, affection, and support, including but not limited to:
 - touching a child on the shoulder
 - patting a child on the back
 - shaking hands with a child
 - holding hands with a child (only for safety and to avoid danger to the child and others)
2. Attempts to awaken or attract the attention of a child who is sleeping or not responding to verbal cues, including but not limited to:
 - Tapping a child on the shoulder or hand
 - Patting a child on the back
3. Educational interventions intended to improve academic skills, help a child participate in an activity, or complete a task, including but not limited to:
 - Grasping a child's hand to help him guide a pencil
 - Helping a child to tie her shoe
 - Touching a child's shoulder in a game of tag
4. Safety interventions intended to protect a child's physical well-being, or the well-being of another person, including but not limited to:
 - Restraining a child who is fighting
 - Removing from a room a child who is throwing things at others
 - Stopping a child from stepping into the street

BRACS does **NOT** condone physical contact in the following cases:

- Contact as a part of disciplining a child or correcting a child's behavior (corporal punishment), unless used as a safety intervention (see # 4 above)
- Contact that is forceful enough to purposefully or accidentally cause injury or harm to a student, unless a safety intervention (see # 4 above)
- Contact that results in harm to a student
- Contact that is sexual in nature

The New York State Dignity for All Students Act (Dignity Act)

The New York State Dignity for All Students Act (Dignity Act) was signed into law on September 13, 2010. This legislation amended State Education Law by creating a new Article 2 –Dignity for All Students. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

- The Dignity Act amended New York State Education Law to include instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity.
- The Dignity Act also amended Education Law, instructing Boards of Education to include language in the codes of conduct to comply with the Dignity Act.

The aforementioned discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. This includes procedures for parent and student notification and appeal.

The BRACS disciplinary policy, with regards to any student with a disability, will be in accordance with all respects with the Individuals with Disabilities Education Act (IDEA), including but not limited to the requirements and procedures set forth at sections 121(procedural safeguards) and 530-536 of Part 300 of Title 34 of the Code of Federal Regulations. The school will cooperate with the CSE of the local district of residence of the student's school district of residence to ensure compliance with Part 300 of the IDEA. In cases where the discipline policies described above violate the provisions of IDEA, the provisions of IDEA will take precedence.

In addition, BRACS will implement the following rules and procedures with respect to the discipline of students with disabilities:

1. BRACS will provide parents of students with disabilities with a copy of the rules and procedures regarding discipline, including the appeals process and, including as required by 34 CFR 300.504 (procedural safeguards notice).
2. During suspensions or removals for periods up to five (5) school days in a school year (that are not a change in placement), students with disabilities shall be provided alternative instruction on the same basis as all students. During the suspension period students with disabilities will be provided services to continue their progress in the general education curriculum and meet their IEP goals. The School Leader or the Director of Special Education will determine which services are necessary and will keep records of the number of times a student has been suspended or removed for disciplinary reasons.
3. When suspending or removing a disabled student for more than 10 school days in a school year or imposing a suspension that would constitute a change in placement, BRACS will immediately contact the CSE of the local district of residence to convene a Manifestation Determination Review (MDR) meeting no later than 10 school days after a decision is made to impose a disciplinary change and ensure that the student's parent is provided with a copy of their procedural due process rights.
 - a. Upon the CSE of the local district of residence completion of the manifestation determination, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students.
 - b. In addition, this or another meeting will serve to develop, or review conduct a functional assessment and develop or review a behavioral intervention plan or to modify the existing planBIP, and if necessary, determine education services or the interim alternative educational setting consistent with the free appropriate education (FAPE) requirements. The school will cooperate fully with the CSE of the local district of residence to gather data to define the behavioral problem and implement the behavior planBIP.
 - c. If the behavior is determined to be a manifestation of the student's disability, the student will be returned to his or her current placement unless the parent agrees to a change or there is an impartial hearing or court order permitting the placing of the student in an interim alternative education setting.
 - d. If the behavior is determined to be a result of the student's IEP not being properly implemented, the student will be returned to his or her current placement and the IEP properly implemented including any ordered or agreed upon compensatory services.
4. During suspensions, the charter school will guarantee the child's right to a free appropriate education (FAPE), and instruction will continue to be provided in a manner consistent with the

Alternative Instruction for Suspended Students

When students are suspended for more than one day (either in- or out-of-school), BRACS will provide alternative instruction to prevent disciplinary consequences from significantly inhibiting their opportunities to learn. BRACS will provide students with all classwork, homework assignments, and assessments as well as access to all New York State assessments so that students can stay on track with their classes and requirements for grade-level promotion. Suspended students will receive alternative instruction provided by a certified teacher or a teacher properly exempt from certification under the NY Charter Schools Act for at least two (2) hours per day during the period of the suspension.

Expulsion

Students may be expelled from BRACS for the following reasons:

- a. selling, using, or possessing weapons, fireworks, or other dangerous instruments
- b. selling, or transferring cigarettes, alcohol, drugs, or other controlled substances or drug paraphernalia
- c. assault or repeated incidents of threats, bullying, or use of force
- d. commission of a felony
- e. conduct that poses an immediate or ongoing danger to the health and welfare of the students and/or faculty
- f. sexual harassment or abuse
- g. ongoing incidents of misconduct that persist even after repeated intervention by school staff and that represent a pattern and are damaging to the school community such as fighting, stealing, and vandalism
- h. any other act which school officials determine reasonably warrants an expulsion

Expulsion Steps

1. The School Leader will investigate and document the incident. Initially, short-term Suspension procedures will be followed. In extreme cases, parents will be asked to immediately pick up the child from school.
2. The School Leader or his/her designee will consider the circumstances and determine whether the conduct warrants expulsion. Once a decision is made to begin expulsion proceedings, the School Leader will immediately notify in writing (via certified letter) the student's parents or guardians of the intent to expel, provide a copy of the expulsion policy, and assure receipt of such notice within 24 hours. This notification would also include the date, time and place for an expulsion hearing, a statement of charges, and information about the family's due process rights, including their rights to retain/secure an attorney, to question witnesses, to present witnesses and evidence, confront the school's evidence, and to have interpreter services.
3. The Superintendent would then convene a formal hearing to determine whether or not to recommend an expulsion to the BRACS Board of Trustees.
4. The BRACS Board of Trustees would then determine whether or not to expel a student.
5. BRACS will provide alternative instruction to the student for a reasonable period of time to enable the student to enroll in another school. If the expulsion occurs within 10 weeks of the end of the school year, BRACS will provide alternative instruction until the end of the school year.

Discipline for Special Education Students

not effective as discipline tools because students see these efforts as opportunities to miss school rather than punishments. BRACS also recognizes that exclusionary discipline practices often result in significant disruptions of the educational process and have lasting impacts on student attitudes towards school and academic achievement. As a result, BRACS generally reserves the use of out of school suspension for only the most serious offenses, specifically those situations where a student's continued attendance poses a threat to his or her own welfare or to the learning or welfare of other school community members.

Short-Term Suspensions

If the School Leader or his or her designee believes that a student has committed a behavior violation that warrants a suspension, the School Leader or his or her designee must provide formal notice of the proposed suspension. The School Leader or his or her designee will inform the student verbally of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The School Leader or their designee shall also immediately notify the parent(s) or guardian(s) by phone and in writing of the proposed suspension by sharing a description of the incident, what section of the Code of Conduct was violated, the proposed suspension length and its location. At that time, the School Leader or his or her designee will inform the family of their right to request an informal school Leader's conference to discuss the incident prior to finalizing the short-term suspension. If the family requests such a conference, the School Leader will convene the informal conference to determine the final terms of the suspension. The School Leader will then issue a final suspension decision that is shared with the family. **The BRACS School Leader can suspend a student for up to 10 days from school or from transportation, if approved by the Superintendent.** Families that disagree with a short-term suspension determination may appeal the decision to the BRICK WNY Regional Superintendent.

Long-Term Suspensions

The School Leader or his or her designee can also request that a student be considered for a longer term suspension of greater than 5 days from school or greater than 10 days from the bus. In these cases, the School Leader must provide a notice of suspension, rather than a final suspension decision, that also includes a Superintendent's Notice of Hearing. This notice must include the date, time and place for a formal hearing; a statement of charges, and information about the student's due process rights, including their right to retain or secure an attorney, to question all witnesses, to present witnesses/evidence and to have interpreter services present. In these cases, the Superintendent or his or her designee will facilitate a Superintendent's hearing. Based on this hearing, the Superintendent will then issue a final suspension decision that is shared with the family. **The BRICK WNY Regional Superintendent can suspend a student for up to 180 days from school or up to 180 days from transportation.** Families that disagree with a long-term suspension determination may appeal the decision to the BRACS Board of Trustees.

Additional Suspension Information

Formal suspension return conferences are required for suspended students to be readmitted to class. These conferences provide an opportunity for the family to meet with the School Leader or his or her designee to discuss ways for the student to successfully return to class and to receive any follow up support necessary. However, the school may not prevent a student from attending class because a parent/guardian will not attend a conference.

Written notice

All suspension communication with families should occur in the dominant language of the family, including any letters sent home related to suspensions. In addition, the school will make arrangements for translators to be present for suspension conferences.

| | | | | | |
|--|--|--|--|--|--|
| including BB guns and pellet guns, etc.) | | | | | |
|--|--|--|--|--|--|

Possession of weapons (knife, mace, etc.), instruments or objects used as weapons with intent to cause injury

| | | | | | |
|----------------------------------|--|--|--|--|----------|
| | | | | | project. |
| Threats against school personnel | | | | | |

Verbal or written threat against school personnel or school community

Taking money or property from
another by force

Non-compliance

Failure to comply with school rules, regulations, policies or procedures

Fighting that continues without change, even after the documented implementation of interventions have been given ample time to be effective

| | | | | | |
|---|--|--|--|--|--|
| which it is determined that such use directly causes physical or emotional harm to another person | | | | | |
| Emotional Outburst or Rage | | | | | |

Emotional outburst or rage which causes harm

Talking out in class or talking out
of turn

Attack on student with serious
bodily injury (hitting, kicking or
punching another student)

| | | |
|--|--|--|
| | | Referral to law enforcement (when required by law) |
|--|--|--|

The table below provides a list of possible behavior violations and illustrates how the school classifies the levels of those violations. The table below is intended to serve as a guide for the School Leader to use in determining the appropriate consequences for students:

| Infraction | Level 1 | Level 2 | Level 3 | Level 4 | Notes |
|------------|---------|---------|---------|---------|-------|
| Absences | | | | | |

Occasional refusal to attend class

| | | |
|---|--|--|
| | <p>to the classroom as well as to support classmates as the student returns to class</p> <p>Support with monitoring in-school community service progress</p> | <p>After school detention up to 3 days, scheduled collaboratively with the parent/guardian</p> <p>In-School Suspension up to 3 days (requires Family/Guardian notification of due process rights)</p> <p>Out of School Suspension for up to 2 days (any Out of School suspension for a student in grades K-2 requires prior approval from the Superintendent in writing; Out of School suspensions of longer than 2 days in grades 3-5 also require this approval. All suspensions require family/guardian notification of due process rights)</p> <p>Suspension from transportation for up to 3 days (FBA) in accordance with the IDEA and develop or amend a behavioral intervention plan based on the results of the FBA</p> <p>In-school community service</p> <p>Saturday Culture Academy</p> <p>Request for mobile crisis intervention</p> |
| 4 | All level 1, 2 and 3 strategies | <p>Request for student support team meeting to plan for the successful reintegration of a student after an explosive/violent incident</p> <p>Conduct a functional behavioral assessment (FBA) in accordance with the IDEA and develop or amend a behavioral intervention plan based on the results of the FBA</p> <p>Out of school suspension of up to 5 days may be imposed by the School Leader (requires Superintendent approval and family/guardian notification of due process rights)</p> <p>Transportation suspension of up to 10 days may be imposed by the School Leader (requires Superintendent approval)</p> <p>School Leader can request a formal hearing to consider an out of school suspension for more than five days or, in rare cases, expulsion</p> <p>Referral for Manifestation Determination Review meeting (students with disabilities)</p> <p>Referral to Superintendent Hearing (disciplinary hearing facilitated by Superintendent or Superintendent designee to determine if a student should be suspended from instruction for more than 5 consecutive days.</p> <p>Family/guardian notification of due process rights)</p> |

| | | |
|---|---|---|
| | <p>Call/note home</p> <p>Family conference</p> <p>Temporarily assign to in-class Take a Break (TAB-in) seat</p> <p>Create a classroom check-in plan</p> <p>Assign a reflection activity</p> <p>Temporarily assign to Take a Break in another class (TAB-out) (5 minutes or less)</p> <p>Restitution/restoration strategies</p> <p>Seat change</p> <p>Lunch reflection with teacher</p> <p>Other evidence based student specific strategies</p> | |
| 2 | <p>All level 1 strategies</p> <p>Collaborate with the family</p> <p>Collect progress monitoring data about the behavior and interventions attempted</p> <p>Student/teacher conference</p> <p>Referral to DASA Coordinator</p> <p>Conduct referral</p> <p>Review of cumulative folder and academic progress to create, implement and monitor an academic support plan</p> <p>Collaborate with academic coaches to build on student strengths</p> <p>Temporarily assign to Take a Break in another class (TAB-out) (for no more than one instructional block)</p> <p>Monitor student plans and reevaluate every two weeks</p> <p>Peer mediation</p> <p>Collaborative family conference</p> <p>Service Learning Project</p> <p>Loss of privileges</p> <p>Teacher Detention</p> <p>BRICK Road to Success request for assistance</p> | <p>All level 1 strategies</p> <p>Utilize support staff to assist with a root cause assessment/trauma assessment</p> <p>Conflict mediation</p> <p>Administrative and/or support team conference</p> <p>Prosocial Skills Group</p> <p>Conflict Resolution Group</p> <p>Individualized case management for students with 504 plans or IEPs</p> <p>Referral and coordination of community based supports (non-law enforcement)</p> <p>In-school counseling</p> <p>Loss of recess time</p> <p>After school culture boost up to 1 day, scheduled collaboratively with the parent/guardian</p> <p>Transportation suspension up to 1 day</p> <p>Behavior contract with specific behaviors to change, supports, and consequences</p> <p>Culture Team Detention</p> |
| 3 | <p>All level 1 and 2 strategies</p> <p>Initiate a student-centered discussion about the incident (and Repair, Restore and Reteach expectations)</p> <p>Create, implement and monitor a reintegration plan for student returning</p> | <p>All level 1 and 2 strategies</p> <p>In school counseling for skills development</p> <p>Referral and coordination of community based supports (non-law enforcement)</p> <p>External mental / behavioral health referral</p> <p>Schedule or classroom change</p> |

| Response Type | Restorative Response | Behavior Modification & Skill Development | Short Term Class Removal | Short Term School Removal |
|---------------|---|--|---|---|
| Description | Restorative responses are employed to maintain students in the classroom as often as possible. This response should be used when the behavior is a minor infraction, the student has no prior incidents, and/or interventions have not been put in place. | May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others. | Maybe appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating. | May be appropriate when behavior is illegal, presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process. |

Each of the levels of infraction can involve different interventions and responses. As a result, the table below is designed to explain some of the ways that teachers and administrators can work together to respond to behavior violations at each level. Please keep in mind that the tables below are not meant to be exhaustive. Rather, all teachers are encouraged to utilize the school's student culture systems as well as a variety of teaching and engagement strategies to build culture in their classrooms.

| Level | Teacher-led classroom interventions and responses | School leadership-led interventions and responses |
|-------|---|--|
| 1 | Narrating the positive Visual reminders, prompts on desk Positive directions that state expectations Positive and specific feedback/positive narration Re-teaching and rehearsal of skill or procedure Increased opportunity to respond during instruction Increase teacher proximity Verbal prompt, redirection and/or correction Reminders and redirections Student/teacher conference Use of Restorative Questions Develop relationship with families | Reflection activity Check in with School Culture Team member Mentoring Peer mediation Mediated conflict resolution conference Service to the school community Restitution plan Referral to other supportive community organizations Daily progress sheets on behavior Restorative Conference Facilitate student-teacher conference |

To promote positive behavior and build school culture, BRACS encourages the use of restorative practices rather than exclusionary discipline practices. Restorative practices recognize that school culture is built on the relationships between students and staff. As a result, restorative practices focus on responding to behaviors that violate the school community through strategies that seek to repair the relationships between the community member(s) who caused the harm and member(s) of the community impacted by the harmful act. Some examples of restorative practices that are recommended for use include:

- Reflection activities using restorative questions
- Peer mediation
- Mentoring
- Mediated conflict resolution conferences
- Enrollment in social skills groups to support positive social skill development
- Restorative circles
- Community building circles
- Establishing and reestablishing classroom norms and agreements
- Student-led Restorative Justice Council (6th grade)

When used consistently and appropriately, restorative practices help to improve student behavior, lower repeated misbehavior and contribute to a more positive school environment. As a result, BRACS recognizes that restorative practices are an important part of a school's response to behavior violations and recommends that these strategies are used when appropriate.

Progressive Discipline Framework

To ensure that staff, students, and parents are aware of all expected standards of behavior, the school Code of Conduct provides graduated accountability measures for students who engage in repeated misbehavior despite prior interventions and/or prior impositions of appropriate disciplinary measures. More severe accountability measures are imposed on those students who commit more serious infractions, or who engage in a pattern of persistent misconduct. Whenever possible, school officials use restorative practices and/or the least severe appropriate discipline responses prior to imposing strict penalties.

Infractions are grouped into four levels. Each level contains possible restorative practices as well as possible responses to unwanted behavior that can be imposed or supported by a teacher/administrator. Restorative responses should be used in all cases - in addition to other responses that may be applied - so that the student can learn skills for successful reintegration into the classroom. A general explanation of the four levels can be found below:

| Progressive Discipline Framework | | | | |
|---|-------------------|---|--|----------------------------------|
| Infraction level | Level 1 | Level 2 | Level 3 | Level 4 |
| Lead Facilitator | Classroom Teacher | Student Support Team (Dean/Social Worker) | School Culture Administrator (Vice Principal of Culture) | School Administrator (Principal) |

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's unskillful attempts to communicate what they want, what they need, and what they don't like. As a result, when a young child engages in a violent act that threatens or harms others or makes the learning environment feel unsafe, special procedures need to be in place to ensure that both children involved in the incident (the child who has been threatened or hurt and the child who has engaged in the violent act) receive immediate attention and care.

As a result, if aggressive behavior occurs, parents or guardians can expect that:

- A staff person, after telling the child what disciplinary rules have been broken and hearing the child's side of the story, may temporarily remove the child who has engaged in the violent act immediately without the use of corporal punishment or restraint (unless the restraint is aligned to the guidance provided under the law and can be carried out by a trained staff member). This removal will help the child regain a sense of calm so that the staff member can speak with the child about the incident.
- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of children involved in the incident will be contacted and school staff will explain the incident, including what happened before the incident and how adults responded to the incident. In addition, the staff member will discuss the short-term plan for restoring a sense of calm and safety as well as long-term plans for preventing similar incidents in the future.
- Parents of either child involved in the incident can request a mediated conference with the other parent and school leadership team members present.

If a student in grades engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the School Leader, after making certain due process protections have been followed, can determine the most appropriate interventions and request an in-school or out-of-school suspension of less than 5 days. However, any suspension extending a 5 day period requires prior approval, in writing, from the BRICK WNY Superintendent.

Progressive Discipline

Recognizing discipline as an opportunity for growth is essential for fostering a positive disciplinary approach. Progressive discipline employs a series of interventions to address inappropriate behavior, aiming to teach students pro-social behaviors rather than focusing solely on punishment. The goal is to prevent recurrence of unwanted behavior by guiding students to learn healthy and productive ways to get their needs met. Restorative practices, detailed in the following section, play a crucial role as they address underlying issues that may contribute to misconduct. It's vital for school personnel to be attuned to factors influencing student behavior and respond in a supportive manner. Disciplinary responses prioritize prevention, effective intervention, and the maintenance of a positive school culture while minimizing disruptions to education.

For students with disabilities whose behavior impedes the student's participation in school, the school will follow any Behavioral Intervention Plans (BIPs) in their IEPs, and, as appropriate, contact the district Committee on Special Education (CSE) to amend a BIP. In a case where a student with a disability does not have a BIP, the school will seek parental consent and contact the CSE to conduct a functional behavioral assessment (FBA) to understand the causes of the student's behavior.

Restorative practices

- On other-than-school property when such behavior can be demonstrated to negatively affect the educational process or endanger the health, safety morals, or welfare of the school community
- When misbehavior involves communication, gestures or expressive behavior; the infraction applies to oral, written or electronic communications, including, but not limited to, texting, e-mailing, and social networking.

Parents as Partners

It is important that families collaborate with the school to help nurture the skills students need to succeed in school and in society. All members of the school's staff are responsible for keeping parents informed of their child's progress and communicating both successes and concerns regularly. Outreach to parents includes, but is not limited to, a phone call and/or a written communication as well as the home visits conducted for all newly enrolled students.

Parents are asked to become familiar with the Code of Conduct to ensure they become active and involved partners in promoting a safe and supportive school environment. This includes meeting with school officials (when requested), attending report card conferences, and participating in school community events.

Determining the Disciplinary Response

School personnel consult the Code of Conduct when determining which disciplinary measures to impose. The following facts are taken into consideration prior to determining the appropriate disciplinary measures:

- The student's age and maturity;
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and intervention measures applied for each);
- The nature, severity and scope of the behavior;
- The circumstances/context in which the conduct occurred;
- The frequency and the duration of the behavior;
- The number of persons involved in the behavior;
- The students IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.
- The student's response to intervention

School personnel must also respond to disciplinary problems in ways that ensure that all students are treated fairly with respect, dignity and decency and without favor or prejudice against any one group of students according to ability, talent, age, gender/gender identity/gender expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation and indigenous heritage. In practical terms this means that:

- All opportunities and interventions must be accessible to every student, including students with disabilities
- Consequences and interventions at each tier must be consistently applied across all groups of students with fidelity and integrity
- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Discipline

R-10b - Discipline Policy

Student Culture Philosophy

BRACS is dedicated to fostering a safe, nurturing, and supportive school environment. To achieve this, BRACS employs the BRICK Road to Success (BRtS) framework, a comprehensive multi-tiered system of supports (MTSS) to ensure a holistic approach to building and maintaining school culture, prioritizing predictability, consistency, and a sense of belonging. Research underscores the effectiveness of this approach, especially for students who have experienced trauma. In response, BRACS has developed a comprehensive strategy to cultivate a positive school culture, empowering all students to actively participate in their education and excel academically. This strategy encompasses a schoolwide behavior management system, continuous opportunities for social-emotional learning, and a robust intervention framework tailored to provide personalized support to every student. This approach to school culture is shown in the graphic below:

| BRACS BRICK Road to Success Frame (Meeting the needs of all students through a Multi-tiered System of Supports) | | | | |
|--|---|---|---|---|
| Tier I Universal, School-Wide Supports | | Tier II Targeted Group Interventions | | Tier III Intensive Interventions |
| Norms & Expectations, Positive Reinforcements, Community Celebrations, Explicit SEL Instruction, Policies, Routines & Procedures, Universal Screeners, | Adult Social Emotional Competence, Student Voice & Self Exploration, Parent Engagement, Monthly Initiatives & Culture Observances | Internal Referrals (attendance, SEL/restorative justice, academic intervention groups) Team Subcommittee Data Meetings, Bi-weekly Progress Monitoring | Student Conflict resolution groups, Skills Streaming, Effort Celebrations, Reward, Check-In/Check-Out | One-on-one counseling, Community referrals (housing, health, family support), Tutoring, Mentorship, Accommodations, Individualized Intervention Plan, |

As part of its holistic approach to school culture, BRACS prioritizes clear rules, positive reinforcement, and fair consequences to minimize disruptions and promote a safe learning environment. Drawing on successful models, BRACS has developed a Code of Conduct aimed at nurturing students' character while fostering academic success. This code emphasizes proactive strategies such as conflict resolution and restorative practices, alongside counseling and structured positive reinforcement systems. By minimizing the use of exclusionary practices like suspension and expulsion, BRACS aims to maximize instructional time while equipping students with the social skills necessary for future success.

The standards set forth in the Code of Conduct apply to behavior:

- In school during school hours
- Before and after school, while on school property
- While traveling on vehicles to and from school as arranged by BRACS or the RCSD
- At all school-sponsored events and

education services or the interim alternative educational setting consistent with FAPE requirements.

Provision of Services During Removal: Those students removed for a period of fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the 10 days and appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days during the school year, but does not entail a change in placement, services must be provided to the extent determined necessary to enable the child to progress appropriately in the general curriculum and achieve his or her IEP's goals. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the child to progress appropriately in the general curriculum and achieve his or her IEP's goals. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that entails a change in placement, but in which the behavior is not a manifestation of the disability, services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and achieve his or her IEP's goals. The CSE of the student's district of residence will make the service determination.

Due Process: If discipline that would entail a change in placement is contemplated for any student with an IEP, the following steps shall be taken:

(1) no later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the school that made this decision and provided with the procedural safeguards notice described in 34 CFR §300.504 and 530(h); and

(2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to the CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and BRACS agree otherwise.

R-10c - Special Education Policy

BRACS's Special Education Discipline Policy conforms with the federal Individuals with Disabilities Education Act (IDEA) and its regulations. In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities:

- A student not specifically identified as having a disability, but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, may request to be disciplined in accordance with these provisions. BRACS shall comply with Sections 300.530-300.536 of the Code of Federal Regulations (“CFR”) and the following procedures, except when the following procedures are inconsistent with federal law and regulations, in which case, such federal laws and regulations shall apply.
- The school shall maintain written records of all suspensions and expulsions of students with a disability, including the student's name, a description of the behavior, the disciplinary action taken, and a record of the number of days the student has been suspended or removed for disciplinary reasons.
- For infractions that do not entail a change in placement or that entail a change in placement of 10 days or less (cumulative), students with disabilities shall be subject to the same disciplinary policy as students without disabilities. Suspended students will receive the same legally required compensatory education as other students, although they are not required to receive their IEP services.
- If a student identified as having a disability is suspended during the school year for a total of more than 10 days, such a student will be referred immediately to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for more than 10 days during the school year without specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, as such suspensions may be viewed as a change in placement.
- In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its usual policies with respect to parental notification and involvement. The CSE will be notified in the event of:
 - 1) The commission of an infraction by a student with a disability who previously has been suspended for the maximum allowable number of days.
 - 2) The commission of any infraction resulting from the student's disability.
 - 3) The commission of any infraction by a disabled student, regardless of whether the student previously has been suspended during the school year if, had such an infraction been committed by a non-disabled student, the School Leader would seek to impose a suspension in excess of 10 days.
- BRACS will also ensure that when the suspension or removal of a student with a disability entails a disciplinary change of placement, the CSE will be notified immediately so that the CSE can meet its required obligations to:
 - 1) Convene a CSE meeting within 10 school days to make a manifestation determination;
 - 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan;
 - 3) Provide the student's parents with a copy of their procedural due-process rights;
 - 4) Work closely with the CSE of the student's district of residence in determining

R-10d - Dress Code Policy

BRACS will implement a uniform policy as a key element of its culture-building and maintenance strategy. School uniforms play a vital role in fostering a positive learning environment by enhancing safety, instilling pride, fostering unity, bridging socio-economic differences, promoting good behavior, and boosting self-esteem. Additionally, uniforms provide cost savings for families.

Students are required to wear uniforms daily, with exceptions communicated for special events. The school ensures consistent enforcement of the uniform policy, addressing non-compliance and notifying parents accordingly. BRACS supports families by collaborating with local uniform providers to negotiate competitive prices and offering financial assistance for those in need. Families can request assistance during student onboarding or as needed, with requests reviewed by the school's social worker. BRACS has allocated \$1,000 per year for uniform assistance during the first charter term, with additional fundraising efforts by the Board development committee if required. An initial draft of the BRACS uniform expectations is described below:¹

- Students may wear the assigned school color polo and khakis or navy blue uniform pants/skirts/jumper.
- Alternatively, students may wear a green button-down with a school logo and khakis or navy blue uniform pants/skirts. A tie is not required.
- Shirts are to be tucked into bottoms with a belt.
- A long sleeve undershirt can be worn if it is black, navy or white.
- If wearing tights or if socks are visible, black, navy or white tights/socks are expected.
- Black shoes/sneakers with a rubber bottom.
- On gym days, students are permitted to wear a special gym uniform (green t-shirt and navy blue shorts/sweatpants) and sneakers.
- Only solid navy hoodies and sweaters, or hoodies and sweaters with a school logo, may be worn.

¹ The BRACS team will provide opportunities for families to provide feedback on the proposed uniform guidelines/dress code before this is finalized.

staff. This approach ensures that the voices of various stakeholders are heard in the decision-making process, further aligning with BRACS's commitment to inclusivity and community involvement.

In addition to our internal structures, BRICK is excited to partner with GEMS (GAMA Education Management Services) for our School Leader In Residence (PiR) program, an industry-leading initiative designed to prepare future school leaders for immediate and impactful leadership in their schools. This transformative program is specifically tailored for School Leaders who will serve in high-need areas, where students predominantly come from low-income backgrounds and where educational outcomes have historically been challenged.

The PiR program, led by GEMS, focuses on equipping these future leaders with the essential knowledge, skills, and leadership acumen required to drive substantial educational improvements from their very first year of School Leadership. The foundation of the program is its commitment to not only select and develop but also retain high-potential school leaders. This is achieved through a comprehensive support system which includes a full-time coach who conducts monthly eight-hour on-site visits over ten consecutive months. Additionally, the program features weekly coaching calls that ensure continuous learning and adjustment, facilitating the rapid development of each School Leader's capabilities.

By integrating rigorous training with real-world application, the PiR program ensures that BRICK's aspiring School Leaders are well-prepared to meet the unique challenges of their respective schools, fostering environments where all students can succeed. Through this partnership with GEMS, BRICK is dedicated to building a cadre of leaders who are not only ready to lead but also deeply committed to transforming educational landscapes in their communities.

- positions, informational fliers about the positions, and standard materials to use in delivering presentations about BRICK).
- Holding information sessions about these senior roles with partner organizations (like Teach for America) and with educational institutions (like Teachers College at Columbia University, and local options including the University of Rochester, Rochester Institute of Technology, Nazareth University, Roberts Wesleyan University, and St. John Fisher University).
- Sharing information about these roles via social media (including the school's Facebook page) and its monthly newsletter
- The BRACS Board also played an active role in helping to recruit senior leaders to become a part of the founding team. Some of the actions taken by board members included:
 - Connecting the BRICK regional directors to the leaders of nonprofit organizations in the community so that these leaders could share the open positions with their networks.
 - Referring the BRICK talent team to specific educators that they had worked with previously who may be interested in the positions or individuals who could help refer other interested educators
 - Sharing the open positions via e-mail with their professional contacts
 - Posting information about these roles on their social media accounts or directly messaging individuals that may be interested in these roles

These days follow initial screenings, interviews, and reviews of candidates' previous work. They include a series of interviews and at least one performance task, where candidates are required to design and present a narrative that communicates their leadership journey and dedication to the school's mission and community. Performance tasks are designed to assess candidates' abilities in coaching and providing feedback within BRICK's instructional coaching framework. The Board of Trustees is ultimately responsible for further vetting, due diligence, and hiring of the school leader, as well as for ongoing evaluation of the individual.

BRACS' instructional leaders will be evaluated using the Uncommon Schools - North Star School Leader Evaluation Rubric (found on the following pages), which rates staff performance on four levels: advanced, proficient, working toward, and needs improvement. Instructional leaders are evaluated based on eight leadership categories: coaching and feedback, lesson plans, observing teachers and providing feedback, results: effectiveness of instructional feedback, data-driven instruction, professional development, growing from teacher to leader, and time/task management. The School Leader also evaluates Vice School Leaders using this tool.

BRACS is deeply committed to ensuring an inclusive and rigorous interview and selection process for its senior leaders. While BRICK and its regional directors provide robust support in recruiting and evaluating candidates, BRACS acknowledges that the ultimate responsibility lies with the BRACS Board of Trustees to formally hire and manage staff members. With this responsibility in mind, all finalists for the School Leader and Director of Operations positions will undergo thorough consideration by the board personnel committee before presentation to the full BRACS Board of Trustees. Prospective leaders are required to deliver a formal presentation to the Board, articulating their leadership journey and dedication to guiding a BRICK school in Rochester.

Looking ahead, BRACS plans to enhance the leader selection process by incorporating panel interviews with school stakeholders, including representatives from families, students, community members, and

encourage leaders to gather comprehensive feedback from their teams to enhance their own leadership capabilities.

The formal evaluation process at BRICK involves several key meetings throughout the year. At the start of the academic year, all staff, including those in management roles, receive detailed job descriptions, the evaluation tools that will be used, and a schedule of evaluations during an all-staff professional development session. The process includes an initial development meeting in September where staff reflect on their goals for the year and discuss the coaching and support they will need. This is followed by a midyear formal evaluation in December, where staff review their progress towards goals and overall performance. During this meeting, managers formally communicate each staff member's performance, highlighting strengths, areas for improvement, and the necessary next steps. The year concludes with an end-of-year formal evaluation in June, where staff reflect on their achievements and discuss any progress made since the last evaluation.

Throughout the year, BRICK staff members receive ongoing coaching and support from their managers. This continuous interaction ensures that managers are well-prepared to provide thorough and constructive evaluations, ultimately fostering a culture of continuous improvement and high performance across the network.

School Leader Recruitment

The School Leader is a pivotal role at BRACS. This job description was developed with contributions from founding team members, community stakeholders, and leveraging BRICK's comprehensive expertise. The specific criteria and process for recruiting and selecting the school leader are detailed in Response-9ad. BRICK's leadership team, including the Chief Talent Officer and Chief Academic Officer, along with the BRICK WNY team, will spearhead the process of recruiting, vetting, and presenting final candidates to BRACS's Board of Trustees. The BRACS team strives to hire candidates that are mission driven and dedicated to closing the opportunity gap in Rochester. As a result, the school plans to recruit and select staff that not only have strong credentials, but also an unwavering belief in the students and community served. BRACS is also committed to identifying, recruiting and retaining a diverse group of teachers and leaders that represent the backgrounds of the students served. As a result, BRACS recognizes that it must have clear plans in place to recruit the founding School Leader and Director of Operations.

BRICK seeks candidates who not only meet but exceed the following criteria:

- Strong alignment with and commitment to BRACS's mission and goals;
- Proven success at high-performing charter or traditional public schools;
- Demonstrated expertise in hiring and managing staff effectively;
- A firm belief in a holistic approach to child development.

BRICK employs best practices in recruitment, such as facilitated Leader Immersion Days, to vet senior leadership positions. A brief summary of how BRACS and BRICK have worked together to recruit these staff members is provided below:

- The BRICK talent team provides comprehensive support that is aligned to the talent recruitment processes described in ***R-12ac Personnel***, including:
 - Posting for these positions on the network's Lever hiring site as well as on other sites frequented by educators, including LinkedIn, Glassdoor, and Indeed.
 - Administering an internal referral campaign with BRICK Education Network staff and the staff of all of the network schools.
 - Providing BRICK regional directors with the talent recruitment materials they could use to personally recruit candidates (including by producing job descriptions for these

will guide these efforts, with student outcomes as the central focus. Board bylaws will govern key policies and organizational decisions based on BRACS's defined five-year academic and operational targets.

At BRICK, the evaluation of management staff is a structured and thorough process, integral to maintaining the high standards of school leadership and accountability. Each year begins with Admin Professional Development (Admin PD), a series of training sessions detailed on the school's proposed calendar. Prior to these sessions, school-based leaders receive the School Leader Guidebook. This guidebook clearly outlines the expectations for supervising teams, including the necessity for weekly team meetings with BRICK content directors and regular individual coaching sessions. The Admin PD sessions review these expectations and provide additional training on how to effectively manage and supervise staff. To align these trainings with the stringent standards required by New York state charter schools, the Buffalo Superintendent collaborates closely with BRICK's Human Resources department.

The Regional Directors conduct Individual Performance and Development Plan (IPDP) meetings with the senior leaders to clarify goals, expectations, and support mechanisms. These meetings facilitate ongoing development discussions and result in individualized plans shared with the Board personnel committee to inform support strategies throughout the year.

Additionally, BRICK regional directors conduct formal midyear and end-of-year evaluation meetings with the senior leaders, preceded by self-reflections from the School Leader and Director of Operations. The evaluation process includes assessing progress toward goals, self-assessment, and review of development milestones outlined in the IPDP. Evaluation outcomes are shared with the Board personnel committee, followed by debrief sessions to discuss the evaluation process.

Each year, BRICK Regional Directors assist the School Leader and Director of Operations in replicating the evaluation process for managers they supervise. They collaborate on setting performance goals aligned with school objectives and review evaluation rubrics to ensure alignment. The Regional Directors provide additional support as needed, including assistance with evaluation writing and facilitation, and may organize professional development sessions in partnership with BRICK Human Resources and the BRACS personnel committee to enhance manager evaluation skills.

In addition to the annual Admin PD, BRICK offers targeted monthly professional development sessions. These are specifically designed for campus leaders who manage the most staff. Formatted as professional learning communities, these sessions allow leaders to collaborate with peers in similar roles across the network and receive training that is directly aligned with their specific responsibilities. These roles include School Leaders, Directors of Operations, and Vice School Leaders of both Instruction and Culture.

To gauge the effectiveness of its leadership and the overall organizational health, BRICK conducts two comprehensive staff surveys each year. The insights gathered from these surveys are shared with all managers, serving as a critical tool for informing and refining their leadership practices.

Another key component of BRICK's evaluative process is the collection of skip level feedback, which helps managers enhance their skills over time. Each manager is expected to conduct at least one skip-level check-in annually with the direct reports of their direct reports. This practice is exemplified by the WNY Superintendent and COO, who conduct these check-ins for the School Leader and the Director of Operations, respectively, in December each year. This not only models the practice for other managers but also supports the development of mid-year plans. Furthermore, the School Leader and Director of Operations receive a 360 feedback survey annually. This survey is designed as a developmental tool to

November and December: Establishing a fact base. The BRACS Board identifies data requirements for informing the strategic planning process. The regional team synthesizes this data, including insights from academic and operational site visits and staff surveys, into a "State of the School" presentation.

January: Aligning with our vision. The regional team presents the "State of the School" to the BRACS School Leader and Director of Operations, comparing the current state with the charter's vision. This team collaboratively defines improvement ambitions for the upcoming year and plans stakeholder engagement.

February and March: Engaging stakeholders. The strategic planning team conducts focus groups with various stakeholders, facilitating discussions around key priorities for the next school year, anchored in the charter's vision and school data.

April: Developing a priority plan. The strategic planning team expands to include representatives from different stakeholder groups and formulates an initial priority plan for the upcoming year, including performance goals and benchmarks.

May: Refining the priority plan. The team revises the initial plan for feasibility, developing an implementation plan with action steps, timelines, and clear responsibilities. The draft plan is shared with the BRACS Board for feedback.

July: Finalizing the priority plan. During summer Leader PD, the team reviews and updates the plan as necessary, incorporating end-of-year student achievement results or addressing any local political, health, or education specific circumstances. The finalized plan is presented to the Board for approval. This process ensures an intentional, inclusive approach to annual planning. It may evolve over time to address changing school needs or unique challenges. Additionally, the BRACS School Leader, Director of Operations, and the BRICK regional team participate in quarterly Executive Leadership Committee meetings with the broader BRICK network leadership, ensuring alignment with organizational priorities.

Evaluation Procedures for Management

BRACS recognizes the importance of establishing clear performance expectations for staff and student achievement to foster a high-performing school culture. Annually, the BRACS Board collaborates with BRICK to set performance goals aligned with the school's targets established by the SUNY Charter Schools Institute. The WNY Office and team, with support from BRICK at large, will then work with the Board's personnel committee to finalize performance goals and evaluation instruments for the School Leader and Director of Operations, ensuring alignment with school objectives.

In addition to annual priorities, BRACS will set ongoing maintenance goals and aspirational targets, all characterized by SMART criteria and focused on improving academic quality. Throughout the planning process, the Board and school leadership will engage with a coalition representing the school community to gather feedback and ensure a comprehensive plan. The community will be informed about each phase of the process and the decision-making involved in setting these goals. For further information, see **R-21ad - Fiscal Soundness**.

Teams under the School Leader and Director of Operations will grow annually, designed not only to achieve the school's mission and goals but also to enable effective leadership. BRICK's support structures, focus on coaching and data analysis, personnel structure, and commitment to inclusive decision-making

services agreement. However, the board personnel committee will collaborate with BRICK annually to develop evaluation systems and author evaluations for these staff members.

All other school-based staff members are direct employees of the BRACS Board and report to either the School Leader or the Director of Operations, as indicated in the organizational charts provided. The board retains authority over their employment terms and decisions. This organizational structure aims to empower the board to set the school's vision while providing necessary support to school-based staff for launching and maintaining a high-performing charter school in Rochester.

In its first year, BRACS will include the following positions in its instructional leadership team: a School Leader, a Dean of Students, and a Director of Operations. Special education services and oversight will be provided by the School Leader. The School Leader and Director of Operations will report directly to the BRACS Board and receive support, training, guidance, critical feedback, evaluative data, and mentorship from the BRICK WNY Office and other key members of BRICK. BRICK's model employs a systems approach to manage the schools within its network. The efficiencies and methods developed, evaluated, researched, and curated will benefit BRACS, while also considering the specific demographics and unique needs of the BRACS community. The School Leader will play a critical role in linking the school with the CMO and communicating the specific needs and preferences of BRACS and the Rochester community. The BRICK WNY Office will assist the school leader in implementing the BRICK model and achieving the mission, goals, priorities, policies, and procedures set by the Board of Trustees.

BRACS's School Leader will be appointed by the Board of Trustees and will supervise all instructional and social-emotional functions of the school. This role, in partnership with BRICK's WNY Regional Superintendent, aims to fulfill the school's mission, execute strategic priorities, meet academic goals, and secure the school's overall success. The School Leader will manage and report on all key areas including student outcomes, character education, school culture, teacher training, curricula, academic data analysis, and testing. BRICK's framework, staff, and other school leaders within the network will provide the necessary resources and tools for effective management of these processes.

The Director of Operations at BRACS, also appointed by the Board of Trustees, will lead all non-instructional operations. This includes school operations, administrative tasks, facilities management, communications, enrollment, student records, logistics, technology, budgeting, contracts, safety, and health issues. This individual will collaborate closely with BRICK's COO to master and implement BRICK's policies and procedures. BRICK's framework and relevant staff will support and facilitate effective management of these operations.

The organizational structure draws on BRICK's decade of leadership experience. This structure, supported by appropriate training and continuous commitment to improvement, is designed to deliver strong academic and social-emotional outcomes. It allows the BRACS School Leader to concentrate exclusively on academics and school culture, while the Director of Operations focuses on efficient daily operations and financial stability. For more details, refer to **R23b BRICK School-Leader Guidebook SY 2020–21**.

Setting Priorities and Making Key Decisions

The BRACS Board of Trustees plans to execute a comprehensive annual strategic planning process involving diverse stakeholders to set organizational priorities and drive decisions aligning with the school's mission and objectives. Inspired by a strategic planning model utilized by Bain Consulting, adapted for charter school contexts and modeled within the BRICK network, the process outlines a timeline for each school year:

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| | instructional leader job description, exceeding expectations in their completion <ul style="list-style-type: none"> ○ Responds within 48 hours to all requests from school leaders and teacher supervisee(s) ○ Always uses weekly action plans to manage tasks | instructional leader job description <ul style="list-style-type: none"> ○ Responds in a timely manner to all requests from school leaders and teacher supervisee(s) ○ Consistently uses weekly action plan to manage tasks | <ul style="list-style-type: none"> ○ Struggles to complete stretch assignments given all other responsibilities ○ Responds inconsistently to requests from school leaders and teacher supervisee(s) ○ Inconsistently uses weekly action plan to manage tasks | <ul style="list-style-type: none"> ○ Does not complete stretch assignments ○ Does not respond to requests from school leaders and teacher supervisee(s) ○ Does not use action plan to manage tasks |
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Lines of Reporting and Accountability

As depicted in the organizational charts provided in R-11a Organizational Charts, the Board of Trustees holds ultimate responsibility for the school's performance and is directly answerable to the SUNY Charter Schools Institute. BRACS will engage the BRICK Education Network for services, making the network accountable to the BRICK Rochester Board of Trustees. The BRACS Board intends to utilize the CMO evaluation tool, previously described, to oversee the services provided by BRICK effectively. This tool ensures robust monitoring of the CMO's adherence to the educational service agreement, the school's academic performance, and other vital metrics. Governance functions outlined in this tool will inform the scheduling of annual Board and committee meetings, facilitating continuous oversight of key metrics throughout the year, such as enrollment reporting by the Audit and Finance committee during the incubation period. The BRICK regional team will update this tool before each board meeting, furnishing comprehensive updates on service provision and school performance to enable effective governance by the board.

The BRICK regional team, including the Superintendent and the Regional Director of Operations, are BRICK Education Network employees stationed in Western New York, dedicated to supporting BRACS as outlined in the educational services agreement. While not directly employed by the BRACS board, they ensure strong communication by following structured policies and protocols, meeting with board committees monthly, and providing formal reports at board meetings.

The BRACS School Leader, appointed by the board of trustees, will oversee the school's instructional and cultural programs, working alongside the WNY Superintendent to achieve the school's mission and strategic priorities. Similarly, the Director of Operations, also appointed by the board, will oversee all non-instructional operational matters, supported by BRICK's COO, to implement operational frameworks aligned with BRICK's model. Both the School Leader and the Director of Operations will report formally to the BRACS Board of Trustees at monthly meetings.

While these school-based staff members are formally employed by the board, BRICK will offer coaching and supervision services to the School Leader and the Director of Operations according to the educational

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| Teacher to Leader | <ul style="list-style-type: none"> 100% committed to the students and the school Humble, reflective, and open to feedback on own areas of growth Does whatever it takes Optimistic, caring, and responsible for positivity of the community Owens teachers' results as his/her own Openly communicates concerns to school leaders Always models appropriate use of school systems | <p>instructional leaders 90% of the time:</p> <ul style="list-style-type: none"> 100% committed to the students and the school Humble, reflective, and open to feedback on own areas of growth Does whatever it takes Optimistic, caring, and responsible for positivity of the community Owens teachers' results as his/her own Openly communicates concerns to school leaders Almost always models appropriate use of school systems | <p>instructional leaders most of the time:</p> <ul style="list-style-type: none"> 100% committed to the students and the school Humble, reflective, and open to feedback on own areas of growth Does whatever it takes Optimistic, caring, and responsible for positivity of the community Owens teachers' results as his/her own Sometimes communicates concerns to school leaders Inconsistently models appropriate use of school systems | <p>instructional leaders and is not aligned with all beliefs:</p> <ul style="list-style-type: none"> 100% committed to the students and the school Humble, reflective, and open to feedback on own areas of growth Does whatever it takes Optimistic, caring, and responsible for positivity of the community Owens teachers' results as his/her own Does not communicate concerns to school leaders Does not model appropriate use of school systems |
| Time/ Task Management | <ul style="list-style-type: none"> Meets all required deadlines Successfully manages responsibilities of teaching and instructional leadership, maintaining the highest quality in both areas Successfully completes stretch assignments included in | <ul style="list-style-type: none"> Meets 90% of required deadlines Manages responsibilities of teaching and instructional leadership, maintaining quality in both areas Successfully completes stretch assignments included in | <ul style="list-style-type: none"> Meets 75% of required deadlines Struggles to manage responsibilities for both teaching and instructional leadership, letting one or the other slip at times throughout the year | <ul style="list-style-type: none"> Meets less than 75% of required deadlines Meets less than 75% of required deadlines Fails to manage responsibilities of teaching and instructional leadership, letting both suffer considerably |

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| | <ul style="list-style-type: none"> Teacher(s) “strongly agree” on mid-year survey that instructional leader “helps me to use data to drive instruction” | <ul style="list-style-type: none"> plans for remediation for those students who do not meet the standard Teacher(s) “agree” on mid-year survey that IL “helps me to use data to drive instruction” | <ul style="list-style-type: none"> assessments, and remediation plans are ineffective Teacher(s) “disagree” on mid-year survey that instructional leader “helps me to use data to drive instruction” | <ul style="list-style-type: none"> to use data to drive instruction” |
| Professional Development (When Applicable) | <ul style="list-style-type: none"> Session notes are always submitted at least one week in advance for feedback from the School Leader Session notes are fully detailed and use the Living The Learning Framework effectively All observed PD sessions achieve a rating of “proficient” or “advanced” on the PD rubric Teachers rate presenter as “highly effective” on PD survey (when applicable) | <ul style="list-style-type: none"> Session notes are sometimes submitted at least one week in advance for feedback from the School Leader Session notes are fully detailed and use the Living The Learning Framework effectively: All observed PD sessions achieve a rating of “proficient” on the PD rubric Teachers rate presenter as “effective” on PD survey (when applicable) | <ul style="list-style-type: none"> Session notes are rarely submitted at least one week in advance for feedback from the School Leader Session notes attempt to use parts of the Living The Learning Framework effectively Observed PD sessions achieve a rating of “working toward” on the PD rubric Teachers rate presenter as “effective” or “ineffective” on PD survey (when applicable) | <ul style="list-style-type: none"> Session notes are never submitted at least one week in advance for feedback from the School Leader Session notes do not use the Living The Learning Framework Observed PD sessions achieve a rating of “needs improvement” on the PD rubric Teachers rate presenter as “ineffective” or “very ineffective” on PD survey (when applicable) |
| Growing from | Embodies all the core beliefs of North Star instructional leaders: | Implements the core beliefs of North Star | Implements most of the core beliefs of North Star | Does not implement all the core beliefs of North Star |

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| | School Leader/supervisor) | bimonthly review of teacher progress with the campus School Leader/supervisor) | observation tracker and measured in bimonthly review of teacher progress with the campus School Leader/supervisor) | |
| Data-Driven Instruction | <ul style="list-style-type: none"> ○ All teacher materials (Do Nows, HW, in-class assessments) meet or exceed the rigor of the interim assessments, showing tight alignment with assessed standards ○ Teacher adeptly uses data outside the IA cycle collected from in-class assignments to adapt instruction ○ Interim assessment analysis is teacher-owned and deep ○ 100% of teachers' post-assessment action plans drive future lesson planning ○ Teachers reach 75% or higher on interim assessment and make effective plans for remediation for those students who do not meet the standard | <ul style="list-style-type: none"> ○ Most teacher materials (Do Nows, HW, in-class assessments) meet the rigor of the interim assessments, showing alignment with assessed standards ○ Teacher uses some data outside the IA cycle collected from in-class assignments to adapt instruction ○ IA analysis is mostly teacher-owned and fairly thoughtful ○ Teacher implements most of the strategies from post-assessment action plans and connects them to lesson planning ○ Teachers come close to reaching 75% on interim assessment and make effective | <ul style="list-style-type: none"> ○ Teacher materials sporadically meet the rigor of the interim assessments, showing periodic alignment with assessed standards ○ Teacher inconsistently uses data outside the IA cycle collected from in-class assignments to adapt instruction ○ Interim assessment analysis is superficial and/or not completely teacher-owned ○ Teacher action plans do not influence lesson planning ○ Students are not meeting proficiency on interim | <ul style="list-style-type: none"> ○ Teacher materials do not meet the rigor of the interim assessments, showing little/no alignment with assessed standards ○ Teacher does not use data outside the IA cycle to adapt instruction ○ Interim assessment analysis is superficial and not teacher-owned ○ Teacher action plans do not influence lesson planning ○ Students are not meeting proficiency on interim assessments, and remediation plans are non-existent ○ Teacher(s) "strongly disagree" on mid-year survey that instructional leader "helps me |

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| | <ul style="list-style-type: none"> Recommendations in the tracker are actionable, measurable, and the right level for driving student achievement IL consistently monitors growth toward PD goals and identifies new goals as necessary Teacher(s) “strongly agree” on mid-year survey that instructional leader “provides helpful instructional feedback” | <ul style="list-style-type: none"> 90% of recommendations are actionable, measurable, and the right levers for driving student achievement IL consistently monitors growth toward PD goals and identifies new goals as necessary Teacher(s) “agree” on mid-year survey that IL “provides helpful instructional feedback” | <ul style="list-style-type: none"> aligned to identified PD goals Recommendations are periodically actionable, measurable, and the right levers for driving student achievement IL inconsistently monitors growth toward PD goals and identifies new goals when previous ones are met Teacher(s) “disagree” on mid-year survey that instructional leader “provides helpful instructional feedback” | <ul style="list-style-type: none"> Recommendations are not actionable and measurable, nor are they the right levers for driving student achievement Does not monitor growth toward PD goals nor set new goals when previous ones are met Teacher(s) “strongly disagree” on mid-year survey IL “provides helpful instructional feedback” |
| Results: Effectiveness of Instructional Feedback | <ul style="list-style-type: none"> Teacher(s) meet all three PD goals established at the beginning of each semester Teacher(s) implement 90% of leader feedback (as recorded in observation tracker and measured in bimonthly review of teacher progress with the campus | <ul style="list-style-type: none"> Teacher(s) meet two of three PD goals established at the beginning of each semester, making notable progress throughout the year Teacher(s) implement feedback (as recorded in observation tracker and measured in | <ul style="list-style-type: none"> Teacher(s) meet one of three PD goals established at the beginning of the year, and notable areas of improvement remain in their teaching Teacher(s) struggle to effectively implement feedback (as recorded in | <ul style="list-style-type: none"> Teacher(s) do not meet PD goals Teacher(s) do not implement feedback (as recorded in observation tracker and measured in bimonthly review of teacher progress with the campus School Leader/supervisor) |

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| | <p>driving student learning (as evaluated during bi-monthly reviews by the campus School Leader/supervisor)</p> <ul style="list-style-type: none"> ○ Teacher has made dramatic gains toward proficiency in the lesson planning process, requiring much less critical feedback later in the year | <p>driving student learning (as evaluated during bi-monthly reviews by the campus School Leader/supervisor)</p> <ul style="list-style-type: none"> ○ Teacher has made significant gains toward proficiency in the lesson planning process, requiring less critical feedback later in the year | <p><i>of the Matters</i>, and checking for understanding that corresponds to the answers to the questions above</p> <ul style="list-style-type: none"> ○ Recommendations on lesson plans are helpful for driving student learning, but they lack clarity and/or proper prioritization (as evaluated during bi-monthly reviews by the campus School Leader/supervisor) ○ Teacher has made inconsistent gains toward proficiency in the lesson planning process, and still requires significant critical feedback | |
| Observing Teachers and Providing Feedback | <ul style="list-style-type: none"> ○ Observes teacher every week and maintains observation tracker consistently during the year ○ 90% of feedback is aligned to identified PD goals | <ul style="list-style-type: none"> ○ Observes teachers three times per month and maintains 90% of observations in observation tracker ○ 80–90% of feedback is aligned to identified PD goals | <ul style="list-style-type: none"> ○ Observes teachers two times per month and maintains 50–90% of observations in observation tracker ○ 60–90% of feedback is | <ul style="list-style-type: none"> ○ Does not maintain regular observations of teachers and/or record in observation tracker ○ Less than 60% of feedback is aligned to identified PD goals |

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| <p>Lesson Plans</p> | <ul style="list-style-type: none"> ○ 100% of lesson plans are reviewed weekly and sent on to the School Leader ○ Lesson plans are highly effective in answering the following three questions: <ol style="list-style-type: none"> 1. What do my students need to know or be able to do by the end of the unit/class? 2. What is the most effective way for me to teach students these important concepts? 3. How do I make sure that students have really learned the concepts that I wanted them to learn? ○ Each lesson plan includes quality <i>Do Nows</i>, rigorous <i>Heart of the Matters</i>, and checking for understanding that corresponds to the answers to the questions above ○ 90% of recommendations on lesson plans are actionable and represent the most important feedback for | <ul style="list-style-type: none"> ○ 90% of lessons are turned in on time and reviewed punctually by the instructional leader ○ Lesson plans effectively answer the following three questions: <ol style="list-style-type: none"> 1. What do my students need to know or be able to do by the end of the unit/class? 2. What is the most effective way for me to teach students these important concepts? 3. How do I make sure that students have really learned the concepts that I wanted them to learn? ○ 90% of lesson plans include quality <i>Do Nows</i>, rigorous <i>Heart of the Matters</i>, and checking for understanding that corresponds to the answers to the questions above ○ 90% of recommendations on lesson plans are actionable and are important feedback for | <ul style="list-style-type: none"> ○ 60–90% of lessons are turned in on time and reviewed punctually by the instructional leader ○ Lesson plans effectively answer one or two of the following three questions: <ol style="list-style-type: none"> 1. What do my students need to know or be able to do by the end of the unit/class? 2. What is the most effective way for me to teach students these important concepts? 3. How do I make sure that students have really learned the concepts that I wanted them to learn? ○ Lesson plans sporadically include quality <i>Do Nows</i>, rigorous <i>Heart</i> | <ul style="list-style-type: none"> ○ Lessons are not turned in on time nor reviewed punctually by the instructional leader ○ Lesson plans do not address the three core planning questions ○ Lessons plan are not sufficiently rigorous or thoughtful and do not include all essential elements ○ Recommendations are not helpful for student learning ○ The teacher has not made gains toward proficiency in the lesson planning process and requires significant critical feedback to bring lessons up to the standard |
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| LEADER-SHIP | Advanced | Proficient | Working Toward | Needs Improvement |
|---|---|--|--|---|
| Leading Feedback / Planning Meetings | <ul style="list-style-type: none"> Meets with the teacher(s) every week Effectively follows NSA Feedback & Planning Meeting Agenda, excellently integrates observation feedback with lesson planning Thoughtfully adjusts planning meeting model in conjunction with the School Leader to fully meet the needs of the teacher Consistently holds teachers accountable for using the meeting binder and bringing it to meetings Teacher(s) “strongly agree” on mid-year survey that instructional leader “provides helpful planning and curriculum development support” | <ul style="list-style-type: none"> Meets with the teacher(s) every week Regularly follows NSA Feedback & Planning Meeting Agenda, integrates observation feedback with lesson planning Occasionally adjusts planning meeting model in conjunction with the School Leader to fully meet the needs of the teacher Consistently holds teachers accountable for using the meeting binder and bringing it to meetings Teacher(s) “agree” on mid-year survey that instructional leader “provides helpful planning and curriculum development support” | <ul style="list-style-type: none"> Meets with the teacher(s) almost every week Intermittently follows NSA Feedback & Planning Meeting Agenda, sometimes focusing on observation feedback and other times on lesson planning Does not adjust planning meeting model to meet needs of the teacher or does not do so in conjunction with the School Leader Inconsistently holds teachers accountable for using the meeting binder and bringing it to meetings. Teacher(s) “do not agree” on mid-year survey that instructional leader “provides helpful planning and curriculum development support” | <ul style="list-style-type: none"> Does not meet consistently with the teacher(s) during the school year Does not lead formal planning meetings or does so sporadically Rarely holds teachers accountable for using the meeting binder and bringing it to meetings Teacher(s) “strongly disagree” on mid-year survey that instructional leader “provides helpful planning and curriculum development support” |

| Criteria | Status | Discussion | Notes and Commentary |
|---|-----------------|--|---|
| CMO shall recommend finalists for hire for the School Leader and Director of Operations positions | Full Compliance | When needed | Personnel Committee collaborates with CMO on recruitment and selection process and reviews proposed terms of employment. Full Board votes to formally approve terms of employment. |
| CMO shall effectively supervise the School Leader and Director of Operations. | Full Compliance | Ongoing | Personnel Committee collaborates with CMO on developing the evaluation process and finalizing the formal evaluations of each staff member in July of each year. |
| CMO shall provide an intensive leadership program for the school's School Leader and Director of Operations. | Full Compliance | July | Academic Committee reviews annual leadership development plans for both leaders. |
| CMO shall recruit and recommend qualified personnel for all open positions. | Full Compliance | Monthly from January through September | Personnel Committee reviews annual talent plan, including projected openings based on five year projections in charter, as well as proposed recruitment strategies. Dashboard of hires made relative to open positions is shared with full board from January through September. |
| CMO shall provide general human resources support, including but not limited to, assisting the School Leader and the Director of Operations with the selection and training of the School's staff, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School leadership in setting compensation levels of the School's staff, and supporting the School in its development and training of administrative staff and consulting with the School in the establishment of procedures for hiring substitute staff. | Full Compliance | July | Personnel Committee reviews the Talent and Human Resources Guidebook, which is updated annually, and includes comprehensive information on the CMO's approach to staff selection, training, and supervision. In addition, the Personnel Committee reviews the staff salary assumptions as part of each year's budgeting process and provides feedback before the budget is finalized. |

school's success. The board continues to recruit dedicated and mission driven members, and is currently recruiting additional individuals with educational experience and backgrounds.

All board members will participate in comprehensive training led by FBW Consulting, LLC, under the guidance of Fatima Burnham-Watkins, former Senior Vice President, Executive Leadership and Learning Teach for America. This training will equip the board with essential knowledge, including understanding BRICK's education approach, governance responsibilities, and the distinction between the board and a charter management organization. As a result, the BRACS Board will be fully prepared to guide the school in alignment with the school's vision, ensure goal achievement, and maintain compliance with charter and legal requirements. The training underscores the importance of a clear organizational structure, emphasizing effective governance through clear reporting lines and accountability. FBW Consulting works with all of the schools in the BRICK network and provides needed and quality training opportunities for our board members.

The Power of the Network & Management Practices

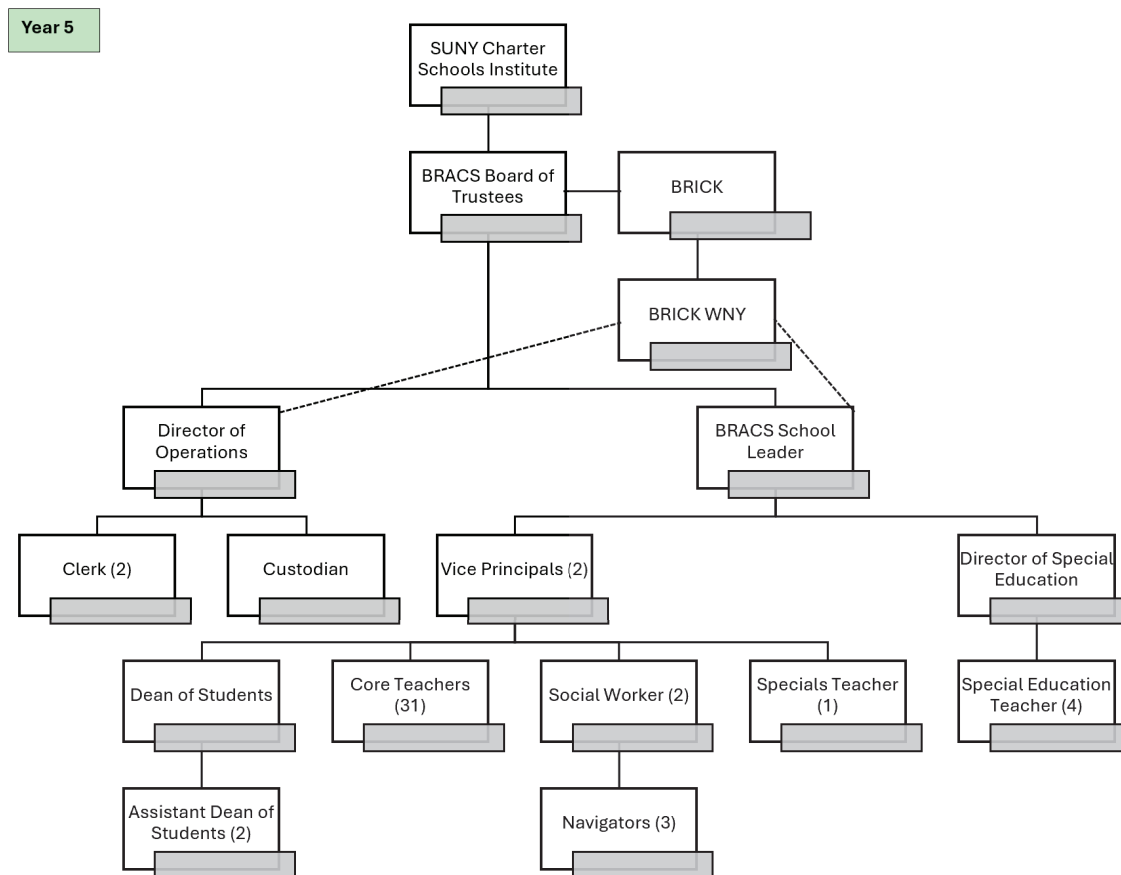
BRACS plans to partner with the BRICK Education Network to provide comprehensive management services. Recognizing the invaluable support this partnership offers, the board anticipates accessing expertise in talent recruitment, finance, curriculum development, and instructional leadership. This collaboration sets BRACS apart from many startup charter schools in Rochester, empowering the school staff to achieve groundbreaking results for local students.

The board will continue to dedicate time and meetings to review and provide feedback on a draft educational services agreement with BRICK. BRICK's agreement is used with all the network schools, but is always negotiated, discussed, and adapted based on specific board needs and local context. This agreement outlines specific supports provided by BRICK, clarifying roles and responsibilities. Committees collaborated with BRICK regional directors to define oversight strategies, ensuring effective service delivery. While BRACS will contract with BRICK for services, the board acknowledges its ultimate responsibility for the school's success, as outlined in the educational services agreement. Copies of the agreement and the sample CMO evaluation tool can be found in R-23b - Supplemental Attachments. The table below illustrates how the board's committees will oversee service delivery based on the criteria outlined in the agreement.

The Board will continuously monitor the school's academic performance, operational health, and fiscal viability. It will act responsibly, addressing areas of concern and capitalizing on successes and opportunities. The Board commits to extensive training and annual evaluations to ensure effective oversight and governance. BRACS is contracting with BRICK as its charter management organization. BRICK's Western New York Office will report directly to BRICK, which in turn reports directly to the BRACS Board of Trustees. The WNY office, comprising a Regional Superintendent and a Regional Director of Operations, is community-invested and is already collaborating closely with the founding team and founding Board.

BRICK will manage all aspects of BRACS as outlined in the educational service provider agreement, ensuring BRACS receives the necessary direction, leadership, resources, and support to function as a high-quality, community-centered, and high-performing school. With support from the BRICK WNY Office, BRACS will implement the BRICK model and adhere to its components to serve the target population effectively and meet the needs of the Rochester community. BRICK will undergo annual evaluations.

The organizational chart for the fifth year of school operation is as follows:



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 proposed 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.

Board Development

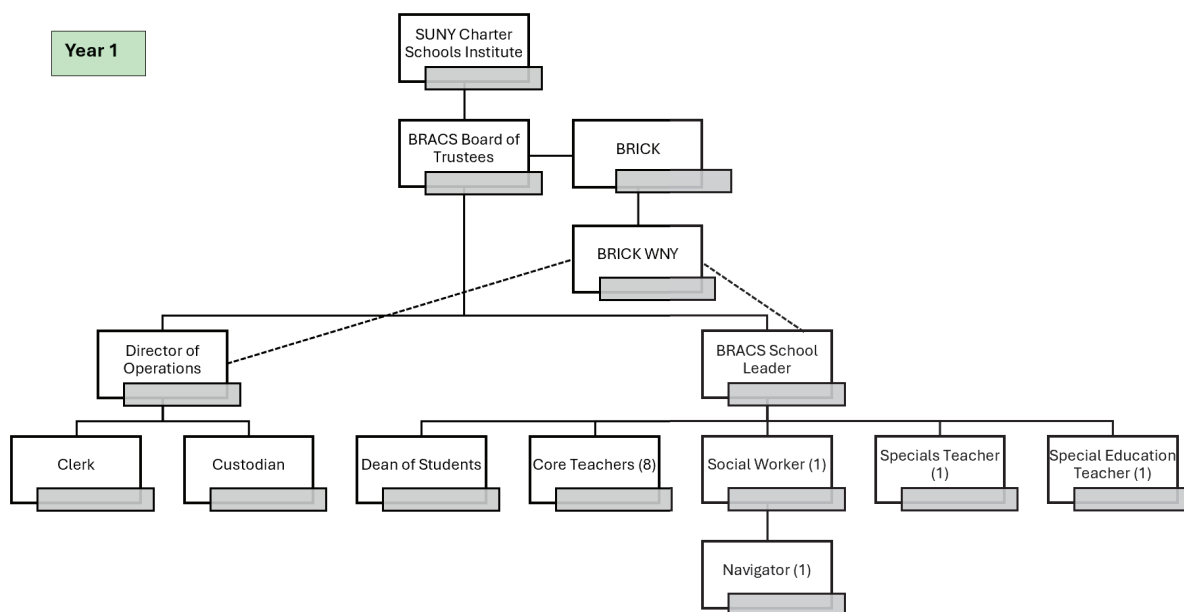
The charter for BRACS will be held by the school's Board of Trustees, serving as its governing body responsible for the academic, operational, and fiscal success. Composed of six members, the proposed board represents diverse skills, deep ties to the Rochester community, and a strong commitment to the

R-11ab - School Management and Leadership

Organizational Chart

The governance of BRACS will be under the stewardship of the school's Board of Trustees. This board, currently made up of 6 volunteer members, serves as the body overseeing the school's academic, operational, and financial well-being. The members, who bring a diverse array of skills and deep ties to the Rochester community, are dedicated to BRACS's success. They will manage policies and provide oversight with fairness, integrity, and diligence, ensuring the school adheres to its mission, vision, and charter, and maintains high standards. Additionally, they will actively promote BRACS and provide visionary leadership for its future.

The organizational chart for the first year of school operation is as follows:



A major barrier is obtaining a Bachelor's degree, a requirement for becoming a certified teacher. The process is time-intensive and costly. Gateway U addresses this by providing individual coaching and wraparound support to aspiring teachers as they earn affordable, project-based degrees from Southern New Hampshire University (SNHU) online, at their own pace. Additionally, Gateway U supports those who already hold a degree but need to pass the Praxis exams and navigate the alternate route certification process. As a Registered Apprenticeship Program by the U.S. Department of Labor, Gateway U assists aspiring teachers in completing the necessary technical instruction to enter an alternate route education preparation provider.

Local Partnerships and Alternative Pathways: Beyond our partnership with Gateway U, we are actively seeking additional local partnerships and alternative pathways to recruit and develop high-quality staff. We understand the importance of leveraging local talent and are committed to building relationships with local providers and stakeholders. By collaborating with community organizations, educational institutions, and other local entities, we aim to create a robust pipeline of qualified and diverse teaching professionals. This approach not only enriches our school community but also ensures that our staff reflects the diverse backgrounds and experiences of our student population.

Through these strategic initiatives, we demonstrate our commitment to fostering an inclusive and dynamic educational environment, ensuring that all students have access to high-quality education delivered by dedicated and well-supported teachers.

- **Leadership opportunities.** BRACS also believes providing staff members with access to stretch leadership opportunities can help with retention. As a result, BRACS will offer several leadership roles that staff members can access if they would like to assume more leadership at the campus. During the charter term, BRACS plans to begin offering the leadership roles described below:
 - **Grade level chairs.** Grade level chairs (GLCs) help lead the efforts of a particular grade level at the campus. They are responsible for planning grade level culture events, such as community meetings or Fun Friday. They also facilitate grade level team meetings and take on other responsibilities to support the other teachers on their grade level.
 - **Course leaders.** Course Leaders help to lead the BRICK Network's efforts to develop teachers in a particular content area. For example, a Course Leader may be responsible for Kindergarten literacy. In this role, the Course Leader may provide professional development to all BRICK Kindergarten literacy teachers and may facilitate weekly lesson unpack meetings designed to help teachers internalize their lessons for the next week.
 - **Mentor teachers.** Mentor teachers help to support the development of new teachers, including teachers that are enrolled in the Relay teacher residency. Mentor teachers help their residents prepare for lessons, deliver those lessons, and reflect on how to continually increase their effectiveness.
- **Teacher planning time.** BRACS also believes that it is critical to ensure that the work of a teacher is sustainable. Nationally, research has shown that teachers of at-risk populations leave the profession at higher rates and cite higher rates of teacher burnout. As a result, BRACS will structure the schedules so that teachers have ample prep time during the school day. The current draft schedules for teachers include approximately 90 minutes of preparation time as well as a 45-minute lunch break. While some time each week will be used for important meetings (like instructional coaching meetings, department meetings or grade level meetings), BRACS will focus on ensuring that significant teacher prep time is preserved each week to ensure teacher job satisfaction and retention. In addition, the sustainability of BRACS teachers will also be supported by the work of BRICK's directors. For example, BRICK's academic directors produce all instructional materials necessary for daily instruction and BRICK's performance team will produce all data reports that teachers need to analyze their data. As a result, teachers can use their prep time focused on preparing for their lessons and analyzing student work to best support their students, rather than other administrative tasks that have been shown to contribute to teacher burnout.

High-leverage partnerships

BRACS also recognizes that successful expansion will require that the school develops clear plans for developing and supporting its own teachers. Our collaboration with Gateway U is a testament to our dedication to diversifying and strengthening our teaching workforce.

Participation in Gateway U: One of our key partnerships is with Gateway U, which runs the Teacher Pathway Program. This program is instrumental in helping Black and brown aspiring teachers break into the teaching profession in schools. BRICK's partnership allows for schools in our network to participate in this program through a hybrid approach. At Gateway U, they believe that the talent schools need already exists within our buildings and communities. This untapped pool includes paraprofessionals, teacher aides, office staff, parents, family members, and alumni who are often overlooked and face significant barriers to entering the teaching profession.

5. Reference checks: Prospective candidates then submit at least three professional references, including at least one reference from a current or former supervisor. A member of the BRICK talent team or the hiring manager then completes a reference for each of the references to determine if they would like to extend an offer of employment to the applicant.

To ensure an equitable experience for candidates, BRACS will work with the BRICK Talent team to ensure that all parts of the selection process include clear selection criteria of positive and negative evidence for each question and stage in the process. All staff that will participate in this process receive anti-bias training. In addition, prior to conducting any formal interviews, participating staff members will review the selection rubrics for each position, the standardized questions and tasks for each stage of the interview process, and information about legal requirements for interviewing. BRACS believes that a clear process and effective training will help to mitigate bias in selection and ensure that the school is able to select the strongest possible team.

At each step in this selection process, prospective candidates must display examples of BRACS's core values to be advanced. Demonstration of any behavior that deviates from these core values may result in the candidate being dismissed from the selection process.

To retain high-quality staff:

BRACS recognizes that it must also have strategic plans for retaining high-quality staff members. As a result, BRACS will use the following strategies to retain high-quality staff:

- **Sustaining a high quality work environment.** Most importantly, BRACS believes that having a strong organizational culture leads to high levels of staff satisfaction and retention. BRICK has been able to demonstrate its ability to create strong school cultures and continuously evaluates our position. Our most recent survey, administered in Fall of 2024, demonstrated that 84.8% of staff said they would recommend BRICK to other professionals as a place to work and 82.4% of staff would recommend BRICK as a place to send their children. BRICK does not just conduct surveys and collect data, but is responsive to data and feedback. One example of this is the creation of a campus specific, staff led Sunshine Committee that works to bring sunshine and light to staff members during celebratory times, difficult times, and as needed. BRACS will ensure that it continues to focus on creating a rich and engaging culture by:
 - Holding an annual series of staff development sessions designed to strengthen the team's overall mission alignment.
 - Administering an annual organizational health survey to measure the strength of staff culture
 - Supporting the school leadership team to build action plans to respond to staff survey data
 - Ensuring campus leaders have annual 360 evaluations and use the data from these evaluations to inform their personal development plans
 - Holding regular office hours with school leadership and BRICK Talent team members for staff to voice concerns as they come up
- **Career advancement opportunities.** BRACS has also designed its staffing model to ensure that staff members have numerous opportunities for career advancement if they achieve success in their roles. For example, a strong Kindergarten math teacher could become a Vice Principal of Instruction for K-5 mathematics and science and then a principal. A strong Operational Manager could become a Director of Operations. The presence of a variety of leadership roles at the campus creates career ladders for all staff and, as a result, will contribute to high staff retention.

To select a high-quality staff:

BRACS recognizes that it is responsible for having a rigorous selection process to identify talented, mission-aligned staff members who are passionate about closing the opportunity gap in Rochester. As a result, BRACS will follow the five-step selection process that BRICK has developed over time; a process which has already proven successful. This rigorous five step selection process applies to all positions and is briefly described below:

1. Application review: The selection process starts after a candidate completes a formal application for an open position. These applications require a candidate to submit a resume and to answer some additional questions, including open ended questions. A member of the BRICK talent team then reviews the application to determine if:
 - a. the candidate meets the baseline expectations for the position
 - b. there is positive evidence from the resume or application that indicates that the applicant is a strong candidate for a position (such as successful prior experience in the same role or familiarity with a particular system or approach the school uses).
 - c. there is any negative evidence from the resume or application that would suggest that the candidate may not be a strong candidate (such as frequently changing positions, or open-ended answers that do not express an adequate appreciation of and respect for the community served).
2. Phone interview: A member of the BRICK talent team then conducts a phone interview with each candidate. During these interviews, candidates respond to a variety of questions about their prior experiences as well as questions that are designed to gauge their alignment with the organization's mission and approach. Each interview also includes at least one scenario based question that requires candidates to respond to a scenario that may commonly occur in the position they are applying for.
3. Project submission: Prospective candidates that advance then complete a project to demonstrate that they have the knowledge and skills required for the position they are applying for. Since these projects are specific to the individual positions, they vary widely depending on the position. For example, teachers are assigned to internalize and then teach a lesson in the content area that they are applying to teach. School Leaders are assigned to conduct a coaching session with a teacher. A member of the BRICK talent team reviews the quality of the project and debriefs the project with the applicant, celebrating the effective parts of their work and sharing feedback on any part of the project that could be improved.
4. Live interview: Prospective candidates will then participate in a live panel interview with members of the BRACS team. These panel interviews offer the members of the school team an opportunity to get to know each candidate by learning about their personal leadership journey and commitment to educational opportunity in Rochester. Staff members are also able to ask the staff member questions related to the candidate's past experiences and the type of school team that they would like to join. Panelists are also able to ask the candidate follow-up questions from previous parts of the process (for example, questions about specific things that occurred during a teacher's sample lesson or follow up questions about a written response on their application). These panels will include a diverse mix of staff members and, once the school has students enrolled, a parent or guardian whenever possible.

- A monthly social media newsletter that shares information about the school and includes information about founding positions
- A monthly series of free online professional development sessions that are open to all Rochester educators that will be led by BRICK staff.
- Participating in local job fairs for schools of education.
- Posting directly on the job sites most commonly used by teachers in the Rochester area, specifically the Erie 1 BOCES Western New York Applicant Tracking system, as well as sites that are commonly used across the country (such as on LinkedIn, Glassdoor, and Indeed).

○ **Pillar 3: Actively Recruit Talented, Mission-Aligned Staff**

- *Focus on online marketing.* BRACS recognizes that it is important to have a strong online presence that clarifies the mission and vision of the school and ensures that talented, mission-aligned staff are aware of opportunities at the school. As a result, BRICK talent staff will collaborate with the school team to produce an employee value proposition that clarifies what is unique about BRACS by distinguishing how the school is different from other schools in Buffalo. The BRICK talent team will then produce aligned recruitment materials to support online recruitment, including: professional fliers describing why applicants should work at BRICK, job descriptions for projected positions, job postings for those positions, and social media blurbs to market those positions across a variety of platforms, including on the BRICK Website, Facebook, Twitter and Instagram. The BRICK talent team will manage all of these postings and ensure that prospective BRICK employees receive timely responses to any employment inquiries. BRICK talent team members will also conduct targeted recruitment to individuals that may be interested in working at BRICK (for example, by reaching out directly to local educators via LinkedIn).
- *Focus on pipeline programs.* BRACS recognizes that charter schools also need to develop strong pipeline programs for recruiting future staff members. As a result, BRACS has spent the last year working to develop relationships with community partners to build these pipelines. These high-leverage partnerships are described below:
 - BRACS has successfully established a collective with local schools and other stakeholders in Rochester to tackle the challenges associated with the teacher pipeline. This collective is actively exploring options to enhance recruitment, training, and retention of high-quality educators in the region. By working together, the members of the collective aim to develop innovative and sustainable solutions to ensure a steady flow of skilled teachers equipped to meet the needs of Rochester's diverse student population.
 - Building on the success of our programs in Newark, BRACS is expanding our teacher development pipeline initiatives to further support and enhance the capabilities of educators. These programs focus on comprehensive professional development and mentorship, tailored to equip teachers with the skills necessary to thrive in diverse and dynamic classroom environments.

- *Focus on retention.* At BRACS, all leaders will be focused on staff member retention as a critical part of ensuring that the school is always fully staffed with high-quality teachers. As a result, BRICK leaders will conduct stay conversations with high performing staff members earlier in the year so that they know that their work is appreciated and can gain any support they need, including access to information about future leadership opportunities. BRICK talent staff members also conduct personal one on one check ins with all staff members approximately 30 days after they are hired to ensure that they have had a strong start with the organization and can access any support they need. BRICK talent staff also help administer the network's organizational health survey so that leaders have the data they need to understand the staff culture of their school and take efforts to continually strengthen that culture. In addition, BRICK talent staff conduct structured exit interviews with all staff members that leave BRICK schools to determine how the school can adjust its approach as needed to maximize staff retention.
- *Focus on internal referrals.* BRACS recognizes that research shows that employee referrals often lead to the greatest proportion of new hires and the most effective new hires. As a result, BRICK talent staff will lead internal employee referral campaigns to identify prospective staff members for BRACS. In addition, the BRICK talent staff will work to also create referral programs with BRICK's partner organizations. Since BRICK will be relatively new to the Buffalo community, the team is committed to expanding its traditional approach to referral campaigns so that staff members at partner organizations in Buffalo are also eligible for referral bonuses.

○ **Pillar 2: Build a Data-Informed Recruitment Plan**

- *Focus on tracking and analyzing data.* BRACS recognizes that it is important to set clear goals to measure the experience of potential staff members (for example, by setting goals related to the time it takes for candidates to complete the entire recruitment process and the average response time from a member of the talent team). In addition, BRACS recognizes that it must track how hires initially heard about BRICK so that the team can prioritize the highest-leverage recruitment strategies. Fortunately, the BRICK talent team uses an applicant tracking system (ATS) that tracks a variety of measures related to the candidate experience and talent sourcing. As a result, BRICK talent staff members share these resources with the school so that the school can respond to any gaps in the talent recruitment process and ensure a high-quality candidate experience.
- *Focus on an annual recruitment calendar.* BRACS has learned that it is important to implement a year-round recruitment strategy to identify and recruit candidates to Rochester. As a result, BRACS will create an annual recruitment calendar that includes a series of events to help the school attract high-quality candidates. The specific events will involve members of the school but will be planned, facilitated, and publicized by members of the BRICK talent team. A draft list of events for the pre-launch year includes:
 - Monthly informational sessions and tours of the BRACS campus
 - Information sessions directly for the staff members of partner agencies and ecosystem partners.

in a way that provides strong customer service and support to students, families, and staff. The Office Manager is responsible for warmly greeting stakeholders that enter the main office and providing strong support to those stakeholders based on their individual needs. The Office Manager answers the school's phone, takes messages as needed, and ensures that school staff follow up appropriately. The Office Manager also works closely with all new families to make sure that they successfully complete all of their enrollment paperwork. This position requires strong interpersonal skills and the ability to build relationships with students, families and staff. This position also requires the ability to work in a fast-paced environment and to effectively multi-task. Prior experience in customer service is preferred.

Assistant Facility Manager: The Assistant Facilities Manager (AFM) is responsible for maintaining the BRACS school building and grounds in a healthy, safe and sanitary manner. As a result, the AFM is responsible for developing an annual schedule for the care of the building and grounds that includes scheduling required inspections and ongoing preventative maintenance. In addition, the AFM partners with the DOO to state the expectations for ongoing custodial service as well as any modifications to those services that are necessary because of changes to local health department guidelines. The AFM provides leadership to ensure both the successful completion of annual tasks and routine custodial tasks. At the start of the charter term, the AFM executes these custodial tasks personally. However, once a custodian is hired, the AFM supervises the custodian. The ideal candidate has prior experience as a custodian and experience managing school facilities.

Staff Recruitment and Retention

The BRACS team is dedicated to hiring individuals who are passionate about our mission and committed to narrowing the opportunity gap. We prioritize recruiting staff members with not only strong credentials but also a steadfast belief in our students and community. Furthermore, BRACS is deeply committed to hiring educators with strong connections to the Rochester community, including those who reflect the diverse backgrounds of the students we serve. Leveraging the expertise of BRICK, which has a proven track record of recruiting a diverse staff, BRACS aims to address the disparity between the demographics of our student body and the teaching staff. Recognizing the importance of representation, BRACS acknowledges the need to prioritize the recruitment and retention of talented educators from diverse backgrounds. A brief summary of how the school plans to recruit and retain staff members is provided below:

To recruit high-quality staff:

BRACS will use the following strategies to recruit high-quality staff members:

- **BRICK support.** BRACS will be able to rely on the BRICK Education Network to provide comprehensive talent recruitment and selection services, even during the school's incubation period—a distinct advantage over most local charter schools that do not have full-time talent staff members during the first year of operation. BRICK will provide talent recruitment supports that are based on national best practices, such as those identified in a recent report by the National Alliance for Public Charter Schools, "National Best Practices: Teacher Recruitment and Pipelines - Understanding best practices, case studies, and resources from across the nation"¹ as well as strategies that have proven effective across the network. Each of the three pillars of BRICK's talent recruitment approach are named below along with additional information regarding the specific supports that will be provided to the school by BRICK staff:
 - **Pillar 1: Build a community around talent**

¹http://www.edfuel.org/wp-content/uploads/2017/08/National-Best-Practices_Teacher-Recruitment-and-Pipelines_FINAL-2.pdf

Cultural Staff

Social Worker: The school's social workers help parents, students, and school staff identify needs that interfere with learning and work with students to get the services they need. This role requires a master's degree. A prospective social worker must also demonstrate at least two prior years of successful work supporting and building relationships with students and their families. In addition, a prospective social worker must possess strong knowledge of the social service agencies that serve the community of East Buffalo and the specific services they provide. A successful track record of partnering with social service agencies to support students and families on the East Side of Buffalo is preferred.

School Nurse: The School Nurse (in year 3) provides physical, emotional, mental and social support services to scholars and staff. The school nurse will also be responsible for working with the operations team to ensure that the school is in compliance with all state and federal health regulations and policies. The nurse will be a licensed registered nurse with a valid and current New York State license. Experience working in a school setting or with a pediatric population for at least a year is preferred. In addition, a preference is given to nurses that have experience providing services to families on the East Side of Buffalo.

BRICK Navigator: At BRICK schools, the Navigator position is a critical component of the network's holistic approach to education. Recognizing the profound impact of systematic racism and generational poverty on students and their families, BRACS will integrate community health workers, known as Navigators, into the school environment. These trained individuals provide comprehensive support, addressing the wellness of students and their families by assisting them in achieving educational, career, financial, and health goals. By doing so, the Navigator position not only helps mitigate the symptoms of poverty but also addresses its root causes, fostering greater economic mobility and creating pathways to a brighter future.

Operations Staff

Director of Operations: The Director of Operations serves as a co-leader of the school, partnering with the School Leader. The Director of Operations is responsible for operations leadership and overseeing all non-instructional operational matters, including but not limited to school operations, administrative matters, facilities, communications, enrollment, student-records management, logistics, technology, budget/financial matters, contracts, and school-safety and health matters. As a result, they supervise a team of operations and administrative personnel. This position requires a bachelor's degree and at least two years of management-related experience. Prior experience leading the operations of a charter school is preferred.

Operational Manager: The Operational Manager assists the Director of Operations in ensuring that the school has strong school-based operations. This staff member is primarily responsible for back office operational tasks, including, but not limited to, maintaining the school's student information system, executing the school's procurement policies, and assisting with state reporting. The Operational Manager supports the Office Manager by ensuring that the information collected from families is appropriately entered into the school's student information system and appropriately filed as part of each student's records. The Operational Manager also uses this information to produce the student information needed for ongoing reports to internal and external stakeholders. This position requires a bachelor's degree. Prior experience supporting school-based operations of a charter school is preferred.

Office Manager: The Office Manager also assists the Director of Operations in ensuring that the school has strong school-based operations. This staff member is primarily responsible for running the main office

detail in ***R-09ad-Instructional Leadership***. This role requires a master's degree and New York state School Building Leader certification is preferred.

Dean of Students: The Dean of Students will report to the School Leader. The primary responsibilities of the Dean of Students is to help develop and implement an annual strategic plan for School Culture that addresses three primary systems - school wide culture building, behavior management, and interventions and supports - among teachers, staff, students and families.. They will oversee a data-driven disciplinary process using a trauma-informed care approach and restorative practices that empowers students to demonstrate social emotional learning growth. The BRACS Dean of Students must have a Bachelor's degree and at least 3 years of experience working in an urban setting in a school environment. A Master's degree in education, social work or related field is preferred.

Instructional Staff

Teachers: Teachers are responsible for teaching classes of students to ensure they achieve their academic goals in a supportive and positive classroom environment. They maintain and enrich their expertise in the subject area(s) they teach as well as the curriculum; foster a positive school culture; develop lesson plans that ensure students' attainment of grade-level learning standards in alignment with the school's curriculum; provide instruction (full class, small group, and individual); create customized and flexible lesson plans to meet individual student needs; prepare students for all required assessments; analyze data and use it effectively to improve instruction and student learning; provide an inclusive, exciting, innovative learning environment; manage the classroom; serve as mentors to students; implement students' individualized education programs (IEPs), if applicable; ensure the needs of students with disabilities, ENLs, and advanced students are served at the highest levels; and perform other duties as deemed appropriate by the principal. This role requires a bachelor's degree, with a master's degree preferred, and valid NY state teacher certification. Two prior years of successful classroom teaching experience is preferred.

Special Education Teachers: Special Education Teachers are licensed in New York to teach students with special needs. They provide instruction to students that is consistent with the special education program offered by the school (which includes ICT, direct and indirect SETTS, resource room and related services). As a result, special education teachers both provide direct instruction to students and also collaborate with other teachers to ensure that instruction effectively meets the needs of students with disabilities. This position requires a master's degree and the ability to meet all state and federal guidelines to be fully licensed at the "High Qualified" ESSA level. Two prior years of successful classroom teaching experience is preferred.

ENL Teachers: ENL Teachers are licensed to teach English to speakers of other languages (TESOL) in New York. They work closely with non-native speakers to help them learn to speak, read, understand, and write in English. ENL teachers provide direct instruction to students and collaborate with other teachers to ensure lessons are appropriately differentiated to meet the needs of ENL students. This position requires a master's degree and the ability to meet all state and federal guidelines to be fully licensed at the "High Qualified" ESSA level. Two prior years of successful classroom teaching experience is preferred.

Specials Teachers: Special area teachers instruct elective-style classes, including art, music, theater, dance, and physical education. Specials teachers have the same responsibilities as other teachers and a passion for their particular content area. These roles require a bachelor's or master's degree and a valid NY state teacher certification. Two prior years of successful classroom teaching experience serving multiple grade levels of students is preferred.

Remote instruction

Amid the COVID-19 pandemic, BRICK provided extensive support to its schools, facilitating the transition to online instruction, updating facilities to meet health and safety standards, and adapting policies to accommodate varied instructional methods. BRACS is confident that its staffing model and collaboration with BRICK will enable seamless transitions between different modes of instruction as community health requirements evolve.

During the 2021-2022 academic year, BRICK's flagship campus, Gateway, successfully implemented online instruction for all students. Elementary students received daily synchronous lessons in reading and math, supplemented by small group synchronous sessions for tailored support. Asynchronous activities, curated by BRICK's academic directors, were integrated into students' schedules, complemented by daily check-ins with teachers for technical assistance and personalized support.

BRACS is assured in its staffing model's ability to deliver daily synchronous lessons and targeted small group support, even in virtual settings. Key aspects of this confidence include:

- Network curriculum: Utilizing uniform curriculum, assessments, and resources across BRICK schools, ensuring seamless adaptation for online or hybrid instruction.
- Instructional training: BRICK offers comprehensive training for staff on effective online instruction methods, including Zoom and Nearpod usage for engagement and content delivery.
- Shared lessons: Schools can collaborate on online lesson delivery, allowing for cross-regional instruction and additional tutoring opportunities.
- Staffing flexibility: BRICK's partnership provides flexibility in staffing, enabling support from staff members across regions or network directors if necessary.
- Special populations: BRICK prioritizes in-person learning for special needs and English language learners, leveraging additional staffing to accommodate their needs during pandemic-related closures.

Through these measures, BRACS is prepared to maintain educational continuity and support for all students, ensuring access to quality instruction regardless of the mode of delivery.

For more information on BRICK's transition to remote learning, you can access a draft of the network's virtual reopening guidebook for another campus in ***R-23b-Supplemental Attachments***.

Qualifications and Responsibilities

We have provided a brief overview of key staffing positions that will be filled within BRACS's first five year of operations. These position descriptions and staffing decisions have been carefully made to align with the protected need within Rochester and BRICK's lessons learned from other schools.

Instructional Leadership

School Leader: The BRACS School Leader will report to the BRACS Board of Trustees and will be supported by the BRICK WNY Superintendent. The primary responsibilities of the Principal are to provide instructional leadership and oversee all academic matters and school culture, including but not limited to student outcomes, character education, student culture, teacher training, curricula, academic data analysis, and testing. The BRACS principal must have at least 5 prior years of experience, preferably in a high-performing charter school, have a passion and commitment for the community served, a track record of leading stakeholders to achieve ambitious goals, and have demonstrated the ability to develop the leadership capacity of others. In addition, the BRACS Principal must also meet the network readiness criteria for Principals. That criteria can be found in ***R-23b-Supplemental Attachments*** and is described in

ensures that our staff reflects the community's demographics, enabling strong connections and tailored support for students from varied backgrounds. In addition, even though BRACS will be able to access special education services from the Rochester City School District, the school budget also includes funds for special education teachers and two school counselors (and the addition of our Navigators) to ensure that it can effectively serve all students.

Staff salary and compensation

The BRICK Education Network worked with the BRACS Board to develop a compensation model for BRACS. As part of this work, BRICK shared the results of an internal compensation and benefits study conducted by Stronger Consulting. In this study, current BRICK teachers, and other teachers from New York and New Jersey, indicated that they preferred compensation models that prioritized larger base salaries for staff, rather than an expanded benefits package. As a result of this information, the BRACS Board evaluated the compensation structures of other local charter schools and traditional school districts. The Board found that many local charter schools actually pay salaries that are below the salaries offered by local traditional school districts. The Board also learned that several local charter schools have attributed recent increases in teacher attrition to teachers finding new jobs in nearby suburban school districts.

In response, the BRACS Board committed to paying staff salaries at the 75th percentile as determined by local compensation levels. BRACS believes such salaries will appropriately compensate staff for the work they do, while also supporting staff recruitment and retention. Based on subsequent review of publicly available teacher salary schedules prior to starting the budgeting process, BRACS decided to anchor to the salary scale used by the RCSD. However, BRACS also added an additional increment of 10% above that scale to produce its own draft pay scale.

In addition, BRACS recognizes that strong salaries are only the starting point for creating a strong employee value proposition. As a result, BRACS also plans to offer additional benefits to all of its employees as well, including:

- Comprehensive medical, vision and dental coverage
- a 4% 403b match for all eligible employees
- Access to a staff laptop
- Eight sick days and four personal days per calendar year
- Additional scheduled vacation time each July for 12-month employees

BRACS also plans to offer additional incentives to ensure a strong founding team is in place in Rochester, including:

- A longevity bonus for founding staffing members. Modeled after a similar program in Newark, founding Buffalo staff members will be eligible for a \$5,000 retention bonus if they are employed at BRACS for at least five years in a position that requires certification or a leadership position. Staff members employed at BRACS for at least five years in a position that does not require certification would be eligible for a \$2,500 bonus.
- The BRACS Principal and Director of Operations will also be eligible for an annual performance based bonus.

BRACS recognizes that it is important to continue to review its overall employee value proposition to ensure that it is providing strong support to staff and remaining competitive in the local market. As a result, the BRACS Board will review its employee value proposition each year to determine what adjustments need to be made to adjust for cost of living or other factors.

such as co-teachers for K-3 classrooms, to ensure personalized support for all students. This approach aims to enable teachers to specialize in specific content areas and effectively prepare students for New York State's rigorous P-12 Common Core Learning Standards.

BRACS is confident in its staffing model's effectiveness, drawing on the successful implementation at BRICK, insights from high-performing charter schools, and collaborative efforts to tailor the model to meet Rochester's unique needs.

The BRACS staffing model was finalized to ensure that it addressed the key priorities described below:

1. **Co-teaching.** BRACS will prioritize having two teachers in early elementary classrooms, specifically K-3, similar to the approach at Gateway. In these grades, students need significant support from adults and benefit from smaller teacher to student ratios. In addition, prioritizing co-teaching in these grade levels ensures that all BRACS students will be able to develop the mastery of foundational literacy and mathematical skills that is critical for future academic success. In grades 3-5, BRACS will also have at least one co-taught classroom per grade level to provide support for students with disabilities in alignment with their IEPs.
2. **Enabling instructional leadership.** BRACS will prioritize ensuring that all instructional leaders and teachers have the support necessary to ensure that they can focus on ensuring high-quality instruction happens in all classrooms each day. In some schools, administrators must take on numerous tasks that prevent them from focusing on teaching and learning. As a result, BRACS will use a co-leader model that ensures the school is led by both a principal and a Director of Operations. The Director of Operations will serve in a key leadership capacity that enables the principal to devote themselves entirely to serving as an instructional and cultural leader. In addition, BRACS wants to ensure that teachers receive ample support to deliver high-quality instruction each day. As a result, the proposed staffing model includes instructional leaders that each oversee a critical part of the instructional program (including a Vice Principal of Instruction - K-5 Math and Science, Vice Principal of Instruction- K-5 Literacy and Social Studies, Vice Principal of Culture, Director of Special Education and a Coordinator of English as a New Language). In addition, each of these staff members has a manageable coaching load that permits them to provide high-quality content-specific support to their teams.
3. **Developing content expertise.** BRACS also has created a staffing model that is designed to ensure that staff members can develop functional expertise in specific instructional content areas. Rather than teach all subjects, as is common in many elementary schools, teachers will specialize in one or two content areas so that they can commit themselves to mastering content-specific best practices and can dedicate the time necessary to fully prepare to deliver high-quality lessons to their students.
4. **Promoting staff sustainability.** BRACS also recognizes that the work of a teacher can be demanding, especially for elementary teachers who teach all subjects. As a result, ensuring that elementary teachers do not have to prepare for all subjects each day helps to promote staff sustainability. BRACS is committed to supporting teacher sustainability by minimizing the number of different courses that teachers must prepare for and by ensuring that all teachers have ample prep time during the day to prepare for lessons. In addition, ensuring that campus leaders have a reasonable number of staff members to manage and can focus in specific content areas also helps to promote leader sustainability.
5. **Supporting special populations.** BRACS is committed to serving and supporting special populations through a staffing model that prioritizes diversity, inclusion, and specialized training. Our model includes hiring educators who are not only certified in special education but also trained in culturally responsive practices and trauma-informed approaches. Additionally, BRACS

R-12ac – Personnel

Staffing Chart and Rationale

The table below lists all instructional and non-instructional staff positions during the first five years of operation at BRICK Rochester Academy Charter School:

| ADMINISTRATIVE PERSONNEL FTE | | FTE | | | | |
|---------------------------------|--|------|------|------|------|------|
| Executive Management | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Instructional Management | | 1.0 | 1.0 | 2.0 | 2.0 | 3.0 |
| Deans, Directors & Coordinators | | 1.0 | 1.0 | 2.0 | 3.0 | 4.0 |
| 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 | 2.0 | 2.0 |
| TOTAL ADMINISTRATIVE STAFF | | 4.0 | 4.0 | 6.0 | 8.0 | 10.0 |
| INSTRUCTIONAL PERSONNEL FTE | | | | | | |
| Teachers - Regular | | 8.0 | 14.0 | 20.0 | 27.0 | 31.0 |
| Teachers - SPED | | 0.0 | 1.0 | 2.0 | 3.0 | 4.0 |
| Substitute Teachers | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teaching Assistants | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Specialty Teachers | | 1.0 | 2.0 | 2.0 | 3.0 | 4.0 |
| Aides | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Therapists & Counselors | | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| Other | | 1.0 | 1.0 | 2.0 | 3.0 | 3.0 |
| TOTAL INSTRUCTIONAL | | 11.0 | 19.0 | 27.0 | 38.0 | 44.0 |
| NON-INSTRUCTIONAL PERSONNEL FTE | | | | | | |
| Nurse | | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 |
| 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 | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| TOTAL NON-INSTRUCTIONAL | | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| TOTAL PERSONNEL SERVICE FTE | | 16.0 | 24.0 | 34.0 | 48.0 | 56.0 |

The **rationale for the staffing structure** is based on the proven track record of the BRICK Education Network, which has effectively managed traditional public-school turnarounds, start-up charter schools, and turnaround charter schools. BRACS intends to replicate the successful BRICK model in Rochester while strategically enhancing staff capacity to ensure comprehensive support for all students, including those with disabilities and English language learners, and to navigate New York's compliance requirements adeptly. In addition, we have updated our model to reflect lessons learned from BRICK Buffalo, to include new social and emotional support structures at BRACS. Based on the high-needs of our communities and students, we have included two social workers in our model and two navigators. As such, BRICK has prioritized the holistic needs of young people and their families. To that end, BRICK has identified a tremendous need to integrate community health workers in schools. Since identifying the need, we are committed to deploying trained individuals (navigators), who provide holistic services that support the overall wellness of our students and their families. This staffing strategy underscores BRACS's dedication to serving a diverse student population reflective of its community.

Furthermore, BRACS's staffing model draws inspiration from renowned charter school networks such as IDEA Public Schools in Texas and Uncommon Schools on the East Coast, known for their outstanding academic outcomes and expansion efforts. Analyzing these organizations' staffing frameworks has deepened BRACS's understanding of the importance of providing robust support to teachers and students. Consequently, BRACS's model includes a strong school leadership team and additional staff members,



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Any entity in which a person in subparagraph (a) or (b) of this subsection has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%; and Founders of the Corporation

Related Party Transaction. Any transaction, agreement or any other arrangement in which a Related Party has a Financial Interest and in which the Corporation or any Affiliate of the Corporation is a participant, except that a transaction shall not be a Related Party Transaction if: (i) the transaction or the Related Party's financial interest in the transaction is de minimis; (ii) the transaction would not customarily be reviewed by the Board or boards of similar organizations in the ordinary course of business and is available to others on the same or similar terms; or (iii) the transaction constitutes a benefit provided to a Related Party solely as a member of a class of the beneficiaries that the Corporation intends to benefit as part of the accomplishment of its mission which benefit is available to all similarly situated members of the same class on the same terms.

Relative. A spouse or domestic partner as defined in section 2994-A of the New York Public Health Law; ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren; or spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

Trustee. Any voting or non-voting member of the governing board of the Corporation.

My signature below indicates that I have read the Conflict of Interest policy and I agree to abide by the terms stated herein.

Employee's Signature

Date

Employee's Name (Print)



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- Has not been an employee of the Corporation, a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
- Does not have a Relative who has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
- Has not received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
- Does not have a Relative who has received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
- Does not have a substantial Financial Interest in and has not been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY N-PCL §102(21), over the last three fiscal years (payment does not include charitable contributions);
- Does not have a Relative who has a substantial Financial Interest or who has been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY N-PCL §102(21), over the last fiscal three years (payment does not include charitable contributions);
- Is not a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
- Does not have a relative who is a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years.
- Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;
- Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;

Key Person. A person, other than a director or officer, whether or not employed by the Corporation, who (a) has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of directors and officers; (b) manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or (c) alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

Officer. A person who has the authority to bind the Corporation as designated in the By-Laws of the Corporation.

Related Party. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

Trustees, Officers, or Key Persons of the Corporation or any Affiliate of the Corporation;
Relatives of any individual described in subparagraph (a) of this subsection;

Article 5: Disclosures

Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees shall disclose in writing to the Board Secretary:

Any entity of which the Trustee is an officer, director, trustee, member, owner or employee;

Any entity of which a Relative of the Trustee is an officer, director, trustee, member, owner or employee and with which the Corporation has a relationship;

Any Financial Interest the Trustee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the Corporation for a fee or other compensation; and

Any position or other material relationship such Trustee may have with any not-for-profit corporation, or any position or other material relationship held by a Relative of such Trustee, with which the Corporation has a business relationship.

Each Trustee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy. The Secretary shall provide a copy of all completed statements to the Chair of the Board.

Article 6: Miscellaneous

Section 1. Any contract willfully entered into by or with the Corporation which is prohibited by this Conflict of Interest Policy shall be null, void and wholly unenforceable.

Section 2. Trustees, Officers, Key Persons and employees shall make all appropriate disclosures whenever a grievance or conflict of interest is lodged against them.

Section 3. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict of Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Article 7: Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

Financial Interest. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the Corporation.

Independent Trustee. A member of the Board who:



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Any Trustee, Officer, Key Person or employee to which the potential or actual conflict of interest relates shall not be present at or participate in the Board or committee deliberation or vote on the matter giving rise to such conflict; provided that nothing shall prohibit the Board or a committee from requesting that the person with the conflict of interest present information as background or answer questions at a committee or Board meeting prior to the commencement of deliberations or voting relating thereto.

If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members present and voting at the meeting; provided, that a Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer, Key Person or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with BRACS.

Article 3: Committee Review

The Board may delegate to the Audit and Finance Committee or any Board committee comprised solely of Independent Trustees (each a “Committee”) the implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article 4: Records of Proceedings

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board’s decision as to whether a conflict of interest exists.

The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer, Key Person or employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board.

The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.



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Conflict of Interest Acknowledgement Policy

The purpose of this Conflict of Interest Policy (the “Policy”) is to protect the interests of BRICK Rochester Academy Charter School (“BRACS” or the “Corporation”) when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person or employee of the Corporation. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person, or employee of the Corporation, the Board of Trustees of the Corporation (the “Board”) shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1: Conflicts of Interest

Section 1. Trustees, Officers and employees of the Corporation, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the Corporation, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with BRACS, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the Corporation is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with BRACS), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. Trustees, Officers and Key Persons of the Corporation are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the Corporation at the time of such determination.

With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available, approve the transaction by not less than a majority vote of those present at the meeting, and contemporaneously document in writing the basis for the approval and the consideration of any alternative transactions.

Section 3. Employees of BRACS may not serve on the Board.

Article 2: Disclosure and Voting

Any person with a potential or actual conflict of interest described in Article 1 of this Policy must promptly disclose such potential or actual conflict of interest in good faith in writing to his or her immediate supervisor, as applicable, and to each member of the Board, together with all material facts known to such Trustee, Officer, Key Person or employee with respect to the actual or potential conflict of interest. Such written disclosure shall be made part of and be set forth in the minutes of the Board. All such potential or actual conflicts of interest shall be reviewed by the Board.



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intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth \$75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.

21. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.
22. **Related Party Transactions.** The School does not anticipate having any Related Party Transactions that have occurred or may occur as a result of a less than arm's length relationship with a Related Party. The School has established requirements and procedures in its Conflict of Interest Policy to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.
23. **Penalties.** In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law. Any contract entered into in violation of this Code of Ethics shall be null, void, and wholly unenforceable. In addition, violations of the General Municipal Law are misdemeanors.

My signature below indicates that I have read the Code of Ethics policy and I agree to abide by the terms stated herein.

Employee's Signature

Date

Employee's Name (Print)



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employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.

11. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
12. **Business Relationship with the School.** No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the approval of such relationship complies with the terms and procedures of the Conflict of Interest Policy and in any such case, shall not be permitted to be an officer of the Board.
13. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
14. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
15. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
16. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.
17. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
18. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
19. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.
20. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was



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Policy”) and also incorporated in the By-laws; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
7. **Self-Dealing Transactions.** A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers, key persons, or employees has a financial interest. None of members of the Board, officers, key persons, or employees of the School shall engage in any Self-Dealing Transaction, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
8. **Loans.** The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.
9. **No Interest.** No Trustee, officer or employee shall have an interest in any contract with the School of which he [or she] is a Trustee, officer or employee, when such Trustee, officer or employee, individually or as a member of a board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder (b) audit bills or claims under the contract, or (c) appoint an officer or employee who has any of the powers or duties set forth above and (2) no chief fiscal officer, treasurer, or his [or her] deputy or employee, shall have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the School. The provisions of this section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any School officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.
10. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, 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 in writing to his or her immediate supervisor and to the Board on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter, including oral agreements. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A Trustee, officer or employee shall be deemed to have an "interest" in a contract or other transaction if he or she, or such person's spouse, minor children and dependents, is the party (or one of the parties) contracting or dealing with the School (except a contract of employment with the School), or is a director, trustee, officer or



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Code of Ethics Acknowledgement Form

The Board of Trustees (the “Board”) of BRICK Rochester Academy Charter School (the “School”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a “Trustee” and collectively, “Trustees”) and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the “Code of Ethics”) consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law, as amended by the Non-Profit Revitalization Act of 2013.

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School. This Code of Ethics is incorporated by reference into the School’s duly adopted by-laws (the “By-laws”). Terms not defined herein shall have the meaning ascribed to them in the By-laws, article VII...

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s Charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. **Makeup of the Board.** All Board members shall be at least 18 years of age. Not more than 40 percent of the Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any person in a Trustee’s Family.
3. **Representation before the Board.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a potential Conflict of Interest (as defined in the Board’s Conflict of Interest Policy (the “Conflict of Interest



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- Escalating to a Vice Principal of Culture for concerns involving student culture, or to a Vice Principal of Instruction regarding other academic matters, or to the Operational Manager for an operational complaint.
- Escalating further to the Principal for academic or cultural matters or to the Director of Operations for operational matters.
- Escalating further to the BRICK Rochester Superintendent.
- Escalating to the Personnel committee of the Board.
- If unclear, the complainant should ask the Principal whom to speak with first to ensure a timely response to their complaint.

Upon receipt of the complaint, the School Principal or his or her designee will investigate the allegations and will respond verbally unless otherwise requested within ten (10) business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the BRICK Rochester Superintendent. The BRICK Rochester Superintendent will act as an appeals body for any complaints that are not satisfactorily resolved by the School Principal or Director of Operations. The BRICK Rochester Superintendent will also directly review any complaints that concern the School Principal or Director of Operations. Please note that the Charter Schools Institute does not handle informal appeals.

Employee's Signature

Date

Employee's Name (Print)



If to the Board of Regents, to the State Education Department's Charter School Office Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

The subject line of the email should read: Complaint: **BRICK Rochester Academy Charter School**.
The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's Board of Trustees.
- Copies of all relevant correspondence between you and the School (You should maintain copies of all correspondence and materials for your own files.)
- What specific action or relief you are seeking.
- Contact information for you – name, address, email address, telephone number.

In order to ensure all stakeholders are aware of the formal complaint process, **BRICK Rochester Academy Charter School** will take the following measures:

6. The formal complaint process will be provided annually to all members of the Board and shared with each new Board member as part of Board member orientation. Resolution #11 on January 26, 2023 adopted this complaint policy and the policy is included in the bylaws under XIV Complaint Policy.
7. A copy of the School's formal complaint policy will be distributed to the parents and/or guardians of students enrolled in the School as part of new student enrollment paperwork and summer orientation paperwork each year.
8. A copy of this Complaint Policy will be kept on file in the School's main office.
9. The response to formal complaints will:
 - 1. be in writing;
 - 2. clearly set forth the reasoning of the person or entity making the decision; and
 - 3. be given to the complainant within thirty (30) days unless a sound reason exists for delay.
10. Upon resolution of the formal complaint, the School will provide the complainant:
 - 1. its 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 Charter Schools Institute if the complaint involves a violation of law or charter; and,
 - 3. a copy of the Charter School Institute's Grievance Guidelines (available on the Institute's website: <http://www.newyorkcharters.org/contact-us/complaint-process-foil-requests/>.)

B. Informal complaints are complaints that are not about a violation of a specific law or aspect of the charter. Informal complaints that can be resolved at the School level should be submitted directly to the School Principal or his or her designee. To assist individuals in getting the quickest response to any informal complaint, the School encourages individuals to address informal complaints in the manner described below by:

- Working directly with a teacher for a classroom complaint related to academics or culture or with the office manager for an operational complaint.



Complaint Policy Acknowledgement Form

Section 2855(4) of the NY Education Law provides that a parent or any other individual, entity or group may bring a complaint to the Board of Trustees alleging that a charter school has violated a term of its charter or applicable law relating to the management or operation of the charter school. The processes the school will follow to address these formal complaints, as well as other informal complaints, are described below.

Specifically, any individual or group may bring a formal complaint to the board of trustees (the "Board") of BRICK Rochester Academy Charter School (the "School") alleging a violation of the provisions of New York charter school act, the School's charter, or any other provision of law relating to the management or operation of the School. Any such complaint may be hand delivered, mailed or sent by overnight carrier to: Chair of the Board of Trustees, BRICK Rochester Academy Charter School at 505 Ellicott St., Rochester, BNY 14203. Complaints also can be sent via email to BRICK HR Department at hr@brickeducation.org or directly to the Superintendent at [REDACTED]. The complaint should contain a statement of the complaint including the provision(s) of the School's charter or law that is/are alleged to have been violated, and should include copies of all relevant correspondence and/or documentation. The Board may delegate the investigation of formal complaints to the BRICK Rochester Superintendent who will take the necessary steps to investigate the complaint. The complainant will also be provided an opportunity to address the Board, or a committee thereof, at its next scheduled meeting, as applicable, or the next meeting after completion of any investigation, and the Board will use its best efforts to provide a response within thirty (30) days of receiving the formal, written complaint or of receiving the complainant's testimony.

If, after presentation of the complaint to the Board of the School, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the State University of New York Charter Schools Institute (the "Charter Entity"), which shall investigate and respond. If, after presentation of the complaint to the Charter Entity, the individual or group determines that the Charter Entity has not adequately addressed the complaint, they may present that complaint to the Board of Regents, which shall investigate and respond. The Charter Entity and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the school to effectuate the provisions of the law.

The State University of New York has delegated the authority to the Chief Operating Officer of the Charter Schools Institute to handle complaints brought to the Charter Entity, and the Board of Regents has delegated the authority to the Commissioner of the New York State Education Department to handle complaints brought to the Board of Regents concerning charter schools. All such complaints brought to the Charter entity or Board of Regents concerning charter schools must be submitted in writing as follows:

If to the Charter Entity, either via mail to: New York Charter Schools Institute at H. Carl McCall SUNY Building, 353 Broadway, Albany, NY 12246. Further details on the process for the Institute are [linked here](#). Emails can also be sent to [REDACTED].



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Concerns on an anonymous basis. BRICK Rochester Academy Charter School will keep reports of Concerns confidential to the extent allowed by law, consistent with the need to conduct an adequate investigation and take any necessary remedial action.

Record Retention

All records relating to any report or any investigation of a report shall be maintained for at least seven (7) years.

Distribution of the Whistleblower Policy

BRICK Rochester Academy Charter School shall distribute a copy of this Whistleblower Policy to all Protected Persons, including volunteers upon the commencement of their employment by and/or service to the School. This policy shall be posted on BRICK Rochester Academy Charter School's website or at the main office in a conspicuous location accessible to employees and volunteers.

My signature below indicates that I have read the Whistleblower Policy and I agree to abide by the terms stated herein.

Employee's Signature

Date

Employee's Name (Print)

Handling of Reported Concerns

The notified Designated Official will acknowledge receipt of each reported Concern to the reporting person within five (5) business days, but only to the extent the reporting person's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Personnel Committee and appropriate corrective action will be taken if warranted by the investigation. The person who is the subject of a reported Concern may not be present at or participate in Board or Committee deliberations or vote on the matter relating to such Concern, provided that nothing herein shall prohibit the Board or Committee from requesting that the person who is subject to the reported Concern present information as background or answer questions at a Committee or Board meeting prior to the commencement of deliberations or voting relating thereto. BRICK Rochester Academy Charter School will take appropriate corrective action if warranted by the investigation.

Investigations

The Personnel Committee (or the Designated Official(s) receiving such notice under the general oversight and direction of the Personnel Committee shall investigate all reports filed in accordance with this Whistleblower Policy with due care and promptness. Notwithstanding anything herein to the contrary, the scope, manner, and parameters of any investigation of a reported Concern shall be determined by the Independent Committee in its sole discretion and BRICK Rochester Academy Charter School and its employees shall cooperate as necessary in connection with any such investigation. The Personnel Committee (or the Designated Official) may delegate the responsibility to investigate a reported Concern, whether an accounting Concern or otherwise, to one or more employees or to any other individual, including persons not employed by BRICK Rochester Academy Charter School, selected by the Personnel Committee or the Designated Official; provided that the Personnel Committee or Designated Official may not delegate such responsibility to an employee or other individual who is the subject of the reported Concern or in a manner that would compromise either the identity of an employee who reported the Concern anonymously or the confidentiality of the Concern or resulting investigation. Reported matters will be investigated to determine if the allegations are true, whether the issue is material, and what actions, if any, are necessary to correct the problem. Investigators will issue a full report of all matters raised under this Whistleblower Policy to the Personnel-Committee, which will, in turn, issue a full report to the Board. The Board may conduct a further investigation upon hearing this report.

Good Faith

Anyone reporting a Concern must act in good faith and have reasonable grounds for believing that the information disclosed may indicate a violation of law and/or ethical standards. BRICK Rochester Academy Charter School will treat any false allegation as a disciplinary offense.

Confidentiality

BRICK Rochester Academy Charter School takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any person reporting a Concern to identify himself or herself so as to facilitate any resulting investigation. Notwithstanding the foregoing, in reporting a Concern, a Protected Person may request that BRICK Rochester Academy Charter School treat such report in a confidential manner, to the extent allowed by law. Protected Persons may also report



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Whistleblower Policy Acknowledgement Form

My signature on this form indicates that I have read the Board Approved Whistleblower policy (policy 2.13) and I agree to abide by the terms stated herein. If you have any questions about this policy, please contact Human Resources.

BRACS Whistleblower Policy

BRICK Rochester Academy Charter School requires its Trustees, Officers, employees, and volunteers (each, a “Protected Person”) to observe high standards of business and personal ethics in the performance of their duties on the BRICK Rochester Academy Charter School’s behalf. As employees and representatives, Protected Persons are expected to practice honesty and integrity in fulfilling their responsibilities and are required to comply with all applicable laws and regulations. The objectives of this Whistleblower Policy are to encourage and enable Protected Persons, without fear of retaliation, to raise concerns regarding suspected unethical and/or illegal conduct or practices on a confidential and, if desired, anonymous basis so that BRICK Rochester Academy Charter School can address and correct inappropriate conduct and actions.

Reporting Responsibility

It is the responsibility of all Protected Persons to report in good faith any concerns they may have regarding actual or suspected activities that may be illegal or in violation of any of the BRICK Rochester Academy Charter School’s policies with respect to, without limitation, fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, and misuse of assets, as well as any violations or suspected violations of high business and personal ethical standards, as such standards relate to BRICK Rochester Academy Charter School (each, a “Concern”), in accordance with this Whistleblower Policy.

No Retaliation

No Protected Person who in good faith reports a Concern shall suffer intimidation, harassment, coercion, discrimination or other retaliation, express or implied, or, in the case of employees, adverse employment consequences. Any trustee, officer, Key Person, or employee who retaliates against someone who has reported a Concern is subject to discipline up to and including termination of employment. In this case, a Key Person is defined as any person, other than a Trustee or officer, whether or not an employee of the School, who (i) has responsibilities, or exercises powers or influence over the School as a whole similar to the responsibilities, powers, or influence of Trustees and officers; (ii) manages BRICK Rochester Academy Charter School, or a segment of it that represents a substantial portion of the activities, assets, income or expenses of BRICK Rochester Academy Charter School ; or (iii) alone or with others controls or determines a substantial portion of the capital expenditures or operating budget.

Procedure for Reporting

All Concerns should be reported to the Chair of the Board of Trustees or the BRICK Rochester Academy Charter School Executive Director or Superintendent (the “Designated Officials”). Any Designated Official receiving such a report shall promptly provide written notice of same to the Personnel Committee.



Binding Agreement

I have read and agree to be bound by the terms and conditions set out above.

Signature

Printed Name Date

| Technology Services Use Only | |
|------------------------------|------|
| Technician Name: | Date |

| Equipment | Model | Service Tag | Asset Tag | Cost of Equipment |
|-----------|-------|-------------|-----------|-------------------|
| | | | | |
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services staff. I understand the school will not accept responsibility for the loss of work in the event of the technology equipment malfunctioning.

8. I will keep all technology equipment in good working order and will notify the Technology Services Staff of any defect or malfunction during my use. Some repairs/issues may not be repairable. Under **no** circumstances should I, or anyone other than the technology services staff, attempt to fix suspected software, hardware, or any other imperfections within the technology equipment.
9. The Technology Director reserves the right to collect technology equipment at any other time deemed necessary.
10. I am responsible for the confidentiality and security of identifiable student information or other sensitive data.
11. All technology equipment should be used under my supervision. I will not allow my technology equipment to be used by an unknown or unauthorized person. I assume the responsibility for the actions of others while using the equipment. I will not allow my network user account and password to be used by anybody other than myself.
12. I am permitted to use school issued technology equipment on a wireless network outside BRICK Rochester Academy Charter School as long as it does not require me to install any additional software or change any of my network configurations. I further understand that home Internet access is unfiltered and permitted. I will not view any inappropriate website, media, or any other material while connected off BRICK Rochester Academy Charter School filtered network. I understand the school will not accept responsibility for offering technical support relating to Internet connectivity outside of the BRICK Rochester Academy Charter School.
13. I agree that any telephone/broadband charges incurred by me or anyone utilizing my technology equipment while accessing the Internet from any site other than school premises are not chargeable to the school and will be my sole responsibility.
14. It is my responsibility for the security and care of the technology equipment. If the technology equipment is lost, stolen, or damaged while on or off school property, I will email the network's technology staff or service provider immediately with a description of the incident.
15. If the lost, stolen or damaged devices and/or accessories is determined to be caused by negligence or intentional misuse, I will assume the full financial responsibility for repair costs or fair market value of assessed equipment.
16. **I must return all loaned devices, including case, accessories and peripherals upon employment termination, transfer or retirement in accordance with the BRICK Rochester Academy Charter School exit procedures. Failure to return the technology equipment could result in the price of the technology equipment being deducted from my final paycheck.**
17. I agree to attend BRICK Rochester Academy Charter School training for the proper use of the device technology equipment and other curriculum related software offered by technology services. I understand that my failure to attend such training is considered failure to adhere to school policies and action will be taken accordingly.



BRICK Rochester Academy Charter School Technology Equipment Agreement

BRICK Rochester Academy Charter School is pleased to provide teachers, administrators and staff with **technology equipment** for the use of classroom instruction and work-related purposes. All Laptops, Chromebooks, Monitors, Trackpads, etc will be referred to as **Technology equipment**.

I, _____ (Full Name), agree to take full responsibility for the loaned devices. I understand that this loan is subject to review on a regular basis, and that technology can be withdrawn at any time with or without notice.

Because the Technology equipment is provided by BRICK Rochester Academy Charter School, there can be no expectation of privacy with respect to an employee's use of the technology equipment. This includes, but is not limited to, accessing stored information, reviewing logs of incoming and outgoing information and messages, as well as the content of that information. Incidental personal use of technology equipment computers must not adversely affect the performance of the employee's official duties or the organization's work performance, must not be disruptive of co-workers or students, must be of limited duration and frequency and should be restricted to matters that cannot be addressed during non-duty hours.

As a member of staff to whom technology equipment have been loaned, I have read and agree to the following terms and conditions that apply while the Technology is in my possession:

1. All technology equipment, any accessories, its hardware, software and files associated with it (bag, power cord, etc), remains the property of BRICK Rochester Academy Charter School and are strictly for the sole use of delivering and managing the curriculum and student data.
2. I agree to treat all technology equipment with due care and keep the technology equipment in good condition, ensure that it is secured when transported and/or not in use, not leave the technology equipment unattended in class without being secured, and avoid food and beverages near the keyboard/touchpad.
3. I will follow and enforce all the rules and conditions of BRICK Rochester Academy Charter School Policies and Procedures and will ensure I have a signed Employee Handbook acknowledgment on file.
4. The technology equipment has BRICK Rochester Academy Charter School software installed. I agree to only use software licensed by BRICK Rochester Academy Charter School, authorized by the Technology Director and installed by the BRICK Rochester Academy Charter School technology services staff.
5. BRICK Rochester Academy Charter School software may not be duplicated, transferred or downloaded to any other system or media. Any data corruption or configuration errors caused by the installation of unauthorized software may require a complete re-imaging of the technology equipment and may result in loss of technology equipment privileges and possible disciplinary actions. Any unauthorized use or installation of software may result in the loss of technology equipment privileges and possible disciplinary action.
6. Antivirus software has been installed and configured for the technology equipment and will automatically download from internet connection. No user interaction is required. Windows automatic updates will automatically download from an internet connection and may require a restart.
7. Consent of the Technology Director is required to adjust or alter any technology equipment by the addition or deletion of any hardware. I agree to backup my work on a regular basis as suggested by the technology



BRICK Rochester Academy Charter School Charter School Media Form

By signing this document, I provide my consent to workplace video surveillance, or video recording, at any time that the leadership of the BRICK Education Network or the BRICK Rochester Academy Charter School Charter School may choose, under the conditions stated in the policy outlined in this handbook. I further release my employer and leadership from any liability that may be associated with this surveillance.

A copy of this Agreement will be retained in the employee's Personnel file in the Human Resources Department.

Employee's Signature

Date

Employee's Name (Print)



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including dismissal, without prior warning. Further, I understand that violation of this agreement could subject me to additional legal liability.

A copy of this Agreement will be retained in the employee's Personnel file in the Human Resources Department.

Employee's Signature

Date

Employee's Name (Print)



BRICK Rochester Academy Charter School Confidentiality Policy Acknowledgement Form

In performing my assigned duties and responsibilities for BRICK Rochester Academy Charter School, I understand maintaining confidentiality is critical to the mission of our school. I further understand the importance of compliance with federal and state laws and maintaining public trust.

I further understand my assigned duties and responsibilities may involve the use of state data, school district data, and/or other information that is confidential. Access to and knowledge of information that is deemed confidential includes, but is not limited to, any information that personally identifies a particular employee or individual, particular student or professional educator, or any information that personally identifies individual account information with a financial institution with whom a professional educator, employee, or other individual may transact business.

By reading and signing this agreement, I understand I am prohibited from including or disclosing Personally Identifiable Information in any form of communication with any unauthorized individual or entity, including any individual or entity not employed by BRICK Rochester Academy Charter School, except as required in the performance of my assigned position duties or with the express permission of BRICK Rochester Academy Charter School Administration. Such communication includes, but is not limited to, e-mail, instant messaging, faxes, or other written correspondence, and any type of verbal communication.

I understand any work product created in the course of my duties and responsibilities with BRICK Rochester Academy Charter School is the sole property of BRICK Rochester Academy Charter School. I further understand I am prohibited from disclosing any BRICK Rochester Academy Charter School work product, in any form, with any unauthorized individual or entity, without express permission from BRICK Rochester Academy Charter School Administration. "Work product" includes, but is not limited to, any internal documents or communications, whether staff or student-created, that were created by or for use within the confines of BRICK Rochester Academy Charter School.

I further understand BRICK Rochester Academy Charter School work product is to be saved on, and accessed directly from, BRICK Rochester Academy Charter School's central drive and servers. I understand that I am prohibited from transmitting any BRICK Rochester Academy Charter School work product via my personal email account. Further, I understand that I am prohibited from saving BRICK Rochester Academy Charter School work product to a personal computer, drive, or storage device.

I understand that violation of this agreement is deemed employee misconduct and subjects me, as a BRICK Rochester Academy Charter School employee, to disciplinary action, up to and



Electronic Communication Acknowledgement Form

My signature on this form indicates that I have read the Electronic, Telephonic and Internet Communication policy (policy 5.4) and I agree to abide by the terms stated herein. I understand that any email messages I send or receive using BRICK Rochester Academy Charter School equipment are not private, and that BRICK Rochester Academy Charter School may access, monitor, read, and/or copy those messages at any time, for any reason. I also understand that the school reserves the right to monitor my Internet use, and that such monitoring may occur at any time, for any reason.

Employee's Signature

Date

Employee's Name (Print)



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Employee Acknowledgment Form

I understand that this Employee Handbook is designed as a guideline to answer employee questions and to describe important information about this organization. I have been given the opportunity to, and will in the future, consult my manager, or Human Resources with any questions about the information contained within or answered by this Handbook.

Because the information, policies, and benefits described within this Handbook are necessarily subject to change and expected to change from time to time, I acknowledge that revisions to the Handbook may occur. In that regard, BRICK Rochester Academy Charter School reserves the right to revise, supplement, or rescind any policy or portion of the Employee Handbook as it deems appropriate, with or without notice or employee approval, at its sole and absolute discretion. This may include increasing contributions toward these benefit programs.

I have entered into my employment relationship with BRICK Rochester Academy Charter School voluntarily. I understand that this Handbook is not a contract of employment, express or implied, between BRICK Rochester Academy Charter School and me and that I should not view it as such, or as a guarantee of employment for any specific duration or a legal document. I recognize that I am an at-will employee and accordingly, that my employment is for no specified length of time and that either BRICK Rochester Academy Charter School or I can terminate the relationship at-will, with or without cause or notice, at any time. I understand that 'without cause' means for any reason or no reason. Neither my receipt of this Handbook, nor the policies and procedures contained within it, change or alter my understanding concerning the length of my employment.

Furthermore, I specifically acknowledge that I have thoroughly read BRICK Rochester Academy Charter School's Policy Against Sexual and Other Harassment Policies, including the complaint procedure outlined therein. I specifically agree to abide by the policies' requirements. I also agree that if there is any provision of these policies, or any other BRICK Rochester Academy Charter School policy, that I do not understand, I will seek clarification from Human Resources. I understand that this Employee Handbook replaces all prior policies and procedures, whether oral or written, that may have previously existed.

I have received my copy of the Employee Handbook. I certify that I have read, become familiar with, understand, and will abide by and honor the policies contained therein, including amendments, as they may occur.

Employee's Signature

Date

Employee's Name (Print)



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- Providing space & internet capabilities at the alternate site and may not be reimbursed by the network for these or related expenses.
- Protecting network-owned equipment, records, and materials from unauthorized access, use, modification, destruction, or disclosure. Other household members or anyone else should not use the equipment and software.
- Understanding that all equipment and materials provided by the network shall remain property of the network and must be returned upon request.
- Understanding that their duties, obligations, responsibilities, teaching schedule, and conditions of employment with the network remain unchanged.

6.6 Home Visiting Policy

Certain jobs may require visiting the home of students and families. Staff are reminded to diligently follow the school's home visiting procedures to ensure the safety of all individuals during these visits. These home visiting procedures are updated annually and can be accessed on the school's shared file server. The Principal or his or her designee will also train all staff members who will be asked to complete home visits each year on these procedures.

6.7 Proof of Work Eligibility

Prior to your first day of work, as required by federal law, you must complete a fingerprint-supported background check, Federal Form I-9 and show us documentation proving your identity and your eligibility to work in the United States. If all documents are not completed prior to day one, it can affect an employee's pay or could void their offer of employment.

ACNOWLEDGEMENT FORMS (SIGNED ANNUALLY)



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- information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;
- discussions involving proposed, pending, or current litigation;
- collective negotiations pursuant to Article 14 of the New York Civil Service Law;
- the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
- the preparation, grading, or administration of exams; or,
- the proposed acquisition, sale or lease of real property or the proposed acquisition, sale, or exchange of securities, but only when publicity would substantially affect the value. (Public Officers Law §§ 105(1)(a)-(h)).

Meeting materials

In accordance with New York state Open Meetings Law, the BRICK Rochester Board of Trustees will make the documents scheduled to be discussed at a Board meeting available upon request, to the extent practicable as determined by the Board, both prior to and at the meeting during which the records will be discussed.

The Board of Trustees will also ensure that the records to be discussed at a Board meeting are posted to the website prior to the meeting, to the extent practicable. In addition, the Board will have additional paper copies of the Board packet, containing the materials that will be discussed at the meeting, available for individuals from the public who attend Board meetings.

Minutes

The BRICK Rochester Academy Charter School Board of Trustees will also take formal minutes at all Board meetings. These meetings will include a record or summary of the meeting, including:

- all motions, proposals, resolutions, and other matters formally voted upon;
- the final vote of each board member on each item including the election of officers and,
- the result of any vote.

The full minutes of these meetings will be made available to the public within two weeks of the date of the meeting. Minutes recording action taken by formal vote at an executive session will be made available within one week. Meeting minutes can be accessed on the BRICK Rochester Academy website.

6.5 Remote Work Policy

All employees working remotely are responsible for ensuring a clean, safe, and ergonomically sound alternate work site. Remote employees agree to hold BRICK Rochester Academy Charter School harmless for injury to others at the alternate work site. All employees working remotely agree that s/he is responsible for:

- Ensuring that the alternate location worksite is safe from conditions that could pose a hazard to health & safety to persons or danger to equipment



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The BRICK Rochester Academy Charter School Board of Trustees meets monthly, in an open public meeting, to discuss the business of the School, and to conduct business in accordance with the statutes governing public charter schools in the state of New York.

The Board of Trustees is responsible for setting policy from which administration develops procedures and guidelines for daily operation

Each meeting includes a Public Forum where the public, including all employees, may speak on a topic for up to 2 minutes. Individuals interested in speaking at the Board meeting are asked to notify the BRICK Rochester Executive Director at least 24 hours in advance to ensure they are added to the agenda.

Open Meetings Law

The Board of Trustees implements policies to ensure that it is in compliance with articles Six (“FOIL”) and Seven (“Open Meetings Law”) of the New York Public Officers Law and all corresponding regulations. For more information related to these requirements, employees can access the [SUNY Charter Schools Institute Guide to Open Meetings Law](#). Updated information is also available from the NYS Committee on Open Government (<https://opengovernment.ny.gov/>). Excerpts from this guide are also provide below for easy access for employees:

Notice

When the board determines it will hold a “meeting” to which the Open Meetings Law applies, the public must be provided appropriate notice. The notice requirements include the following:

- for meetings scheduled more than a week in advance, notice must be given no fewer than 72 hours prior to such meeting;
- for meetings scheduled less than a week in advance, notice must be given “to the extent practicable” at a “reasonable time prior” to the meeting;
- provide date, time, and location of meeting;
- be provided to the news media, which may be electronic;
- be posted in one or more designated public locations (usually the school)); and,
- be posted on the education corporation’s website. If board meetings are held in the same place and at the same time on a consistent basis, it is acceptable to post a yearly schedule at the beginning of the school year.

Executive Session

Once a meeting is called into open session, the board may vote, by majority of the entire board, to go into an executive session, which is the portion of the meeting not open to the public. The Open Meetings Law limits the reasons why the board may enter into executive session, which are solely for:

- matters which will imperil the public safety if disclosed;
- any matter that may disclose the identity of a law enforcement agent or informer;



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Employees are also expected to work for the best interests of BRICK Rochester Academy Charter School. Each employee has an obligation to avoid any activity, business investment or interests, or other situations that could be construed as a conflict with BRICK Rochester Academy Charter School's best interest or even give the appearance of taking money, merchandise, or services from a client or vendor for personal gain. Employees are required to disclose all conflicts of interest or potential conflicts of interest to BRICK Rochester Academy Charter School management.

No employee of BRICK Rochester Academy Charter School may engage in outside employment that constitutes or appears to constitute a conflict of interest. Employment outside BRICK Rochester Academy Charter School includes employment with other companies, self-employment, and other business activities of the employee. Employees employed by BRICK Rochester Academy Charter School should recognize that their position with BRICK Rochester Academy Charter School must be their primary employment. Any outside employment or other sources of income must be secondary and not interfere with the job performance of the employee at BRICK Rochester Academy Charter School or diminish the physical or mental ability of the employee. If employment with another company interferes with the employee's job performance with BRICK Rochester Academy Charter School, the employee may be asked to resign from such outside activity or resign from his/her position with BRICK Rochester Academy Charter School. Employees must receive written permission from Human Resources in order to engage in any employment outside of their employment with BRICK Rochester Academy Charter School. Interested employees can complete a BRICK Conflict of Interest form to disclose any such conflicts of interest and seek the required written permission to engage in outside employment. In accordance with New York state law, all employees are also provided with the Board approved Conflict of Interest policy and Code of Ethics upon hiring so that they understand their obligations with respect to these policies.

From time to time, employees may be approached by representatives of the media (e.g., newspapers, television stations, radio stations, magazines, or other periodicals) for information concerning BRICK Rochester Academy Charter School or its activities, or those of its employees or clients or to obtain BRICK Rochester Academy Charter School's position on a certain issue. No employee may release any information to the media, but must immediately refer all requests from the media to the BRICK Rochester Executive Director. No employee may represent or exercise authority on behalf of BRICK Rochester Academy Charter School unless specifically authorized to do so.

6.4 Board of Trustees and Open Meetings Law

BRICK Rochester Academy Charter School is governed by a Board. The Board sets the strategic vision and policies for the organization. The BRICK Rochester Academy Charter School board oversees BRICK Rochester Academy Charter School and is a distinct entity from the BRICK Education Network, which is governed by a separate Board of Trustees.



BRICK Rochester Academy Charter School also recognizes that it will need to reimburse staff for some travel costs that are not covered through the use of Travel Perk. When this is the case, BRICK Rochester Academy Charter School will either reimburse or advance funds for train or air travel by the most economical, reasonable route. Any such reimbursement rates should not exceed the established GSA Per Diem Rates. All travel of this nature must also receive prior approval by a direct supervisor and by Christopher Perpich, President.

Reasonable costs for meals while traveling will be reimbursed, but they should not exceed GSA Per Diem Rates. Cost for meals while traveling on daily BRICK Rochester Academy Charter School business will not be reimbursed.

Reasonable business-related expenses, such as for phone calls (although cell phone use is preferred) or Internet access fees will be reimbursed at the manager's discretion.

Meals for more than one guest hosted by BRICK Rochester Academy Charter School staff will not be reimbursed without prior approval.

UBER

Staff who have access to the company UBER account are responsible for including a description in the memo box on the UBER system. If an employee does not include a description, they will be responsible for the cost.

Submission

Expense reports should be submitted within 7 days of final travel.

The reasonableness of any expenses submitted for reimbursement remains at all times at the sole discretion of BRICK Rochester Academy Charter School. Unless you have prior written approval, you should not assume that any expense would be reimbursed.

6.3 Gifts and Conflicts of Interest

Employees of BRICK Rochester Academy Charter School are not permitted to ask for or accept any gifts from vendors or clients. A gift may include any service or merchandise of any kind or discounts on merchandise or services and other transfers of cash or items of value. This policy does not prohibit the receipt of occasional or nominal non-cash gift items, such as holiday gifts, so long as the amount received by an employee from any one source over a calendar year does not exceed \$50.00. This policy does not prohibit the acceptance or provision of normal amenities and entertainment that facilitate the handling of BRICK Rochester Academy Charter School's business, such as a business luncheon, dinner, or other non-extravagant activity.



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BRICK Rochester Academy Charter School requires employees and/or contractors to travel to/from schools and to/from community events throughout the term of each employee's and/or contractor's period of employment with BRICK Rochester Academy Charter School.

Employees and/or contractors are responsible for their own transportation. Employees and/or contractors are encouraged to avail themselves of public transportation, as well as private transportation services such as Uber or taxi cabs. BRICK Rochester Academy Charter School determines on an annual basis the monthly reimbursement amount it offers to Employees and/or contractors relating to travel to/from schools and to/from community events. Employees and/or contractors may, in their discretion, elect to transport themselves to/from a school or to/from a community event, or to travel in a colleague's vehicle to/from a school or to/from a community event.

BRICK Rochester Academy Charter School is not under any responsibility to confirm an individual employee's or contractor's license to operate a vehicle, nor is BRICK Rochester Academy Charter School required to determine whether any employee or contractor is properly insured pursuant. Further, BRICK Rochester Academy Charter School is under no obligation to determine whether a privately-operated vehicle has been properly registered and inspected.

BRICK Rochester Academy Charter School will in no way be responsible for any loss, liability, damage or costs resulting from an employee's or contractor's failure to have a valid driver's license, valid registration, updated inspection and/or valid automobile insurance. Compliance with these items is the sole responsibility of employee and/or contractor, and employee and/or contractor will indemnify and hold BRICK Rochester Academy Charter School harmless for any loss, liability, damage or costs as a result of employee's and/or contractor's non-compliance.

In the event of any injury to any employee and/or contractor which occurs during travel in a privately-owned or operated vehicle, and which results in an employee's and/or contractor's absence from work, any missed days will be treated as sick days in accordance with the employee's and/or contractor's individual contract.

In the event of any loss, liability, damage or costs caused during or as a direct result of an employee's or contractor's work-related travel, employee and/or contractor will indemnify BRICK Rochester Academy Charter School and hold BRICK Rochester Academy Charter School harmless for any loss, liability, damage or costs to employee or contractor, or to any others.

Other Transportation

For travel outside of New York or New Jersey or for overnight travel, BRICK Rochester Academy Charter School will work with staff to use an online travel booking service. For context, the organization currently uses Travel Perk. This site enables staff to request prior approval for most travel-related expenses, including the costs of booking a hotel and flight. Services booked through Travel Perk will be paid for directly by BRICK Rochester Academy Charter School and will not require an employee reimbursement.



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Relative. A spouse or domestic partner as defined in section 2994-A of the New York Public Health Law; ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren; or spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

Trustee. Any voting or non-voting member of the governing board of the Corporation.

OTHER BUSINESS

6.1 Emergency Closing

Emergency conditions, such as severe weather, fire, or flood, can disrupt BRICK Rochester Academy Charter School operations, interfere with work schedules or endanger employees. These extreme circumstances may require the closing of a BRICK Rochester Academy Charter School office(s).

- If such an emergency occurs during non-working hours, employees will be notified at their home number and a message will be left in each employee's BRICK Rochester Academy Charter School voicemail box.
- When operations are suspended due to emergency conditions, the time off from scheduled work will be paid.
- An employee who fails to report for work when a closing is not authorized will not be paid for the time off unless the employee uses earned vacation hours benefits.
- No employee should endanger himself or herself or others by attempting to work during unsafe conditions.

6.2 Personal Vehicle

BRICK Rochester Academy Charter School recognizes that employees may need the use of their personal vehicle in the performance of their regular duties.

Use of Cell Phones While Driving

BRICK Rochester Academy Charter School does not encourage the use of hand-held cell phones while driving at any time. However, if it becomes necessary to make or take a business call while driving, employees should either use a hands-free cellphone or pull off the road and stop in a safe location prior to using a hand-held cellphone, as required by state law.

Employee/Contractor Transportation Policy



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- Does not have a Relative who has a substantial Financial Interest or who has been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY N-PCL §102(21), over the last fiscal three years (payment does not include charitable contributions);
- Is not a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
- Does not have a relative who is a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years.
- Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;
- Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;

Key Person. A person, other than a director or officer, whether or not employed by the Corporation, who (a) has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of directors and officers; (b) manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or (c) alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

Officer. A person who has the authority to bind the Corporation as designated in the By-Laws of the Corporation.

Related Party. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

Trustees, Officers, or Key Persons of the Corporation or any Affiliate of the Corporation;

Relatives of any individual described in subparagraph (a) of this subsection;

Any entity in which a person in subparagraph (a) or (b) of this subsection has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%; and

Founders of the Corporation

Related Party Transaction. Any transaction, agreement or any other arrangement in which a Related Party has a Financial Interest and in which the Corporation or any Affiliate of the Corporation is a participant, except that a transaction shall not be a Related Party Transaction if: (i) the transaction or the Related Party's financial interest in the transaction is de minimis; (ii) the transaction would not customarily be reviewed by the Board or boards of similar organizations in the ordinary course of business and is available to others on the same or similar terms; or (iii) the transaction constitutes a benefit provided to a Related Party solely as a member of a class of the beneficiaries that the Corporation intends to benefit as part of the accomplishment of its mission which benefit is available to all similarly situated members of the same class on the same terms.



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Each Trustee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy. The Secretary shall provide a copy of all completed statements to the Chair of the Board.

Article 6: Miscellaneous

Section 1. Any contract willfully entered into by or with the Corporation which is prohibited by this Conflict of Interest Policy shall be null, void and wholly unenforceable.

Section 2. Trustees, Officers, Key Persons and employees shall make all appropriate disclosures whenever a grievance or conflict of interest is lodged against them.

Section 3. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict of Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Article 7: Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

Financial Interest. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the Corporation.

Independent Trustee. A member of the Board who:

- Has not been an employee of the Corporation, a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
- Does not have a Relative who has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
- Has not received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
- Does not have a Relative who has received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
- Does not have a substantial Financial Interest in and has not been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY N-PCL §102(21), over the last three fiscal years (payment does not include charitable contributions);



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Article 3: Committee Review

The Board may delegate to the Audit and Finance Committee or any Board committee comprised solely of Independent Trustees (each a “Committee”) the implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article 4: Records of Proceedings

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

- The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board’s decision as to whether a conflict of interest exists.
- The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer, Key Person or employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board.

The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.

Article 5: Disclosures

Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees shall disclose in writing to the Board Secretary:

Any entity of which the Trustee is an officer, director, trustee, member, owner or employee;

Any entity of which a Relative of the Trustee is an officer, director, trustee, member, owner or employee and with which the Corporation has a relationship;

Any Financial Interest the Trustee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the Corporation for a fee or other compensation; and

Any position or other material relationship such Trustee may have with any not-for-profit corporation, or any position or other material relationship held by a Relative of such Trustee, with which the Corporation has a business relationship.



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accrue from a contract with the Corporation, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with BRACS, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the Corporation is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with BRACS), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. Trustees, Officers and Key Persons of the Corporation are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the Corporation at the time of such determination.

With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available, approve the transaction by not less than a majority vote of those present at the meeting, and contemporaneously document in writing the basis for the approval and the consideration of any alternative transactions.

Section 3. Employees of BRACS may not serve on the Board.

Article 2: Disclosure and Voting

Any person with a potential or actual conflict of interest described in Article 1 of this Policy must promptly disclose such potential or actual conflict of interest in good faith in writing to his or her immediate supervisor, as applicable, and to each member of the Board, together with all material facts known to such Trustee, Officer, Key Person or employee with respect to the actual or potential conflict of interest. Such written disclosure shall be made part of and be set forth in the minutes of the Board. All such potential or actual conflicts of interest shall be reviewed by the Board.

Any Trustee, Officer, Key Person or employee to which the potential or actual conflict of interest relates shall not be present at or participate in the Board or committee deliberation or vote on the matter giving rise to such conflict; provided that nothing shall prohibit the Board or a committee from requesting that the person with the conflict of interest present information as background or answer questions at a committee or Board meeting prior to the commencement of deliberations or voting relating thereto.

If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members present and voting at the meeting; provided, that a Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer, Key Person or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with BRACS.



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more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.

21. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.
22. **Related Party Transactions.** The School does not anticipate having any Related Party Transactions that have occurred or may occur as a result of a less than arm's length relationship with a Related Party. The School has established requirements and procedures in its Conflict of Interest Policy to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.
23. **Penalties.** In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law. Any contract entered into in violation of this Code of Ethics shall be null, void, and wholly unenforceable. In addition, violations of the General Municipal Law are misdemeanors.

5.17 Political Activities of Staff

All employees are prohibited from engaging in campaign activities on school property that potentially present a conflict of interest. All employees are prohibited from engaged in any activity in the presence of students during performance of the employees' duties, which activity is intended or resigned to promote, further, or assert a position on any voting issue, Board of Directors issue, or bargaining issue. Violations of this policy may result in disciplinary action.

5.18 Conflict of Interest

The purpose of this Conflict of Interest Policy (the "Policy") is to protect the interests of BRICK Rochester Academy Charter School ("BRACS" or the "Corporation") when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person or employee of the Corporation. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person, or employee of the Corporation, the Board of Trustees of the Corporation (the "Board") shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1: Conflicts of Interest

Section 1. Trustees, Officers and employees of the Corporation, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit



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11. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
12. **Business Relationship with the School.** No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the approval of such relationship complies with the terms and procedures of the Conflict of Interest Policy and in any such case, shall not be permitted to be an officer of the Board.
13. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
14. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
15. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
16. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.
17. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
18. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
19. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.
20. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth \$75 or



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6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
7. **Self-Dealing Transactions.** A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers, key persons, or employees has a financial interest. None of members of the Board, officers, key persons, or employees of the School shall engage in any Self-Dealing Transaction, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
8. **Loans.** The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.
9. **No Interest.** No Trustee, officer or employee shall have an interest in any contract with the School of which he [or she] is a Trustee, officer or employee, when such Trustee, officer or employee, individually or as a member of a board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder (b) audit bills or claims under the contract, or (c) appoint an officer or employee who has any of the powers or duties set forth above and (2) no chief fiscal officer, treasurer, or his [or her] deputy or employee, shall have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the School. The provisions of this section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any School officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.
10. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, 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 in writing to his or her immediate supervisor and to the Board on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter, including oral agreements. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A Trustee, officer or employee shall be deemed to have an "interest" in a contract or other transaction if he or she, or such person's spouse, minor children and dependents, is the party (or one of the parties) contracting or dealing with the School (except a contract of employment with the School), or is a director, trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.



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The Board of Trustees (the “Board”) of BRICK Rochester Academy Charter School (the “School”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a “Trustee” and collectively, “Trustees”) and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the “Code of Ethics”) consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law, as amended by the Non-Profit Revitalization Act of 2013.

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School. This Code of Ethics is incorporated by reference into the School’s duly adopted by-laws (the “By-laws”). Terms not defined herein shall have the meaning ascribed to them in the By-laws, article VII...

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s Charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. **Makeup of the Board.** All Board members shall be at least 18 years of age. Not more than 40 percent of the Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any person in a Trustee’s Family.
3. **Representation before the Board.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a potential Conflict of Interest (as defined in the Board’s Conflict of Interest Policy (the “Conflict of Interest Policy”) and also incorporated in the By-laws; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.



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- Equipment, including laptop computers, pocket PCs, cell phones, etc...
- Keys and Swipe cards
- Written materials
- Office Supplies

An employee must return all BRICK Rochester Academy Charter School property before the last day of work or upon request of an employee's manager or the school leadership team.

5.14 Solicitation

In the interest of maintaining a proper business environment and preventing interference with work and inconvenience to others, except in the performance of their jobs, employees may not distribute literature or printed materials of any kind, sell merchandise, solicit financial contributions, or solicit for any other cause during working time. Employees who are not on working time (e.g., those on lunch breaks) may not solicit employees who are on working time for any cause or distribute literature of any kind to them. This policy also prohibits solicitations via BRICK Rochester Academy Charter School's email and other communication systems. Furthermore, employees may not distribute literature or printed material of any kind in working areas at any time.

Non-employees are likewise prohibited from distributing material or soliciting employees on BRICK Rochester Academy Charter School premises at any time.

5.15 Workplace Searches

To safeguard our property and safety, and the property and safety of our employees, BRICK Rochester Academy Charter School reserves the right to question employees and all other persons entering and leaving our premises, to ask that jackets be opened and/or to inspect any packages, parcels, purses, handbags, briefcases, or any other possessions or articles carried to and from BRICK Rochester Academy Charter School premises. In addition, BRICK Rochester Academy Charter School reserves the right to search any employee's office, desk, files, lockers, cabinets, and drawers or any other area or article on our premises. Additionally, it should be noted that all offices, desks, files, lockers, cabinets, and drawers are the property of BRICK Rochester Academy Charter School and may be inspected at any time at the discretion of BRICK Rochester Academy Charter School.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy will not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in inspections, as well as employees who after an inspection are believed to be in possession of stolen property or illegal drugs, will violate this policy.

5.16 Code of Ethics



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We encourage employees who intend to resign from BRICK Rochester Academy Charter School to notify BRICK Rochester Academy Charter School at least four weeks in advance. Such notice should preferably be given in writing to your manager.

We request that employees who plan to retire provide BRICK Rochester Academy Charter School with a minimum of two months of notice. This will allow ample time for the processing of any appropriate forms to ensure that any retirement benefits to which an employee may be entitled commence in a timely manner.

As mentioned throughout this Handbook, all employment relationships with BRICK Rochester Academy Charter School are on an at-will basis. Thus, although BRICK Rochester Academy Charter School hopes that our relationships with employees are long-term and mutually rewarding, BRICK Rochester Academy Charter School reserves the right to terminate the employment relationship at any time, with or without cause or notice.

BRICK Rochester Academy Charter School offers employees group health insurance coverage as a benefit of employment. If you are no longer eligible for insurance coverage because of a reduction in hours, because you quit, or because you are terminated for reasons other than serious misconduct, you have the right to continue your health insurance coverage through Cobra for up to 18 months. You will have to pay the cost of this coverage. Only employees who were receiving benefit coverage can elect to participate in Cobra.

If you are enrolled in the group health plan at the time of your termination, your health benefits coverage remains in effect through the end of the month of termination. If you are eligible for COBRA continuation coverage after that time, Human Resources will send you a notice of your COBRA rights and a COBRA Election Form.

Termination Commitment

When employment is ended with BRICK Rochester Academy, the employer and former employee agree to keep information regarding the termination confidential.

BRACS will communicate with staff that an employee has transitioned out but to protect employee privacy, all information regarding the termination will be kept confidential.

Employees and former employees should refrain from sharing private information with staff, families served, or partners.

5.13 Return of BRICK Rochester Academy Charter School Property

Employees are responsible for the following BRICK Rochester Academy Charter School-owned items issued to them or in their possession or control:



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These guidelines are fundamental in nature and are matters of judgment and common sense. To assure orderly operation and provide a safe working environment, BRICK Rochester Academy Charter School has established general guidelines to govern the conduct of its employees. It is not possible to list all forms of behavior that are unacceptable in the workplace, but the following are examples of conduct that may result in disciplinary action, up to and including termination of employment:

- Inefficient or unacceptable job performance or neglect of job duties or responsibilities.
- Failure to meet performance metrics, deadlines, and work responsibilities
- Insubordination or other disrespectful conduct, including offensive behavior when dealing with supervisors, coworkers, customers, or vendors.
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating BRICK Rochester Academy Charter School-owned vehicles or equipment.
- Reporting to work or working under the influence of drugs or alcohol.
- Theft or unauthorized removal of BRICK Rochester Academy Charter School property.
- Failure to report theft.
- Falsifying or altering BRICK Rochester Academy Charter School records (including applications, time-keeping records, etc.).
- Fighting or threatening violence in the workplace toward any employee, customer, or vendor.
- Harassment of any kind or impermissible discrimination against others.
- Violation of the Personal Appearance policy.
- Violation of the Electronic and Telephonic Communication: Internet Policy.
- Possession of dangerous and unauthorized materials, such as explosives, firearms, or other weapons, in the workplace.
- Excessive absenteeism, tardiness, or other violations of the BRICK Rochester Academy Charter School attendance policy.
- Disclosure of confidential information.
- Violations of the Conflict of Interest Policy.
- Willful destruction of BRICK Rochester Academy Charter School property or the property of coworkers, customers, or vendors.
- Job abandonment (five days of missed work without notification).
- Gambling on BRICK Rochester Academy Charter School property at any time.

This list is for illustrative purposes only. Nothing included or excluded from the above list limits BRICK Rochester Academy Charter School's right to discipline or terminate its employees for any reason or no reason or alters the at-will nature of employment as specifically recognized in the "Employment At-Will" section of this Handbook.

5.12 Notice of Termination



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This policy covers all of BRICK Rochester Academy Charter School's facilities and applies equally to all BRICK Rochester Academy Charter School employees and prospective employees. To the extent possible, all contractors, vendors, and visitors will be informed of this policy.

Criminal History Background Checks

As a requirement of employment, all employees who may be on site in BRICK Rochester Academy Charter School's facilities where students are present must undergo a NYSED criminal history record check through a handscan (fingerprint) process or have a previous NYSED clearance updated. Employees who have gone through the background check process but for whom the school does not yet have a clearance, must be supervised in accordance with the school's policy.

Notification of Criminal Convictions

Any employee convicted of a violation of a criminal drug statute must notify BRICK Rochester Academy Charter School in writing within five calendar days of the conviction.

Discipline

Any violation of this policy may result in adverse employment action up to and including termination of employment and referral for criminal prosecution at BRICK Rochester Academy Charter School's discretion. Testing is not required as a condition to BRICK Rochester Academy Charter School taking disciplinary action, up to and including termination of employment against an employee violating this policy.

5.10 Smoking Policy

To maintain a safe and comfortable working environment and to ensure compliance with applicable laws, smoking is prohibited on BRICK Rochester Academy Charter School's premises. Employees who are found smoking on BRICK Rochester Academy Charter School's premises may be subject to disciplinary action, up to and including termination of employment.

5.11 Employee Conduct

As an integral member of BRICK Rochester Academy Charter School, you are expected to accept certain responsibilities, adhere to acceptable business practices, and exhibit a high degree of personal integrity at all times. This involves respecting the rights and feelings of others and refraining from any behavior that might be harmful to you, your coworkers, and/or BRICK Rochester Academy Charter School. You are encouraged to observe the highest standards of professionalism at all times.



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2. As part of occasional follow-up testing if the employee is found to have breached these policies but has been permitted to remain employed.
3. Randomly, whenever an employee is working in a job classification that has been designated by BRICK Rochester Academy Charter School as a "safety risk" job classification for purposes of this policy.
4. If such test is either required or permitted by any law or government regulation.

Retesting

Applicants and employees who have tested positive for the first time, may request an opportunity to be retested. However, all retesting shall be conducted at the sole expense of the applicant or employee, on his or her own personal time, at a certified laboratory approved by BRICK Rochester Academy Charter School. Under no circumstances will an employee who has tested positive be permitted to return to work unless and until a negative test finding has resulted. Prior to reinstatement, the employee must present reliable medical evidence that he or she has overcome the substance abuse problem and must consent in writing to occasional testing on request over the next twelve months to be certain that there has not been any resumption of usage of drugs or alcohol in violation of this policy. Failure to take and pass any such requested test may result in immediate termination.

Employee Assistance

BRICK Rochester Academy Charter School urges individuals with substance abuse problems to seek help, and BRICK Rochester Academy Charter School is committed to providing assistance in this regard. BRICK Rochester Academy Charter School considers drug addiction and alcoholism to be treatable diseases. However, BRICK Rochester Academy Charter School will not permit employees to be under the influence of drugs or alcohol, endangering their own safety and that of others on BRICK Rochester Academy Charter School's property or while on BRICK Rochester Academy Charter School business. The goal of BRICK Rochester Academy Charter School's policy on employee drug and alcohol abuse is not only deterrence, but also detection and treatment.

Employees who take the initiative of advising their supervisor that they have a medical problem with regard to alcohol or drug use, who have not engaged in misconduct or poor performance at work, and who demonstrate a commitment to take the necessary remedial action, may be eligible for an unpaid medical leave of absence consistent with the requirements of prevailing law and BRICK Rochester Academy Charter School's policies for such purpose and will not be subjected to disciplinary action with respect to such problem so long as the employee has not engaged in misconduct, unsafe conduct, or poor job performance that would independently warrant disciplinary action. An employee's election to take an unpaid medical leave will not excuse the employee from complying with BRICK Rochester Academy Charter School's drug and alcohol policy upon his or her return to work.

Applicability



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sanctioned by BRICK Rochester Academy Charter School and be conducted in accordance with any limitations that BRICK Rochester Academy Charter School may require.

Testing for Drugs and Alcohol

A blood test, urinalysis, or other drug/alcohol screening may be required for the persons identified below:

Employment Applicants

Following an employment offer and prior to commencing employment with BRICK Rochester Academy Charter School, a successful job applicant may be screened for drug and alcohol use. This policy may apply to any re-hires of Full-Time or Part-Time employees as well. The applicant will be requested to sign a consent release form acknowledging his or her authorization of the drug test and the release of the test results to BRICK Rochester Academy Charter School. Candidates who refuse to sign the consent release form or to undergo the drug screening will be denied employment.

Individuals who are denied employment because they had a positive test result may apply and be considered for employment for the same job, if available, or for a different job, upon demonstration that they are currently free of substance abuse. Such a demonstration shall include, but is not limited to, satisfactory completion of another pre-employment drug test by a certified laboratory approved by BRICK Rochester Academy Charter School. BRICK Rochester Academy Charter School's willingness to accept a re-application shall not imply any offer of employment to the applicant.

Current Employees

BRICK Rochester Academy Charter School asserts its legal right to test any employee for alcohol or drug use. An employee's cooperation with a drug- or alcohol-screening test is required as a condition of employment. Refusal to submit to such tests constitutes a violation of BRICK Rochester Academy Charter School policy and is grounds for adverse employment action, including termination at BRICK Rochester Academy Charter School's discretion. Refusal of a drug or alcohol test will be considered by BRICK Rochester Academy Charter School to be equivalent to a confirmed "positive" test.

A drug or alcohol test may be required:

1. Of any employee where there exists reasonable suspicion to believe the employee is acting in an impaired or unsafe manner or has engaged in the misuse or unlawful use of alcohol, drugs, or controlled substances. Without limitation, employees are advised that an accident or injury may form the basis of this suspicion, as might erratic or unusual behavior exhibited by the employee during business or non-business hours.



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workplace for all employees. Consistent with this commitment, BRICK Rochester Academy Charter School has a particular concern about substance abuse since it can affect an employee's productivity and efficiency, jeopardize the safety of the employee, coworkers, and the public, and impair the reputation of BRICK Rochester Academy Charter School and its employees. An employee's substance abuse may also violate state and federal statutes. Accordingly, BRICK Rochester Academy Charter School has established this policy with regard to the use, possession, and sale of alcohol or drugs while at work, on BRICK Rochester Academy Charter School premises, while engaged in BRICK Rochester Academy Charter School business, or under circumstances where such activity may harm the reputation of BRICK Rochester Academy Charter School.

Drug and Alcohol Prohibitions

Illegal Drugs

The BRICK Rochester Academy Charter School strictly prohibits the use, possession, consumption, purchase, or sale of illegal drugs, or the presence of illegal drugs in an employee's system at a detectable level on BRICK Rochester Academy Charter School premises, where the employee is performing BRICK Rochester Academy Charter School business off premises, or where such activity away from BRICK Rochester Academy Charter School premises or business affects the employee's suitability for continued employment or may harm the reputation of BRICK Rochester Academy Charter School and its employees. "Illegal Drugs" are drugs or controlled substances that are not legally obtainable, or legally obtainable but not obtained in a lawful manner. Examples include cocaine and marijuana, and prescription drugs that were not lawfully obtained or used.

Legal Drugs

"Legal Drugs" are those prescribed or over-the-counter drugs that are legally obtained by the employee and used for the purpose for which they are prescribed and sold. However, even legal drugs may affect the safety of the employee, coworkers or the public at large. Therefore, any employee who is taking any legal drug that might impair safety, performance, or any motor functions must advise his or her supervisor or group leader before reporting to work under the influence of such medication so that any job-related consequences may be determined. BRICK Rochester Academy Charter School may require the employee to abide by appropriate actions deemed advisable by BRICK Rochester Academy Charter School under such circumstances.

Alcohol

BRICK Rochester Academy Charter School strictly prohibits the use, possession, consumption, purchase, or sale of alcohol on BRICK Rochester Academy Charter School premises. Furthermore, no employee shall be under the influence of alcohol while on BRICK Rochester Academy Charter School premises or while performing BRICK Rochester Academy Charter School business off BRICK Rochester Academy Charter School premises. Any exception to this policy for special situations (e.g., holiday parties, entertaining customers, and after-hour socializing) must be



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Rochester Academy Charter School has taken steps to help prevent incidents of violence from occurring at BRICK Rochester Academy Charter School. Toward this end, it is the express policy of BRICK Rochester Academy Charter School to prohibit any acts or threats of violence by any BRICK Rochester Academy Charter School employee or former employee, vendor, visitor, or client against any other employee in or about BRICK Rochester Academy Charter School's facilities or elsewhere at any time. BRICK Rochester Academy Charter School also will not condone any acts or threats of violence against BRICK Rochester Academy Charter School's employees, customers, or visitors on BRICK Rochester Academy Charter School's premises at any time or while they are engaged in business with or on behalf of BRICK Rochester Academy Charter School, on or off the BRICK Rochester Academy Charter School's premises. In keeping with the spirit and intent of this policy, and to ensure BRICK Rochester Academy Charter School's objectives in this regard are attained, BRICK Rochester Academy Charter School is committed to the following zero-tolerance policy:

- Taking prompt remedial action, up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
- Taking appropriate action when dealing with customers, former employees, or visitors to BRICK Rochester Academy Charter School's facilities who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law.
- Prohibiting employees, former employees, customers, and visitors from bringing unauthorized firearms or other weapons onto BRICK Rochester Academy Charter School's premises.
- Establishing viable security measures to ensure that BRICK Rochester Academy Charter School's facilities are safe and secure to the maximum extent possible and to properly handle access to BRICK Rochester Academy Charter School facilities by the public, off-duty employees, and former employees.
- Providing a safe and healthful work environment, in accordance with BRICK Rochester Academy Charter School's safety and health policy.

In furtherance of this policy, employees have a "duty to warn" their managers, and Human Resources, of any suspicious workplace activities, situations, or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. Employee reports made pursuant to this policy will be held in confidence to the extent possible. BRICK Rochester Academy Charter School will not retaliate against, or condone any form of retaliation against, any employee for making a good-faith report under this policy.

5.9 Drug and Alcohol-Free Workplace

Basis for the Policy

BRICK Rochester Academy Charter School is committed to providing a safe and productive



NLRA Activity - When applicable protected concerted activity covered by the NLRA or the particular collective bargaining agreement is not prohibited by this policy. This policy in no way prohibits employee communications that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the NLRA which includes the right of employees to speak with others about their terms and conditions of employment.

Discipline - Violation of the above rules may result in discipline, up to and including immediate termination of employment.

Return of Company Property and Equipment - When the employment relationship ends, the employee is expected to return all company property and equipment in good condition to his/her immediate supervisor. The company reserves the right to take any lawful action to recover or protect company property and equipment.

Consent - By accepting equipment, I agree that I have reviewed the company policy concerning the use of company property and equipment and I understand the rules that I must abide by. I further agree to comply with these rules and understand that my violation of any of these rules may result in discipline, up to and including termination.

5.7 Media Coverage or Video Recording

The BRICK Rochester Academy Charter School Charter School and BRICK Education Network often take and promotes videos, pictures, and/or uses other mediums to promote and reflect on our work. All staff might be included within BRICK Rochester Academy Charter School media, both internal and external.

BRICK Network staff (including the BRICK Rochester Superintendent, BRICK Rochester Executive Director, and Academic Directors) and school leadership team members (including the Principal, Director of Operations and Vice Principals) may also take videos and pictures of staff without prior written permission. These staff members may take videos and pictures as they exercise their leadership roles for a variety of reasons, such as to document school-based practices, to assist with the coaching of staff members, or to support staff professional development. In addition, network staff and school leadership team members may authorize other individuals, such as consultants, to videotape or take pictures of staff without prior written permission. Other staff members are not permitted to tape one another without prior written permission.

5.8 Workplace Violence

BRICK Rochester Academy Charter School is concerned about the increased violence in society, which has also filtered into many workplaces throughout the United States. Therefore, BRICK

Disciplinary action for misuse

If you have any doubts as to whether it's okay to post a particular piece of information, feel free to discuss the matter with Human Resources; ultimately, however, you have sole responsibility for what you choose to post to any blog.

5.6 Company Property

The BRICK Rochester Academy Charter School Charter School has invested significant money in the property and equipment provided to employees. Employees should take care of all company property and equipment provided to them. Employees should report any issues with company property and equipment to their supervisor.

BRICK Rochester Academy Charter School Charter School resources are limited and BRICK Rochester Academy Charter School does not permit extensive personal use of company property and equipment unless specifically authorized by the policies contained in this handbook or upon express written permission of a supervisor.

Employer-Provided Phones - Phones provided to employees by the company are primarily for business use and personal calls should be kept to a minimum. The company reserves the right to monitor telephone calls made and received using the company telephones subject to applicable federal and state law. Extensive personal use of company phones may be grounds for discipline. The company will not monitor employees for any unlawful purpose including monitoring, or giving the impression of monitoring, employee union activity and protected concerted activity under Section 7 of the NLRA.

Employer-Provided Computers - The computers provided to employees are company property and subject to monitoring by company. Employees are not permitted to download any programs from the internet, enter personal chat rooms, send personal emails, or install personal chat programs. Personal use of company computers should be kept to a minimum. Employees should be aware that software piracy is a felony. The Company will not monitor employees for any unlawful purpose including monitoring, or giving the impression of monitoring, employee union activity and protected concerted activity under Section 7 of the National Labor Relations Act (NLRA).

Company Cellular Phones - Where job needs demand immediate access to an employee, the company will issue a business cell phone or PDA (personal digital assistant) to an employee for work-related communications. Such devices may be monitored by the company subject to applicable federal and state law. Employees who are issued cellular phones or PDAs are expected to protect the equipment from loss, damage or theft. Employees are expected to follow applicable state or federal laws or regulations regarding the use of cell phones or PDAs. The company will not monitor employees for any unlawful purpose including monitoring, or giving the impression of monitoring, employee union activity and protected concerted activity under Section 7 of the NLRA.



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School or its client (or the client's products or services). For instance, do not write about a client without stating that the client is one of BRICK Rochester Academy Charter School's clients and that you work for BRICK Rochester Academy Charter School. If you identify yourself as an employee of BRICK Rochester Academy Charter School or discuss matters related to our business, you must make it clear to your readers that the views you express are yours alone and that they do not necessarily reflect the views of BRICK Rochester Academy Charter School unless you have received permission to make an official BRICK Rochester Academy Charter School posting.

- You must ensure that all statements about BRICK Rochester Academy Charter School or its clients (or the client's products or services) are truthful and substantiated when posting messages to blogs about BRICK Rochester Academy Charter School or its clients (or the client's products or services).
- Keep any personal blog entirely separate from BRICK Rochester Academy Charter School blogs.
- You must be aware that the address you are posting from may indicate BRICK Rochester Academy Charter School's name, and you should keep in mind that the message may be seen as representing BRICK Rochester Academy Charter School regardless of any disclaimers. Therefore, do not post any message to a blog directly critical of BRICK Rochester Academy Charter School or its vendors, clients, employees, or services.
- Although BRICK Rochester Academy Charter School respects your interest in free expression when posting to or maintaining a blog on your own time, what you say or post online may nevertheless subject you to corrective employment action (including termination of employment), especially if such posts have a negative impact on BRICK Rochester Academy Charter School.
- You may not disclose any information that is confidential or proprietary to BRICK Rochester Academy Charter School or to any third party that has disclosed confidential information to us.
- Please remember that BRICK Rochester Academy Charter School and/or its clients own the concepts and developments that you produce in connection with your employment. You may not post or otherwise use any intellectual property belonging to BRICK Rochester Academy Charter School or its clients unless you have written approval from BRICK Rochester Academy Charter School management.
- If requested to do so by BRICK Rochester Academy Charter School, you must provide BRICK Rochester Academy Charter School the names of any blogs to which you have posted information about and/or made reference to BRICK Rochester Academy Charter School or any of its clients.
- When using any blogs, you must always comply with such blog's terms of service, acceptable use policy, and any other posted guidelines.

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your supervisor.

If you become aware of any violation of this policy by any other BRICK Rochester Academy Charter School personnel, you are required to notify Human Resources immediately.



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- Impersonating or misrepresenting the identity of a sender or receiver of e-mail intentionally;
- Modifying a message and forwarding it as work of the original author without noting the modifications;
- Forwarding sensitive information of BRICK Rochester Academy Charter School or customers to third parties without a need-to-know;
- Creating or sending copies in violation of applicable copyright laws;
- Using the email system to promote or endorse personal or religious causes (including the sending of advertisements, solicitations, or similar materials);
- Using the email system for personal commercial gain;
- Bypassing security mechanisms;
- Attempting to break into another computer system;
- Attempting to cause harm to another computing system (e.g., joining email protests to crash a server);
- Generating or passing on programs intended to delete or damage data or other computer systems;
- Sending abusive or inflammatory emails; and
- Engaging in any illegal activity (including, without limitation, sending messages containing obscene materials or messages whose purpose or effect is harassment, defamation, or portrayal of any person in a false light).

5.5 Social Media

BRICK Rochester Academy Charter School understands that many employees maintain personal websites (including social media pages such as Facebook) and/or blogs and utilize other social media websites (such as Twitter and LinkedIn) (collectively, “blogs”), or post on the websites or blogs of others (including via Internet message boards, chat groups, social media sites, discussion groups, or other communities). In general, BRICK Rochester Academy Charter School views personal blogs positively, and it respects the right of employees to use them as a medium of self-expression. However, BRICK Rochester Academy Charter School expects employees to adhere to the following with regard to social media:

- Posting to, editing, or browsing blogs from BRICK Rochester Academy Charter School computers is subject to BRICK Rochester Academy Charter School’s standard policies relating to use of its electronic equipment. Among other things, BRICK Rochester Academy Charter School computers may not be used (a) to initiate or forward harassing, pornographic, or indecent material, (b) to infringe upon anyone’s intellectual property or other rights, or (c) to violate any laws.
- Blogging on behalf of BRICK Rochester Academy Charter School or a client should be treated the same as any other official communications created by BRICK Rochester Academy Charter School and done only with the prior consent of BRICK Rochester Academy Charter School or client, as applicable.
- You must clearly disclose your relationship with BRICK Rochester Academy Charter School or its client if posting messages to blogs about BRICK Rochester Academy Charter



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5. No use of subscription-based services without prior approval: Some Internet sites require that users subscribe before being able to use them. Users should not subscribe to such services without the express approval of their supervisor.

No violation of copyright: Many of the materials on the Internet are protected by copyright. Even though they may seem to be freely accessible, many of the intellectual property laws that apply to print media still apply to software and material published on the Internet. Employees are permitted to print out Web pages and to download material from the Internet for informational purposes as long as the purpose for such copying falls into the category of "fair use." Please do not copy or disseminate materials that are copyrighted. Employees having any questions regarding such materials should contact Mindy Weidman, the BRICK Chief Talent Officer for guidance.

All computer programs and data developed for BRICK Rochester Academy Charter School and/or contained in BRICK Rochester Academy Charter School's computer systems are to be used solely for BRICK Rochester Academy Charter School business and are the exclusive property of BRICK Rochester Academy Charter School. The unauthorized disclosure of information contained in BRICK Rochester Academy Charter School's Information Systems pertaining to the business is forbidden. Any employee who becomes aware of misuse of the Information Systems should immediately contact Mindy Weidman, BRICK's Chief Talent Officer.

As a condition of employment and continued employment, employees are required to sign an Electronic Communication Acknowledgment Form. The execution of this form signifies the employee's acknowledgment that he or she has read, become familiar with, understands, and will abide by and honor the requirements contained in this BRICK Rochester Academy Charter School Policy 5.4. Employees who violate this policy are subject to disciplinary action, up to and including termination of employment.

Storing and Deleting Email Messages - BRICK Rochester Academy Charter School strongly discourages the storage of large numbers of email messages for a number of reasons. First, because email messages frequently contain confidential BRICK Rochester Academy Charter School information, it is desirable to limit the number, distribution, and availability of such messages to protect BRICK Rochester Academy Charter School's information. Additionally, in the event that BRICK Rochester Academy Charter School needs to search the network, backup tapes, or individual personal computers for genuinely important documents, fewer documents to be searched make the search more economical. Accordingly, employees are to promptly delete any email messages they send or receive that no longer require action or are not necessary to an ongoing project. Employees should audit their stored email messages regularly to identify messages that are no longer needed and that should be deleted.

Specifically prohibited practices

In addition to the general guidelines above, all users should avoid the misuse of the email system, including by refraining from any of the following actions:



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Employees must not reveal or display their passwords to anyone and must maintain the confidentiality of their passwords.

Improper use of the email system (e.g., spreading offensive jokes or remarks) will not be tolerated. BRICK Rochester Academy Charter School's policy against sexual and other harassment applies fully to the use of the Internet and email. Accordingly, acquisition and/or dissemination of inappropriate materials, including but not limited to those containing sexual innuendo, pornographic material, improper jokes, harassing or threatening statements, or any statement that could be negatively perceived by others or considered hostile or offensive based on any protected classification, including, but not limited to, sex, gender, race, color, age, religion, national origin, sexual orientation, or disability, is strictly prohibited. Employees who violate this policy may be subject to disciplinary action, up to and including termination of employment.

Employees also should be aware that emails are BRICK Rochester Academy Charter School records and should be written with care. Like most other BRICK Rochester Academy Charter School documents, emails can be used as evidence in a court of law.

BRICK Rochester Academy Charter School provides employee access to the Internet at BRICK Rochester Academy Charter School's expense. The Internet represents a useful tool for BRICK Rochester Academy Charter School in conducting its business, but like any other tool, it must be used properly. For purposes of this policy, Internet includes any public electronic data communications network.

Use of the Internet and the World Wide Web includes all restrictions that apply generally to the use of BRICK Rochester Academy Charter School's email and other electronic and telephonic equipment, as noted above. In addition, the following rules apply with respect to Internet usage:

1. No browsing of inappropriate, offensive, or pornographic Web sites.
2. No downloading of non-business related data: BRICK Rochester Academy Charter School allows the download of files from the Internet. However, downloading files should be limited to those that relate directly to BRICK Rochester Academy Charter School business.
3. No downloading of application programs: BRICK Rochester Academy Charter School prohibits the download or installation on BRICK Rochester Academy Charter School computers of application software from the Internet. Such software may not only contain embedded viruses, but also is untested and may interfere with the functioning of standard BRICK Rochester Academy Charter School applications. No application programs should be downloaded without the express approval of BRICK Rochester Academy Charter School management.
4. No participation in Web-based surveys without authorization: When using the Internet, the user implicitly involves BRICK Rochester Academy Charter School in his/her expression. Therefore, users should not participate in Web or email-based surveys or interviews without the express authorization of BRICK Rochester Academy Charter School management.

- Torn, frayed, cutoff, or ripped clothing of any description;
- Tank tops, tight, immodest, or otherwise revealing clothing; and
- Clothing with any writing that can be considered derogatory, insulting, or otherwise disrespectful to any members of BRICK Rochester Academy Charter School's diverse workforce.

Occasionally, staff participate in announced smart casual days. On smart casual days staff are able to wear jeans and professional tops. Jeans are not to be frayed or ripped. The prohibited items above still apply to smart casual days (i.e. no tank tops, spandex, etc...).

BRICK Rochester Academy Charter School Charter School leadership reserves the right in all situations to make the determination as to whether a team member is in violation of this dress code policy. If it cannot be addressed by the staff member immediately, the staff member will be directed to go home and fix it before returning to work. If this occurs, the staff member will lose the day from their paid time off and this will be noted for evaluation purposes. Where a single violation so warrants or violations recur, the Principal or direct Supervisor may enter a reprimand in the staff member's file and may recommend more stringent disciplinary measures.

5.4 Electronic, Telephonic and Internet Communication

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the sole property of BRICK Rochester Academy Charter School and as such, are to be used solely for job-related purposes. Employees should not expect their computer entries or messages left on BRICK Rochester Academy Charter School email or voicemail systems to be private. Those files containing the personal information of an employee as a result of the employee making incidental use of the computer for personal purposes, including transmission of personal email messages, will be treated no differently than other files, i.e., BRICK Rochester Academy Charter School reserves the right to access, review, copy, modify, delete, or disclose them for any purpose. Accordingly, employees should not use the computer system to send, receive, or store any information that they wish to keep private. Employees should treat the computer system like a shared file system - with the expectation that files sent, received, or stored anywhere in the system will be available for review by any authorized representative of BRICK Rochester Academy Charter School for any purpose. Employees' use of all communication systems is a privilege that may be revoked at any time.

To ensure that the use of electronic and telephonic communications systems and business equipment is consistent with BRICK Rochester Academy Charter School's legitimate business interests, authorized representatives of BRICK Rochester Academy Charter School may monitor the use of such equipment and systems from time to time without notice. This includes monitoring Internet usage, sent and received email, and telephone conversations, and it may also include listening to stored voicemail messages. Accordingly, employees should not expect privacy in any of their communications through these systems.



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return. Employees must not rely on voicemail or a third party to provide such notice and must contact their manager personally each day they are absent from or will be late to work.

If an employee fails to report to work without notice for five consecutive workdays and, without good cause, fails to notify the employer of the reasons for his or her absence, he or she shall be considered to have abandoned his or her employment. When these conditions are met, the employee becomes subject to disqualification for benefits for voluntarily leaving work without good cause. Good cause in this case is a pretty high standard. The employee must have no control over the situation giving rise to the failure to notify and further, the reason must be so compelling as to prevent the employee from notifying the employer of the absence. These same requirements apply to employees returning to work following an approved leave of absence.

Either poor attendance or excessive tardiness may lead to disciplinary action, up to and including termination of employment.

Reporting Time Off

- All paid and unpaid time off must be recorded in the HRIS. Failure to report time in the HRIS may result in disciplinary action or failure to be paid for the time.
- An employee who fails to follow this protocol will be subject to corrective action and discipline. This could include a letter of reprimand on file, poor evaluation, or a loss in pay.
- Please be advised that no faculty/staff member is able to take paid time off the day before or after a holiday in which school is closed. For additional information on this policy, please contact Human Resources.

5.3 Personal Appearance

BRICK Rochester Academy Charter School employees enjoy **business casual attire**. All employees are expected to present a clean and neat appearance and to dress appropriately according to the requirements of their positions. Failure to meet these standards may result in an employee being sent home to correct the situation. This time away from work will be unpaid.

The key to our business-appropriate dress guidelines is exercising good judgment and being neat in appearance. Although the spectrum of business casual dress is broad, not all clothing is appropriate in the workplace.

We believe that the following items are examples of the types of attire that do not meet BRICK Rochester Academy Charter School's objectives of presenting a professional image. Please refrain from wearing items such as these to work:

- Shorts, tights, leggings, sweatshirts and/or sweatpants, T-shirts, jogging or warm-up suits, and other clothing and footwear more suitable for the gym;
- Jeans of any color;
- Colorful spandex;



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development, accounting, marketing, or selling activities of BRICK Rochester Academy Charter School.

Any employee who is exposed to confidential information must use that information only to perform his or her job with BRICK Rochester Academy Charter School. Confidential information must be safeguarded at all times and should not be discussed with anyone outside BRICK Rochester Academy Charter School, such as friends, immediate family members, other relatives, customers, vendors, or competitors. Every employee has an obligation to ensure that all confidential information remains the property and private information of BRICK Rochester Academy Charter School. All employees are responsible for the internal security of all confidential information. The restrictions on an employee's disclosure as defined in this paragraph shall also apply post-employment. Upon termination of employment, or at any other time upon BRICK Rochester Academy Charter School's request, the employee shall return to BRICK Rochester Academy Charter School all property then in employee's possession or custody and belonging to BRICK Rochester Academy Charter School, including any confidential information and this Handbook. Employees may not retain any copies or reproductions of correspondence, memoranda, reports, projections, notes, financial information, or other documents relating in any way to the affairs of BRICK Rochester Academy Charter School other than publicly filed documents.

BRICK Rochester Academy Charter School employees must comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g et seq.) and its regulations and the Individuals with Disabilities Education Act (IDEA) privacy regulations (34 CFR 300.610) and not disclose personally identifiable information. See the school's FERPA policy for additional information

Any employee who discloses confidential business or confidential FERPA or IDEA information will be subject to disciplinary action, including possible termination of employment and legal action, even if he or she does not actually benefit from the disclosed information.

5.2 Attendance and Punctuality

To maintain a safe and productive work environment, BRICK Rochester Academy Charter School expects its employees to be reliable and to be punctual in reporting for scheduled work.

Each employee has an important job responsibility vital to the continuing operation of BRICK Rochester Academy Charter School. Absenteeism and tardiness place a burden on other employees and on BRICK Rochester Academy Charter School. It is therefore important that all BRICK Rochester Academy Charter School employees report to work on time, observe time limits for lunch and any breaks, and not leave work early without approval.

When an employee is unable to work as scheduled or cannot avoid being late to work, he or she should notify the appropriate manager as soon as possible in advance of the anticipated absence or tardiness, provide reasons for the absence, and in case of absence, when the employee expects to



Other eligibility criteria apply to some of the benefit plans or programs, such as Life Insurance, Wellness, Dependent Care Flexible Spending Account, Health Care Flexible Spending Account, Health Savings Account, Transit Plan, and the retirement plans.

The employer currently contributes 85% of the employee's monthly premium up to \$1000 for individual coverage; or up to \$1500 for spouse, child, or family coverage.

Currently, staff pay 15% of the monthly premium and anything above \$1000 for individual coverage. For spouse, child, or family coverage, the employee/staff member pays 15% of the monthly premium and anything above \$1500.

Dental and vision coverage are optional and at the employee's expense.

Staff that waive health coverage get a \$600 per year payment in lieu of health coverage.

Dental

Good dental care is an important part of any health care program. Like our approach to health care, our dental coverage is designed to prevent serious dental problems by encouraging regular dental checkups. We offer Basic and Premium dental plans. The differences between the plans are the premiums (cost of coverage), annual maximum benefit, and coinsurance for major services.

Vision

Good vision care is an important part of any health care program. Like our approach to health care, our vision coverage is designed to prevent serious vision problems by encouraging regular vision checkups. We offer Basic and Premium vision plans. The differences between the plans are the premiums (cost of coverage), annual maximum benefit, and coinsurance for major services.

EMPLOYEE CONDUCT

5.1 Employee Conduct & Confidentiality

The security and protection of confidential business information is vital to the interests and success of BRICK Rochester Academy Charter School.

Each employee is likely to be entrusted with, or to come across, confidential information. Such confidential information includes any and all information and materials (regardless of format) disclosed or made available to the employee or known by the employee as a direct or indirect consequence of or through employment with BRICK Rochester Academy Charter School, including, but not limited to, any and all BRICK Rochester Academy Charter School proprietary information, information related to BRICK Rochester Academy Charter School's client relationships, services, or methods of operation, and information relating to the research,



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2. Complete the [immediate notification form linked here](#). This will automatically notify the HR Department and Regional Superintendent. The more detailed [BRICK Incident Form](#) and [Witness Statements](#) should be forwarded to the school nurse and human resources department once collected (hr@brickeducation.org) .
3. HR will then notify the PEO and/or Insurance Provider. Further directions [linked here](#).
4. As directed, the employee must report to an approved medical provider for treatment unless the employee is seriously injured, the employee should go/be taken to the nearest hospital for medical treatment and report the injury as work related.
5. Even if there is no medical support needed, all incidents and accidents must be reported and documented using the [BRICK Immediate Notification Form](#), [BRICK Incident Form](#) and [Witness Statements](#) forms..

4.12 BRICK Rochester Academy Charter School 401(K) Savings Plan

With the BRICK Rochester Academy Charter School 401(k) Savings Plan, you decide how to invest and save. Employees who are eligible to contribute can elect to make before-tax or Roth contributions to the 401(k) plan.

Below is high-level information on the 401(k) Savings Plan. For more detailed information, see the 401(k) Savings Plan Summary.

Depending on a staff member's age, he/she/they can elect to participate in retirement. BRICK Rochester Academy Charter School will match an employee's retirement contributions up to 4% of the employee's salary. If a staff member chooses not to contribute to his/her retirement, the district does not contribute the match. Staff members can access more information on the 401k savings plan as part of the onboarding documents shared in the HRIS.

Equitable Contact Info- Daryl Vining, daryl.vining@equitable.com

4.13 Health, Pharmacy, and Dental

If you are a Full-Time (30+ hours per week) employee, you and your dependents may enroll in our benefits. Benefits for Full-Time employees take effect on day one.

Eligible dependents generally include:

- Your spouse/domestic partner.
- You or your spouse/domestic partner's children/grandchildren under age 26
- Unmarried disabled children age 26 or older who meet certain criteria.

Employees will be granted a military leave of absence without pay for the period of military service in accordance with applicable federal and state laws. If an employee is a Reservist or a member of the National Guard, that employee will be granted time off without pay for required military training. Eligibility for reinstatement after the employee completes military duty or training is determined in accordance with applicable federal and state laws. The employee is free to use any available paid leave benefit, such as vacation leave or sick/personal leave to compensate for the period of this absence.

For employees with at least 6-months of service with the network, they should speak with Human Resources to request paid military leave.

4.12 Workers' Compensation Insurance

BRICK Rochester Academy Charter School provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment.

Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period. If the employee is hospitalized, benefits begin immediately.

Any employee who sustains a work-related injury or illness should immediately inform his or her manager and Mindy Weidman, the BRICK Chief Talent Officer. **No matter how minor an on-the-job injury may appear, it is important that it be reported to Human Resources immediately.** This will enable an eligible employee to qualify for coverage as quickly as possible.

Neither BRICK Rochester Academy Charter School nor the insurance carrier will be liable for the payment of workers' compensation benefits for any injury due to an employee's intoxication, illegal use of a controlled substance, or willful intent to harm oneself or others.

In addition, neither BRICK Rochester Academy Charter School nor the insurance carrier will be liable for the payment of all injuries suffered on the job, no matter how minor, if not immediately reported to your supervisor and CTO. If an employee should suffer a serious work-related injury during voluntary participation in an off-duty recreational, social, or athletic activity sponsored by BRICK Rochester Academy Charter School, the employee should request worker's compensation benefits for said injury.

This policy is only a summary of an employee's workers' compensation rights and responsibilities. For further details regarding workers' compensation, please contact the insurance company.

Injured persons should:

1. Be immediately referred to the school nurse for such medical attention that may be appropriate.



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Full-Time and Part-Time employees who have completed a minimum of six months of service may request paid jury duty leave. BRICK Rochester Academy Charter School will continue to pay the employee's salary for a maximum of two calendar weeks. In the event that the employee is out for more than two weeks, the employee may use any available paid leave benefit, such as vacation leave or sick/personal time, to receive compensation for the balance of this absence.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Employees are required to submit to BRICK Rochester Academy Charter School any payments received from the court for serving jury duty. BRICK Rochester Academy Charter School, in turn, will pay the employee full salary for such days. To receive jury duty pay, the employee must submit a certificate of juror's attendance for all days served.

The employee must show the jury duty summons to his or her supervisor as soon as possible so that arrangements may be made to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits. BRICK Rochester Academy Charter School may request an excuse from jury duty if, in BRICK Rochester Academy Charter School's judgment, the employee's absence would create serious operational difficulties.

Insurance benefits will remain in effect and unchanged for the full term of a jury duty absence. Any accrual of benefits, such as vacation, sick leave, or holiday benefits will continue, if applicable, during jury duty leave.

Witness Duty

BRICK Rochester Academy Charter School will allow employees to appear in court for witness duty whenever summoned to do so. An employee will be granted unpaid time off for absence due to witness duty. The employee may use any available paid leave benefit, such as vacation leave or sick/personal time, to receive compensation for the period of this absence.

The employee should show a copy of the Summons or Subpoena to his or her manager immediately after it is received so that arrangements may be made to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

If an employee has been subpoenaed as a witness of BRICK Rochester Academy Charter School as a result of a job-related event, he or she will receive paid time off for the entire period of witness duty.

4.11 Military Leave Absence

Leaves of absence without pay for military National Guard, or Reserve duty are granted to Full-Time and Part-Time employees. Employees called to active military duty or to Reserve or National Guard training, or who volunteer for the same, should notify their manager and submit copies of their military orders to him or her as soon as is practicable.



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4.10 Lactation Accommodation

BRICK Rochester Academy Charter School will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. When staff return from a leave of absence, they should schedule their times of lactation for the space provided so the space is not in use during the needed times.

Employees needing breaks for lactation purposes may use ordinary paid rest breaks or may take other reasonable break time when needed. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee. If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed for the employee, the lactation break time will be unpaid for nonexempt employees.

Employees will be relieved of all work-related duties during any unpaid break. Where unpaid breaks or additional time are required, employees should work with their supervisor and Human Resources regarding scheduling and reporting the extra break time. Where state law imposes more specific requirements regarding the break time or lactation accommodation, BRICK Rochester Academy Charter School will comply with those requirements. Because exempt employees receive their full salary during weeks in which they work, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

BRICK Rochester Academy Charter School will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from co-workers and the public. BRICK Rochester Academy Charter School will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable.

BRICK Rochester Academy Charter School will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in the same manner that it addresses other non-incapacitating medical conditions, including requested time off for medical appointments, requested changes in schedules and other requested accommodations.

Employees should discuss with Human Resources the location for storage of expressed milk. In addition, employees should contact her during their pregnancy or before their return to work to discuss any need for a lactation area.

4.10 Jury Duty and Witness Duty Leave

Jury Duty

BRICK Rochester Academy Charter School encourages employees to fulfill their civic responsibility by serving jury duty when required.



No employee will be discriminated against or retaliated against for taking PFL. If you have any concerns in this regard, please contact HR at hr@brickeducation.org.

Questions

If you have any questions about this policy or PFL, please e-mail hr@brickeducation.org.

4.9 Leave To Appear as Victim or Witness in a Criminal Proceeding

An eligible employee may take time off from work, without pay, for any of the following reasons:

- To comply with a subpoena to testify in a criminal proceeding (including time off to consult with the district attorney);
- To give a statement at a sentencing proceeding;
- To give a victim impact statement at a pre-sentencing proceeding; or
- To give a statement at a parole board hearing.

Eligibility

An employee is eligible for time off under this policy if he/she/they is:

- The victim of the crime at issue in the proceedings;
- The victim's next of kin, if the victim is deceased as a result of the offense;
- The victim's representative;
- A "Good Samaritan;" or
- Pursuing an application or the enforcement of an order of protection, as provided under relevant law.

For the purpose of this policy, a "Good Samaritan" is someone who acts in good faith to apprehend a person who has committed a crime in his/her presence, to prevent a crime or an attempted crime from occurring, or to aid a law enforcement officer in effecting an arrest. A victim's representative is a person who represents or stands in the place of another person, including, but not limited to, an agent, attorney, guardian, conservator, executor, heir or parent of a minor.

Notice & Certification

An employee must notify his/her supervisor of the need to take a leave under this policy no later than the day before the absence. In addition, the employee must provide the supervisor with verification of his/her service upon request.

The School will not retaliate or tolerate retaliation against any employee who seeks or obtains leave under this policy.



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your available sick, vacation, or personal time pay, so that your wages during your leave equal your wages while working. When combining all sources of pay, employees may not receive more than 100% of their normal wages.

PFL shall also run concurrent with any Paid Parental Leave, however, no employee shall receive more than 100% of their normal wages during the time that they are receiving both PFL and Paid Parental Leave. Such employees are entitled to the full amount of the PFL benefits, which will then be supplemented (up to 100% of the employee's normal wages) by the Paid Parental Leave benefits.

NOTE: You will not continue to accrue Paid Time Off while you are out on PFL.

How To Apply For PFL

Email hr@brickeducation.org at least 30 days before starting PFL when the leave is foreseeable. If the event leading to your PFL request is not foreseeable, you must give notice as soon as is practical. When the need for PFL is foreseeable and you do not give 30 days advance notice, your request may be denied for a period of up to 30 days from the date notice is provided.

Payment for PFL

PFL is funded by a payroll deduction from your pay. A maximum rate of employees' contribution will be established each year by the State. In most cases, if you will not work the 26 continuous weeks or 175 days needed to be eligible for PFL (such as seasonal employees, for example), you will be notified of your right to waive coverage. In such cases, you will need to complete a waiver.

Federal Family and Medical Leave and New York PFL

To the extent permitted, leaves covered by the Federal Family and Medical Leave Act (FMLA) will run concurrent with New York PFL. In such instances, you will be notified of this concurrent leave. If you are informed of your right to collect New York PFL benefits while on FMLA leave, but you decline to apply for PFL benefits, your leave will still be counted against your maximum duration of PFL.

If you work partial days due to FMLA leave, when the total hours taken for FMLA in less than full day increments reach the number of hours in your usual work day, one day of PFL benefits will be deducted from your annual available New York PFL benefit.

Special Rules Pertaining to PFL for Instructional Employees

The special rules that are applicable to employees working in an instructional capacity for purposes of taking intermittent FMLA leave shall also be applicable to instructional employees seeking to take intermittent leave under the PFL.

Discrimination or Retaliation



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When Both Spouses/Partners Work For Us

If both you and your spouse work for us, PFL will be authorized for one of you if you have both requested the same period of time off to bond with the same child or to care for the same eligible relative.

Benefits

The amount of PFL available is described in the chart below:

| Year | Weeks Available For Leave | Maximum Percentage of Employee's Average Weekly Wage | The Employee Benefit is Capped at The Following % of NY State Average Weekly Wage |
|------|---------------------------|--|---|
| 2023 | 12 | 67%* | 67%* |

** The maximum weekly PFL benefit amount an employee may receive for qualified reasons is equal to 67% of their average weekly wage, up to a cap of 67% of the current New York State Average Weekly Wage (NYSAWW). Effective January 1, 2023, the maximum weekly benefit amount will increase from \$1,068.36 to \$1,131.08 (based on the 2023 NYSAWW of \$1,688.19).*

As the above chart shows, the maximum benefit beginning in 2021 is 12 weeks. Employees may take their maximum benefit in any 52-week period. The 52-week clock starts on the first day the employee takes PFL. Eligible employees are entitled to receive the applicable percentage of their average weekly wage unless that amount exceeds the cap set by New York State. The State will establish its average weekly wage each year. The State “average weekly wage” for 2018 was \$1,305.92 per week. Thus, the maximum PFL benefit payment an employee could receive in 2018 was 50% of \$1,305.92, or \$652.96 per week.

If applicable, your health insurance coverage will be maintained while you’re on PFL so long as you continue to pay your health insurance premium contributions. Upon approval of your PFL, you will be notified as to how to make these required payments.

Weekly and Daily Leave

You may take your PFL in weekly increments for the maximum number of weeks of leave in any 52-consecutive week period

You may also take your PFL in daily increments. When you do so, your maximum period of PFL is calculated based on the average number of days worked per week. For example, an employee that works 3 days per week will receive the equivalent of 3 days per week for 12 weeks, or a maximum of 36 days in any 52-consecutive week period.

Other Pay During PFL

You are permitted, but not required, to use available/eligible sick, vacation, or personal time to make your pay whole during your leave. In other words, you may supplement your PFL pay with

- Spouse
- Domestic partner
- Child
- Parent
- Parent-in-law
- Grandparent
- Grandchild

A serious health condition is generally an illness, injury, impairment, or physical or mental condition that involves:

- inpatient care in a hospital, hospice, or residential health care facility; or
- continuing treatment or continuing supervision by a health care provider.

In most cases, conditions like the common cold, the flu, ear aches, upset stomach, minor ulcers, routine dental or orthodontia problems, periodontal disease, and the like do not meet the definition of a serious health condition.

3. Active Military Duty Deployment. An eligible employee may take PFL under the military provisions of the Family and Medical Leave Act (“FMLA”) when a spouse, child, domestic partner or parent of the employee is on active duty or has been notified of an impending call or order of active duty. Some instances in which an employee may take PFL are to: make child care arrangements for a child of the deployed military member; attend eligible military ceremonies and briefings; and make financial or legal arrangements for addressing the military member’s absence.

Reinstatement After Leave

Generally, employees have a right to return to their same or comparable job upon return from PFL.

Ineligible Uses

PFL cannot be used for the employee’s own disability or qualifying military event. In these instances, other leave or wage replacement policies may apply.

1. You may not receive both disability benefits and PFL benefits for the same period of time. An employee who is eligible for both disability benefits and PFL during the same period of 52 consecutive calendar weeks will not receive more than 26 total weeks of disability and PFL benefits during that period of time.
2. You are not eligible for PFL if you are not working and collecting workers’ compensation.



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The employee must present medical clearance to Human Resources at least 5 (five) days prior to the first day of returning to employment to set-up a re-entry meeting.

4.8 New York State Paid Family Leave Policy (PFL)

We participate in New York's Paid Family Leave ("PFL") program to provide partial wage replacement to eligible employees for bonding with a child, caring for a relative with a serious health condition, or in certain situations dealing with active military service. As part of this policy, eligible employees will generally be returned to their job upon return from leave. Your health insurance will be maintained if you continue to pay your portion of the premium while on PFL. While specifics of the policy are below, note that not every aspect can be detailed here, and the provisions of the law will prevail. If you have any questions, please contact Human Resources by emailing hr@brickeducation.org,

Eligibility

Covered employees become eligible to take Paid Family Leave for a qualifying event once they have met the minimum time-worked requirements:

- **Full-time employees:** Employees who work a regular schedule of 20 or more hours per week are eligible after 26 consecutive weeks of employment.
- **Part-time employees:** Employees who work a regular schedule of less than 20 hours per week are eligible after working 175 days, which do not need to be consecutive. Employees with irregular schedules should look at their average schedule to determine if they work, on average, fewer than 20 hours per week.

Citizenship status and immigration status do not affect PFL eligibility.

Eligible Uses For Leave

1. Maternity and Paternity Leave. Eligible employees may take PFL during the first 12 months after the birth, adoption, or fostering of a child.

In the case of the birth of a child, PFL may not be used for prenatal care and is only available after the birth of the child. Employees may opt to receive disability and PFL during the post-partum period but may not receive both benefits at the same time.

In the case of placement or adoption, an employee may take PFL before the actual placement or adoption if an absence from work is required for the placement for adoption or foster care to proceed. Such instances would include attending counseling sessions, appearing in court, consulting with attorneys or doctors representing the birth parent or traveling to another country to complete an adoption.

2. Caring for a Relative with a Serious Health Condition. Employees may take PFL to care for the following relatives suffering from a serious health condition:



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- If the leave is scheduled to begin within five weeks prior to the end of the semester because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, child, or parent with a serious health condition; or to care for a covered service member, and (i) the leave will last for more than two weeks, and (ii) the employee's scheduled return to work would occur during the two-week period before the end of the semester (this does not apply to medical leave for the employee's own serious health condition); or
- If the leave is scheduled to begin within three weeks prior to the end of the semester because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, child, or parent with a serious health condition; or to care for a covered service member and the leave will last more than five working days (this does not apply to medical leave for the employee's own serious health condition).

In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The School has the option to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by the employer to the end of the school term is not counted as FMLA leave; however, the School shall comply with the special FMLA rules for school employees set forth in 29 C.F.R. § 825.600, *et seq.*, and shall maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

An instructional employee who needs intermittent leave or leave on a reduced schedule to care for a family member or for the employee's own serious health condition is subject to special rules when the employee would be on leave for more than twenty percent (20%) of the number of working days over the period that the leave would extend. These special rules include being required to take leave for periods of a particular duration or to transfer temporarily to an alternative, equivalent position that better accommodates the leave.

If an employee chooses to take leave for periods of a particular duration (*i.e.*, a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed) in the case of intermittent or reduced schedule leave, all leave time taken will count as FMLA leave.

Return-to-Work Certification

All employees taking medical leave to care for their own serious health condition will be required to submit a fitness-for-duty certification signed by their healthcare provider before returning to work, stating that the employee is able to resume his/her position; however, employees will not be required to provide said certification for each absence taken on intermittent or reduced schedule leave unless otherwise permitted by law. The certification must address specifically the employee's ability to perform the essential functions of his/her job. The failure to provide an appropriate fitness-for-duty certification will delay the employee's ability to return to work. If an employee never provides such a certification, he/she/they may be denied reinstatement.



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During the employee's leave, the employee may also be required to provide additional physicians' statements at regular intervals, attesting to the employee's or family member's continued serious health condition and inability to work.

Insurance Premium Payment during Leaves of Absence

Employees on paid or unpaid leave are responsible for paying their benefits premiums. If the school pays the employee while he/she/they is on leave, deductions will come out of your paycheck as usual. If on unpaid leave, you will be responsible for sending the School payments to cover your benefits premiums. Failure to make payments within the provided deadline will result in loss of coverage. If this occurs, you will have the option to continue coverage of eligible benefits by enrolling in COBRA.

Leave During School Closings

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within a week taken as FMLA leave has no effect; the week is counted as a week of FMLA leave. However, during extended School closings where the School's activities have temporarily ceased and employees generally are not expected to report for work for one or more weeks (e.g., winter vacation, summer vacation), the days the School is closed do not count against the employee's FMLA leave entitlement, unless the employee is one who would otherwise work year-round on an administrative schedule.

Reporting in While on Leave

During a FMLA leave, an employee is expected to maintain periodic contact with his/her supervisor and/or the School Operations Leader to advise them of his/her progress and anticipated return-to-work date. Approximately two weeks prior to the anticipated end of the employee's leave period, the employee is expected to notify their supervisor and the School Operations Leader of their expected return-to-work date.

FMLA Leave for Instructional Employees Near the End of an Academic Term

Special FMLA rules apply to employees who work in an instructional capacity. For purposes of this policy, instructional employees are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

Instructional employees will be required to continue their FMLA leave until the end of the semester under the following circumstances:

- If the leave is scheduled to begin more than five weeks prior to the end of the semester, and (i) the leave will last at least three weeks and (ii) the employee's scheduled return to work would occur during the three-week period before the end of the semester;



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operation” declared by the U.S. Secretary of Defense, President or Congress, as required by law (“Military Exigency Leave”); or

- twenty-six (26) workweeks of leave during a single 12-month period to care for a covered service member who is a spouse, child, parent or next of kin (nearest blood relative of an individual) who is an Armed Forces member with a serious injury or illness incurred in the line of duty while on active duty that may render the individual medically unfit to perform his/her military duties (“Military Caregiver Leave”)
- employees to address certain qualifying exigencies due to the employee’s spouse, child or parent being on covered active duty or call to covered active duty status (“Military Family Leave”)

More information on FMLA can be accessed on the [Department of Labor website](#).

To be eligible for FMLA leave and benefits, an employee:

- Must be employed and work at a worksite within 75 miles of which BRICK Rochester Academy Charter School employs at least 50 people;
- Must have worked for BRICK Rochester Academy Charter School for at least twelve (12) months (which need not be consecutive) prior to the date on which his/her leave is to begin; and
- Must have worked at least 1,250 hours during the previous twelve (12) months preceding the leave;

Advance Notice

An employee requesting a leave pursuant to the FMLA must submit a written leave request to HR at least thirty (30) days before the date that the leave is expected to begin. BRICK Rochester Academy Charter School recognizes that unexpected emergencies can arise where it is not possible to provide thirty days’ notice of the intended leave. In such situations, employees are expected to provide as much advance notice as possible. Employees may be required to explain why they provided less than thirty days’ notice of the need for foreseeable leave. If an employee fails to give timely advance notice with no reasonable excuse when thirty days’ notice is required for foreseeable leave, FMLA coverage may be delayed. The employee must provide sufficient information to enable HR to determine if the leave is FMLA-qualifying and the anticipated timing and duration of the leave. If the employee fails to respond to BRICK Rochester Academy Charter School’s reasonable inquiries for additional information, the leave may be denied.

Medical Certification

In cases where an employee is requesting a medical leave because of the employee's own serious health condition or that of a spouse, child or parent, BRICK Rochester Academy Charter School will require the employee to submit a written medical certification from a healthcare provider verifying the need for the leave. The employee must provide a complete and sufficient certification within fifteen calendar days after the request, unless it is not practicable despite the employee’s diligent, good faith efforts. The failure to provide the required medical certification within the time allotted may result in the denial of the FMLA leave.



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4.6 Reporting Time Off

Employees can only request, and have approved, accrued paid time off. If employees are utilizing another form of leave (bereavement, FMLA, military, etc. the DOO/HR team will update the leave days once the proper documentation is received.

4.7 FMLA Leaves of Absence

NOTICE: Some of the leave policies and laws referenced below and in this Handbook can run concurrently. When this is permitted by law, employees will be required to take all leaves for which they are eligible concurrently. For example, if an employee is eligible for both unpaid leave under the federal Family and Medical Leave Act and paid leave under the New York State Paid Family Leave Program, BRICK Rochester Academy Charter School will designate both leaves to run at the same time. To the extent that employees have any available paid time off, to the extent permitted by law, employees will be required to use that paid time off while on any type of leave of absence that is unpaid or partially paid. However, an employee shall not be able to collect pay or wage replacement in excess of 100% of base pay from all sources combined during his or her leave. The use of any paid time off while on any type of leave of absence does not extend the employee's length of leave.

FMLA does not affect any state or local law that provides greater family or medical leave rights. Please contact the Executive Officer with any questions concerning individual state laws. Unless state law requires otherwise, FMLA leave runs concurrent with, not in addition to, time off due to a worker's compensation injury or disability, or any other applicable leave policy or law.

Family and Medical Leave (FMLA)

The federal Family and Medical Leave Act of 1993 ("FMLA") entitles employees to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Employees eligible are entitled to twelve (12) work weeks of leave in any twelve (12) month period for

- the birth and care of a newborn child ("Bonding Leave");
- the placement of a child with the employee for adoption or foster care and for bonding with the newly-placed child ("Bonding Leave");
- to care for an immediate family member (spouse, child or parent) with a serious health condition ("Family Care Leave");
- when the employee is unable to perform the essential functions of his/her job due to the employee's own serious health condition ("Serious Health Condition Leave");
- any "qualifying exigency" for military operations arising out of the fact that the employee's spouse, child or parent is on active duty or has been notified of an impending call or order to active duty in the US National Guard or Reserves in support of a "contingency



4.4 Holidays*

Employees will be notified at the beginning of each calendar year of the holidays BRICK Rochester Academy Charter School will observe during that year and the actual dates these holidays will be observed. **Dates will also be shared in the HRIS system.**

Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.

****NOTE: Regional Employees are employed by the district and therefore follow the compensation structure of the district. However, because Regional Employees are critical to network and district operations, all regional employees follow the calendar and paid time off policies of the BRICK Education Network. If regional employees have any questions regarding their calendar or paid time off, he/she/they should speak directly to their manager or the Chief Talent Officer.***

4.5 Bereavement Leave

Up to five consecutive business days of paid bereavement leave for the death of an immediate family member will be provided to eligible employees that are full-time employees.

Bereavement leave pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, or bonuses.

Bereavement pay will not be provided on a day that holiday pay or other form of time off is provided. If an employee wishes to take time off due to the death of an immediate family member, the employee should notify his or her supervisor immediately.

An employee may, with the supervisor's approval, use any other available paid leave for additional time off as necessary.

BRICK Rochester Academy Charter School defines "immediate family" as the employee's spouse, life partner, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren.

Employees must notify their supervisor as soon as possible in the event of a death in the family. The bereavement leave is to be logged in the HRIS.

Employees may be granted up to (1) day paid leave in the event of a friend or relative outside of the immediate family, but shall be limited to one (1) such day per school year.



For staff that are hired after the start of the year, they receive paid time off following the table below. The table below only applies for the year of hire. Future years will follow the accrual noted above.

Year 0 hires

| Month Hired | PTO Accrual | | Month Hired | PTO Accrual |
|-------------|-------------|--|-------------|-------------|
| July | 8 | | January | 5 |
| August | 8 | | February | 4 |
| September | 7 | | March | 3 |
| October | 7 | | April | 3 |
| November | 6 | | May | 2 |
| December | 5 | | June | 1 |

In addition, employees may use sick time as “safe time” for purposes related to domestic violence, family offenses, sexual offenses, stalking or human trafficking. Such “safe time” can be used for the employee’s personal needs or for the employee to assist family members, and may take many forms, including, but not necessarily limited to the following:

- to obtain victim services
- for safety planning
- to meet with law enforcement or civil attorneys
- to relocate
- to enroll children in a new school
- to take any other actions necessary to ensure safety for themselves or others.

Employees requesting “safe time” should indicate that they are requesting “safe time” in the HRIS system. Employees requesting “safe time” will not be required to share additional information regarding their request.

Perpetrators of these offenses are not allowed to use sick time for these purposes.

For more information about NY state’s sick and safe leave law, visit https://www.ny.gov/sites/default/files/atoms/files/PSL_FAQ_PaidSickLeaveFAQ.pdf. For more information regarding NY’s services to prevent domestic violence, visit the Office for the Prevention of Domestic Violence at <https://opdv.ny.gov/> or call the office at 800-942-6906.



BRICK Rochester Academy Charter School will endeavor to schedule vacations to meet an employee's request as long as it does not unreasonably interfere with the operational needs of BRICK Rochester Academy Charter School. However, vacations normally cannot be scheduled for periods longer than two consecutive weeks.

4.3 Paid Time Off (Sick, Personal Time)*

BRICK Rochester Academy Charter School provides paid time off for Full-Time and Part-Time employees. This time off is to be used for temporary absences due to illness (the employee or his/her immediate family), personal emergencies, or to tend or other personal needs. Employees receive eight sick days (PTO days) each year.

In accordance with the New York State's Paid Sick Leave Law ,employees shall accrue up to forty (40) hours of paid sick time per year (defined for this policy as the period from July 1st through June 30th for 12 month employees and from August 1st through July 30th for staff that work 10.5/11 months).

Here are some additional policies with respect to the use of paid time off time:

- Each full—time employee will accrue 8 days per year. The benefit year is July 1 to June 30. Any employee hired outside of the benefit year will receive an adjusted number of days. Paid time off is effective day one of
- Part-time employees receive 5-days of PTO for the year. The days are accrued on July 1 of each year.
- Staff are requested to give at least 5-days notice when possible.
- Days must be entered in the HRIS by 6:30am of the paid day off day. If days are not entered the day will not be paid.
- Days must be approved in the HRIS to be paid.
- Paid time off can only be used consecutively for bona fide illness or for circumstances approved by the employee's supervisor and the Chief Talent Officer. If an employee takes 3 or more consecutive days a medical note will be required to be submitted in the HRIS and logged on your file for the employee to be paid for the days. School based DOOs manage PTO and will move the days to unpaid without medical documentation.
- Days are not compensated upon termination of employment.
- Employees who are absent after having exhausted all paid time off will not be paid for such absences.
- Days cannot be used the day before a holiday or the immediate day following a paid holiday, unless the employee has a medical note.
- The school has blackout dates during state testing, summer institute training, externally led evaluative site visits, the first two weeks of school with students and the last week of school with students. Staff are only permitted to use paid time off during any of these periods if they have adequate medical documentation.
- Half days can be used when a staff member will work at least 4 hours of the school day. The half day must be preapproved, at least 5-days in advance.



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If you have any questions about your paycheck, please contact the BRICK Rochester Executive Director, Antwan Barlow, at [REDACTED]

EMPLOYEE BENEFITS

4.1 Introduction to Employee Benefits Programs*

Eligible BRICK Rochester Academy Charter School employees are provided a range of benefits. Several programs, such as Social Security, workers' compensation insurance, short-term disability insurance, and unemployment insurance cover all employees in the manner prescribed by law.

Benefit eligibility is dependent upon a variety of factors, including employee classification.

The following benefit programs are among those available to eligible employees:

- Group Health and Related Benefits (Comprehensive Health of Medical, Dental and Vision)
- Retirement Benefits
- Leaves
 - Vacation
 - Personal/Sick Time (Paid Time Off)
 - Parental Leave
 - Jury Duty, Military Leave, Bereavement Leave

4.2 Vacation*

The vacation benefit year runs from July 1 to June 30. Only 12-month staff members are granted vacation. BRICK Rochester Academy Charter School 12-month staff are given two weeks of paid time off to be used when school is not in session (July); and the annual personal and sick day (PTO) accumulation of all school-based staff for August to June.

Vacation time off is paid at the employee's base rate at the time of vacation. It does not include overtime, commissions, or bonuses. No unused vacation days may be carried into the next year (the "year" is a July 1 fiscal year). If BRICK Rochester Academy Charter School, in its discretion, permits an employee to take vacation time in excess of the amount earned, such overpayment of vacation pay will, to the extent permitted under applicable law, be deducted by BRICK Rochester Academy Charter School from any compensation or amounts otherwise owed to the employee at the time of termination.

Advance notice is required to take vacation time. Two weeks' notice and consultation with the appropriate supervisor is required for more than two consecutive vacation days.

All vacation days are to be logged centrally in the HRIS. Days will be approved in the HRIS directly. If a day is not approved, the employee should not take the day off until approved.

3.2 Hours of Work

The School opens at 7:15 a.m. and closes at 4:15 p.m., Monday through Friday, except holidays. These are considered the School's core operating hours for employees, during which all employees generally are expected to be at work, except for authorized meal periods or unless absent for approved leave.

There will be an early release day for students on Friday of each week. Students will be dismissed by 1:00 p.m. However, all school employees will report for mandatory Professional Development that begins at 2:00 p.m. and ends at 4:15 p.m.

Daily and weekly work schedules may be changed at the discretion of BRICK Rochester to meet the varying conditions of our organization. Changes in work schedules will be announced as far in advance as practicable.

3.3 Pay Schedule

Salaried staff are paid bi-monthly. The BRICK Education Network has a calendar for when payroll is run and when employees can expect their pay to be deposited.

For hourly staff, the calendar of pay period end dates, shares what dates are covered for each paycheck. For example, the 7/30 paycheck may include hours from 7/12 – 7/23. Part-time, hourly, staff are encouraged to print this calendar out so they keep track of what days are covered on each paycheck.

BRICK Rochester Academy Charter School and its entities do not permit employees to receive pay advances.

Your paycheck reflects your total earnings for the pay period, as well as any mandatory or voluntary deductions. Mandatory deductions are deductions that we are legally required to take. Such deductions include federal income tax, social security tax (FICA), and any applicable state taxes. Voluntary deductions are deductions that you have authorized, such as deductions for your:

- Flex Spending Account
- Automatic savings
- Additional employee paid benefits: AXA, Colonial, Pre-Paid Legal
- Pension or retirement loan

All positions run concurrently with the school year – in this case 2023-2024. The school year runs from August 1, 2023 to June 30, 2024. 12-month staff start July 1, 2023 and their contract, pay, and benefits run to June 30, 2024. Staff that work 10.5/11 months start August 1, 2023 and their pay and benefits run through July 30, 2024.



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Exempt and Non-Exempt: Each employee is designated as either:

- Non-exempt — an employee who is eligible for overtime at the rate of time and one-half their regular rate for payable, actual hours worked beyond 40 hours a week in accordance with applicable federal and state wage and hour laws; or
- Exempt — an employee who is not eligible for overtime pay, in accordance with applicable federal and state wage and hour laws, for work performed beyond 40 hours a week.

An EXEMPT employee is an individual who qualifies for an exemption from the overtime requirements of the Fair Labor Standards Act or other similar state laws. The major exemptions apply to individuals employed in an executive, administrative, or managerial capacity, or an individual who is employed in a professional capacity. Typically, all other employees will be classified as NON-EXEMPT.

All overtime by non-exempt employees must be authorized in advance (in writing) by your supervisor.

BRICK Rochester Academy Charter School's workweek begins each Monday at 7:15 a.m. Overtime pay is based on actual hours worked within a workweek. Hours worked do not include meal periods, vacation days, personal days, holidays or any leave of absence. Employees may not work through their meal periods without written permission from their supervisor.

Employment Category: In addition to the above categories, each employee will belong to one other employment category:

- Full-Time — employees regularly scheduled to work a minimum of 30 hours a week. Generally, they are eligible for BRICK Rochester Academy Charter School's benefit package, subject to the terms, conditions, and limitations of each benefit program.
- Part-Time — employees regularly scheduled to work less than 30 hours a week. While receiving all legally mandated benefits (i.e., workers' compensation insurance and Social Security), they are ineligible for most of BRICK Rochester Academy Charter School's other benefit programs.
- Temporary — employees hired to perform specific assignments for a specified duration and whose employment will be terminated at the completion of that assignment. Employment beyond any initially stated period does not in any way imply a change in employment status; temporary status remains unless and until an appropriate BRICK Rochester Academy Charter School representative notifies the employee of a change. While temporary employees receive all legally mandated benefits (i.e., workers' compensation insurance and Social Security), they are ineligible for most of BRICK Rochester Academy Charter School's other benefit program.

Employees within each Employment Category may be classified as either Exempt or Non-exempt, depending upon their job description and responsibilities. If you have any questions regarding your employment status, please contact Human Resources at hr@brickeducation.org.



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to the School Principal or his or her designee. To assist individuals in getting the quickest response to any informal complaint, the School encourages individuals to address informal complaints in the manner described below by:

- Working directly with a teacher for a classroom complaint related to academics or culture or with the office manager for an operational complaint.
- Escalating to a Vice Principal of Culture for concerns involving student culture, or to a Vice Principal of Instruction regarding other academic matters, or to the Operational Manager for an operational complaint.
- Escalating further to the Principal for academic or cultural matters or to the Director of Operations for operational matters.
- Escalating further to the BRICK Rochester Superintendent.
- Escalating to the Personnel committee of the Board.
- If unclear, the complainant should ask the Principal whom to speak with first to ensure a timely response to their complaint.

Upon receipt of the complaint, the School Principal or his or her designee will investigate the allegations and will respond verbally unless otherwise requested within ten (10) business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the BRICK Rochester Superintendent. The BRICK Rochester Superintendent will act as an appeals body for any complaints that are not satisfactorily resolved by the School Principal or Director of Operations. The BRICK Rochester Superintendent will also directly review any complaints that concern the School Principal or Director of Operations. Please note that the Charter Schools Institute does not handle informal appeals.

COMPENSATION POLICIES

The goal of BRACS' compensation model is to ensure equitable compensation for all staff members. The district and network have adopted a transparent compensation model to keep all employees informed of their annual salary and total compensation (including bonuses, stipends, health benefits, retirement benefits, etc.). The overview is [linked here](#).

3.1 Employee Classifications

BRICK Rochester Academy Charter School clearly defines its specific employment classifications so that employees understand their employment status and benefit eligibility. These classifications are not intended to and do not guarantee employment for any specified period of time.

Accordingly, the right to terminate the "at-will" employment relationship, at any time, is retained by both the employee and BRICK Rochester Academy Charter School as per the "Employment At-Will" section in the Introduction of this Handbook.



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to the Charter entity or Board of Regents concerning charter schools must be submitted in writing as follows:

If to the Charter Entity, either via mail to: New York Charter Schools Institute at H. Carl McCall SUNY Building, 353 Broadway, Albany, NY 12246. Further details on the process for the Institute are [linked here](#). Emails can also be sent to [REDACTED]

If to the Board of Regents, to the State Education Department's Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

The subject line of the email should read: Complaint: **BRICK Rochester Academy Charter School**. The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's Board of Trustees.
- Copies of all relevant correspondence between you and the School (You should maintain copies of all correspondence and materials for your own files.)
- What specific action or relief you are seeking.
- Contact information for you – name, address, email address, telephone number.

In order to ensure all stakeholders are aware of the formal complaint process, **BRICK Rochester Academy Charter School** will take the following measures:

1. The formal complaint process will be provided annually to all members of the Board and shared with each new Board member as part of Board member orientation. Resolution #11 on January 26, 2023 adopted this complaint policy and the policy is included in the bylaws under XIV Complaint Policy.
2. A copy of the School's formal complaint policy will be distributed to the parents and/or guardians of students enrolled in the School as part of new student enrollment paperwork and summer orientation paperwork each year.
3. A copy of this Complaint Policy will be kept on file in the School's main office.
4. The response to formal complaints will:
 - 1. be in writing;
 - 2. clearly set forth the reasoning of the person or entity making the decision; and
 - 3. be given to the complainant within thirty (30) days unless a sound reason exists for delay.
5. Upon resolution of the formal complaint, the School will provide the complainant:
 - 1. its 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 Charter Schools Institute if the complaint involves a violation of law or charter; and,
 - 3. a copy of the Charter School Institute's Grievance Guidelines (available on the Institute's website: <http://www.newyorkcharters.org/contact-us/complaint-process-foil-requests/>.)

B. Informal complaints are complaints that are not about a violation of a specific law or aspect of the charter. Informal complaints that can be resolved at the School level should be submitted directly



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BRICK Rochester Academy Charter School shall distribute a copy of this Whistleblower Policy to all Protected Persons, including volunteers upon the commencement of their employment by and/or service to the School. This policy shall be posted on BRICK Rochester Academy Charter School's website or at the main office in a conspicuous location accessible to employees and volunteers.

2.14 Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the NY Education Law provides that a parent or any other individual, entity or group may bring a complaint to the Board of Trustees alleging that a charter school has violated a term of its charter or applicable law relating to the management or operation of the charter school. The processes the school will follow to address these formal complaints, as well as other informal complaints, are described below.

Specifically, any individual or group may bring a formal complaint to the board of trustees (the "Board") of BRICK Rochester Academy Charter School (the "School") alleging a violation of the provisions of New York charter school act, the School's charter, or any other provision of law relating to the management or operation of the School. Any such complaint may be hand delivered, mailed or sent by overnight carrier to: Chair of the Board of Trustees, BRICK Rochester Academy Charter School at 505 Ellicott St., Rochester, BNY 14203. Complaints also can be sent via email to BRICK HR Department at hr@brickeducation.org and directly to the Superintendent. The complaint should contain a statement of the complaint including the provision(s) of the School's charter or law that is/are alleged to have been violated, and should include copies of all relevant correspondence and/or documentation. The Board may delegate the investigation of formal complaints to the BRICK Rochester Superintendent who will take the necessary steps to investigate the complaint. The complainant will also be provided an opportunity to address the Board, or a committee thereof, at its next scheduled meeting, as applicable, or the next meeting after completion of any investigation, and the Board will use its best efforts to provide a response within thirty (30) days of receiving the formal, written complaint or of receiving the complainant's testimony.

If, after presentation of the complaint to the Board of the School, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the State University of New York Charter Schools Institute (the "Charter Entity"), which shall investigate and respond. If, after presentation of the complaint to the Charter Entity, the individual or group determines that the Charter Entity has not adequately addressed the complaint, they may present that complaint to the Board of Regents, which shall investigate and respond. The Charter Entity and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the school to effectuate the provisions of the law.

The State University of New York has delegated the authority to the Chief Operating Officer of the Charter Schools Institute to handle complaints brought to the Charter Entity, and the Board of Regents has delegated the authority to the Commissioner of the New York State Education Department to handle complaints brought to the Board of Regents concerning charter schools. All such complaints brought



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background or answer questions at a Committee or Board meeting prior to the commencement of deliberations or voting relating thereto. BRICK Rochester Academy Charter School will take appropriate corrective action if warranted by the investigation.

Investigations

The Personnel Committee (or the Designated Official(s) receiving such notice under the general oversight and direction of the Personnel Committee shall investigate all reports filed in accordance with this Whistleblower Policy with due care and promptness. Notwithstanding anything herein to the contrary, the scope, manner, and parameters of any investigation of a reported Concern shall be determined by the Independent Committee in its sole discretion and BRICK Rochester Academy Charter School and its employees shall cooperate as necessary in connection with any such investigation. The Personnel Committee (or the Designated Official) may delegate the responsibility to investigate a reported Concern, whether an accounting Concern or otherwise, to one or more employees or to any other individual, including persons not employed by BRICK Rochester Academy Charter School, selected by the Personnel Committee or the Designated Official; provided that the Personnel Committee or Designated Official may not delegate such responsibility to an employee or other individual who is the subject of the reported Concern or in a manner that would compromise either the identity of an employee who reported the Concern anonymously or the confidentiality of the Concern or resulting investigation. Reported matters will be investigated to determine if the allegations are true, whether the issue is material, and what actions, if any, are necessary to correct the problem. Investigators will issue a full report of all matters raised under this Whistleblower Policy to the Personnel-Committee, which will, in turn, issue a full report to the Board. The Board may conduct a further investigation upon hearing this report.

Good Faith

Anyone reporting a Concern must act in good faith and have reasonable grounds for believing that the information disclosed may indicate a violation of law and/or ethical standards. BRICK Rochester Academy Charter School will treat any false allegation as a disciplinary offense.

Confidentiality

BRICK Rochester Academy Charter School takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any person reporting a Concern to identify himself or herself so as to facilitate any resulting investigation. Notwithstanding the foregoing, in reporting a Concern, a Protected Person may request that BRICK Rochester Academy Charter School treat such report in a confidential manner, to the extent allowed by law. Protected Persons may also report Concerns on an anonymous basis. BRICK Rochester Academy Charter School will keep reports of Concerns confidential to the extent allowed by law, consistent with the need to conduct an adequate investigation and take any necessary remedial action.

Record Retention

All records relating to any report or any investigation of a report shall be maintained for at least seven (7) years.

Distribution of the Whistleblower Policy



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employees and representatives, Protected Persons are expected to practice honesty and integrity in fulfilling their responsibilities and are required to comply with all applicable laws and regulations.

The objectives of this Whistleblower Policy are to encourage and enable Protected Persons, without fear of retaliation, to raise concerns regarding suspected unethical and/or illegal conduct or practices on a confidential and, if desired, anonymous basis so that BRICK Rochester Academy Charter School can address and correct inappropriate conduct and actions.

Reporting Responsibility

It is the responsibility of all Protected Persons to report in good faith any concerns they may have regarding actual or suspected activities that may be illegal or in violation of any of the BRICK Rochester Academy Charter School's policies with respect to, without limitation, fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, and misuse of assets, as well as any violations or suspected violations of high business and personal ethical standards, as such standards relate to BRICK Rochester Academy Charter School (each, a "Concern"), in accordance with this Whistleblower Policy.

No Retaliation

No Protected Person who in good faith reports a Concern shall suffer intimidation, harassment, coercion, discrimination or other retaliation, express or implied, or, in the case of employees, adverse employment consequences. Any trustee, officer, Key Person, or employee who retaliates against someone who has reported a Concern is subject to discipline up to and including termination of employment. In this case, a Key Person is defined as any person, other than a Trustee or officer, whether or not an employee of the School, who (i) has responsibilities, or exercises powers or influence over the School as a whole similar to the responsibilities, powers, or influence of Trustees and officers; (ii) manages BRICK Rochester Academy Charter School, or a segment of it that represents a substantial portion of the activities, assets, income or expenses of BRICK Rochester Academy Charter School ; or (iii) alone or with others controls or determines a substantial portion of the capital expenditures or operating budget.

Procedure for Reporting

All Concerns should be reported to the Chair of the Board of Trustees or the BRICK Rochester Academy Charter School Executive Director or Superintendent (the "Designated Officials"). Any Designated Official receiving such a report shall promptly provide written notice of same to the Personnel Committee.

Handling of Reported Concerns

The notified Designated Official will acknowledge receipt of each reported Concern to the reporting person within five (5) business days, but only to the extent the reporting person's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Personnel Committee and appropriate corrective action will be taken if warranted by the investigation. The person who is the subject of a reported Concern may not be present at or participate in Board or Committee deliberations or vote on the matter relating to such Concern, provided that nothing herein shall prohibit the Board or Committee from requesting that the person who is subject to the reported Concern present information as



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BRICK Rochester Academy Charter School's evaluation practices are consistent with New York State requirements for charter schools. As a result, any change to New York State requirements may lead to the revision of existing evaluation practices and additional Board review to ensure ongoing alignment with New York State requirements.

2.12 Employment At Will

NOTHING IN THIS MANUAL CONSTITUTES A PROMISE OR GUARANTEE AS TO THE TERMS AND CONDITIONS OF YOUR EMPLOYMENT. The employment policies described in this handbook are general guidelines and not conditions of employment. There is no promise or guarantee that BRICK Rochester Academy Charter School will use any set procedures for discipline or termination of employment, nor is there any promise or guarantee that employees will be terminated only for reasons traditionally considered to be cause for dismissal. BRICK Rochester Academy Charter School remains free to change the terms or conditions of your employment at any time, with or without prior notice, and with or without cause.

NOTHING IN THIS MANUAL CONSTITUTES A PROMISE OR GUARANTEE AS TO THE DURATION OF YOUR EMPLOYMENT. As an employee, you are free to leave your employment with BRICK Rochester Academy Charter School at any time, for any reason. Similarly, BRICK Rochester Academy Charter School has the absolute power to terminate your employment at any time, with or without notice or warning, for any reason or for no reason. This is known as employment at-will. ALL EMPLOYEES OF BRICK Rochester Academy Charter School ARE AT- WILL EMPLOYEES.

This handbook and any other BRICK Rochester Academy Charter School documents do not constitute contracts of employment, either express or implied. The policies in this manual may be changed, revoked, or modified without notice or employee approval at any time by BRICK Rochester Academy Charter School; however, such changes may only be made by the issuance of written policy revisions issued by the BRICK Rochester Academy Charter School Board of Trustees.

At all times, BRICK Rochester Academy Charter School remains solely responsible for the interpretation of the provisions in this manual and their applications. If you have any questions, please do not hesitate to contact your direct supervisor. Any written or oral statement that conflicts with anything contained in this notice or this manual is not the policy of BRICK Rochester Academy Charter School and is not binding upon BRICK Rochester Academy Charter School.

2.13 Whistleblower Policy

BRICK Rochester Academy Charter School requires its Trustees, Officers, employees, and volunteers (each, a "Protected Person") to observe high standards of business and personal ethics in the performance of their duties on the BRICK Rochester Academy Charter School's behalf. As



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Usually, BRICK Rochester Academy Charter School Charter School will not refuse to hire someone simply because he or she is related to one of our current employees. If you have a relative who might be perfect to fill an open position, please do not hesitate to refer this person to the Talent Department.

There are times, however, when employing relatives is inappropriate and has the potential to affect the morale of other employees and to create conflicts of interest for the relatives involved. Therefore, we will not hire relatives of current employees where one relative will be responsible for supervision of the other.

Under this policy, the term "relatives" encompasses husbands, wives, live-in partners, parents, children, siblings, in-laws, cousins, aunts, uncles, and others in the familial relationship. This policy covers biological relationships, marriage relationships and step relationships.

It is the responsibility of both the current employee and newly hired employee to disclose familial and personal relationships upon hire. Failure to disclose such information can lead to disciplinary action, up to and including termination.

2.10 Child Support Reporting Requirements

Federal and state laws require employers to report basic information about new employees, including your name, address, and Social Security number, to the State Directory of New Hires. The state collects this information to enforce child support orders. If the state determines that you owe child support, it will send us an order requiring us to withhold funds from your paycheck to pay your child support

2.11 Employee Evaluations

Employees will undergo a performance evaluation at least once a year. The evaluation tool is shared with the employee as part of onboarding and referenced during ongoing coaching meetings with their supervisor. Renewal of employment is contingent upon the results of the performance evaluation and shall be determined prior to the end of a fiscal year.

The BRICK Education Network evaluation guidebook provides detailed information about the employee evaluation process. This guidebook is updated each year with any necessary changes to evaluation templates and processes. The BRICK Rochester Academy Charter School Board approves the evaluation guidebook each year and ensures that the approved guidebook is shared with employees.



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employees may only obtain copies of the following documents from their personnel files: performance appraisals, W-4 forms, and status change documents. Requests for copies of these documents must be made in writing and submitted to Human Resources at hr@brickeducation.org.

In addition, it is important for BRICK Rochester Academy Charter School to maintain accurate current information concerning its employees for benefits administration and other business purposes. It is the responsibility of each employee to promptly notify BRICK Rochester Academy Charter School of any changes in personnel data. Please keep BRICK Rochester Academy Charter School currently informed of changes in your personal mailing address, telephone number, number and names of dependents, individuals to be contacted in the event of an emergency, immigration status, educational accomplishments, and other such personal data. If you need to change any of your employee information, you should do so in the HRIS.

Confidential health and medical records are kept in a separate private medical file. BRICK Rochester Academy Charter School will safeguard such records from disclosure and will divulge only that information: (1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") or other federal or state law; (2) to the employee's personal physician upon written request of the employee; (3) as required for Workers' Compensation cases; (4) on a need-to-know basis, in connection with matters in which the employee has put his/her health or ability to perform his/her job in issue; or (5) as otherwise required or permitted by law.

Finally, the Chief Talent Officer will respond in writing only to those reference checks or verification of employment inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment and position(s) held. No employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry. No employment data will be released over the telephone, and any BRICK Rochester Academy Charter School employee that receives a reference check inquiry should refer the requesting party to Human Resources.

2.8 Certification

All personnel hired shall have proper certification as required for their position or be properly exempt under the NY Charter Schools Act as designated by the school. BRICK Rochester Academy Charter School will take the appropriate steps to avoid the employment of teachers or staff members with revoked or suspended certificates. If your position requires a license or certification, it is your responsibility to ensure that it is kept up to date and to provide a copy of your current license or certification to BRICK Rochester Academy Charter School. If you do not meet these requirements, your employment at BRICK Rochester Academy Charter School may be subject to immediate termination.

2.9 Employment of Relatives



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Reports should be made to the New York State Education Department's Office of School Personnel Review and Accountability (OSPRA) on its form.

- Mandated Reporters who are required to report allegations of child abuse in an educational setting to the vulnerable persons' central register of the Justice Center for the Protection of People With Special Needs and do report such allegations will have satisfied the reporting requirement under the Education Law.⁴⁰ Such reports should still be made to the Institute.

Additional Information

- The report and any supporting documents included with the report are confidential and may only be disclosed to persons authorized to receive such information including law enforcement officials involved in the criminal investigation, or by a court-ordered subpoena.⁴¹ Willful disclosure of such materials to unauthorized persons is a Class A misdemeanor punishable by up to one year in jail.
- If the report does not result in a criminal conviction, the report must be deleted from all school and school district records no later than five years from the date the report was written.⁴² If a report does lead to a criminal conviction, the district attorney shall provide notice to the Commissioner of Education, the head of school where the child abuse occurred, and to the school where the child attends school, if different.
- The Education Law does not give schools the authority to take adverse action against an employee, volunteer, or supervisor because of the existence of a report that has not been substantiated. Any proposed employment action against an accused employee should be reviewed by employment counsel for the school prior to implementation.⁴³

PLEASE NOTE: A school administrator may not enter into an agreement with an accused employee or volunteer to have such person resign or submit to voluntary suspension in exchange for a report of alleged child abuse being withheld from law enforcement or educational authorities. Violation of this rule is a felony and subject to a \$20,000 fine.⁴⁴

2.7 Personnel Records

BRICK Rochester Academy Charter School maintains a personnel file on each employee. The personnel file may include an employee's resume, documentation of performance appraisals and salary increases, and other employment records and information. Personnel files are the property of BRICK Rochester Academy Charter School. Access to the information they contain is restricted, and restricted access will only be provided to current employees. Current

⁴⁰ Education Law § 1134 (effective June 5, 2019) (referring to the requirements of Article 11 of the Social Services Law).

⁴¹ Education Law § 1127.

⁴² Education Law § 1128-a(2).

⁴³ See Education Law § 1131(3).

⁴⁴ Education Law § 1133(1), (2).



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- When the Principal receives the written report, he or she must determine if there is “reasonable suspicion to believe an act of child abuse [in an educational setting] has occurred.”³⁴
- If the person making the initial allegation is not the child victim or the child’s parent, the Principal must ascertain from that person the source and basis for such allegations.³⁵
- Reporting procedures may differ slightly depending upon the employment position of the person receiving the oral or written allegation of abuse, and upon who made the initial allegation.³⁶
- * Any time the Principal receives an oral or written report regarding child abuse, he or she must immediately notify the Superintendent."

Step 3 - Parental Notification and Rights

- A Principal, who has reasonable suspicion that the allegations might be true, must promptly notify the child’s parents.³⁷
- The school must also promptly provide the child’s parents with a written statement that sets forth their parental rights, responsibilities, and the procedures that will take place.

Step 4 - Law Enforcement Notification

- A Principal, who has reasonable suspicion that the allegations might be true, must promptly notify appropriate law enforcement authorities.
- The Principal should not delay in contacting appropriate law enforcement authorities when the school administrator is unable to contact the BRICK Rochester Superintendent.

Step 5 - Authorizer Notification

- The BRICK Rochester Superintendent will then promptly notify The SUNY Charter Schools Institute of any reasonable suspicion that an act of child abuse has occurred.³⁸

Step 6 - Commissioner of Education Notification

- Where a Principal has reasonable suspicion that the allegations might be true and has notified the child’s parent/s and appropriate law enforcement of the allegation, the BRICK Rochester Superintendent must promptly forward the report to the Commissioner of Education if the employee or volunteer alleged to have committed an act of child abuse holds a certification or license.³⁹ In the case of SUNY charter schools, if a person is exempt from certification by application of the Act or in the process of becoming certified, the report to the Commissioner of Education should still be made.

³⁴ Education Law § 1128 (effective June 5, 2019) (opening para.).

³⁵ Education Law § 1128(3).

³⁶ The Legislature drafted Article 23-B with district schools in mind and contemplates in Education Law § 1128(1) that the school administrator will report founded allegations to “the superintendent.” In charter schools, the school administrator may be the equivalent of a superintendent. In any event, charter school policy should make clear if there is any further reporting (and to whom).

³⁷ Education Law § 1128(1). The school does not need to provide a copy of the actual report to the parents. Appeal of S. S., 2003 Op. Comm. Ed. No. 14,852 (March 20, 2003).

³⁸ Charter Agreement Section 6.3.

³⁹ Education Law § 1128-a (effective June 5, 2019)



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“must not be undertaken by school personnel but must be the responsibility of law enforcement agencies”²⁹ in order to “promote the objectivity of such investigation and [to] protect the rights and interests of the alleged victim, the accused and the school community.”³⁰ However, the law establishes a formal, standardized procedure that schools must follow when such cases occur.

Step 1 - Written Report and School Principal Notification³¹

- In any case where an oral or written allegation is made to a teacher, school nurse, school guidance counselor, school psychologist, school social worker, school administrator, board member, or other school personnel required to hold a teaching or administrative license or certificate, as well as a licensed and registered physical therapist, licensed and registered occupational therapist, licensed and registered speech-language pathologist, teacher aide, or school resource officer, that individual must complete a written report. A copy of the report form may be found at: <http://www.p12.nysed.gov/sss/ssac/schoolsafety/save/#childabuse>.
- Once the written report is completed it should be provided to the Principal³² except in cases where the allegation is made to the Principal.
- In any case where an oral or written allegation is made to a school bus driver employed by a person or entity that contracts with a school to provide transportation services to children, that individual must promptly report or cause a report to be made to his or her supervisor employed by such contracting person or entity, who will then follow the written reporting and school administrator notification procedures.³³ Once the written report is completed it should be provided to the Principal.
- In any case where an oral or written allegation is made about the Principal, the report of such allegations shall be made to another administrator designated by the school, specifically the BRICK Rochester Superintendent.

Step 2 -Principal Duties

²⁹ People v. Heil, 16 Misc.3d 1125(A) at *7 (Monroe Cty. Ct. 2007) (unreported disposition) (italics in original) citing L.2000, c. 180, § 1 (eff. July 1, 2001).

³⁰ L.2000, c. 180, § 1.

³¹ See Education Law § 1126(1). When a child is alleged to have been abused by an employee or volunteer from another charter or district school where the child attends school, the report of the allegations should be promptly forwarded to the head of school, executive director or superintendent of the charter school or superintendent of the district of attendance, and the charter school or district where the abuse was alleged to have occurred. Id. at § 1126(2). If such a case involves a school that is not a public school, the appropriate school administrator or administrators, in addition to any appropriate superintendent of schools, must be notified. Id.

³² See Education Law § 1125(6) (effective June 5, 2019)

³³ Education Law § 1126(1-a).



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- Once a person believes a child has been abused or maltreated the person must make a report immediately to New York Statewide Central Register for Child Abuse and Maltreatment (“SCR”) at 800-342-3720. A Child Protective Specialist will answer the call and ask for as much information as the person can provide about both the suspected abuse or maltreatment and the family of the child. If you are deaf or hard of hearing, call TDD/TTY at 1-800-638-5163 or have your Video Relay System provider call 1-800-342-3720. **If you believe that a child is in immediate danger, call 911 or your local police department.**
- The education corporation or school may not impose any conditions upon a staff member making this report (i.e., prior approval or notification).

Step 2 - Immediately Notify the Principal

- The person should then immediately notify the Principal,²⁶ who will then be responsible for all subsequent actions.

Step 3 - Written Report

- All oral reports should be followed by a written report within 48 hours. Written reports shall be made in a manner prescribed and on forms supplied by the commissioner of the New York State Office of Children and Family Services (“OCFS”). A copy of the required report format may be found at <http://ocfs.ny.gov/main/cps/>. Once a report is received, the Child Protective Service (“CPS”) unit of the local department of social services is required to begin an investigation of each report within 24 hours. The investigation should include an evaluation of the safety of the child named in the report and any other children in the home, and a determination of the risk to the children if they continue to remain in the home. CPS may take a child into protective custody if it is necessary for the protection from further abuse or maltreatment. Based upon an assessment of the circumstances, CPS may offer the family appropriate services. The CPS caseworker has the obligation and authority to petition the Family Court to mandate services when they are necessary for the care and protection of a child. CPS has 60 days after receiving the report to determine whether the report is “indicated” or “unfounded.” The law requires CPS to provide written notice to the parents or other subjects of the report concerning the rights accorded to them by the Social Services Law. The CPS investigator will also inform the SCR of the determination of the investigation. Please note that any person who participates, in good faith, in making a report of suspected child abuse or maltreatment is immune from any civil or criminal liability.²⁷ In addition, no education corporation may take any retaliatory action against any staff member for making a report based on reasonable cause to suspect child abuse or maltreatment.

Reporting Child Abuse In an Educational Setting

Charter school personnel, including teachers, administrators, trustees, and other employees, are obligated under Article 23-B of the Education Law to document and report all allegations of child abuse that occurs in an educational setting at the hands of a school employee or volunteer.²⁸ The legislature recognizes that investigations of allegations of child abuse, like other criminal conduct,

²⁶ Social Services Law § 413(1)(b) refers to the “person in charge” of a school.

²⁷ Social Services Law § 419.

²⁸ See Education Law § 1126 (effective June 5, 2019).



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- that a child is an abused or maltreated child where the parent, guardian, custodian or other person legally responsible for such child comes before them in their professional or official capacity and states from personal knowledge facts, conditions or circumstances which, if correct, would render the child an abused or maltreated child.”¹⁹

In the school context, mandated reporters include: physicians, social services workers, licensed therapists, physical therapists, occupational therapists, speech-language pathologists, mental health professionals, full- or part-time compensated school employees required to hold a temporary coaching license or professional coaching certificate, school officials, school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators or other school personnel required to hold a teaching or administrative license or certificate. Additional mandated employees include teacher aides, school resource officers, school bus drivers, and school bus driver’s supervisors.²⁰ If an education corporation includes a pre-Kindergarten program, those employees and other mandated reporters should also follow the same reporting requirements as the charter school.

A child coming before mandated reporters in their professional or official capacity can include any child that is a student in the school; it does not necessarily require the child to physically come to a mandated reporter.²¹ “Reasonable cause” to suspect abuse or maltreatment is “an objective question that must be answered in light of the information available to the reporter at the time of [the] report.”²² Information to support reasonable cause does not have to be conclusive, but must be more than a hunch or gut feeling and can include personally witnessing an act, observing physical injury, the child exhibiting behavioral issues, or direct statements from the child.²³ Please note that charter school employees exempt from certification or license by the Act must report on the same basis as if they were certified or licensed. While mandated reporters are required to report suspected child abuse, any other individuals who have reasonable cause to suspect that a child is abused or maltreated may and should make a report. Mandated reporters who willfully fail to report suspected child abuse or maltreatment may be found guilty of a Class A misdemeanor (punishable by up to one year in jail) and subject to damages.²⁴

Reporting Child Abuse Outside of an Educational Setting

When a mandated reporter has reasonable cause to suspect that a child has been abused or maltreated that person should follow the steps below.²⁵

Step 1 - Oral Report

¹⁹ Social Services Law § 413(1)(a).

²⁰ See Education Law § 1125 for the expanded definitions of employee and volunteer.

²¹ See *Diana G-D v. Bedford Cent. School Dist.*, 33 Misc.3d 970 (Sup. Ct. Westchester Cty. 2011).

²² *Thomsen v. Kefalas*, No. 15-CV-2668, 2018 WL 1508735, at *15 (S.D.N.Y. Mar. 26, 2018).

²³ *Diana G-D*, 33 Misc.3d at 983-987.

²⁴ Education Law § 1129; Social Services Law § 420; *Kimberly v. Bradford*, 226 A.D.2d 85 (4th Dep’t 1996) (upholding damage complaint against teacher).

²⁵ Social Services Law §§ 413, 415 (reporting procedure).



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- permitting or encouraging acts related to sex trafficking.¹³

Maltreatment

Reportable maltreatment includes:

- infliction of serious physical injury other than by accident to a child;¹⁴
- the neglect of a child including impairment, or placement in imminent danger of impairment of a child's physical, mental, or emotional condition by the failure of the child's parent or other person legally responsible to exercise a minimum degree of care by:¹⁵
 - failing to provide sufficient food, clothing, shelter, or education;¹⁶
 - failing to provide proper supervision or guardianship by unreasonably inflicting harm or allowing harm to be inflicted, including excessive corporal punishment, misusing alcohol or drugs to the extent that the parent loses self-control; or,
 - abandoning the child as defined by Social Services Law § 384-b(5).¹⁷

Board of Trustees Notification

Whenever a school staff member determines that there is a reasonable suspicion to believe that an act of child abuse has occurred at an educational setting associated with the school, the school's Principal will notify the Trustees of the Board in addition to the other required statutory notifications. The Trustees shall not re-disclose this information except in accordance with applicable law.

Child Abuse in an Educational Setting

Education Law Article 23-B is applicable to charter schools because child abuse is a health and safety concern per the New York Charter Schools Act of 1998 (as amended, the "Act"). Education Law § 2854(b) provides, "A charter school shall meet the same health and safety, civil rights, and student assessment requirements applicable to other public schools"

Mandated Reporters

Under the Social Services Law, persons in certain professions are mandated reporters of child abuse.¹⁸ Mandated reporters are required to report suspected child abuse or maltreatment "when they have reasonable cause to suspect:

- that a child coming before them in their professional or official capacity is an abused or maltreated child; or,...

¹³ Family Court Act § 1012(e). For a full description of offenses see New York Penal Law §§ 230.25, 230.30, 230.32,

¹⁴ Social Services Law § 412(2) (maltreatment applies to children under 18).

¹⁵ Family Court Act § 1012(f) (neglect applies to children under 18).

¹⁶ Please note poverty or other financial inability to provide food, shelter, clothing, education, or medical care is not maltreatment unless the parent is offered financial means and refuses. Failure to provide an education despite efforts by the school or child protective agency to assist may be considered maltreatment.

¹⁷ "[A] child is 'abandoned' by his [or her] parent if such parent evinces an intent to forego his or her parental rights and obligations as manifested by his or her failure to visit the child and communicate with the child."

¹⁸ See Social Services Law § 413(1) for a complete list of mandated reporters.



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- any other location where direct contact between an employee⁵ or volunteer⁶ and a child⁷ has allegedly occurred.⁸

Employee

An employee includes:

- any person receiving compensation from a school⁹; or,
- any person whose duties involve direct student contact, and is an employee of a contracted service provider including:
 - a transportation provider;¹⁰ or,
 - a worker placed within the school under a public assistance employment program.

Volunteer

A volunteer includes:

- any person, other than an employee, who has direct student contact, and;
 - provides services to a school;¹¹ or,
 - provides services to a person or entity with a transportation contract with the school.
- Volunteers do not have to be unpaid

Abuse

Reportable child abuse includes:

- infliction or substantial risk of physical injury, other than by accident, which causes or creates a substantial risk of death;
- serious or protracted disfigurement;
- protracted impairment of physical or emotional health;
- protracted loss or impairment of the function of any bodily organ by a parent or other person legally responsible for a child;¹²
- exposing of or an attempt to expose a child to indecent materials;
- allowing, permitting, or encouraging the promotion of prostitution;
- allowing a child to engage in incest; or,

⁵ 4. Education Law § 1125(3) (effective June 5, 2019).

⁶ 5. Education Law § 1125(4) (effective June 5, 2019).

⁷ 6. Education Law § 1125(2).

⁸ Education Law § 1125(5) (effective June 5, 2019).

⁹ Education Law § 1125(3).

¹⁰ Id.

¹¹ Education Law § 1125(4) (the revised definition includes volunteers helping transport companies).

¹² New York Family Court Act § 1012(e); New York Social Services Law § 412(1) (referencing the Family Court Act) (each with a child being defined as under age 18).



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All staff working in the school shall immediately notify designated child welfare authorities whenever they have reasonable suspicion that a child is missing. In these cases, staff must immediately contact the parent or guardian of the child as well as the appropriate authorities, including New York State's Missing and Exploited Children Clearing House at 1-800-FIND-KID and/or the local police department by calling 911.

Child Abuse

Child abuse is a systemic issue and school employees have distinct responsibilities regarding the reporting and preventing of child abuse and maltreatment due to their unique access to children. New York State law includes specific requirements for mandated reporters to report suspected child abuse and maltreatment that takes place outside the school setting, and specific protocols for reporting suspected child abuse in the school, which is known as child abuse in an educational setting. This policy provides an overview of the obligations of all BRICK Rochester Academy Charter School staff members to report all suspected child abuse and maltreatment in and out of an educational setting.²

Definitions

Many of the important terms and phrases that appear throughout this policy are defined below.

Child Abuse

Reportable child abuse includes:

- any intentionally or recklessly inflicted physical injury, serious physical injury, or death;
- conduct which creates a substantial risk of physical injury, serious physical injury, or death;
- any child sexual abuse;³ or,
- exposing or attempting to expose a child to indecent materials.⁴

Educational Setting

An educational setting includes:

- the building and grounds of a school;
- the vehicles provided directly or by contract by the school for the transportation of students to and from school buildings, field trips, co-curricular and extra-curricular activities both on and off school grounds;
- all co-curricular and extracurricular activity sites; and,

² Article 23-B of the New York Education Law (entitled "Child Abuse in an Educational Setting"). Amendments are effective June 5, 2019 and include updated definitions, reporting, and training requirements.

³ Education Law § 1125(1). Child sexual abuse includes not only sexual intercourse with a minor but also intimate touching with or without clothing. For a full description of what is deemed "child sexual abuse" see Articles 130 and 263 of the New York Penal Law (Sex Offenses, and Sexual Performance by a Child, respectively).

⁴ See Penal Law §§ 235.20–235.24. Subdivision 235.20 defines terms, and §§ 235.21-22 describe felonies related to disseminating indecent material to minors with minors being defined as under age 17.



In addition, all employees are encouraged to report any prohibited conduct of which they become aware.

After a report of unlawful conduct or harassment has been made, an investigation will be undertaken. Because of the personal and sensitive nature of harassment complaints, the investigation will be conducted discreetly and confidentially to the extent possible, and the nature of the complaint shall be provided on a need-to-know basis only. The investigation of such complaints will generally require disclosure to the accused individual and to other witnesses in order to gather pertinent facts.

It is imperative that both the report of harassment, discrimination, or other unlawful conduct and the investigation itself remain confidential at the discretion of BRICK Rochester Academy Charter School. Any employee who discloses information obtained during an investigation of this type, who discloses the fact that a complaint has been lodged, or who reveals that an investigation has been undertaken may also be subject to disciplinary action, up to and including termination of employment.

BRICK Rochester Academy Charter School prohibits any form of retaliation against an employee for filing a good-faith complaint pursuant to this policy, or for participating in or providing assistance in, the investigation of a complaint of harassment. Conversely, employees will be subject to discipline with respect to complaints intentionally made in bad faith.

Responsive Action

Inappropriate behavior or conduct that rises to the level of sexual or other unlawful harassment will be dealt with promptly and appropriately. Some responsive action will occur during an investigation and some responsive action will only occur afterward. Responsive action may include, but is not limited to, sensitivity training, referral to counseling, and other disciplinary actions, such as warnings, reprimands, withholding of promotions or pay increases, reassignment, and temporary suspension without pay.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate, we will also impose disciplinary action, up to and including termination of employment.

All BRICK Rochester Academy Charter School staff members are required to complete anti-harassment training as part of their onboarding.

2.6 Potentially Missing or Abused Children

Missing Children



be filed. Contact the EEOC by calling 1-800-669-4000 (1-800-669-6820 (TTY)), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Contact the Local Police Department

If the harassment involves physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

2.5 Policy Against Harassment

Whatever form harassment takes, BRICK Rochester Academy Charter School will not permit any employee to illegally harass others with whom he/she/they has business interactions, including, but not limited to, other employees, customers, vendors, or clients, or permit any outsider to harass its employees. This is true not only in the workplace, but also during business-sponsored activities.

This policy applies to all employees, applicants for employment, interns (paid or unpaid), contractors and non-employees² conducting business, regardless of immigration status. In this policy, the term “employees” refers to this collective group.

Complaint Procedure

BRICK Rochester Academy Charter School management considers it imperative to create and maintain an atmosphere free of discrimination and harassment, sexual or otherwise. In addition, each employee has the responsibility to respect the rights of coworkers. If an employee experiences any job-related harassment or believes he or she has been treated in an unlawful manner, he or she should promptly report the matter to Human Resources by emailing hr@brickeducation.org. Managers who become aware of harassment must report it to Human Resources. The [confidential harassment form](#) is linked.

² A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, “gig” workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employer.



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If an employee believes that he/she/they has been discriminated against at work, he/she/they can file a “Charge of Discrimination.” The EEOC has district, area, and field offices where complaints can



unpaid interns and non-employees regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with DHR or in New York State Supreme Court.

Complaints with DHR may be filed any time within one year of the harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, within three years of the alleged discrimination. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to BRICK Rochester Academy Charter School does not extend your time to file with DHR or in court. The one year or three years is counted from the date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that discrimination has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If discrimination is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying monetary damages, attorney's fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458, (718) 741-8400, www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

United States Equal Employment Opportunity Commission (EEOC)

The 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.



confidential to the extent possible. All persons involved, including complainants, witnesses and alleged perpetrators will be accorded due process to protect their rights to a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. Employees who participate in any investigation will not be retaliated against.

Investigations will be done in accordance with the following steps:

- Upon receipt of complaint, Human Resources will conduct an immediate review of the allegations, and take any interim actions, as appropriate. If complaint is oral, encourage the individual to complete the “Complaint Form” in writing. If he or she refuses, prepare a Complaint Form based on the oral reporting.
- If documents, emails or phone records are relevant to the allegations, take steps to obtain and preserve them.
- Request and review all relevant documents, including all electronic communications.
- Interview all parties involved, including any relevant witnesses;
- Create a written documentation of the investigation (such as a letter, memo or email), which contains the following:
 - A list of all documents reviewed, along with a detailed summary of relevant documents;
 - A list of names of those interviewed, along with a detailed summary of their statements;
 - A timeline of events;
 - A summary of prior relevant incidents, reported or unreported; and
 - The final resolution of the complaint, together with any corrective actions action(s).
- Keep the written documentation and associated documents in the employer’s records.
- Promptly notify the individual who complained and the individual(s) who responded of the final determination and implement any corrective actions identified in the written document.
- Inform the individual who complained of their right to file a complaint or charge externally as outlined below.

Legal Protections And External Remedies

Sexual harassment is not only prohibited by BRICK Rochester Academy Charter School but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at BRICK Rochester Academy Charter School, employees may also choose to pursue legal remedies with the following governmental entities **at any time**.

New York State Division of Human Rights (DHR)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to employers in New York State with regard to sexual harassment, and protects employees, paid or



- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment;
- complained that another employee has been sexually harassed; or
- encouraged a fellow employee to report harassment.

Reporting Sexual Harassment

Preventing sexual harassment is everyone's responsibility. BRICK Rochester Academy Charter School cannot prevent or remedy sexual harassment unless it knows about it. Any employee, paid or unpaid intern or nonemployee who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor, manager or Human Resources. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to a supervisor, manager or Human Resources by emailing hr@brickededucation.org. The [confidential harassment form](#) is linked.

Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint can be found on the school's shared file server, and all employees are encouraged to use this complaint form. Employees who are reporting sexual harassment on behalf of other employees should use the complaint form and note that it is on another employee's behalf.

Employees, paid or unpaid interns or non-employees who believe they have been a victim of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to Human Resources at hr@brickededucation.org.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

Complaint And Investigation Of Sexual Harassment

All complaints or information about suspected sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner, and will be confidential to the extent possible.

An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, and should be completed within 30 days. The investigation will be



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- testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law

- Sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience, which create a hostile work environment.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
 - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity and the status of being transgender, such as:
 - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
 - Sabotaging an individual's work;
 - Bullying, yelling, name-calling.

Who can be a target of sexual harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. New York Law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace. A perpetrator of sexual harassment can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, customer or visitor.

Where can sexual harassment occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises or not during work hours.

What is "Retaliation"?

Unlawful retaliation can be any action that would keep a worker from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation.

Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- filed a complaint of sexual harassment, either internally or with any anti-discrimination agency;



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The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

- Physical assaults of a sexual nature, such as:
 - Touching, pinching, patting, grabbing, brushing against another employee's body or poking another employees' body;
 - Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion or other job benefits or detriments;
 - Subtle or obvious pressure for unwelcome sexual activities.



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7. Managers and supervisors are required to report any complaint that they receive, or any harassment that they observe, to Human Resources by emailing hr@brickeducation.org.

8. This policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy¹. This policy must be posted prominently in all work locations and be provided to employees upon hiring.

What Is “Sexual Harassment”?

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity and the status of being transgender. Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual’s sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive work environment, even if the complaining individual is not the intended target of the sexual harassment;
- Such conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual’s employment.

A sexually harassing hostile work environment consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual’s sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient’s job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called “quid pro quo” harassment.

Any employee who feels harassed should complain so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of Sexual Harassment

¹ A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, “gig” workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employer



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BRICK Rochester Academy Charter School, or with a government agency or in court under federal, state or local antidiscrimination laws.

Policy:

1. BRICK Rochester Academy Charter School's policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business with BRICK Rochester Academy Charter School.
2. Sexual harassment will not be tolerated. Any employee or individual covered by this policy who engages in sexual harassment or retaliation will be subject to remedial and/or disciplinary action, up to and including termination.
3. Retaliation Prohibition: No person covered by this Policy shall be subject to adverse employment action including being discharged, disciplined, discriminated against, or otherwise subject to adverse employment action because the employee reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. BRICK Rochester Academy Charter School has a zero-tolerance policy for such retaliation against anyone who, in good faith complains or provides information about suspected sexual harassment. Any employee of BRICK Rochester Academy Charter School who retaliates against anyone involved in a sexual harassment investigation will be subjected to disciplinary action, up to and including termination. Any employee, paid or unpaid intern, or non-employee¹ working in the workplace who believes they have been subject to such retaliation should inform a supervisor, manager, or Human Resources. Any employee, paid or unpaid intern or non-employee who believes they have been a victim of such retaliation may also seek compensation in other available forums, as explained below in the section on Legal Protections.
4. Sexual harassment is offensive, is a violation of our policies, is unlawful, and subjects BRICK Rochester Academy Charter School to liability for harm to victims of sexual harassment. Harassers may also be individually subject to liability. Employees of every level who engage in sexual harassment, including managers and supervisors who engage in sexual harassment or who knowingly allow such behavior to continue, will be penalized for such misconduct.
5. Rochester Academy Charter School will conduct a prompt, thorough and confidential investigation that ensures due process for all parties, whenever management receives a complaint about sexual harassment, or otherwise knows of possible sexual harassment occurring. Effective corrective action will be taken whenever sexual harassment is found to have occurred. All employees, including managers and supervisors, are required to cooperate with any internal investigation of sexual harassment.
6. All employees are encouraged to report any harassment or behaviors that violate this policy. Rochester Academy Charter School will provide all employees a complaint form for employees to report harassment and file complaints.



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qualified individuals with disabilities. BRICK Rochester Academy Charter School also provides reasonable accommodation for such individuals in accordance with these laws.

Qualified individuals with disabilities may make requests for reasonable accommodation. Requests must be submitted to Human Resources at hr@brickeducation.org, using the BRICK Rochester Academy Charter School Accommodation Request Form. On receipt of an accommodation request, BRICK Rochester Academy Charter School will discuss and identify with the employee the precise limitations resulting from the disability and the potential accommodation(s) that BRICK Rochester Academy Charter School might make to help overcome those limitations.

2.3 Religious Accommodation Policy

BRICK Rochester Academy Charter School complies with Title VII of the Civil Rights Act of 1964, the New York Human Rights Law, and all applicable state and local fair employment practices laws, and is committed to providing equal employment opportunities to all individuals, regardless of religion. Consistent with this commitment, BRICK Rochester Academy Charter School will provide a reasonable accommodation of an applicant's or employee's sincerely held religious belief unless doing so would create an undue hardship for the employer.

If you believe you need an accommodation based on your religious beliefs, please submit your request by completing the [BRICK Accommodation Request Form](#). BRICK Rochester Academy Charter School encourages you to suggest specific reasonable accommodations. However, the employer is not required to make the specific accommodation requested by you and may provide an alternative, effective accommodation, to the extent any accommodation can be made without imposing an undue hardship on the employer.

Individuals will not be retaliated against for requesting an accommodation in good faith. BRICK Rochester Academy Charter School expressly prohibits any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting an accommodation in good faith.

2.4 Sexual Harassment Policy for All Employers in New York State

BRICK Rochester Academy Charter School is committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. BRICK Rochester Academy Charter School has a zero-tolerance policy for any form of sexual harassment, and all employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of BRICK Rochester Academy Charter School commitment to a discrimination-free work environment.

Sexual harassment is against the law. All employees have a legal right to a workplace free from sexual harassment, and employees can enforce this right by filing a complaint internally with



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BRICK Rochester Academy Charter School will not tolerate discrimination and expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, sexual orientation, national origin, age, disability, marital or veteran status, or any other basis prohibited by applicable law. It is a condition of employment that employees cooperate in all of BRICK Rochester Academy Charter School investigations, including those involving a complaint of discrimination or harassment. Any employees with questions or concerns about any type of discrimination or harassment in the workplace are encouraged to bring these issues to the attention of their immediate supervisor. No retaliation will be taken against an employee who makes a good-faith report of illegal discrimination or harassment.

As is true with respect to all other BRICK Rochester Academy Charter School policies, disregarding this BRICK Rochester Academy Charter School policy may result in disciplinary action, up to and including termination of employment.

Any employee aware of violations of this policy must report the conduct immediately to [REDACTED].

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: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

In addition to the above, as an educational institution receiving federal funds, BRICK Rochester Academy Charter School must comply with U.S.D.O.E. regulations on discrimination. For further information on notices of non-discrimination, visit <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

2.2 Individuals with Disabilities (ADA and Accommodations)

BRICK Rochester Academy Charter School complies with the Americans with Disabilities Act and applicable state and local laws providing for nondiscrimination in employment against

1.3 National Labor Relations Act Disclaimer

Nothing in this Handbook is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raising complaints about working conditions, and/or engaging in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

EMPLOYMENT POLICIES

BRICK Rochester Academy Charter School is authorized by the SUNY Charter Schools Institute. As a result, BRICK Rochester ensures that its personnel policies align to all requirements of the Institute and the Charter Schools Act, including that all staff members receive a fingerprint supported criminal background check and that all employees receive a copy of the Board approved Code of Ethics, Conflict of Interest Policy, and Whistleblower policy.

BRICK Rochester reserves the right to modify this Handbook and all of its policies at any time without notice. However, should any requirement of the SUNY Charter Schools Institute conflict with the policies in this Handbook, then this Handbook shall be automatically deemed amended to comply with those requirements.

2.1 Equal Employment Opportunity (EEO)

BRACS is an equal opportunity employer and does not discriminate on the basis of age, race, creed, color, national origin, sexual orientation, gender identity or expression, military status, sex, disability, predisposing genetic characteristics, familial status, marital status or status as a victim of domestic violence. BRACS promotes affirmative action for minorities, women, disabled persons and veterans.

BRACS provides equal employment and advancement opportunities without regard to race, color, ethnicity, religion, sex, national origin, age, sexual orientation, disability that can be reasonably accommodated, or any other characteristic protected by applicable law. In addition, BRICK Rochester Academy Charter School complies with applicable state and local laws governing nondiscrimination in employment. It is the obligation of every employee to adhere to the spirit as well as the letter of these practices. This EEO policy governs all terms and conditions of employment, including, without limitation, selection, job assignment, compensation, discipline, termination, access to benefits and training, and all other conditions and privileges of employment.



At BRICK Rochester, we believe that our staff members should live by these values as well. As a result, it is important for all BRICK Rochester staff to understand that they are responsible for living out these values each day so that they can serve as positive role models for our scholars.

1.2 Purpose of the Handbook

This Employee Handbook ("Handbook") is designed to acquaint you with the BRICK Rochester Academy Charter School Charter School (or BRACS) and to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. After reading the handbook you will sign several agreements and acknowledgements to demonstrate your understanding and commitment to these policies.

This handbook is not a contract. It is a set of guidelines. It supersedes any and all previous employee handbooks and management memos that have been issued on subjects covered within it. The handbook and all BRICK Rochester Academy Charter School policies and guidelines are, of course, subject to modification or rescission by BRICK Rochester Academy Charter School from time to time to deal with changing conditions. BRICK Rochester Academy Charter School reserves the right to modify this handbook and all policies—such as personnel policies, wage policies, and all other terms and conditions of employment—at any time without notice. Also, state and local laws may require some modification to these guidelines, and this handbook shall be automatically deemed amended to comply with such laws.

Moreover, all employees are at-will employees. This means that BRICK Rochester Academy Charter School and the employee can sever the employment relationship at any time and for any lawful reason with or without cause and with or without notice. Nor oral or written statement made to an employee will create a contract for employee. Only a fully executed writing made by the Superintendent and Executive Director will constitute a contract for employment.

You should read, understand, and follow the provisions of the Handbook that apply to your conduct within the workplace as it describes many of your responsibilities as an employee. The Handbook also outlines the programs developed by BRICK Rochester Academy Charter School to benefit its employees by providing a work environment that promotes both personal and professional growth.

No employee handbook can anticipate every circumstance or question about policy or procedure. As BRICK Rochester Academy Charter School continues to grow, the need may arise to change policies described in the Handbook. Many of those changes will affect the benefits afforded to you, and some will involve your responsibilities to BRICK Rochester Academy Charter School

Of course, we encourage every employee to ask questions about, comment upon, or generally discuss the policies and procedures contained in this Handbook with his or her manager. Each employee's participation in this process can only improve the working environment at BRICK Rochester Academy Charter School, and we look forward to receiving that feedback and welcome your contributions at any time.



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| | | | | |
|--|---|---|--|--|
| <ul style="list-style-type: none">● Work with peers and solve problems● Believe I can do it | <ul style="list-style-type: none">● Use good manners and kind words | <ul style="list-style-type: none">● Seek to understand other points of view and ideas● Do good deeds | | |
|--|---|---|--|--|

To foster a positive school culture, BRICK Rochester Academy Charter School has also adopted a set of student-friendly core values called iDREAM values. These values include identity, diligence, respect, empathy, A+ self-control, and model-student behaviors. At BRICK Rochester, these core values serve as a foundation for our academic and student cultural program and help guide our students to draw strength from their identity and become leaders in our community.

The table below helps to further define each of our iDream values. The table starts with Identity, and our guiding cultural principle of Ubuntu, an African-Humanistic philosophy. This philosophy teaches our students that they can only fully realize their humanity through their positive interactions with others and reminds students to simultaneously strive for their own personal development and to uplift their community. The table also names the key mindsets we hope to instill in our scholars and the specific behaviors scholars can model to live out these values.

| Identity: “I am who I am, because of who we all are.” | | | | |
|---|---|--|--|---|
| I see value in others. • I believe we can all win. • I reach back as I climb. • I believe that we are stronger together. | | | | |
| <u>Diligence</u> <i>“I persist toward my individual and team goals.”</i> | <u>Respect</u> <i>“I honor personal and school-wide boundaries.”</i> | <u>Empathy</u> <i>“I am my brothers’ and my sisters’ keeper.”</i> | <u>A+ Self Control</u> <i>“I stay focused and maintain my cool.”</i> | <u>Model Student</u> <i>“I am here on purpose with purpose”</i> |
| I... <ul style="list-style-type: none"> ● Know my goals and my progress ● Make an effort, not an excuse ● Work through personal and academic frustrations ● Get started right away | I... <ul style="list-style-type: none"> ● Follow class agreements & school policies ● Actively listen when others speak ● Demonstrate accountability ● Keep school environment clean | I... <ul style="list-style-type: none"> ● Assist struggling peers ● Encourage classmates ● Show compassion to others ● Shout-out peers for doing well | I... <ul style="list-style-type: none"> ● Avoid distractions ● Remain on task ● Verbalize academic and/or social-emotional needs ● Use self-talk to de-escalate | I... <ul style="list-style-type: none"> ● Come to class prepared ● Builds on class discussions ● Make connections ● Reflect on & reconsider ideas ● Take risks (No Opt Out) |

- **Accountability:** We honor our commitments and keep our promises to ourselves, each other and the students and families we serve.



HANDBOOK INTRODUCTION

1.1 Welcome to BRICK Rochester Academy Charter School, an entity of the BRICK Education Network

BRICK Education Network MISSION

BRICK Rochester Academy Charter School (or BRACS) believes in relentlessly knocking down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that every child will have an unimpeded path to unlocking their limitless potential.

BRICK Rochester Academy Charter School's MISSION

At BRACS, we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students from East Rochester neighborhoods have the knowledge, skills and support needed to be college, career and life-ready upon graduation. Our school provides a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.

BRICK Rochester Academy Charter School's CORE VALUES

All staff within the BRICK Education Network adopt and exemplify the same core values. These values are described below. Regular professional development covers the core values and gives staff a chance to practice using the core values and receiving feedback on their behaviors as they align to the core values.

- **Relentlessness:** We pursue our mission to give all children a world-class education with fierceness and urgency, and we don't back down from tough fights.
- **Restless improvement:** We never stop pushing ourselves to innovate and we aren't afraid to take risks if it means that we can better serve our students.
- **Savvy ambition:** We are visionary thinkers who are never satisfied with the status quo. We work tirelessly toward a vision of transforming public education with a pragmatism and political astuteness that leads to real change right now.
- **Faithful commitment:** We are driven in our work by a deep faith: in the children and families we serve, in the mission of our work and in the attainability of our vision for the future.
- **Compassion:** We serve our students and families with empathy and understanding. Our work is rooted in love.



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BRICK ROCHESTER ACADEMY CHARTER SCHOOL EMPLOYEE HANDBOOK

R-12d - Personnel Policies

Over the last few months, the BRICK Rochester Academy Charter School Board has worked with the BRICK Western New York office to create draft personnel policies for the proposed school. These policies can be found in the draft employee handbook for the proposed school. That handbook begins on the next page of this document.

R-13a - Partner Organizations

BRICK creates a comprehensive network of services by collaborating with communities to identify resources and needs, support impactful local organizations, and create programs to fill identified resource gaps. By creating a network, BRICK is able to offer personalized guidance, comprehensive support from pre-cradle to career, and strong partnerships with braided funding, paving the way to systemic change and economic mobility for families.

BRICK Networks provide holistic support to children and families, building on the strengths and cultural wealth of BIPOC communities. Our programming offers comprehensive solutions for education, health, housing, and more, prioritizing a holistic support model that recognizes the interdependence of personal and collective success. For instance, a child's academic achievement is closely linked with the support they receive outside of the classroom.

Our inaugural critical partnership in Rochester, NY, is with [REDACTED]. [REDACTED] Founded in 1904, Jordan Health Center was one of the first five Federally Qualified Health Centers (FQHC) in the nation. Located in neighborhoods with significant needs, Jordan's roots are deeply embedded in serving underserved and uninsured residents, providing them with comprehensive health services. [REDACTED] President and CEO of Jordan Health is the main point of contact for this partnership ([REDACTED]).

A second partnership is with the Rochester Housing Authority. [REDACTED] [REDACTED] serves as the Director of Finance at Rochester Housing Authority and is a founding board member for BRACS. Huffman serves as the main point of contact for this partnership ([REDACTED]).

Over the next 12-24 months BRICK Rochester will work directly with Jordan Health and Rochester Housing Authority to develop a memorandum of understanding for shared services, such as specialty care access, case management between the school and health center and programming.

R-13b - Partner Commitment

Over the next 12-24 months BRICK Rochester will work directly with partners to develop a memorandum of understanding for shared services, such as specialty care access, case management between the school and health center and programming. See R-13a for additional information.

responsible for communicating all council recommendations to the Board of Trustees. School Advisory Council members are encouraged to attend board meetings.

In addition, BRACS will have public comment periods at each of the regularly scheduled board meetings in order to hear from any stakeholder interested in addressing the Board. Lastly, there will be a variety of ways that stakeholders can contact Board members to express views related to school governance. Board member contact information will be accessible via the website, and individuals interested in contacting board members can also do so by contacting the school's leadership team, the BRICK WNY regional team, the Board's parent representative, or, as needed, through the methods outlined in the Board Complaint Policy.

The BRACS Board of Trustees will administer the McKinsey & Company nonprofit Board Self-Assessment Tool annually to evaluate their performance, measure their effectiveness in holding the school responsible for the goals and objectives in its Accountability Plan, and identify areas for improvement.

The founding board is fully aware of the need to continually recruit, train, and develop additional board members. As a result, BRACS' founding team and board is actively searching for people with expertise in diverse industries to ensure its ability to govern, advise, and strengthen the school to fulfill its mission (including individuals with legal and operational expertise). To date, the methods used to recruit and select BRACS founding board members have included:

1. Utilizing a variety of outreach events and opportunities (Please see **R-04 Community Outreach, Support and Demand**), community interest was analyzed to build excitement and find supporters.
2. Developing a board matrix that outlined the key skills and backgrounds needed to support a high-functioning charter school board.
3. Identifying a prospective candidate list that aligned with the board matrix and a commitment to a diverse board. Prospective candidates were identified through extensive outreach to community-based organizations, and community leaders and residents.
4. Determining a candidate's interest in board membership through an initial meeting with BRICK's RDO and subsequent interviews with the proposed Board Chair and BRICK Chief Executive Officer. During these interviews, the Board Chair, RDO and CEO used a board selection interview tool to ask questions about their past board experience, their skill sets and qualifications, the difference between governance and management, and their past contributions and connections to the school's mission and goals.
5. Analyzing a candidate's profile to ensure alignment with the BRACS matrix as well as a fit with the founding applicant team.
6. Presenting the candidate to the full proposed board so that the entire board could ask follow up questions about the candidate and their interest in serving as a board member.
7. New board members were then selected based on a vote of the full proposed board.

The BRACS Board recognizes that it will need to continue to execute this cycle to recruit and select additional board members. As a result, the BRICK RDO and BRACS Board Chair hold monthly meetings to discuss the affairs of the board, including the need to review the board matrix and to identify what community supporters may be strong candidates for the board. In addition, should the board need to add additional capacity to recruiting future board members then an ad hoc Nominating Committee will be formed to assist with recruitment. The committee will identify and evaluate potential candidates and present them to the full board for approval and appointment. After each new member is appointed, the school, the management company, and the board will provide necessary and appropriate training to ensure that all members understand the role and responsibilities of board membership. All board members will also be encouraged to engage with school-wide and community-wide activities to fully integrate with the school's mission, students, and families.

Stakeholder Participation

A seat on the Board will also be reserved for a parent or guardian of a current or former student at BRACS. BRACS will also establish and maintain a School Advisory Council consisting of parents, students, community members, teachers, and administrators. The Council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The Council will make recommendations and decisions about issues relating to the school and may also participate in reviewing parental and community concerns (as appropriate). The principal will be

Executive Committee: The Executive Committee may transact all business of the school as authorized by the Trustees, except as to the following matters, the:

- Filling of vacancies on the Board or on any committee;
- Amendment or repeal of the Bylaws or the adoption of new Bylaws;
- Amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable;
- Fixing of compensation of the Trustees for serving on the Board or any committee;
- Election or removal of officers and Trustees;
- Approval of a merger or plan of dissolution;
- Authorization of a transaction involving the sale, lease, exchange, or other disposition of all or substantially all the assets of the corporation; and
- Approval of amendments to the Provisional Charter, which is the certificate of incorporation.

Audit and Finance Committee: The Audit and Finance Committee shall (a) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time); (b) recommend to the Board an independent auditor to conduct an annual audit of the financial statement of the Corporation and oversee such independent auditor; and (c) fulfill such other financial and audit duties and responsibilities as needed or the Board may assign from time to time.

Academic Committee: The Academic Committee shall oversee the education program and review student achievement data for the School. The Academic Committee shall also have oversight over School assessment, performance, and the review of educational qualitative data as it pertains to the fulfillment of the School's mission.

Talent Committee. The Personnel Committee, in conjunction with School Leadership, shall oversee staff and personnel matters. The Personnel Committee will also collaborate on talent recruitment and evaluations, and oversee grievance matters as they pertain to the Board.

SEL/Community Committee. The SEL and Community committee focuses on the integration of social and SEL principles into the school's curriculum and culture. This subcommittee collaborates with educators, parents, and community members to develop strategies that enhance students' interpersonal skills, emotional resilience, and overall well-being. Their efforts aim to create a supportive educational environment where all students feel valued and equipped to handle academic and personal challenges.

Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees with authority of the board.

New board members are recruited by existing trustees and elected during the Board's annual meeting in June of each year or at other regularly scheduled board meetings as needed based on board vacancies. New trustee orientation consists of six training sessions that focus on helping new board members understand the roles and responsibilities of a board, principles of effective board governance, and the current policies of the school. This training is conducted by an outside facilitator, FBW and Partners Consulting, and has been provided to the proposed board members and to other boards across the BRICK network. Future board members will continue to receive this training as well.

- All board members have reviewed a draft of the educational services agreement and the board has dedicated meeting time to reviewing and providing feedback on specific language in that agreement.
- Each Board committee leader has reviewed the draft CMO agreement, with an emphasis on the section that defines how BRICK will support the work of their committee, to provide feedback and to identify key data points that will be essential for review and incorporation into the data dashboards that will be reviewed at Board meetings.
- Started the production of an annual board calendar outlining what data and related artifacts of the CMO's support of the school the board would review and when, including any contextual data that would be helpful to have access to as well (for example, the percentage of students with special needs in local BPS schools and local charter schools for benchmarking purposes).
- Started to develop a clear process for how the board would partner with BRICK to take specific short-term actions that were essential for the success of the school (for example, how the board would have access to ongoing student enrollment information throughout the incubation period and how the board would collaborate with BRICK to ensure targeted action plans are implemented to address any enrollment challenges).

The BRACS board will be kept informed of the school's progress through the monthly board meetings and through the ongoing refinement of a performance dashboard that will include multiple metrics (academic, financial, organizational, and culture) to determine progress and any need for mid-course corrections. At each board meeting, board members will have actionable, readable, and useable data delivered to them on the dashboard, and based on metrics laid out in the performance contract and Accountability plan, that includes, but is not limited to, comprehensive data on student performance, enrollment, attendance, student and teacher retention, assessment data, demographics, suspensions, waitlist information, and school finance (variances, year-to-date cash balances, etc.). BRICK will also conduct, and share the results of, bi-annual surveys that focus on student, parent, and staff satisfaction as well as organizational health metrics. The BRACS principal and Director of Operations will also attend all board meetings and report directly to the Board. They are responsible for overall school management and day-to-day operations of the school. The board may delegate certain duties or responsibilities associated with the school's daily operations to the school's principal and other staff, or BRICK, as needed and as appropriate. Delegated duties and responsibilities are implemented with direct oversight from the board. A copy of the current draft dashboards are embedded in the draft CMO evaluation tool that is provided in ***R-23b -Supplemental Attachments***.

Education Corporation Board Design

The design of the BRACS board was developed by the board members based on their prior individual experiences working with boards and as board members. The full board reviewed drafts of potential bylaws and then revised those bylaws based on their experiences. As a result, the board produced draft bylaws that it would approve once the school's charter is approved. As stated in those draft bylaws, the number of Trustees of the school shall be not fewer than five and shall not exceed fifteen members. The Board will have the following officer positions: Chair, Vice Chair, Secretary, and Treasurer. The founding team considers these to be the core functions needed to manage the work of the board. The Treasurer will have responsibility for fiscal matters as described in the bylaws; the Secretary will have responsibility for board minutes and records as described in the bylaws, the Chair will preside over meetings and perform such other functions as delegated by the board, and the Vice Chair will provide additional support as needed. The board may propose, create, and approve committees for any purpose. At this time, much of the Board's work is managed through five standing committees, which include:

meeting all goals and standards set within. The Board will be responsible for ensuring that the school meets the academic, financial, and operational goals laid out within the agreement and within the charter. The BRACS board expects to receive ongoing oversight conducted and led by SUNY staff. A table summarizing information about current proposed Board members and their role on the Board can be found below in Table 14.2.

Education Corporation Board Roles and Responsibilities

The Board of Trustees is ultimately responsible for overseeing the school's performance and its objective of providing a high-quality education to students within the Rochester community. The proposed Board understands that it must safeguard student and public interests and will apply the highest standards of service in governing the school according to its Charter Agreement, by-laws, and relevant state and federal statutes. In addition to holding the fiduciary responsibilities for the organization, the Board will be responsible for setting all school policies, approving the school's annual budget and all financial statements, reviewing and responding to the annual fiscal audit, handling complaints and inquiries, monitoring progress toward meeting academic and non-academic goals, ensuring the faithfulness to the mission and philosophy, and overseeing the management and operation of the school by its CMO and principal. A copy of the draft Educational Services Agreement between BRACS and BRICK can be found in ***R-23b-Supplemental Attachments***.

The BRACS board will contract with the BRICK Education Network, a Charter Management Organization, to provide whole school management services. BRICK will be responsible for the design and implementation of curricula aligned to NY State Learning Standards; making recommendations to the Board regarding staffing levels and the selection and hiring of key school leadership positions; providing financial management and back office financial services; and providing staff evaluation findings and recommendations at the request of the Board who will have ultimate authority regarding hiring, firing, and compensation decisions. The BRACS board will lay out contract terms and expectations for BRICK on an annual basis and will conduct an annual evaluation to determine whether or not BRICK is meeting its goals and performing as expected and needed.

The BRACS board will annually evaluate the performance of the CMO and will continuously work to evaluate the CMO evaluation tool to ensure that it both aligns with SUNY's accountability requirements and New York state charter laws, and meets the best interests of the school. The evaluation tool will help the board measure the performance of the CMO by identifying the strengths and opportunities for improvement relative to the service agreement. The performance evaluation will consist of reviewing the school's progress toward attaining the goals in the accountability plan, academic performance, compliance with relevant laws, financial management and reporting, student recruitment, facility management, human resources, information technology, and other relevant metrics. In addition to the independent board-led evaluation of the CMO, BRICK will provide the board a detailed annual report that provides data and narrative related to performance on the contractual services. The current draft of the CMO evaluation tool can be found in ***R-23b - Supplemental Attachments***.

BRACS recognizes that, while BRICK will provide management services for the school, the Board must continue to set the vision for the proposed school and rigorously evaluate the work of the CMO on an ongoing basis. To ensure that the Board has a deep knowledge of the educational services agreement and understands ways it can provide effective oversight, the BRACS team has already taken the following actions:

14ad - Governance

Board Members

BRACS acknowledges the pivotal role of the board of trustees. As the school's governing body, the board plays a crucial role in maintaining focus on the school's mission, ensuring operational efficiency, and delivering a high-quality education option to the Rochester community. Consequently, BRACS has developed a framework outlining the skill sets necessary for effective governance and to support BRACS in achieving its objectives. This framework has been utilized by BRACS in the recruitment and selection of board members to ensure that the board encompasses diverse perspectives, backgrounds, and experiences essential for governing BRACS effectively. Each current board member contributes a unique blend of skills and perspectives, demonstrating a strong commitment to the school's mission, the Rochester community, and the transformation of students' lives. A detailed breakdown of the skills possessed by current board members is presented in Table 14.1 below.

Table 14.1 - Skill Matrix of Current Board

| | Shanai Lee | Dominique Lee | Martha Cole | Cynshei Wilson | Michael Mitchell | Kathleen Black |
|----------------------|-------------------|----------------------|--------------------|-----------------------|-------------------------|-----------------------|
| Legal | | | | | | |
| Governance | | | x | | | |
| Non-Profit | | | | | | |
| Finance | x | | | | | |
| Human Resources | | | | | | |
| Strategy | | x | x | | | x |
| Facility/Real Estate | | | | | | |
| Education/Academic | x | x | x | | x | x |
| Development | x | x | | | | |

Table 14.2 - Proposed Board Members

| TRUSTEE NAME | POSITION ON THE BOARD | COMMITTEE AFFILIATIONS | EXPERTISE AND/OR ROLE AT SCHOOL | VOTING | EX-OFFICIO |
|-------------------------|------------------------------|-------------------------------|--|---------------|-------------------|
| Shanai Lee | Chair | Finance | Funding | Y | N |
| Martha Cole | Vice-Chair | Academic/Talent | Community | Y | N |
| Cynshei Wilson | Secretary | SEL/Community | Community/Parent | Y | N |
| Dominique Lee | Member | Finance | CMO | Y | N |
| Michael Mitchell | Member | SEL/Community | Community/ Early Childhood | Y | N |
| Kathleen Black | Treasurer | Academic/Talent | Education | Y | N |

Based on this matrix, the proposed BRACS board has a wealth of prior experiences, skills and expertise. However, the Board is also currently vetting candidates to consider adding additional expertise in the areas of law and operations. The BRACS Board anticipates adding members with these skill sets before the completion of the charter approval process.

Upon approval, the applicant will sign a charter agreement with SUNY Charter Schools Institute which will lay out the terms and conditions of operating a charter school in New York. The proposed founding board members understand that it is a contractual relationship and that they will be held accountable for

properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligations imposed by any applicable federal, state or local law.

ARTICLE X FISCAL YEAR

The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE XI CORPORATE SEAL

The Board may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XII AMENDMENTS

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

Section 2. SUNY Charter Schools Institute Approval. No material amendment to these By-laws shall be effective without approval of the SUNY Charter Schools Institute on behalf of the Board of Trustees of the State University of New York.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

Board Secretary

Date

year after the delivery of the instrument or probate of the will giving, granting, devising or bequeathing such property. Such authority shall make any such gift, grant, devise or bequest operative and valid in law. Any grant, devise, or bequest shall be equally valid whether made in the School's name or to the Board of Trustees, and such powers given to the Board of Trustees shall be powers of the School.

Section 5. Control of Property. The Board of Trustees may (a) buy, sell, mortgage, let and otherwise use and dispose of its property as it shall deem for the best interests of the School; and (b) lend or deposit, or receive as a gift, or on loan or deposit, literary, scientific or other articles, collections, or property pertaining to its work. Such gifts, loans or deposits may be made to or with the School. Any such transfer of property shall during its continuance, transfer responsibility thereafter to the School, which shall also be entitled to receive any money, books or other property from the state or other sources to which the School would have been entitled but for such transfer.

ARTICLE VIII

NON-LIABILITY; INDEMNIFICATION; INSURANCE

Section 1. Non-Liability of Trustees. The Board of Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

Section 2. Indemnification of Trustees and Officers. In accordance with Section 721 of the New York Not-For-Profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed, by Sections 721, 722, 723 and 725 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency. This should include an action by or in the right of the School to procure a judgment in its favor and an action by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Trustee or officer of the School is serving or served in any capacity at the request of the School, by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the School, or is serving or served such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) incurred as a result of such action or proceeding, or appeal therein. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law Sections 721, 722, 723 and 725.

Section 3. Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the School shall prescribe and maintain insurance to indemnify Trustees and officers of the School, on any terms and conditions set forth in a resolution of the Board.

ARTICLE IX

BOOKS AND RECORDS

Correct and complete books and records of account and minutes of the proceedings of the Board, the Executive Committee and all Standing Committees shall be kept at the main office. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical

circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

Section 3. Avoidance of Self-Dealing Transactions. The Board of Trustees and the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE VII CONTRACTS, LOANS, GRANTS AND PROPERTY

Section 1. Contracts. Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other Officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

Section 2. Loans. The Board of Trustees may prospectively authorize the Treasurer or any other Officer(s) or agent(s) of the School to effect loans and advances at any time for the School from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds, or other certificates or evidences of indebtedness of the School, and when authorized to do so to pledge, hypothecate or transfer, to the extent permitted by law, any securities or other property of the School as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

Section 3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, Officers and employees of the School, may, prospectively or retroactively, authorize the Chairperson, on behalf of the School, to make grants and other contributions.

Section 4. Property Holding. The Board of Trustees may take and hold by gift, grant, devise or bequest in its own right or in trust for any purpose comprised in the objects of the School, such additional real and personal property, beyond such as shall be authorized by its charter, as authorized by law within one

thereof from time to time); (b) recommend to the Board an independent auditor to conduct an annual audit of the financial statement of the Corporation and oversee such independent auditor; and (c) fulfill such other financial and audit duties and responsibilities as needed or the Board may assign from time to time.

Section 7. Academic Committee. The Academic Committee shall assist the Board in overseeing the education program and reviewing student achievement data for the School. The Academic Committee shall also have oversight over School assessment, performance measures, and assisting in the review of educational qualitative data as it pertains to the fulfillment of the School's mission.

Section 8. Personnel Committee. The Personnel Committee shall oversee staff and personnel matters. The Personnel Committee will also collaborate on talent recruitment and School Leadership evaluations, and oversee grievance matters as they pertain to the Board.

Section 9. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE VI CONFLICTS OF INTEREST

Section 1. Disclosure. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable School officials in accordance with the School's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with the School's Conflict of Interest Policy.

Section 2. Conflicts of Interest Policy. The Board shall adopt a Conflict of Interest Policy and/or code of ethics. The Conflict of Interest Policy shall set forth for the guidance of its Trustees, Officers and employees, the standards of conduct expected of them including standards with respect to disclosure of conflicts of interest regarding any matter brought before the Board and shall include, but not be limited to, provisions implementing sections 800-806 of the N.Y. General Municipal Law, as applicable, stating that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under

The Board shall elect members of committees, except that with respect to the Executive Committee, members shall be elected by an affirmative vote of a majority of the entire number of Trustees including vacancies. Vacancies in the membership of any committee with the authority of the board shall be filled in the same manner as initial appointment. The membership of committees, other than committees with the authority of the board, shall not be restricted to Trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, and ratified by the Board. Except as otherwise provided in these By-laws or by the Board, the chairperson of each committee shall be chosen by the Chairperson of the Board from among the Trustee members of the committee.

Section 2. Authority of Committees. The Board may grant to a committee any of the authority of the Board of Trustees, except with respect to the following and as otherwise prohibited by law:

- (a) the election or removal of Trustees and Officers;
- (b) filling of vacancies on the Board of Trustees or any committee;
- (c) the amendment or repeal of these By-laws or the adoption of new By-laws;
- (d) the appointment of other committees, or the members of the committees;
- (e) the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or repealable;
- (f) the approval of a merger or a plan of dissolution;
- (g) the authorization of the sale, lease, exchange, or other disposition of all or substantially all of the assets of the Corporation; or
- (h) the approval of amendments to the certificate of incorporation (provisional charter).

Section 3. Alternate Members. The Board of Trustees may elect one or more Trustees as alternate members of any committee of the Board, who may replace any absent member or members at any meeting of such committee.

Section 4. Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees with authority of the Board.

Section 5. Executive Committee. The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the School as the Trustees may authorize, or undertake any actions specified in Section 2 of this Article.

Section 6. Audit and Finance Committee No person who is an employee of the Corporation or who has any material financial interest in any entity doing business with the Corporation may serve on the Audit and Finance Committee. To the extent permitted by law and these By-laws, the Audit and Finance Committee shall (a) recommend to the Board an annual budget and fiscal policy (and amendments

OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected and shall serve a term that is co-terminus with their term as Trustee. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary or the offices corresponding thereto.

Section 1.1. Chair. The Chair shall serve as Chairman of the Board and shall carry out those duties usually incident to the office of President and shall serve as Chair of the Executive Committee. The Chair shall execute all documents on behalf of this Corporation unless the Board has generally or specifically delegated the authority to execute the document in question to another officer of the Corporation or employee or agent of the School.

Section 1.2. Vice Chair. The Vice Chair shall fulfill the Board Chair's duties when the Chair is absent and assist the Board Chair in the execution of his or her duties as needed.

Section 1.3. Secretary. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these By-Laws or as required by the laws of the State of New York, and shall act as the custodian of the School's records.

Section 1.4. Treasurer. The Treasurer shall be the principal financial officer of the School and shall ensure that there is an adequate and correct accounting of the property and business transactions of the School.

Section 2. Election. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause in the same manner as the removal of a Trustee, provided, however, by an affirmative vote of two-thirds (2/3) of all the entire number of Trustees of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office for the remainder of the unexpired term.

ARTICLE V COMMITTEES OF THE BOARD

Section 1 Committees.

- (a) The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among its members an Executive Committee, consisting of five or more Trustees, and other standing committees, each consisting of three or more Trustees as the Board may deem appropriate. Notwithstanding the foregoing, nothing herein shall prevent or restrict individuals other than Trustees from participating in committees in a supporting capacity. All committees are subject to the New York Open Meetings Law.
- (b) Unless a shorter term is prescribed by the Board in its resolution creating a committee, the committee members shall be elected for a one-year term at each annual meeting of the Board.

video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Section 16. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 17. Open Meetings. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

Section 18. Action by the Board of Trustees. Any reference in these By-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees. Except as otherwise expressly required by law or by these By-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any case in which a Trustee is entitled to vote, he or she shall have no more than, nor not less than, one vote.

Section 19. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Section 20. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) one or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- (b)
 - (i) legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - (ii) a Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in section 19 above, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 21. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in section 19, and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 22. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE IV

Section 11. Parent Representative. The Board shall include at least one parent or guardian of a current or former student at the School once the School has enrolled students. The parent representative shall be a voting member of the Board.

Section 12. Meetings.

Section 12.1. Annual Meetings. An annual meeting of the Board shall be held at the School (and until a School facility is identified, such location as determined by the Board) each June at a date and time designated by the Board or in such other month, date and time as the Board may designate. At the annual meeting, the Board shall, if nominated, re-elect Trustees and officers whose terms as expiring or otherwise elect new Trustees and officers if Trustees whose terms are expiring are not presented for re-election. Nothing herein shall prohibit the election of Trustees and officers at such other times the Board may designate if there are open seats to be filled by vacancy or otherwise.

Section 12.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than on a monthly basis as required by the New York Education Law.

Section 12.3. Special meetings of the Board of Trustees may be called (i) at any time by the Chairperson, (ii) by the senior Trustee on written request of three Trustees if the Chairperson is absent, or (iii) by any other manner determined by the Board of Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

Section 13. Notice of Meetings. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be mailed to each Trustee to the usual address of every Trustee not less than five (5) nor more than ten (10) days before the meeting.

Section 14. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Section 15. Board Participation by Other Means. To the extent permitted by Article 7 of the Public Officers Law, Trustees who cannot be present at the location and date of the meeting may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live videoconferencing shall not be permitted to vote unless authorized by statute or executive order. Further, Trustees will not be permitted to vote by proxy. Appropriate notice and access will be given to the public such that they can participate in the meeting if they so wish at any location in which video conferencing is being used unless statute or executive order does not require such notice. Public notice will inform the public that

(c) Where the School has engaged a not-for-profit educational service provider or other entity that provides comprehensive management services to the School pursuant to a contract between such entity and the School, no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, provided, however, that in such case the following restrictions shall apply:

- (i) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board, and upon such termination such person(s) may be removed from the Board by vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting;
- (ii) such person(s) shall not hold the offices of Chairperson or Treasurer of the Board;
- (iii) when the Board has proper grounds to go into executive session pursuant to the New York Open Meetings Law ("Open Meetings Law"), and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and
- (iv) the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

Section 7. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Board has failed or refuses to carry into effect its educational purposes.

Section 8. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Section 9. Vacancies. The office of any Trustee shall become vacant on his or her death, resignation, refusal to act, removal from office, expiration of term, or any other cause specified in the School's charter. If any Trustee fails to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned, and the vacancy shall be filled. The Board may fill any vacancy occurring in the middle of a Trustee's term by electing another individual to serve for the duration of his or her predecessor's unexpired term and may be reelected in accordance with the provisions of this section.

Section 10. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

- (g) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- (h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws; and
- (i) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.

Section 2. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15).

Section 3. Election of Trustees. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office upon approval by the State University of New York Board of Trustees or designee.

Section 4. Eligibility. The Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

Section 5. Term of Office. Trustees shall hold office for a term of three (3) years. Trustees may succeed themselves in office and there shall be no limits on the number of terms a Trustee may serve. Notwithstanding the foregoing, at the initial meeting of the Board after the School receives its Charter, the initial Trustees shall be divided evenly (or as close to evenly as possible) into three (3) classes as follows: one (1) class of Trustees whose initial term which shall expire in June 2023, one (1) class of Trustees whose initial term shall expire in June 2024 and one (1) class of Trustees whose initial term shall expire in June 2025. For the avoidance of doubt, if re-elected, Trustees with an initial term shorter than three (3) years (or new Trustees) shall be re-elected for three (3) year terms.

Section 6. Interested Persons.

(a) Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the School for services rendered to it within the previous twelve (12) months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

(b) Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of the foregoing sentence, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners.

R-14e - Bylaws

BY-LAWS OF BRICK ROCHESTER ACADEMY CHARTER SCHOOL

ARTICLE I NAME

The name of this Corporation is BRICK Rochester Academy Charter School (the "School").

ARTICLE II MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the trustees of the School (hereinafter 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 or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III BOARD OF TRUSTEES

Section 1. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate 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. 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 By-laws, and the following specific powers:

- (a) To elect and remove Trustees;
- (b) To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
- (c) To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
- (d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
- (e) To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
- (f) To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

or determines a substantial portion of the Corporation's capital expenditures or operating budget.

- v. **Officer**. A person who has the authority to bind the Corporation as designated in the By-Laws of the Corporation.
- vi. **Related Party**. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:
 - a. Trustees, Officers, or Key Persons of the Corporation or any Affiliate of the Corporation;
 - b. Relatives of any individual described in subparagraph (a) of this subsection;
 - c. Any entity in which a person in subparagraph (a) or (b) of this subsection has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%; and
 - d. Founders of the Corporation
- vii. **Related Party Transaction**. Any transaction, agreement or any other arrangement in which a Related Party has a Financial Interest and in which the Corporation or any Affiliate of the Corporation is a participant, except that a transaction shall not be a Related Party Transaction if: (i) the transaction or the Related Party's financial interest in the transaction is de minimis; (ii) the transaction would not customarily be reviewed by the Board or boards of similar organizations in the ordinary course of business and is available to others on the same or similar terms; or (iii) the transaction constitutes a benefit provided to a Related Party solely as a member of a class of the beneficiaries that the Corporation intends to benefit as part of the accomplishment of its mission which benefit is available to all similarly situated members of the same class on the same terms.
- viii. **Relative**. A spouse or domestic partner as defined in section 2994-A of the New York Public Health Law; ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren; or spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.
- ix. **Trustee**. Any voting or non-voting member of the governing board of the Corporation.

i. **Financial Interest.** A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the Corporation.

ii. **Independent Trustee.** A member of the Board who:

- . Has not been an employee of the Corporation, a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
- a. Does not have a Relative who has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
- b. Has not received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
- c. Does not have a Relative who has received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
- d. Does not have a substantial Financial Interest in and has not been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY CLS N-PCL §102(21), over the last three fiscal years (payment does not include charitable contributions);
- e. Does not have a Relative who has a substantial Financial Interest or who has been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY CLS N-PCL §102(21), over the last fiscal three years (payment does not include charitable contributions);
- f. Is not a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
- g. Does not have a relative who is a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years.
- h. Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;
- i. Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;

iv. **Key Person.** A person, other than a director or officer, whether or not employed by the Corporation, who (a) has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of directors and officers; (b) manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or (c) alone or with others controls

Article 5

Disclosures

Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees shall disclose in writing to the Board Secretary:

- . Any entity of which the Trustee is an officer, director, trustee, member, owner or employee;
- i. Any entity of which a Relative of the Trustee is an officer, director, trustee, member, owner or employee and with which the Corporation has a relationship;
- ii. Any Financial Interest the Trustee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the Corporation for a fee or other compensation; and
- iii. Any position or other material relationship such Trustee may have with any not-for-profit corporation, or any position or other material relationship held by a Relative of such Trustee, with which the Corporation has a business relationship.

Each Trustee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy. The Secretary shall provide a copy of all completed statements to the Chair of the Board.

Article 6

Miscellaneous

Section 1. Any contract willfully entered into by or with the Corporation which is prohibited by this Conflict of Interest Policy shall be null, void and wholly unenforceable.

Section 2. Trustees, Officers, Key Persons and employees shall make all appropriate disclosures whenever a grievance or conflict of interest is lodged against them.

Section 3. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict of Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Article 7

Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

known to such Trustee, Officer, Key Person or employee with respect to the actual or potential conflict of interest. Such written disclosure shall be made part of and be set forth in the minutes of the Board. All such potential or actual conflicts of interest shall be reviewed by the Board.

Any Trustee, Officer, Key Person or employee to which the potential or actual conflict of interest relates shall not be present at or participate in the Board or committee deliberation or vote on the matter giving rise to such conflict; provided that nothing shall prohibit the Board or a committee from requesting that the person with the conflict of interest present information as background or answer questions at a committee or Board meeting prior to the commencement of deliberations or voting relating thereto.

If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members present and voting at the meeting; provided, that a Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer, Key Person or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with BRACS.

Article 3

Committee Review

The Board may delegate to the Audit Committee or any Board committee composed solely of Independent Trustees (each a "Committee") the implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article 4

Records of Proceedings

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

- . The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board's decision as to whether a conflict of interest exists.
- i. The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer, Key Person or employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board.

The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.

BRICK Rochester Academy Charter School

CONFLICT OF INTEREST POLICY

The purpose of this Conflict of Interest Policy (the “Policy”) is to protect the interests of BRICK Rochester Academy Charter School (“BRACS” or the “Corporation”) when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person or employee of the Corporation. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person, or employee of the Corporation, the Board of Trustees of the Corporation (the “Board”) shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1

Conflicts of Interest

Section 1. Trustees, Officers and employees of the Corporation, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the Corporation, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with BRACS, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the Corporation is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with BRACS), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. Trustees, Officers and Key Persons of the Corporation are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the Corporation at the time of such determination.

With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available, approve the transaction by not less than a majority vote of those present at the meeting, and contemporaneously document in writing the basis for the approval and the consideration of any alternative transactions.

Section 3. Employees of BRACS may not serve on the Board.

Article 2

Disclosure and Voting

Any person with a potential or actual conflict of interest described in Article 1 of this Policy must promptly disclose such potential or actual conflict of interest in good faith in writing to his or her immediate supervisor, as applicable, and to each member of the Board, together with all material facts

16. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.
17. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
18. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
19. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.
20. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth \$75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.⁹
21. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.
22. **Related Party Transactions.** The School does not anticipate having any Related Party Transactions that have occurred or may occur as a result of a less than arm's length relationship with a Related Party. The School has established requirements and procedures in its Conflict of Interest Policy to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.
23. **Penalties.** In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law. Any contract entered into in violation of this Code of Ethics shall be null, void, and wholly unenforceable. In addition, violations of the General Municipal Law are misdemeanors.

⁹ General Municipal Law §805-a(1)(a).

10. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, 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 in writing to his or her immediate supervisor and to the Board on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter, including oral agreements.⁵ Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A Trustee, officer or employee shall be deemed to have an "interest" in a contract or other transaction if he or she, or such person's spouse, minor children and dependents, is the party (or one of the parties) contracting or dealing with the School (except a contract of employment with the School), or is a director, trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.
11. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
12. **Business Relationship with the School.** No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the approval of such relationship complies with the terms and procedures of the Conflict of Interest Policy and in any such case, shall not be permitted to be an officer of the Board.
13. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.⁶
14. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.⁷
15. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.⁸

⁵ General Municipal Law § 803.

⁶ General Municipal Law § 806(1)(a).

⁷ *Id.*

⁸ *Id.*

that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.³

5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a potential Conflict of Interest (as defined in the Board's Conflict of Interest Policy (the "Conflict of Interest Policy") and also incorporated in the By-laws; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.⁴
7. **Self-Dealing Transactions.** A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Neither members of the Board nor the employees of the School shall engage in any Self-Dealing Transaction, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
8. **Loans.** The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.
9. **No Interest.** No Trustee, officer or employee shall have an interest in any contract with the School of which he [or she] is an officer or employee, when such officer or employee, individually or as a member of a board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder (b) audit bills or claims under the contract, or (c) appoint an officer or employee who has any of the powers or duties set forth above and (2) no chief fiscal officer, treasurer, or his [or her] deputy or employee, shall have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the School. The provisions of this section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any School officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.

³ General Municipal Law § 805-a(1)(d).

⁴ General Municipal Law § 805-a(1)(b).

R-14f - Code of Ethics

BRICK Rochester Academy Charter School

CODE OF ETHICS

The Board of Trustees (the “Board”) of BRICK Rochester Academy Charter School (the “School”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a “Trustee” and collectively, “Trustees”) and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the “Code of Ethics”) consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law, as amended by the Non-Profit Revitalization Act of 2013.

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School.¹ This Code of Ethics is incorporated by reference into the School’s duly adopted by-laws (the “By-laws”). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s Charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. **Makeup of the Board.** All Board members shall be at least 18 years of age. Not more than 40 percent of the Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any person in a Trustee’s Family.
3. **Representation before the Board.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.²
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided

¹ General Municipal Law § 806(2).

² General Municipal Law § 805-a(1)(c).

- Any amendment to the formal complaint policy must be approved by the BRACS Board and must be consistent with applicable law and due process. All such amendments will also be reported as part of the School's annual report.

Informal Complaints

Informal complaints that are not about a violation of a specific law or aspect of the charter, and any other complaint that can be resolved at the School level should be submitted directly to the School Leader or his or her designee. To assist individuals in getting the quickest response to any informal complaint, the school encourages individuals to address informal complaints in the manner described below by:

- Working directly with a teacher for a classroom complaint related to academics or culture or with the office manager for an operational complaint.
- Escalating to a Vice Principal of Culture for concerns involving student culture, or to a Vice Principal of Instruction regarding other academic matters, or to the Operational Manager for an operational complaint.
- Escalating further to the School Leader for academic or cultural matters or to the Director of Operations for operational matters.
- Escalating further to the BRICK WNY Superintendent for academic and cultural matters or to the BRICK Regional Director of Operations for operational matters.
- Escalating to the Personnel committee of the Board.
- If unclear, the complainant should ask the School Leader whom to speak with first to ensure a timely response to their complaint.

Upon receipt of the complaint, the School Leader or his or her designee will investigate the allegations and will respond verbally unless otherwise requested within ten (10) business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to BRICK WNY Superintendent. The BRICK WNY Superintendent will act as an appeals body for any complaints that are not satisfactorily resolved by the School Leader. The BRICK WNY Superintendent will also directly review any complaints that concern the School Leader. Please note that the SUNY Charter Schools Institute does not handle informal appeals.

R-14g - Complaint Policy

Section 2855 (4) of the NYS Charter Schools Act provides that a parent or any other individual, entity or group may bring a complaint to the Board of Trustees alleging that a charter school has violated a term of its charter or applicable law relating to the management or operation of the charter school. The processes the school will follow to address these formal complaints, as well as other informal complaints, are described below.

Formal Complaints

Formal complaints to the Board of Trustees (the Board) should be in writing and should include a detailed statement of the complaint, including the names of the individuals involved and what provision of the School's charter or the law may have been violated. The complaint should also state what response has been received from the School thus far and what specific action or relief the entity bringing the complaint is seeking. It must also include the name, address and phone number of the complainant.

The Board may delegate the investigation of formal complaints to the BRICK WNY Superintendent who will take the necessary steps to investigate the complaint. The complainant will also be provided an opportunity to address the Board, or a committee thereof, at its next scheduled meeting, as applicable, or the next meeting after completion of any investigation, and the Board will use its best efforts to provide a response within thirty (30) days of receiving the formal, written complaint or of receiving the complainant's testimony. If the complainant is not satisfied with the Board's resolution of the matter, the complainant may appeal the Board's decision to the School's authorizer, the Board of Trustees of the State University of New York, through its Charter Schools Institute. If the complainant is not satisfied with the authorizer's decision, the complainant may appeal it to the State Board of Regents, whose decision shall be final.

In order to ensure all stakeholders are aware of the formal complaint process, BRACS will take the following measures:

- The formal complaint process will be provided annually to all members of the Board of Trustees and shared with each new Board member as part of Board member orientation.
- A copy of the school's formal complaint policy will be distributed to the parents and/or guardians of students enrolled in the respective school as part of new student enrollment paperwork and summer orientation paperwork each year.
- A copy of the complaint policy will be kept on file in the School's main office.
- The response to formal complaints will:
 - 1. be in writing;
 - 2. clearly set forth the reasoning of the person or entity making the decision; and
 - 3. be given to the complainant within the time frame set forth in the complaint policy (30 days) unless a sound reason exists for delay.
- Upon resolution of the formal complaint, the education corporation will provide the complainant:
 - 1. its 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 Charter Schools Institute if the complaint involves a violation of law or charter; and,
 - 3. a copy of the Charter School Institute's Grievance Guidelines (available on the Institute's website: <http://www.newyorkcharters.org/contact-us/complaint-process-foil-requests/>.)

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Skills

- Curriculum development
- Presentation skills
- Event planning
- Project planning
- Excellent communication skills- written and verbal
- Strategic planning
- Performance management
- Human resources
- Church administration/Management
- Leadership
- Public speaking
- Time management
- Friendship evangelism seminar

A horizontal bar chart titled "U.S. should take action to address climate change" showing the percentage of respondents who believe the U.S. should take action to address climate change. The chart is broken down by age group (18-29, 30-49, 50-69, 70+) and gender (Male, Female). The y-axis lists the demographic groups, and the x-axis shows the percentage from 0 to 100. The bars are color-coded: blue for Male and orange for Female. The data is as follows:

| Age Group | Gender | |
|-----------|--------|-----|
| 18-29 | Male | 92% |
| | Female | 95% |
| 30-49 | Male | 88% |
| | Female | 90% |
| 50-69 | Male | 85% |
| | Female | 87% |
| 70+ | Male | 82% |
| | Female | 84% |

[illegible]

| Group | Should take action | Should not take action |
|-----------------|--------------------|------------------------|
| All respondents | 85% | 15% |
| Male | 83% | 17% |
| Female | 87% | 13% |
| 18-29 | 88% | 12% |
| 30-49 | 85% | 15% |
| 50-69 | 82% | 18% |
| 70+ | 80% | 20% |

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V. Michael Mitchell, IV, M.Ed.

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Education

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Contact



Top Skills

- Strategic Planning
- Project Management
- Legislative Relations

Shanai Lee, MBA, Ed.D.



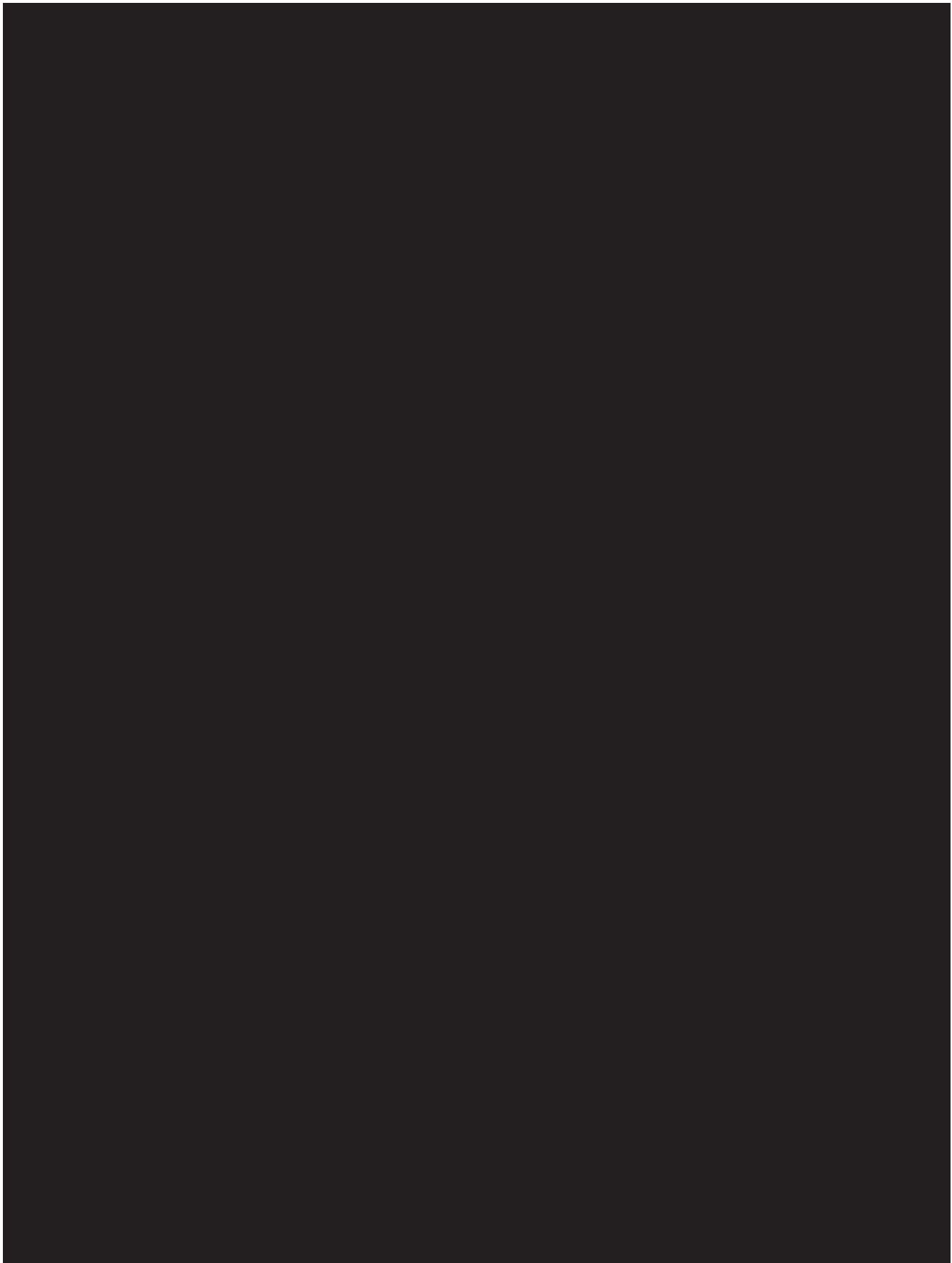
Summary

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Dominique D. Lee



EDUCATION

Master of Arts



Bachelor of Arts

RELEVANT EXPERIENCE



Martha M. Cole is a distinguished community service professional renowned for her dedication to innovation, cultural inclusion, education, and advocacy. With over fifteen years of experience, Martha has established herself as a trusted organizational infrastructure curator and capacity builder. She is adept at developing and fortifying the skills, instincts, abilities, processes, and resources necessary for organizations and communities to flourish in an ever-evolving landscape.

She currently serves as the Strategic Partner and Community Engagement Manager at the Rochester-Monroe County Anti-Poverty Initiative (RMAPI), where she plays a pivotal role in fostering strategic partnerships and engaging the community to address poverty and promote upward mobility. In this capacity, Martha leverages her extensive experience to develop and implement initiatives to empower individuals and families facing financial hardship, advocate for systemic change, and foster collaboration across sectors.

Martha is also an accomplished educator and curriculum specialist with over 18 years of experience in direct instruction, curriculum design, and cultural diversity. She is known for her ability to motivate and engage teachers in developing and implementing progressive curriculum designs, with a track record of consistently enhancing student outcomes. Additionally, Martha has held various leadership roles, including Program Director at Apex Institute, leading collegiate juniors and seniors to create and shape local, state, and federal policies, Executive Director at Shelectricity, Program Director at Digital Opportunity Trust, Program Supervisor at Catapult Learning, Lead Teacher/Counselor at Youth Villages, Inc., and Director of Coordinated Community Response and Special Programs at Family Safety Center.

Her expertise includes family, behavior, and trauma counseling, which she has honed over seventeen years within clinical and educational settings. Martha's advocacy efforts have provided opportunities for her to work directly with programs addressing societal issues and to raise awareness of pressing challenges.

Martha has received numerous awards and accolades throughout her career, including the esteemed Jimmy Delnoah Williams Friend to Education Award (2018) from Businesses United to Recognize Educators. She serves as Chairman of the Board of the YMCA-Fogelman and is a board member of the GRAD-US Project and Angel's Home. Martha is a member of the Governing Council for the Community Alliance for the Homeless and Alpha Kappa Alpha Sorority, Inc.

Martha received her M.Ed. from Delta State University, Cleveland, MS. She is married to Dr. Robin Cole, Jr., and is a mother to one daughter, Chasden, and two stepchildren, Elizabeth and RJ.

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Kathleen Black

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R-14h - Board Member Resumes


See attached.

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

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, , certify to the best of my knowledge and ability that the information provided to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the BRICK Rochester Charter School is true and correct in every respect.


Signature

5/30/2024

Date

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .
13. If the education corporation 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, .
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, .

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
BRICK Rochester Charter School
2. Full name: Cynshei Wilson
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
[REDACTED]
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, .
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, .

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.

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

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

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.).



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: November 2018


SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

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

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

 certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the BRICK Rochester Charter School is true and correct in every respect.


Signature

6/3/2024

Date

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. ☐ Not applicable because the education corporation does not contact with a management company or charter management organization. ☒ I / we do not know any such persons. ☐ Yes, .
13. If the education corporation 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, .
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, .

Request for Information Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
BRICK Rochester Charter School
2. Full name: V. Michael Mitchell
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
[REDACTED]
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, .
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, .

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.

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

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

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.).



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: November 2018


SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

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

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

 certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the BRICK Rochester Charter School is true and correct in every respect.


Signature

6/2/2024

Date

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. ☐ I / we do not know any such employees. ☒ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☐ I / we do not know any such persons. ☒ Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ I / we do not anticipate conducting any such business. ☒ Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, .
13. If the education corporation 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, .
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, .

Request for Information Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
BRICK Rochester Charter School
2. Full name: Shanai Lee
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
[REDACTED]
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, .
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, .

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.
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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:
 - 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.

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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

INTRODUCTION

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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.).



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: November 2018


SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

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

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

 certify to the best of my knowledge and ability that the information provided to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the BRICK Rochester Charter School is true and correct in every respect.


Signature

6/1/2024

Date

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .
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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, .
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Request for Information Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
BRICK Rochester Charter School
2. Full name: [REDACTED]
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
[REDACTED]
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, .
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☒ Does not apply to me. ☐ Yes, .

trustee in writing within 45 days of submission of *all* of the required documentation:

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 - 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.

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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

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.).



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: November 2018


SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org


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

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

, certify to the best of my knowledge and ability that the information provided to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the BRICK Rochester Charter School is true and correct in every respect.


Signature

5/15/2024

Date

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. ☒ Not applicable because the education corporation does not contact with a management company or charter management organization. ☐ I / we do not know any such persons. ☐ Yes, .
13. If the education corporation 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, .
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, .

Request for Information Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
BRICK Rochester Charter School
2. Full name: Martha M. Cole
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (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, .
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, .

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.

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

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:

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- 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

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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.).



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: November 2018


SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
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(518) 445-4250 (phone)
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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, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate 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, .
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.

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, , certify to the best of my knowledge and ability that the information provided to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the BRICK Rochester Charter School is true and correct in every respect.

6/1/2024

Date

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .
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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, .
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**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
BRICK Rochester Charter School
2. Full name: Kathleen G Black
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
[REDACTED]
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, .
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, .

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.

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C. Discussion

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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: November 2018

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

R-14i - Board Member RFI Forms

See attached.

| | | | | | | |
|--|---|-------------------------------|-----|--|--|--|
| | Rochester Prep St. Jacob Campus – Elementary School | Local Support and Improvement | K-4 | | | |
| | Rochester Prep St. Jacob Campus – Middle School | Local Support and Improvement | 5-8 | | | |

BRACS is poised to serve this community by introducing a high-quality educational option, drawing on the successful BRICK model implemented in Newark and Buffalo. This model has demonstrated significant effectiveness in supporting similar student demographics, making substantial academic gains by addressing the effects of poverty through holistic educational approaches.

Partnership Strategies with Local Low-Performing Schools:

1. **Sharing Best Practices:** BRACS plans to collaborate with local low-performing schools to share successful strategies that have been effective in other BRICK network schools. This includes professional development in culturally responsive teaching, the use of restorative practices rather than exclusionary discipline, and strategies for engaging families in the education process.
2. **Joint Professional Development Programs:** By extending invitations to educators from neighboring schools for joint professional development sessions, BRACS aims to foster a community of learning and improvement. These sessions would focus on instructional strategies that promote equity and inclusion, such as differentiated instruction tailored to meet the diverse needs of students.
3. **Data Sharing and Analysis:** BRACS will work with local schools to share data and insights on student performance and educational strategies that yield positive results. This collaborative approach to data analysis can help identify effective practices and areas needing attention, facilitating targeted interventions.
4. **Culturally Responsive Curriculum Development:** Partnering with local schools to develop and refine curricula that reflect the cultural backgrounds and experiences of students in Rochester. This effort can be supported by the expertise gained from BRICK's implementation of its emancipation curriculum and other culturally tailored educational resources.
5. **Community Engagement Initiatives:** Engaging with the broader community through events and programs that bring together students, parents, and educators from BRACS and local schools. These initiatives would not only build stronger community ties but also promote shared resources like health and wellness programs, after-school tutoring, and enrichment activities.
6. **Building a Diverse and Inclusive Staff:** Collaborating to build pipelines for recruiting and retaining a diverse educational workforce that mirrors the student demographic. This includes shared training programs aimed at developing teachers who are not only high-performing but also culturally competent.

By implementing these strategies, BRACS aims to not only uplift its students but also to positively influence the surrounding educational landscape in Rochester. The focus on collaborative improvement and community engagement is intended to create a ripple effect, enhancing educational outcomes across the district's most challenged areas.

The schools below, ten district and five¹ charter, are located within BRACS's target zip codes.

| Zip Code | School | Accountability Status | Grade Span | Enrollment | ELA Proficiency % | Math Proficiency % |
|-----------------------|---|---------------------------------------|-------------------|-------------------|--------------------------|---------------------------|
| 14605 (NE Zone) | Martin Luther King, Jr. School #9 | Comprehensive Support and Improvement | PreK-6 | 567 | 7 | 7 |
| | Abraham Lincoln School #22 | Comprehensive Support and Improvement | PreK-6 | 432 | 15 | 18 |
| | World of Inquiry School #58 | Comprehensive Support and Improvement | K-6, 7-12 | 798 | 12 | 9 |
| 14608 (NW Zone) | John Williams School #5 | Comprehensive Support and Improvement | PreK-6 | 579 | 13 | 10 |
| | Dr. Charles T. Lunsford School #19 | Local Support and Improvement | PreK-6 | 261 | 25 | 27 |
| | Nathaniel Hawthorne School #25 | Local Support and Improvement | PreK-6 | 228 | 17 | 21 |
| 14611 (South Zone) | Enrico Fermi School #17 | Comprehensive Support and Improvement | PreK-6 | 572 | 11 | 4 |
| | George Mather Forbes #4 | Local Support and Improvement | PreK-6 | 240 | 12 | 5 |
| | Rochester Prep Jay Campus – Elementary School | Local Support and Improvement | K-4 | | | |
| | Rochester Prep Chili Campus – Middle School | Local Support and Improvement | 5-8 | | | |
| 14621 (NE Zone) | Helen Barrett Montgomery School #50 | Comprehensive Support and Improvement | PreK-6 | 592 | 15 | 13 |
| | Mary McLeod Bethune School #45 | Comprehensive Support and Improvement | PreK-6 | 467 | 8 | 6 |
| | Eugenio María de Hostos Charter School | Targeted Support and Improvement | K-12 | 979 | 21 | 18 |

¹ As Rochester Prep School 3 implements its program across several different campuses with various grade spans, there is limited ability to discern discrete enrollment and performance information from data.nysed.gov which reports on the school as one whole.

Our approach to building a relationship with the Rochester School District will be holistic, responsive to the local context, and built on a foundation of transparency and collaboration. Drawing on lessons from other districts, like Buffalo, provides a roadmap for establishing a fruitful partnership.

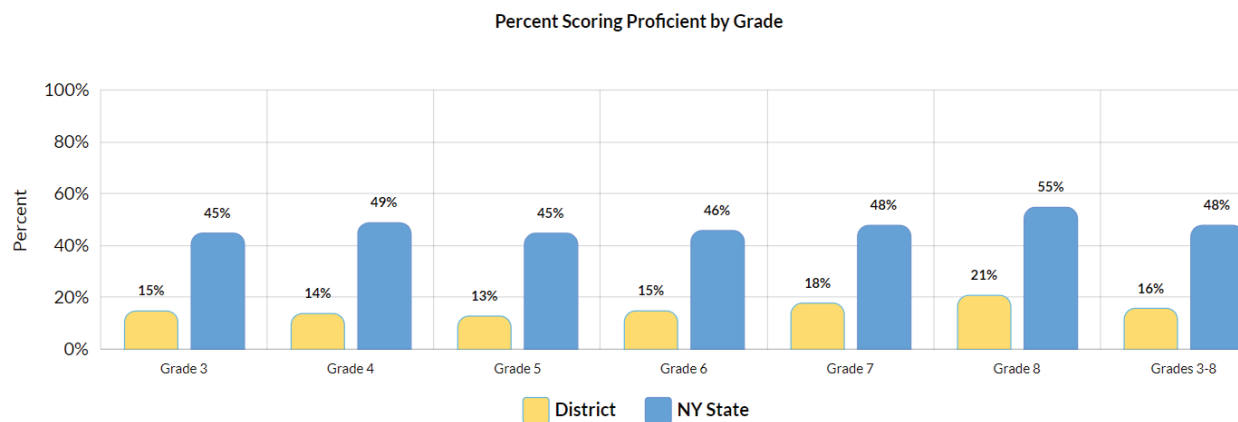
School Partnerships

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.

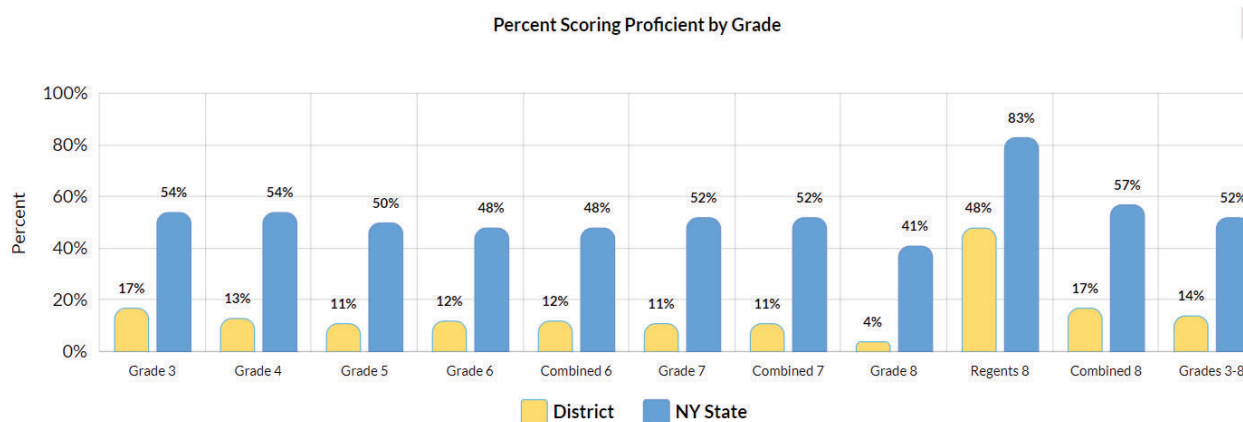
Existing Education Options

The vast majority of children in Rochester attend schools that consistently perform well below statewide averages across various metrics, such as student proficiency in English and math, Regents exam performance, graduation rates, student absenteeism, and teacher certification. Academic achievement data from last school year demonstrate a consistent and significant gap between the districts' performance at every grade level relative to the New York state average.

Districtwide English Language Arts Proficiency, 2022-23.



Districtwide Math Proficiency, 2022-23.



5. Collaborative Projects and Partnerships: We are working to establish partnerships with the district focused on shared educational and community goals. This includes joint initiatives such as professional development programs, where we share knowledge and resources. Drawing on our experiences from our other network schools, we plan to introduce programs that support professional development in culturally responsive teaching and shared social service supports, underscoring our commitment to the community's wellbeing.

6. Sharing Resources and Providing Open Access: We will offer resources, including professional development sessions and educational materials, with the district. This policy of open access is intended to foster a spirit of collaboration and enhance educational practices across the district. As with our efforts in Newark and Buffalo, we will make these professional development sessions available to district teachers at no cost, laying a strong foundation for collaborative relationships.

7. Building a Shared Talent Pipeline: We are collaborating with partners and other schools within the district to create pathways for recruiting and supporting diverse educators and school leaders. This strategy hopes to address both immediate staffing needs and contributes to long-term educational quality and diversity, ensuring a robust educational environment for all.

Evidence of Previous Efforts and Results:

- Our outreach efforts have included attending educational events and directly engaging with district leadership, which has helped us in understanding and integrating effective educational practices into our programming and offerings.
- Regular meetings with district representatives on operational issues such as transportation and food services will continue to help us facilitate smoother collaborations and improved service delivery.
- The engagement in Buffalo led to the recognition of efforts in culturally responsive education, which can be a model to replicate in Rochester.

Anticipated Challenges:

- The existing tension between charter schools and traditional public schools may present initial barriers to collaboration.
- Differing administrative priorities and resource limitations can also pose challenges.
- Superintendent Carmine Paluso has recently announced his departure from the district posing a possible challenge in ongoing and steady leadership.

Opportunities:

- Rochester's educational landscape provides a unique opportunity to address profound social and educational disparities.
- The district's needs can catalyze innovative educational programs and partnerships that might serve as models for other regions.

R-15 District Relations

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.

To establish and maintain an effective relationship with the Rochester City School District (RCSD), it is essential to focus on collaboration, mutual understanding, and shared goals. Building a positive relationship with the Rochester City School District is essential for the success of BRACS, as it fosters a cooperative environment that can enhance educational outcomes for ALL students. Such a relationship will ensure that BRACS can effectively collaborate on shared goals, leverage district resources, and address the specific needs of the community, thereby increasing the potential for sustained success and community impact. Drawing from successful strategies that BRICK has utilized in other regions, and specifically in Buffalo, a multi-faceted approach will be employed.

1. Understand and Acknowledge Local Context and History: Rochester has a rich but complex history, characterized by issues of segregation and inequality, especially in housing and education. Recognizing this context and showing a commitment to addressing these historical disparities is crucial. For instance, acknowledging the ongoing challenges faced by families in and tailoring educational programs to meet their specific needs can demonstrate a genuine intent to contribute positively to the community.

2. Ecosystem Collaboration: BRACS is committed to fostering a robust ecosystem of social service supports for students and families in Rochester, drawing on the BRICK network's extensive experience from the Promise Neighborhood in Newark and the East Side of Buffalo. This approach involves working collaboratively with local agencies and other schools to ensure comprehensive support services are accessible to all families in the area. BRACS plans to enhance these partnerships by understanding the existing services offered by other schools and exploring collaborative service delivery models. For instance, initiatives like allowing students from various schools to participate in events such as the Back to School Barbecue and access essential health services, like vision screenings and physical exams, are part of our strategy. This commitment to community-wide support mirrors the successful implementation of similar programs in other BRICK schools, aiming to make beneficial ecosystem programming as accessible as possible to the Rochester community.

3. Engage in Direct Outreach: Just as in Buffalo and Newark, where direct communications such as certified letters and emails were (and continue to be) sent to school board members, a similar approach has been taken in Rochester. Keeping district officials regularly informed about BRACS' programs, activities, and community commitment, as well as continuing to invite them to participate in or observe our programs will help build trust and openness.

4. Participating in and Supporting Local Events: We are actively engaging in local events, attending school board meetings, and participating in community forums. This ongoing involvement demonstrates our commitment to the Rochester community and aids in aligning BRACS' offerings with the district's needs. Rochester has gone through the loss of their Superintendent and is experiencing challenges at the district level with leadership stability. While this is difficult, it is not uncommon in our experience, and we will continue to work with the soon to be established Superintendent and named leadership team to employ our relationship building strategies.

R-16ac - Facilities

Facility Needs

Ideally, BRICK aims to secure a facility capable of accommodating the school's expansion over the initial five-year period. However, should this prove unattainable, the absolute minimum BRICK can consider is a space conducive to nurturing the school's development for a duration of three years. The school's target zip codes are 14613, 14615, 14611, and 14614, so a location centralized to those neighborhoods and public transportation routes is preferred.

Basic square footage request

| Category | Description | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------|---|--------|--------|--------|--------|--------|
| K | Classrooms 600 square feet | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 |
| 1 | Classrooms 600 square feet | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 |
| 2 | Classrooms 600 square feet | | 1,800 | 1,800 | 1,800 | 1,800 |
| 3 | Classrooms 600 square feet | | | 1,800 | 1,800 | 1,800 |
| 4 | Classrooms 600 square feet | | | | 1,800 | 1,800 |
| 5 | Classrooms 600 square feet | | | | | 1,800 |
| 6* | Classrooms 600 square feet | | | | | |
| Main Office | Main Office (Clerks, Principal, Operations Manager) | 700 | 700 | 700 | 700 | 700 |
| Gym/Multi Purpose/Cafe | Multipurpose room for gym and lunch | 4000 | 4000 | 4000 | 4000 | 4000 |
| Kitchen | Warming kitchen | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| SEL Offices | Deans, Socials Workers | 150 | 150 | 300 | 300 | 450 |
| Academic Offices | SPED, Intervention | 150 | 150 | 300 | 450 | 450 |
| Playground | | 2,000 | 2,000 | 2000 | 2000 | 2000 |
| Total | | 11,600 | 13,400 | 15,500 | 17,450 | 19,400 |

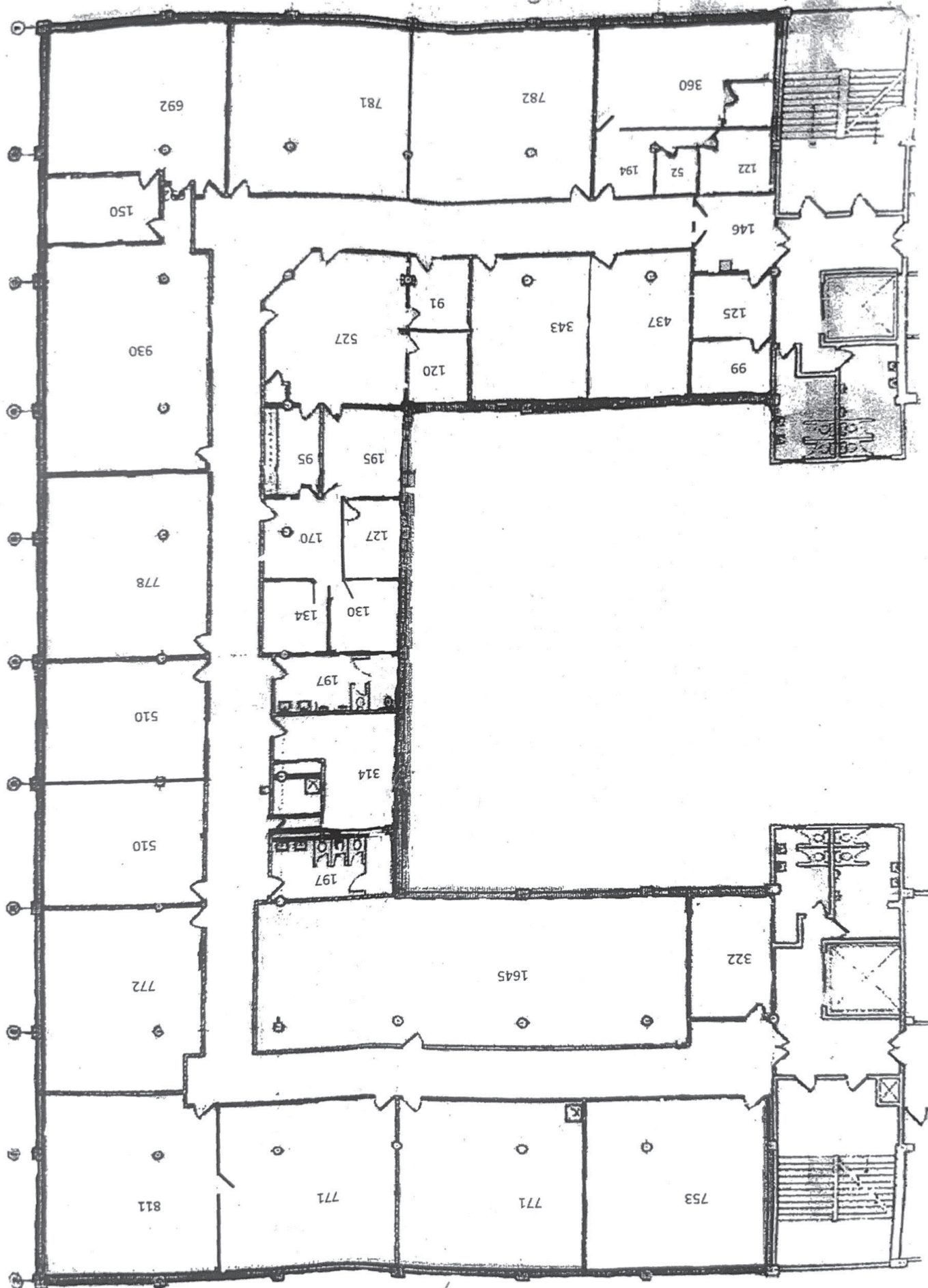
*While the school would not serve 6th grade by the end of BRACS's initial charter term, the team is including the need for 1,800 additional square feet to accommodate that grade level in its long term facility considerations

Facility Selection

BRICK has partnered with Benchmark Realty Advisors, a well-established Rochester brokerage and advisory firm, to explore facility options across the city. With Benchmark's extensive local market knowledge and deep roots in the Western New York region, the team has sourced three potential properties that could serve the school (please see details in R-16d) within conservative budgetary parameters. BRACS would prioritize flexible arrangements for renting and/or rent-to-own options. The school's preferred approach involves a gradual rent escalation model aligned with its enrollment pattern. Given that the school will not reach full scale by year 5, sustaining the burden of full-scale rent or mortgage payments becomes challenging. Therefore, BRICK is actively seeking facility solutions that accommodate this growth trajectory.

Facility-Related Conflicts of Interest

BRACS will ultimately lease its selected facility. Accordingly, there will be no conflict of interest between BRICK and the charter school. Furthermore, no BRACS Trustee will have an ownership interest in the selected facility. At this time, the school has no immediate plans to own a facility.



52F3



2,793 SF Entrance



Cafeterium/Gym



Classroom II



Gym - Recreation Area



2,793 SF Breakroom



Interior Photo



Western Facade



Exterior



Building Photo



Bond West Side



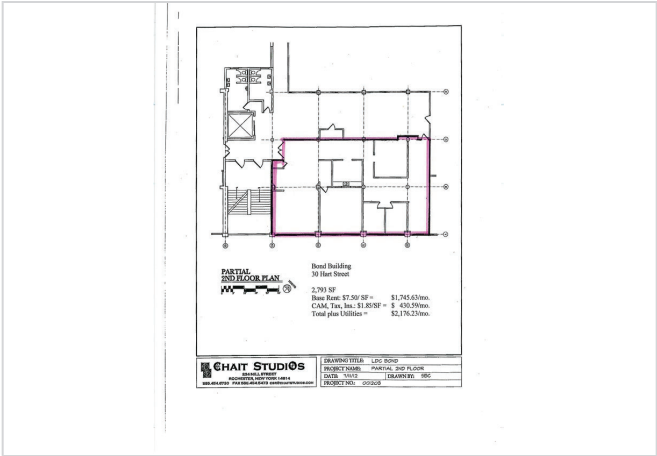
Entrance Painting



2,793 SF Breakroom1



Primary Photo



2,793 SF Floor Plan



Small Gym - Nice Floors!



Large Classroom/Training Room



School Training Facility Hallway



Break Room

Building Amenities

| | |
|------------------|-----------------|
| Air Conditioning | Central Heating |
| Bus Line | Kitchen |

Building Notes

Property located off St. Paul Street north of Upper Falls Blvd. Convenient to downtown and expressways. Busline. Upgraded building systems. On-site Facility Manager. Ideal for office/educational space. Other tenants include Hillside Children’s Center, The Rochester City School District, and the Family Learning Center.

Public Transportation

| Airport | Drive | Distance |
|---------|--------|----------|
| | 10 min | 5.5 mi |

Location

| | |
|-------------------|-------------------|
| Zip | 14605 |
| Submarket | Greater Rochester |
| Submarket Cluster | Greater Rochester |
| Location Type | Urban |
| Market | Rochester |
| County | Monroe |
| State | New York |
| CBSA | Rochester, NY |
| DMA | Rochester, NY |
| Country | United States |

Public Record

| | |
|---------|----------------------------------|
| Parcels | 261400-106-370-0003-028-002-0000 |
|---------|----------------------------------|

Demographics

| | 1 mile | 3 miles |
|-----------------------------|----------|----------|
| Population | 22,643 | 187,890 |
| Households | 8,612 | 77,570 |
| Median Age | 33.30 | 35.50 |
| Median HH Income | \$22,689 | \$37,971 |
| Daytime Employees | 15,951 | 121,040 |
| Population Growth '23 - '28 | ↑ 1.35% | ↑ 1.08% |
| Household Growth '23 - '28 | ↑ 1.70% | ↑ 1.19% |

Traffic

| Collection Street | Cross Street | Traffic Vol | Last Me... | Distance |
|-------------------|----------------|-------------|------------|----------|
| Scrantom St | Conkey Ave NE | 1,118 | 2022 | 0.13 mi |
| Clifford Avenue | Conkey Ave W | 4,949 | 2022 | 0.23 mi |
| Clifford Ave | Conkey Ave W | 6,083 | 2022 | 0.23 mi |
| Lowell St | Mertz Aly NW | 21,535 | 2019 | 0.26 mi |
| Roth St | Clifford Ave S | 470 | 2022 | 0.26 mi |
| Conkey Ave | Woodford St N | 2,938 | 2022 | 0.27 mi |
| St Paul St | Lowell St NW | 16,864 | 2022 | 0.27 mi |
| Saint Paul St | Lowell St NW | 16,949 | 2019 | 0.27 mi |
| Saint Paul Street | Zoo Rd N | 15,049 | 2022 | 0.28 mi |
| Bausch St | Suntru St SW | 22,373 | 2022 | 0.30 mi |

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Flood Risk

| | |
|-----------------|---|
| Flood Risk Area | Moderate to Low Risk Areas |
| FEMA Flood Zone | B and X Area of moderate flood hazard, usually the area between the limits of the 100-year and 500-year floods. |
| Floodplain Area | 100-year and 500-year |
| In SFHA | No |
| FEMA Map Date | Jan 1, 1900 |

Property ID: 1421833



| | | | | | | |
|----------------------|---------|--------|-------|-----------------|---------------|--------------------|
| Office - [REDACTED] | 318,000 | 5.02 | 1940 | 2,793 - 269,461 | 79,500 | \$9.00 - 10.00/NNN |
| Submarket [REDACTED] | SF RBA | AC Lot | Built | Available SF | Max Contig SF | Asking Office Rent |

Building

| | | | |
|---------------|---------------|-------------|--------------|
| Type | 2 Star Office | | |
| Location | Urban | | |
| RBA | 318,000 SF | Year Built | 1940 |
| Stories | 6 | Tenancy | Multi |
| Typical Floor | 79,500 SF | Owner Occup | No |
| Class | B | Elevators | 3 with 1 frt |
| Construction | Masonry | Sprinklers | Wet |

Opportunity Zone Yes

Walk Score® Somewhat Walkable (61)
Transit Score® Some Transit (41)

Parking Ratio 0.47/1,000 SF

Parking Type Spaces
Surface 150

Land

| | | | |
|------------|------------|---------|------------|
| Land Acres | 5.02 AC | Land SF | 218,671 SF |
| Bldg FAR | 1.45 | | |
| Zoning | Commercial | | |

Tenants

| Name | SF Occupied |
|-----------------------------|-------------|
| Oaces | 30,000 |
| Head Start | 12,000 |
| Youth & Justice Program | 10,500 |
| Hillside Family Of Agencies | 1,500 |
| Parent Information Center | 1,000 |

3 Other Tenants

Source: CoStar Research

About the Owner



Since Jun 21, 2010

With over fifty years of real estate experience, Landsman Development Corp. and its subsidiary companies, Landsman Real Estate Services, Inc., and Landsman Building Services Group, Inc., have become a one-stop shop for commercial and residential real estate needs.

Today Landsman manages over 2,500 residential units and over 2,000,000 square feet of commercial property, including Medical Office, Flex, Warehouse, Manufacturing, and retail space.

Landsman offers a unique combination of commitment and competence. They offer a wide range of value-added services and capabilities in every area of property management.

For Lease

| | | | |
|----------------|----------------|--------------|------------|
| Smallest Space | 2,793 SF | Office Avail | 269,461 SF |
| Max Contiguous | 79,500 SF | | |
| # of Spaces | 7 | | |
| Vacant | 178,180 SF | | |
| % Leased | 44.0% | | |
| Rent | \$9.00 - 10.00 | | |
| Service Type | Triple Net | | |

Space

| Floor | Available | Use | Rent | Services |
|-------|-----------------|--------|----------|----------|
| P 1st | 5,944 - 22,1... | Office | \$10.00 | NNN |
| P 1st | 57,378 SF | Office | \$9.00 | NNN |
| P 2nd | 2,793 SF | Office | \$10.00 | NNN |
| P 2nd | 28,168 SF | Office | Withheld | - |
| E 3rd | 79,500 SF | Office | Withheld | - |
| P 4th | 22,122 - 66,... | Office | \$10.00 | NNN |
| P 4th | 13,134 SF | Office | Withheld | - |

Leasing Highlights

- Multiple Options Available - Subdivide is possible.
- Top Floor can be built out to your exact needs - Phenomenal view of City all the way to the Lake!

Leasing Activity

| Sign ... | Leased | Use | Rent | Services | Rent T... |
|----------|-----------|--------|--------|----------|-----------|
| Dec 2... | 2,793 SF | Office | \$7.00 | NNN | Asking |
| Dec 2... | 79,060 SF | Office | \$7.50 | NNN | Asking |
| Jul 2007 | 20,036 SF | Office | - | - | - |
| Oct 1... | 30,000 SF | Office | - | - | - |

Market Conditions

| Vacancy Rates | Current | YOY Change |
|--------------------|---------|------------|
| Subject Property | 56.0% | ↔ 0.0% |
| Submarket 1-3 Star | 12.8% | ↑ 0.6% |
| Market Overall | 10.3% | ↑ 1.3% |

| Market Asking Rent Per Area | | |
|-----------------------------|------------|--------|
| Subject Property | \$16.41/SF | ↑ 0.5% |
| Submarket 1-3 Star | \$16.98/SF | ↑ 1.1% |
| Market Overall | \$17.47/SF | ↑ 0.8% |

| Submarket Leasing Activity | | |
|----------------------------|-----------|----------|
| 12 Mo. Leased | 68,217 SF | ↓ -0.6% |
| Months on Market | 18.4 | ↑ 2.9 mo |

| Submarket Sales Activity | Current | Prev Year |
|----------------------------|----------|-----------|
| 12 Mo. Sales Volume | \$3.6M | \$25.28M |
| Market Sale Price Per Area | \$140/SF | \$150/SF |

Property Contacts

| | |
|----------------|----------------------------|
| True Owner | Landsman Development Corp. |
| Recorded Owner | Landsman Development Corp |
| Owner Type | Developer/Owner-RGNL |

Primary Leasing Landsman Development Corp.



| | 1 BEDROOM | 2 BEDROOM | TOTAL |
|--------------|-----------|-----------|-------|
| LOWER LEVEL | 7 | 3 | 10 |
| FIRST FLOOR | 9 | 2 | 11 |
| SECOND FLOOR | 9 | 2 | 11 |
| TOTAL | 25 | 7 | 32 |

SECOND FLOOR



UNIT LAYOUT (TYP.)
SCALE: 1/4"=1'-0"





| | 1 BEDROOM | 2 BEDROOM | TOTAL |
|--------------|-----------|-----------|-------|
| LOWER LEVEL | 13 | 0 | 13 |
| FIRST FLOOR | 13 | 0 | 13 |
| SECOND FLOOR | 13 | 0 | 13 |
| TOTAL | 39 | 0 | 39 |



| | 1 BEDROOM | 2 BEDROOM | TOTAL |
|--------------|-----------|-----------|-------|
| LOWER LEVEL | 7 | 3 | 10 |
| FIRST FLOOR | 9 | 2 | 11 |
| SECOND FLOOR | 9 | 2 | 11 |
| TOTAL | 25 | 7 | 32 |





HANLON
HANLON ARCHITECTS

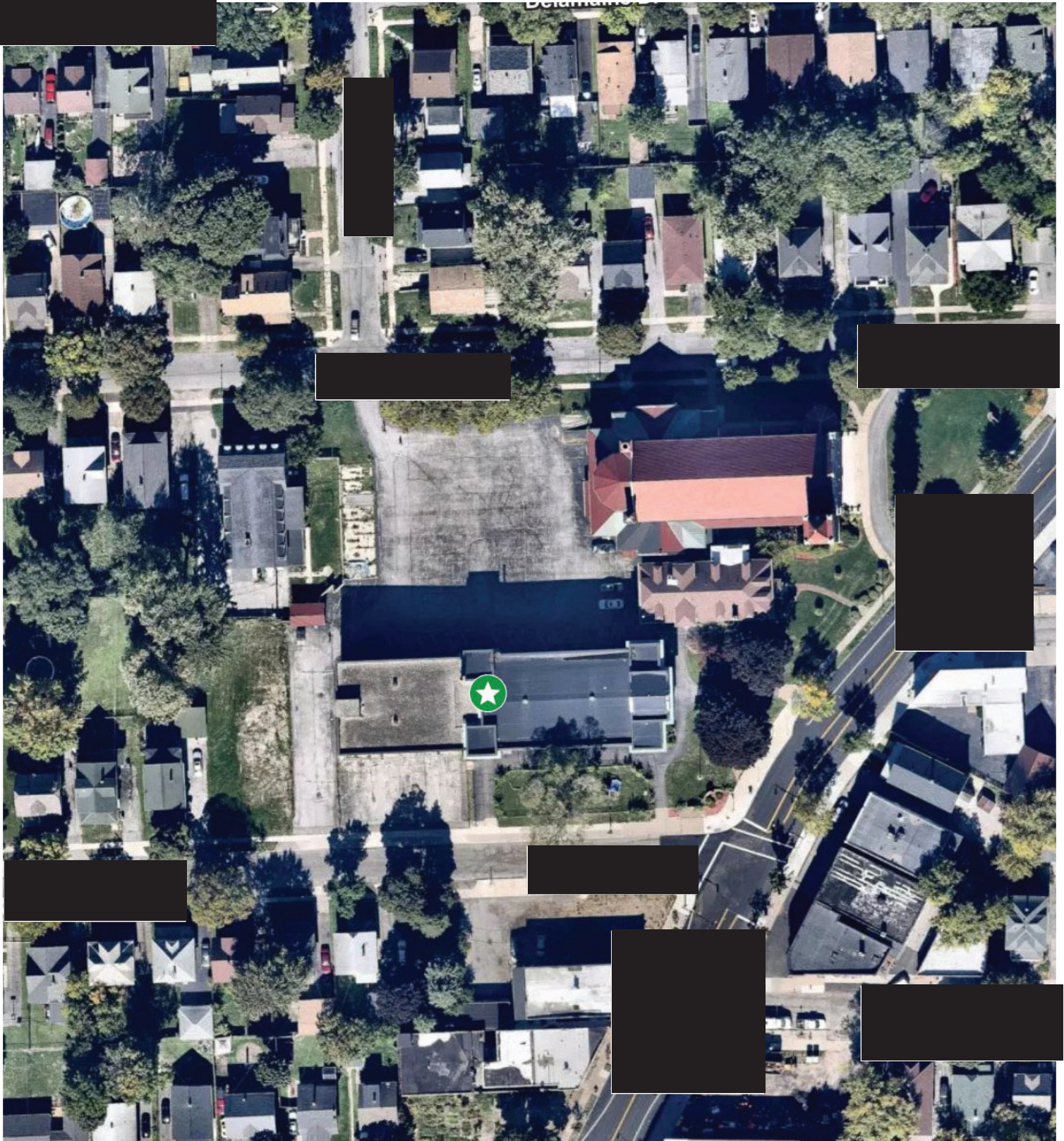


HANLON
HANLON ARCHITECTS


PROJECT
NORTH









Property Overview

- + 37,462 Square Feet on 0.860 Acres
- + Built in 1917
- + Former School Facility
- + Zoning: R-1, City of Rochester
- + Delivered to Buyer in Clean Shell Condition
- + Sale Price: \$2,000,000

Contact Us



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CBRE

PART OF THE AFFILIATE NETWORK

Response 16d-7

Redevelopment Opportunity

Former School Building



Multifamily Development Opportunity Delivered In Shell Condition



Offering Overview

Former school facility conveniently located on Portland Avenue at Durnan Street in the City of Rochester. The property will be delivered in a clean shell condition presenting an opportunity for the buyer to freely develop the building's future floor plan and evaluate potential uses. Situated in a densely populated residential portion of the City, the property is an ideal opportunity for a multifamily redevelopment.

Offering Details

- + 37,462 Square Feet
- + Former School Facility Available in Clean Shell Condition
- + Sale Price: \$2,000,000



Building Photo



Building Photo



Building Photo



Primary Photo



Building Photo



Building Photo



Building Photo

About the Owner

Mid-City Management
690 Saint Paul St
Rochester, NY 14605
United States
(585) 491-1199 (p)
Since Mar 2, 2023

Amenities

Signage

Building Notes

This building has bridges that goes the building right next to it.Floor plans are available upon request.

Public Transportation

| Airport | Drive | Distance |
|---|-------|----------|
| Greater Rochester International Airport | 9 min | 5.2 mi |

Location

| | |
|-------------------|-------------------|
| Zip | 14605 |
| Submarket | Greater Rochester |
| Submarket Cluster | Greater Rochester |
| Location Type | Urban |
| Market | Rochester |
| County | Monroe |
| State | New York |
| CBSA | Rochester, NY |
| DMA | Rochester, NY |
| Country | United States |

Demographics

| | 1 mile | 3 miles |
|-----------------------------|----------|----------|
| Population | 21,888 | 190,885 |
| Households | 8,497 | 78,872 |
| Median Age | 34.30 | 35.50 |
| Median HH Income | \$22,798 | \$38,240 |
| Daytime Employees | 24,046 | 153,194 |
| Population Growth '23 - '28 | ▲ 1.78% | ▲ 1.06% |
| Household Growth '23 - '28 | ▲ 2.42% | ▲ 1.16% |

Traffic

| Collection Street | Cross Street | Traffic Vol | Last Me... | Distance |
|-------------------|----------------------|-------------|------------|----------|
| St Paul St | Lowell St NW | 16,864 | 2022 | 0.06 mi |
| Saint Paul St | Lowell St NW | 16,949 | 2019 | 0.06 mi |
| Lowell St | Mertz Aly NW | 21,535 | 2019 | 0.09 mi |
| Bausch St | Suntru St SW | 22,373 | 2022 | 0.09 mi |
| St Paul St | Upper Falls Blvd ... | 14,100 | 2022 | 0.10 mi |
| Saint Paul St | Gorham St NW | 14,350 | 2019 | 0.25 mi |
| Upper Falls Blvd | Hazel Aly W | 15,992 | 2022 | 0.26 mi |
| Smith Street | - | 14,536 | 2022 | 0.31 mi |
| Clinton Ave N | Upper Falls Blvd N | 10,262 | 2022 | 0.31 mi |
| Scrantom St | Conkey Ave NE | 1,118 | 2022 | 0.34 mi |

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Flood Risk

| | |
|---------------------|---|
| Flood Risk Area | Moderate to Low Risk Areas |
| FEMA Flood Zone | B and X Area of moderate flood hazard, usually the area between the limits of the 100-year and 500-year floods. |
| Floodplain Area | 100-year and 500-year |
| In SFHA | No |
| FEMA Map Identifier | 36055C0211G |
| FIRM ID | 36055C |
| FIRM Panel Number | 0211G |
| FEMA Map Date | Aug 28, 2008 |

Property ID: 5715375

Sale

| | | | |
|-----------|-------------------------|--------|--------|
| For Sale | Price Not Disclosed | | |
| Sale Type | Investment or Owner ... | Status | Active |

- Sale Highlights
- High Foot Traffic Area
 - 10 minutes away from the Genesee River
 - Minutes away from the henry Lomb memorial Park.

Building

| | | | |
|------------------|---------------------------------|-------------|-------|
| Type | 3 Star Flex Light Manufacturing | | |
| Location | Urban | | |
| RBA | 524,498 SF | Year Built | 1920 |
| Stories | 8 | Tenancy | Multi |
| Typical Floor | 72,684 SF | Owner Occup | No |
| Class | C | Elevators | Yes |
| Construction | Masonry | Sprinklers | Yes |
| Building Ht | 124' | | |
| Docks | 2 ext | Cranes | None |
| Drive Ins | 1 tot./10' w x 14' h | Rail Spots | None |
| Cross Docks | None | | |
| Levelers | None | | |
| Truck Wells | None | | |
| Power | 3p | | |
| Opportunity Zone | Yes | | |
| Walk Score® | Very Walkable (74) | | |
| Transit Score® | Good Transit (54) | | |
| Parking Ratio | 0.27/1,000 SF | | |
| Parking Type | Spaces | | |
| Surface | 150 | | |

Land

| | | | |
|------------|---------|---------|------------|
| Land Acres | 4.73 AC | Land SF | 206,039 SF |
| Bldg FAR | 2.55 | | |
| Zoning | N/A | | |

Tenants

| Name | Lease Type | Rent/SF | Exp Date | SF Occu... |
|------------------------------|------------|---------|----------|------------|
| Rochester City School Dis... | NEGOT | - | - | 202,538 |
| Genesee Valley Real Estat... | - | - | - | 3,000 |
| Castle Rock Industries | - | - | - | 500 |
| Fast Assembly Svc Time | - | - | - | 500 |
| Clean Rite Floor Care Ser... | - | - | - | - |

Source: Listing Marketing Material

For Lease

| | | | |
|----------------|------------|------------------|------------|
| Smallest Space | 43,750 SF | Industrial Avail | 306,250 SF |
| Max Contiguous | 306,250 SF | | |
| # of Spaces | 7 | | |
| Vacant | 306,250 SF | | |
| % Leased | 41.6% | | |
| Rent | \$4.00 | | |
| Service Type | Triple Net | | |

Space

| Floor | Available | Use | Rent | Services |
|-------|-----------|------------|--------|----------|
| P 1st | 43,750 SF | Industrial | \$4.00 | NNN |
| P 2nd | 43,750 SF | Industrial | \$4.00 | NNN |
| P 3rd | 43,750 SF | Industrial | \$4.00 | NNN |
| P 4th | 43,750 SF | Industrial | \$4.00 | NNN |
| P 5th | 43,750 SF | Industrial | \$4.00 | NNN |
| P 6th | 43,750 SF | Industrial | \$4.00 | NNN |
| P 7th | 43,750 SF | Industrial | \$4.00 | NNN |

Market Conditions

| Vacancy Rates | Current | YOY Change |
|-----------------------------|------------|------------|
| Subject Property | 58.4% | ↔ 0.0% |
| Submarket 2-4 Star | 3.8% | ↑ 0.2% |
| Market Overall | 5.5% | ↑ 0.3% |
| Market Asking Rent Per Area | | |
| Subject Property | \$10.45/SF | ↑ 2.1% |
| Submarket 2-4 Star | \$7.53/SF | ↑ 4.6% |
| Market Overall | \$8.14/SF | ↑ 4.6% |
| Submarket Leasing Activity | | |
| 12 Mo. Leased | 321,518 SF | ↓ -31.6% |
| Months on Market | 9.3 | ↓ -1.9 mo |
| Submarket Sales Activity | Current | Prev Year |
| 12 Mo. Sales Volume | \$23.57M | \$22.69M |
| Market Sale Price Per Area | \$56/SF | \$50/SF |

Property Contacts

| | |
|-----------------|---------------------------|
| True Owner | Mid-City Management |
| Recorded Owner | GENESEE VALLEY REAL ESTAT |
| Owner Type | Other - Private |
| Primary Leasing | Mid-City Management |
| Sale Broker | Mid-City Management |

Public Record

| | | |
|-----------------|-------------|-----------|
| 2023 Assessment | | |
| Improvements | \$816,325 | \$3.96/SF |
| Land | \$256,506 | \$1.24/SF |
| Total Value | \$1,072,831 | \$5.21/SF |

Parcels 261400-106-450-0001-024-000-0000

R-16d - Facility Documents

Facility documents can be found beginning on the next page.

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.

As part of a commitment to making sure the whole child thrives at BRACS, the school will provide nutritious food every day. Under the Community Eligibility Provision (CEP)¹ of the USDA, all RCSD students are entitled to one free meal at breakfast, lunch, and after school. This program includes the charter and private schools located within the Rochester geographic area. Therefore, BRACS will apply to receive students' daily meals through the district. All BRACS meals will comply with the New York State Education Department and the National School Lunch Program (NSLP) guidelines. Students also have the option to bring their own meal(s) to school and not partake of the school's offerings.

BRACS's Director of Operations, BRICK Navigator, and Office Manager will work with families to complete the School Meals Application Form to document students' eligibility for free and reduced-price meals. Based on an analysis of Rochester demographics and meetings with ecosystem partners, BRACS anticipates that approximately 92% of students will qualify for free and reduced-price meals (similar data and demographics to other BRICK network schools). As such, this metric is also consistent with the current percentage at Gateway, BRICK's fresh start charter school in Newark. Currently, 94.1% of Gateway's students qualify for free or reduced lunch. And, at BRICK Buffalo Academy, over 90% of our students are eligible. However, BRACS has decided to create a budget at a much more conservative rate, estimating that 85% of students will qualify. This practice is common across our network and is critical to ensuring that any discrepancies do not cause an issue.

In the event that the school facility must close, the Director of Operations, BRICK Navigator, and Office Manager will coordinate a combination of meal pick up times outside the school building and/or drop offs at centralized locations convenient to students' homes. BRACS will make every effort to make sure food services are consistently provided for all students, and will utilize the logistical experiences of BRICK's other network schools to successfully execute upon that promise.

¹ The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). <https://www.fns.usda.gov/cn/community-eligibility-provision>

Health Regulation Compliance

The nurse will oversee the school's compliance with all applicable health regulations, including the immunization program. BRACS will comply with all requirements pursuant to Public Health Law §2164 and the Commissioner's Regulations 10NYCRR§66-1. Upon enrollment, BRACS will ensure all students have the necessary immunizations and that the school has the proper associated records. These immunizations include, but not limited to, diphtheria, tetanus, and pertussis (DTaP/DTP/Tdap), measles, mumps and rubella (MMR), hepatitis B., chickenpox, meningococcal conjugate (MenACWY), haemophilus influenzae type b conjugate (Hib), and pneumococcal conjugate (PCV). BRACS will comply with all health services requirements and expectations, as designated by Education Law §901–§914 and §136 of the Commissioner's Regulations.

All incoming kindergarteners will be required to have a current physical examination and to provide records of such to the school within 30 days of the start of the school year. If such a record is not produced, the parents/guardians will be provided with information to obtain the records as well as support from our health partners.

Developing an Ecosystem of Support for Wellness

BRICK schools use a holistic learning approach to ensure all scholars are on an unimpeded path to unlocking their limitless potential. This approach not only focuses on rigorous academic programming, but also intentionally provides “out of the classroom” supports to break down external barriers to a successful academic journey. At BRACS, leaders and staff members are committed to developing an ecosystem of support for wellness that attends to the mental, physical, and social-emotional health of all students. This will enable them to build positive relationships, demonstrate empathy towards others, manage emotions, cope with challenges, and live full lives. The school's social-emotional programming, specifically, is described in detail in ***R-10a - Culture and Discipline***.

BRACS's partnership with families is essential to students' success. This starts with a committed focus on creating a welcoming, open-door policy that creates a safe, instructive, and healthy space for families. Staff will aim to create a community within the walls of the school; at a minimum, they will commit to meetings between each family and the school social worker to ensure families feel comfortable reaching out for support and fostering accessible communication. The school plans to offer onsite student physicals and eye exams as part of the annual Back to School BBQ, as well as twice annual visits from a dental clinic to the school to assist students with teeth cleaning and checkups if needed. BRACS will also be proactive in determining families' evolving needs via surveys administered as part of new student home visits. To proactively promote COVID-19 vaccination in particular, BRACS will partner with local health experts who can answer families' questions about COVID-19 vaccines and dispel any myths or concerns.

As a way to document the various supports students receive and evaluate their collective efficacy, BRACS will utilize BRICK Education Network's already customized database to track the social-emotional and physical health data of students. This system is compliant with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and only shared with appropriate stakeholders with parent consent. For example, this database will monitor students' critical health supports such as annual physicals, eye exams, and biannual dentist visits. Staff will use this data to ensure the ongoing holistic development of our students--and to provide strategic support to families as needed wherever, and whenever, gaps are discovered.

Per regulations, parents/guardians must present documentation to the appropriate personnel confirming that their child(ren) has received all the doses of the required vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent dose(s) at the appropriate time intervals. Immunization may be waived in accordance with Public Health Law. Exemptions to immunizations may be granted if a licensed physician certifies that such immunization may be detrimental to the student's health or if the student's parent/guardian holds genuine and sincere religious beliefs that are contrary to such immunizations.

Medication

For students who need medication administered during school hours, BRACS will require, in writing, a letter from their physician showing medical necessity and permission from the child's parent/guardian, or an Authorization for Administration of Medication to Students. Only those medications necessary to maintain the student during the instructional day and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with the procedures described below. All medication, including over-the-counter (OTC) drugs, must be prescribed by a licensed prescriber. All medication must be sent with the pharmacy label attached. All written orders for prescription and non-prescription OTC medication will need to include the following:

- Student's name and date of birth;
- Medication name;
- Medication dosage and route of administration;
- Conditions under which the medication should be administered;
- Dose frequency and time(s) of administration; and
- Prescriber's name, title, signature, and phone number.

Students who require medication either on a daily or as-needed basis, such as students with asthma, must have a current Authorization for Administration of Medication to Students form on file. Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. Blood sugar monitoring and the administration of insulin will be performed by the school nurse. For certain medications, especially controlled substances, best practices include counting the medication upon receipt and periodically thereafter. Any discrepancies will be reported to the student's parent or guardian immediately.

Students will be sent to the health services office daily at the prearranged time to receive their medication, all of which will be stored in locked cabinets, drawers, or refrigerator in the health services office, except for students with documented permission to carry and self-administer their own medication. Controlled substances will always be secured and will never be left open or accessible to the public at any time. All medication orders must be renewed annually or when there is a change in the medication prescription, dosage, or procedure. If the nurse is not at work due to illness, personal reasons, etc. BRACS leadership will utilize a per diem nurse to ensure student health services continue uninterrupted.

The BRACS nurse, with support from the School Leader, will communicate to parents, students, and staff the requirements for the administration of medications in the school. We will seek to avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be clearly communicated in our parent handbook, school publications/calendars, inserts with enrollment materials, and mailings to physicians and/or local health care partner organizations.

R-18 - Health Services

BRACS will fully comply with all applicable health services regulations as required by the NYSED Office of School Health Services. As physical, mental, and social-emotional health services are integral, co-academic components of BRACS, the school will also provide supplemental services and leverage emerging partnerships with community agencies to attend to the wellness of the whole child and their families to break down external barriers to a successful learning experience.

School Nurse

BRACS will attempt to secure nursing services from the city for years 1-3, BRACS has planned and budgeted for hiring a full-time nurse in years 4+. Based on projected enrollment and related budget, the school will aim for full time in its fourth year. The nurse will be a licensed registered nurse with a valid and current New York State license. The school facility will include a room dedicated for health services that is compliant with all building and health codes.

It will be the nurse's responsibility to provide the following health services:

- Emergency care for ill or injured students;
- Securely store and dispense medication, including for students who require daily dosages;
- Compliance with and enforcement of mandatory immunization requirements;
- Monitoring of students' health;
- Provision of health services such as vision and hearing screening;
- Treatment for students who are ill or injured; and
- Maintenance of students' cumulative health records. The school will store all health records for enrolled students in a secure location to which only authorized personnel will have access.

The school nurse will also be responsible for keeping records of all visits and documenting these visits in the students' cumulative health records. Parents will be expected to provide emergency contacts in the event their child becomes ill or is injured; this information will be maintained in students' health records and updated annually. The school nurse will procure and maintain all furniture, supplies, and equipment needed to provide health services, including an on-site automated external defibrillator (AED) to be used in the event of emergencies. At least two staff members will be trained in the use and operation of the AED should the need arise at the school site or during any off-site school events. Lastly, the school nurse will complete all correspondence regarding the aforementioned responsibilities.

Immunizations

BRACS will ensure that all students comply with the New York State requirements for immunization. These requirements include immunizations for:

- Diphtheria, tetanus, pertussis (DTaP, DTP, Tdap)
- Polio (IPV, OPV)
- Measles/mumps/rubella
- Hepatitis B
- Varicella
- COVID-19 (though not currently legally required, BRACS will strongly encourage all students be fully vaccinated)

Federal Transportation Requirements

BRACS will work with RCSD to provide transportation for any student identified as residing in temporary housing under the McKinney-Vento Homeless Education Assistance Act or who requires special transportation accommodations as identified in the student's IEP and/or 504 plan.

Special Education Transportation

As with all students who are in need of transportation, BRACS will work directly with RCSD to provide transportation for any student with special needs who requires specific transportation. BRACS will be proactive in making these arrangements and will make sure that all necessary contracts and logistics are in place prior to the start of the school year. If any parents are having issues related to their child's transportation services as it connects to their IEP, staff will work with them to prepare for and be equipped to follow protocol to amend the IEP, secure the necessary approvals, and follow the district's procedures.

Other Transportation

Due to its extended school year, the BRACS school calendar will include several additional school days for students. For those days, BRACS will provide normal busing for students through a self-funded contract with a transportation vendor. Arrangements (including scheduling and pricing) for alternative busing will begin in April of the preceding school year. The finalized school calendar and transportation plan will also be provided to the transportation vendor prior to the start of the first day of school. The estimated costs incurred by BRACS are reflected in the operating budget, which assumes an expense of \$600 per bus route for two routes for 3 days of service during the year one budget (this figure is inclusive of an extra day of service in the event that BRACS cannot fully align all other parts of its school calendar directly to the RCSD calendar).

- **Flexible first period.** BRACS also has a standard school schedule that would ensure that students spend the first 30 minutes of the day engaged in the social emotional learning block. Fortunately, this instructional block is designed so that students are exposed to similar content throughout each week of instruction so missing one day of SEL instruction would not cause a significant challenge. As a result of having SEL first period, students that arrive late would most likely still arrive in time for core academic instruction. In addition, the school's Director of Operations would work to ensure a seamless integration of late students into class, including, when necessary, by ensuring that students received individualized attention from one of the instructional staff members (such as by ensuring a K-2 teacher met individually with a late student or students to help them catch up on the morning activity that other students were completing).
- **Offer driver support.** BRACS also recognizes that there has been a national shortage of school bus drivers and, as a result, is prepared to support the district's transportation provider in any way possible to ensure high quality service to our students. This includes ensuring that BRICK families are aware of open positions at the bus company as part of the network's emphasis on workforce development. In addition, the BRICK Education Network will support by establishing incentives for drivers, including, for example, providing drivers with coffee or breakfast and school paraphernalia.
- **Recovery driver.** BRACS also plans to closely monitor the log of challenges in service maintained by the Director of Operations to determine any immediate adjustments that need to be made to transportation. Should consistent morning pick up times become a significant issue during the start of the first year of operation, BRACS will consider making a budget adjustment to provide additional supplemental transportation support on a temporary basis. This additional transportation could take the form of providing transportation for students who want to attend school for the day but were not picked up by their regular bus driver due to an error or significant delay in service.

In the event that early pick-ups and/or late drop-offs become chronic and cannot be solved by remedies established in the transportation plan or the mitigation strategies named above, BRACS will employ one of two temporary plans for transportation. These include:

1. Based on conversations with New York Charter School Association (NYCSA) staff, early pick-ups and/or late drop-offs typically occur within an hour of scheduled school arrival and dismissal times. Therefore, should chronic early pick-ups and/or late drop-offs become standard, BRACS may extend its school day to include pre-arrival and/or after school programming consisting of supervised coverage and enrichment activities for students that experience abnormal arrival or departure times.
2. BRACS will secure additional student transportation services from another reputable local vendor.

While the two transportation proposals above mitigate bus scheduling challenges, both provide only temporary solutions. If, by the middle of Year 3 of the first charter period, chronic early pick-ups and/or late drop-offs continue, BRACS will explore a permanent, non-District student transportation alternative for Year 4 of the first charter period. BRACS believes that to be a viable option beginning in Year 4 because the school's enrollment is projected to generate a budget surplus in an amount sufficient to consider paying for private transportation services. Lastly, if absolutely necessary, BRACS will consider making more significant adjustments to the school schedule in line with the bus schedule provided by the RCSD.

R-19 - Transportation

Overview

BRACS students will be offered transportation in accordance with the transportation policy for nonpublic schools and as required under Sections 285(4)(b) and 3635 of Education Law. The BRACS team has been building relationships with various representatives from the RCSD, including the transportation office, to better understand the policy and procedures for charter schools to access transportation services. RCSD currently provides transportation to all interested charter schools within the city of Rochester and whose schedules align directly with the district calendar. RCSD's policy and transportation radius is all eligible students who live with a legal parent/guardian who resides 1.5 miles from their school of choice and within 15 miles. Students residing less than 1.5 miles from the school will typically not receive bus services. BRACS families, being charter school families, are responsible for submitting their transportation requests to the district by April 1st of each school year. BRACS plans to incorporate the transportation request documentation in the registration documentation for students and to work with parents on an annual basis to ensure that they have access to the forms and any needed help in submitting the documentation, making it as easy as possible so as to not limit access.

BRACS, with support from the BRICK WNY Regional team, will develop a working relationship with the Transportation team at RCSD as early as possible, and proactively employ the following strategies to ensure our families have the transportation services to which they are not only entitled, but require:

- **Establish clear times early.** BRACS plans to begin meeting with the RCSD Office of Transportation immediately after charter approval to secure times. The school will document requests for specific route times that are consistent with its approved charter. If the school is unable to initially secure routes at the preferred times, BRACS will consider slight modifications to its program that will not impact the educational experience of children. For example, to start and end the entire day 15 minutes later.
- **Elevate parent concerns.** Due to family concerns with transportation in Rochester, the school's Director of Operations will maintain a log of all transportation concerns received from families as well as all interruptions in service caused by the bus company (such as any delayed arrival or departure of buses). The Director of Operations will review this log with the RCSD Office of Transportation at monthly meetings to determine if there are ways to strengthen ongoing transportation service. In addition, if the transportation contract includes financial remedies for gaps in service, the DO will partner with RCSD to seek those remedies directly from the bus company.

In addition, BRACS realizes that families who have newly enrolled in a charter school may be more likely to unenroll their children if they experience transportation challenges during their first few weeks of enrollment. As a result, BRACS is also committed to several specific strategies to mitigate this challenge:

- **Early education.** BRACS will educate families about typical challenges they may have during the first few weeks of the year with transportation and how to respond to them, including how to contact the bus company, how to contact all administrators, and how to get additional support if needed. This education will take place during new student home visits and at the Back to School Barbecue.
- **Admin on call.** BRACS will also establish that all administrators must be on call in the evenings for the first month of the year to support any concerns with transportation. A different administrator will be on call each evening, one day per week, to field calls and support families with any transportation challenges.

R-20- Insurance

BRACS will maintain insurance coverage pursuant to the applicable laws, including workers' compensation, employers liability insurance, student accident insurance, and commercial umbrella insurance. Our team sought quotes for comprehensive insurance coverage and have selected Toni DuBois Agency (TDA), which is the insurance agency for BRICK Buffalo Academy Charter School. TDA provided the parameters below and the corresponding premiums are included in the budget submitted as part of **R-21e – Budget Template**.

| | |
|---|--|
| COMMERCIAL PACKAGE POLICY | \$6,000 |
| Directors and Officers | \$3,000 |
| WORKER'S COMPENSATION & EMPLOYERS LIABILITY | Included with payroll fees with Trinet |
| TOTAL | \$9,000 |

The Regional Director of Operations of the BRICK WNY Regional Office will work with TDA to procure the policies for the school after charter approval. Copies of each insurance rider will be saved electronically on a shared drive and located in an insurance binder in the main office. The securing of all insurance policies will follow state and school procurement policies.

Dissolution Procedures

In the event of a school dissolution and closure, the school will use the \$75,000 in escrow funds to cover legal, audit, and other related expenses. The escrow will be established by budgeting \$25,000 each year until the reserve amount is reached. The BRICK Rochester Board of Trustees will delegate the responsibility of managing the dissolution and closure procedures to the Regional Director of Operations.

These procedures will include a communication plan for students, families, and staff. Notification will be sent to these parties within five days of the decision to close. Meetings will be held for students and families to provide information about the closure and options for alternate educational programs for their children in Rochester, including public, charter, and non-public schools. A list of all students will be sent to the Charter Schools Institute and the district. All student records will be sent to the district, and copies will be made available to each student's parent or legal guardian. The school's fixed assets will be transferred to other charter schools at the discretion of the Charter Schools Institute. The WNY Director of Operations and Board of Trustees will work with the Institute and school district to ensure that the dissolution timeline and required procedures are met.

December: The BRICK Rochester Board and BRICK Education Network collaborate with the BRICK Chief Financial Officer to develop budget allocations and drivers for each campus. These projections are reviewed by the operations department and the BRICK Rochester Board Finance Committee.

January: School leaders, Principals, and School Operations Managers form guiding coalitions within their buildings, comprising diverse stakeholders, including parents. These coalitions conduct focus group conversations with the school community to gather input on needed changes for the next school year. The Finance Coordinator, with regional leadership support, releases budget allocations to schools.

February: School leaders and their coalitions summarize findings from focus groups and draft priorities, minor projects, and ongoing maintenance items for the next school year. They decide on one or two priorities and one or two minor projects, then allocate funds within their budgets. Currently, this process is Excel-based, but the management company is exploring online budgeting software for future use.

March: School leadership and their coalitions present their findings to the school community and gather feedback on their action plans and budgets. After incorporating feedback, they make final adjustments and report back to the community.

April: Budgets are submitted to the finance office, Chief Finance Officer, and management company. The Board Finance Committee reviews the initial draft to ensure it aligns with organizational goals. The final budget is approved by the full Board of Trustees.

May: Budgets are submitted to the state authority and uploaded to the financial systems. BRICK Rochester will use Sage Intacct for its financial system and COUPA for its purchasing system.

June: School leaders and their coalitions create action plans for the following school year, preparing for a successful launch.

For more details on the school's purchasing process, refer to R-23b-Supplemental Attachments for the "Financial Procedures Manual," which serves as a model for the manual that will be created for BRICK Rochester Academy.

Fiscal Audits

The BRICK Rochester Board of Trustees aims to provide its authorizers and the general public with a clear and accurate portrayal of the financial health of BRICK Rochester schools.

The BRICK Rochester Board of Trustees will hire an independent auditor to conduct an annual audit of the school's financial statements, processes, and internal controls. The financial statements provided to auditors will include a statement of income and expenditures and a balance sheet. The WNY Director of Operations will issue an RFP to at least three certified public accounting firms licensed in New York State. The BRICK Rochester Board of Trustees audit committee will review the proposals and make a recommendation to the full board. With support from the management company, the Regional Director of Operations, and the School Operations Director, the Regional Finance Coordinator will work closely with the auditors to ensure all requested information is provided. Upon completion of the audit, the accounting firm will present their opinion, management letter, and any recommendations to the Board of Trustees. The audited financial statements will be submitted to the Charter Schools Institute by the required reporting deadline.

Transition from Soft Money to Recurring Revenue Streams

Initially, some of our expenditures will rely on soft money sources, such as grants and donations. However, our financial strategy includes a clear timeline and plan for transitioning these expenses to recurring revenue streams. For example, technology and initial curriculum development costs funded by grants in the startup phase will be gradually absorbed into the operational budget, supported by state and federal per-pupil funding and local contributions.

Economic Uncertainty and Safeguards

We recognize the ongoing uncertainty of economic conditions and potential shifts in enrollment patterns. To mitigate these risks, we have adopted a multi-faceted approach that includes:

- **Multiple Revenue Sources:** Diversifying our funding streams to reduce reliance on any single source, thereby enhancing financial stability.
- **Contingency Planning:** Establishing reserve funds and contingency plans to address potential shortfalls or delays in revenue receipt.
- **Revenue Receipt Timing:** Incorporating conservative estimates and backstop strategies to manage timing issues related to funding disbursements.
- **Adaptive Budgeting:** Regularly reviewing and adjusting budgets based on actual financial performance and changing economic conditions.

Supporting the Academic Program

Our budgets are meticulously aligned with the implementation of the academic program described in our proposal. The financial plans ensure that we have the necessary resources to deliver a high-quality, personalized learning experience. This includes sufficient funding for teacher professional development, personalized learning tools, student support services, and innovative instructional strategies. By maintaining a strong focus on fiscal responsibility and adaptability, we are confident that our financial plans will support the long-term success and sustainability of our proposed charter school, providing a stable foundation for academic excellence and continuous improvement.

Financial Planning

The BRICK Rochester Board of Trustees, particularly the Board Treasurer and Finance Committee, oversee all aspects of financial planning and budget approval.

With assistance from the management company, the Chief Financial Officer and the School Operations Director will lead the annual budgeting process. This process will involve multiple stakeholders to ensure all priorities are considered. Internally, the School Director of Operations will work with the School Leader to ensure that all academic and operational needs are accounted for in the budget. They will review historical trends and identify areas for growth within their respective departments. The Board Finance Committee will provide feedback on the initial draft to ensure alignment with organizational goals. The final budget will be approved by the full Board of Trustees.

Planning begins in December of the preceding fiscal year, with final approval secured before the start of the new fiscal year. A financial report, including budget versus actuals, budget projections, cash flow statements, and balance sheet reviews, will be included on the agenda at each board meeting. Any budget modifications will require Board of Trustees approval.

Sample Timeline for Budget Creation and Approval:

R-21ad - Fiscal Soundness

Overview of Budget Plans and Fiscal Soundness

BRACS' plans, including the startup budget plan, first-year operational budget and cash flow, and five-year budget projections, are meticulously designed to ensure fiscal soundness and sustainability. These budgets are based on realistic and conservative assumptions, grounded in comprehensive research and analysis of the local economic conditions, educational funding mechanisms, and projected enrollment patterns. Built on our proven fiscally sound model: healthy fund balances and clean audits, BRACS' budget is realistic and sustainable and does not negatively impact the budgets for our existing schools.

Startup Budget Plan

The startup budget plan outlines the initial investments required to establish the school, covering essential expenditures such as facility leasing, initial staff recruitment, curriculum development, technology acquisition, and other preparatory activities, including the development and work with the WNY Office. The startup funds will be sourced from a combination of private grants, philanthropic contributions, and state and federal startup grants specifically allocated for new charter schools.

Our rationale for these assumptions is based on the availability of grants and philanthropic interest in supporting innovative educational initiatives. We have secured letters of intent and commitments from key donors and grant-making bodies, ensuring that the necessary funds will be available before the school opens.

First-Year Operational Budget and Cash Flow

The first-year operational budget is structured to support the smooth initiation of school operations. It includes detailed projections of revenues from state and federal funding, local contributions, and anticipated enrollment-based funding. The expenses cover salaries and benefits for staff, instructional materials, facility costs including lease, maintenance and any improvements, administrative costs, and student services.

We have incorporated cash flow projections to account for the timing of revenue receipts and expenses, ensuring that the school can maintain positive cash flow throughout the year. This includes a contingency fund to address any unexpected financial challenges that may arise.

Five-Year Budget Plans

Our five-year budget plans project the financial growth and sustainability of the school, assuming gradual increases in enrollment and corresponding revenue. These budgets include planned increments in staffing, instructional resources, and facility upgrades to support the expansion and enhancement of the academic program.

The assumptions for these projections are based on historical data from both our network schools and similar schools in the region, demographic trends, and the expected growth rate in student enrollment. The five-year plans also include strategies for diversifying revenue sources, such as pursuing additional grants, engaging in fundraising activities, and exploring potential partnerships with local businesses and community organizations.

5-YEAR FISCAL IMPACT REPORT

| Largest Enrollment District: Rochester City School District | | | | | | | |
|--|------------|----------------|--|----------------|------------------|--------------------------------|------------------|
| A | B | C | D | E | F | G | H |
| Operational | Enrollment | Per Pupil Rate | Per Pupil Aid | Other District | Total Funding to | * Total General Fund Operating | Projected Impact |
| Year 1 (2026-27) | 120 | 14,602 | 1,752,278 | 27,840 | 1,780,118 | 1,065,349,778 | 0.167% |
| Year 2 (2027-28) | 210 | 14,894 | 3,127,817 | 60,900 | 3,188,717 | 1,065,349,778 | 0.299% |
| Year 3 (2028-29) | 300 | 15,192 | 4,557,676 | 104,400 | 4,662,076 | 1,065,349,778 | 0.438% |
| Year 4 (2029-30) | 390 | 15,496 | 6,043,479 | 158,340 | 6,201,819 | 1,065,349,778 | 0.582% |
| Year 5 (2030-31) | 480 | 15,806 | 7,586,890 | 223,204 | 7,810,094 | 1,065,349,778 | 0.733% |
| DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET: | | | chrome-extension://efaidnbmnmmnibpccajpglclefindmkaj/https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/2025%20DRAFT%20BUDGET_3272024.pdf | | | | |
| OTHER NOTES: | | | | | | | |

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14) and paste into the FISCAL IMPACT Section of the New School Proposal.

| Second Largest Enrollment District: N/A | | | | | | | |
|--|------------|----------------|---------------|----------------|------------------|--------------------------------|------------------|
| A | B | C | D | E | F | G | H |
| Operational | Enrollment | Per Pupil Rate | Per Pupil Aid | Other District | Total Funding to | * Total General Fund Operating | Projected Impact |
| Year 1 (2026-27) | - | - | - | - | - | - | #DIV/0! |
| Year 2 (2027-28) | - | - | - | - | - | - | #DIV/0! |
| Year 3 (2028-29) | - | - | - | - | - | - | #DIV/0! |
| Year 4 (2029-30) | - | - | - | - | - | - | #DIV/0! |
| Year 5 (2030-31) | - | - | - | - | - | - | #DIV/0! |
| DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET: | | | | | | | |
| OTHER NOTES: | | | | | | | |

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26) and paste into the FISCAL IMPACT Section of the New School Proposal.

| | | | | | |
|---|--------|---------|---------|---------|---------|
| 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 | 25,848 | 129,998 | 204,708 | 17,903 | 471,135 |
| Beginning Cash Balance | - | 25,848 | 155,846 | 360,554 | 378,457 |
| ENDING CASH BALANCE | 25,848 | 155,846 | 360,554 | 378,457 | 849,592 |

| | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|---|
| Telephone | 26,500 | 27,295 | 28,114 | 28,957 | 29,826 | 3% adjustment rate per year |
| Technology | 102,000 | 105,060 | 108,212 | 111,458 | 114,802 | 3% adjustment rate per year |
| Student Testing & Assessment | - | - | - | - | - | - |
| Field Trips | - | - | - | 19,500 | 20,085 | \$50 per student |
| Transportation (student) | - | - | - | 9,360 | 9,641 | \$24 per student |
| Student Services - other | - | - | - | - | - | - |
| Office Expense | - | - | - | - | - | - |
| Staff Development | 12,000 | 21,000 | 30,000 | 39,000 | 48,000 | \$100 per student |
| Staff Recruitment | - | - | - | - | - | - |
| Student Recruitment / Marketing | 50,000 | 51,500 | 53,045 | 54,636 | 56,275 | 3% adjustment rate per year |
| School Meals / Lunch | 100,000 | 103,000 | 106,090 | 109,273 | 112,551 | 3% adjustment rate per year |
| Travel (Staff) | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | 391,500 | 491,505 | 533,265 | 601,898 | 672,808 | |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Insurance | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 | 3% adjustment rate per year |
| Janitorial | 12,000 | 12,360 | 12,731 | 88,113 | 90,756 | 3% adjustment rate per year; Year 3 Night Service Added |
| Building and Land Rent / Lease / Facility Finance Interest | 250,000 | 250,000 | 348,605 | 359,063 | 369,835 | Flat Rate Year 1 and 2; Year 3+ 3% inflation |
| Repairs & Maintenance | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - |
| Security | - | - | - | - | - | - |
| Utilities | 24,000 | 25,200 | 26,460 | 27,783 | 29,172 | 10% adjustment rate per year |
| TOTAL FACILITY OPERATION & MAINTENANCE | 311,000 | 313,310 | 414,319 | 502,277 | 517,901 | |
| DEPRECIATION & AMORTIZATION | - | - | - | - | - | - |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | - | - | - | - | - | - |
| TOTAL EXPENSES | 2,442,591 | 3,442,099 | 4,775,368 | 6,376,095 | 7,544,395 | |
| NET INCOME | 25,848 | 129,998 | 204,708 | 17,903 | 471,135 | |
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | |
| PRIMARY School District: | 120 | 210 | 300 | 390 | 480 | |
| Rochester City School District | - | - | - | - | - | |
| Other District 1: | - | - | - | - | - | |
| Other District 2: | - | - | - | - | - | |
| Other District 3: | - | - | - | - | - | |
| Other District 4: | - | - | - | - | - | |
| Other District 5: | - | - | - | - | - | |
| Other District 6: | - | - | - | - | - | |
| Other District 7: | - | - | - | - | - | |
| Other District 8: | - | - | - | - | - | |
| Other District 9: | - | - | - | - | - | |
| Other District 10: | - | - | - | - | - | |
| Other District 11: | - | - | - | - | - | |
| Other District 12: | - | - | - | - | - | |
| Other District 13: | - | - | - | - | - | |
| Other District 14: | - | - | - | - | - | |
| All Other School Districts | - | - | - | - | - | |
| TOTAL ENROLLMENT | 120 | 210 | 300 | 390 | 480 | |
| REVENUE PER PUPIL | 20,570 | 17,010 | 16,600 | 16,395 | 16,699 | |
| EXPENSES PER PUPIL | 20,355 | 16,391 | 15,918 | 16,349 | 15,717 | |
| CASH FLOW ADJUSTMENTS | | | | | | |
| OPERATING ACTIVITIES | - | - | - | - | - | |
| Example - Add Back Depreciation | - | - | - | - | - | |
| Other | - | - | - | - | - | |
| Total Operating Activities | - | - | - | - | - | |
| INVESTMENT ACTIVITIES | - | - | - | - | - | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - | |

| | | | | | | | | | | |
|---|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| OTHER | | | | | | | | | | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | | | | | | | | |
| TOTAL REVENUE | | | | | | | | | | |
| EXPENSES | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | |
| Executive Management | Year 1 No. of | - | - | - | - | - | - | - | - | - |
| Instructional Management | 1.00 | 125,000 | 128,750 | 257,613 | 265,341 | 398,301 | 398,301 | 398,301 | 398,301 | 398,301 |
| Deans, Directors & Coordinators | 1.00 | 80,000 | 82,400 | 164,872 | 249,818 | 337,313 | 337,313 | 337,313 | 337,313 | 337,313 |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 85,000 | 87,550 | 90,177 | 92,882 | 95,668 | 95,668 | 95,668 | 95,668 | 95,668 |
| Administrative Staff | 1.00 | 55,000 | 56,650 | 58,350 | 115,100 | 118,553 | 118,553 | 118,553 | 118,553 | 118,553 |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | 345,000 | 355,350 | 571,011 | 723,141 | 949,835 | 949,835 | 949,835 | 949,835 | 949,835 |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | |
| Teachers - Regular | 8.00 | 580,000 | 1,032,400 | 1,498,372 | 2,050,823 | 2,402,348 | 2,402,348 | 2,402,348 | 2,402,348 | 2,402,348 |
| Teachers - SPED | - | - | 75,000 | 152,250 | 231,818 | 313,772 | 313,772 | 313,772 | 313,772 | 313,772 |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - | - | - | - | - |
| Specialty Teachers | 1.00 | 72,500 | 147,175 | 151,590 | 228,638 | 307,997 | 307,997 | 307,997 | 307,997 | 307,997 |
| Aides | - | - | - | - | - | - | - | - | - | - |
| Therapists & Counselors | 1.00 | 80,000 | 82,400 | 84,872 | 167,418 | 172,441 | 172,441 | 172,441 | 172,441 | 172,441 |
| Other | 1.00 | 55,000 | 56,650 | 113,350 | 171,750 | 176,902 | 176,902 | 176,902 | 176,902 | 176,902 |
| TOTAL INSTRUCTIONAL | 11.00 | 787,500 | 1,393,625 | 2,000,434 | 2,850,447 | 3,373,460 | 3,373,460 | 3,373,460 | 3,373,460 | 3,373,460 |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | |
| Nurse | - | - | - | - | 65,000 | 66,950 | 66,950 | 66,950 | 66,950 | 66,950 |
| Librarian | - | - | - | - | - | - | - | - | - | - |
| Custodian | 1.00 | 55,000 | 56,650 | 58,350 | 60,100 | 61,903 | 61,903 | 61,903 | 61,903 | 61,903 |
| Security | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 55,000 | 56,650 | 58,350 | 125,100 | 128,853 | 128,853 | 128,853 | 128,853 | 128,853 |
| SUBTOTAL PERSONNEL SERVICE COSTS | | | | | | | | | | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | |
| Payroll Taxes | | 89,063 | 135,422 | 197,235 | 277,402 | 333,911 | 333,911 | 333,911 | 333,911 | 333,911 |
| Fringe / Employee Benefits | | 142,500 | 216,675 | 315,575 | 443,843 | 534,258 | 534,258 | 534,258 | 534,258 | 534,258 |
| Retirement / Pension | | 11,875 | 18,056 | 26,298 | 36,987 | 44,521 | 44,521 | 44,521 | 44,521 | 44,521 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 243,438 | 370,153 | 539,108 | 758,231 | 912,690 | 912,690 | 912,690 | 912,690 | 912,690 |
| TOTAL PERSONNEL SERVICE COSTS | | | | | | | | | | |
| CONTRACTED SERVICES | | | | | | | | | | |
| Accounting / Audit | 16.00 | 1,430,938 | 2,175,778 | 3,168,901 | 4,456,919 | 5,364,839 | 5,364,839 | 5,364,839 | 5,364,839 | 5,364,839 |
| Legal | | 35,000 | 36,050 | 37,132 | 38,245 | 39,393 | 39,393 | 39,393 | 39,393 | 39,393 |
| Management Company Fee | | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 | 28,138 | 28,138 | 28,138 | 28,138 |
| Nurse Services | | 186,844 | 332,210 | 498,008 | 639,400 | 801,553 | 801,553 | 801,553 | 801,553 | 801,553 |
| Food Service / School Lunch | | - | - | - | - | - | - | - | - | - |
| Payroll Services | | 14,309 | 18,056 | 26,298 | 36,987 | 44,521 | 44,521 | 44,521 | 44,521 | 44,521 |
| Special Ed Services | | - | - | 20,000 | 20,600 | 21,218 | 21,218 | 21,218 | 21,218 | 21,218 |
| Titlment Services (i.e. Title I) | | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | 48,000 | 49,440 | 50,923 | 52,451 | 54,024 | 54,024 | 54,024 | 54,024 | 54,024 |
| TOTAL CONTRACTED SERVICES | | 309,153 | 461,506 | 658,883 | 815,001 | 988,847 | 988,847 | 988,847 | 988,847 | 988,847 |
| SCHOOL OPERATIONS | | | | | | | | | | |
| Board Expenses | | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 | 5,628 | 5,628 | 5,628 | 5,628 |
| Classroom / Teaching Supplies & Materials | | 24,000 | 36,750 | 60,000 | 78,000 | 96,000 | 96,000 | 96,000 | 96,000 | 96,000 |
| Special Ed Supplies & Materials | | - | 5,250 | 7,500 | 9,750 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 |
| Textbooks / Workbooks | | 42,000 | 84,000 | 90,000 | 78,000 | 96,000 | 96,000 | 96,000 | 96,000 | 96,000 |
| Supplies & Materials other | | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | | 30,000 | 52,500 | 45,000 | 58,500 | 72,000 | 72,000 | 72,000 | 72,000 | 72,000 |

| 5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS | | BRICK ROCHESTER ACADEMY CHARTER SCHOOL | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|--|---|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|
| *NOTE: Projected Five Year Budget on this tab should be | | PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31 | | | | | | |
| | | Year 1 2026-27 | Year 2 2027-28 | Year 3 2028-29 | Year 4 2029-30 | Year 5 2030-31 | | |
| Total Revenue | | 2,468,438 | 3,572,097 | 4,980,076 | 6,393,999 | 8,015,530 | | |
| Total Expenses | | 2,442,591 | 3,442,099 | 4,775,368 | 6,376,095 | 7,544,395 | | |
| Net Income (Before Cash Flow Adjustments) | | 25,848 | 129,998 | 204,708 | 17,903 | 471,135 | | |
| Budgeted Student Enrollment | | 120 | 210 | 300 | 390 | 480 | | |
| | | | | | | | | |
| REVENUE | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | |
| Per Pupil Revenue | | Per Pupil Revenue Percentage Increase | | | | | | |
| | | 2.0% | 2.0% | 2.0% | 2.0% | 2.0% | | |
| PRIMARY School District: Rochester City School District | | 1,752,278 | 3,127,817 | 4,557,676 | 6,043,479 | 7,586,890 | | |
| Other District 1: | | - | - | - | - | - | | |
| Other District 2: | | - | - | - | - | - | | |
| Other District 3: | | - | - | - | - | - | | |
| Other District 4: | | - | - | - | - | - | | |
| Other District 5: | | - | - | - | - | - | | |
| Other District 6: | | - | - | - | - | - | | |
| Other District 7: | | - | - | - | - | - | | |
| Other District 8: | | - | - | - | - | - | | |
| Other District 9: | | - | - | - | - | - | | |
| Other District 10: | | - | - | - | - | - | | |
| Other District 11: | | - | - | - | - | - | | |
| Other District 12: | | - | - | - | - | - | | |
| Other District 13: | | - | - | - | - | - | | |
| Other District 14: | | - | - | - | - | - | | |
| Other School Districts' Revenue: | | - | - | - | - | - | | |
| TOTAL Per Pupil Revenue | | 1,752,278 | 3,127,817 | 4,557,676 | 6,043,479 | 7,586,890 | | |
| Special Education Revenue | | - | - | - | - | - | | |
| NYC DoE Rental Assistance | | - | - | - | - | - | | |
| Grants | | - | - | - | - | - | | |
| Stimulus | | - | - | - | - | - | | |
| DYCD (Department of Youth and Community Developmnt.) | | - | - | - | - | - | | |
| Other | | - | - | - | - | - | | |
| Other | | - | - | - | - | - | | |
| TOTAL REVENUE FROM STATE SOURCES | | 1,752,278 | 3,127,817 | 4,557,676 | 6,043,479 | 7,586,890 | | |
| | | | | | | | | |
| REVENUE FROM FEDERAL FUNDING | | | | | | | | |
| IDEA Special Needs | | 6,000 | 10,500 | 15,000 | 19,500 | 24,000 | \$50 per student | |
| Title I | | 94,560 | 165,480 | 236,400 | 307,320 | 378,240 | \$788 per student | |
| Title Funding - Other | | 3,600 | 6,300 | 9,000 | 11,700 | 14,400 | \$30 per student | |
| School Food Service (Free Lunch) | | - | - | - | - | - | | |
| Grants | | - | - | - | - | - | | |
| Charter School Program (CSP) Planning & Implementation | | - | - | - | - | - | | |
| Other | | 600,000 | 250,000 | 150,000 | - | - | | |
| Other | | - | - | - | - | - | | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 704,160 | 432,280 | 410,400 | 338,520 | 416,640 | | |
| | | | | | | | | |
| LOCAL AND OTHER REVENUE | | | | | | | | |
| Contributions and Donations | | - | - | - | - | - | | |
| Fundraising | | - | - | - | - | - | | |
| Erate Reimbursement | | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | | |
| Earnings on Investments | | - | - | - | - | - | | |
| Interest Income | | - | - | - | - | - | | |
| Food Service (Income from meals) | | - | - | - | - | - | | |
| Text Book | | - | - | - | - | - | | |

| DISOLUTION ESCROW & RESERVES / CONTINGENCY | | | | | | | | | | | |
|---|-----------|----------|-----------|-----------|----------|----------|-----------|---------|-----------|---------|-----------|
| TOTAL EXPENSES | | | | | | | | | | | |
| 217,133 | 217,133 | 265,733 | 207,066 | 229,566 | 181,566 | 181,566 | 181,566 | 181,566 | 181,566 | 216,566 | 2,442,591 |
| 124,914 | (167,133) | 76,314 | (157,066) | 112,481 | (27,406) | 160,481 | (131,566) | 160,481 | (131,566) | 160,481 | 25,848 |
| NET INCOME | | | | | | | | | | | |
| 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 | | | | | | | | | | | |
| 124,914 | (167,133) | 76,314 | (157,066) | 112,481 | (27,406) | 160,481 | (131,566) | 160,481 | (131,566) | 160,481 | 25,848 |
| Beginning Cash Balance | | | | | | | | | | | |
| - | 124,914 | (42,219) | 34,095 | (122,971) | (10,490) | (37,896) | 122,584 | (8,982) | 151,499 | 19,933 | 180,414 |
| ENDING CASH BALANCE | | | | | | | | | | | |
| 124,914 | (42,219) | 34,095 | (122,971) | (10,490) | (37,896) | 122,584 | (8,982) | 151,499 | 19,933 | 180,414 | 25,848 |

| | | | | | | | | | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|----|
| TOTAL ADMINISTRATIVE STAFF | | | | | | | | | | | | | | | | | OK |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | | | | OK |
| Teachers - Regular | | | | | | | | | | | | | | | | | OK |
| Teachers - SPED | | | | | | | | | | | | | | | | | OK |
| Substitute Teachers | | | | | | | | | | | | | | | | | OK |
| Teaching Assistants | | | | | | | | | | | | | | | | | OK |
| Specialty Teachers | | | | | | | | | | | | | | | | | OK |
| Aides | | | | | | | | | | | | | | | | | OK |
| Therapists & Counselors | | | | | | | | | | | | | | | | | OK |
| Other | | | | | | | | | | | | | | | | | OK |
| TOTAL INSTRUCTIONAL | | | | | | | | | | | | | | | | | OK |
| 4.00 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 28,750 | 345,000 | OK |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | | | | OK |
| Nurse | | | | | | | | | | | | | | | | | OK |
| Librarian | | | | | | | | | | | | | | | | | OK |
| Custodian | | | | | | | | | | | | | | | | | OK |
| Security | | | | | | | | | | | | | | | | | OK |
| Other | | | | | | | | | | | | | | | | | OK |
| TOTAL NON-INSTRUCTIONAL | | | | | | | | | | | | | | | | | OK |
| 16.00 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 98,958 | 1,187,500 | OK |
| SUBTOTAL PERSONNEL SERVICE COSTS | | | | | | | | | | | | | | | | | OK |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | | | | OK |
| Payroll Taxes | | | | | | | | | | | | | | | | | OK |
| Fringe / Employee Benefits | | | | | | | | | | | | | | | | | OK |
| Retirement / Pension | | | | | | | | | | | | | | | | | OK |
| TOTAL PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | | | | OK |
| TOTAL PERSONNEL SERVICE COSTS | | | | | | | | | | | | | | | | | OK |
| CONTRACTED SERVICES | | | | | | | | | | | | | | | | | OK |
| Accounting / Audit | | | | | | | | | | | | | | | | | OK |
| Legal | | | | | | | | | | | | | | | | | OK |
| Management Company Fee | | | | | | | | | | | | | | | | | OK |
| Nurse Services | | | | | | | | | | | | | | | | | OK |
| Food Service / School Lunch | | | | | | | | | | | | | | | | | OK |
| Payroll Services | | | | | | | | | | | | | | | | | OK |
| Special Ed Services | | | | | | | | | | | | | | | | | OK |
| Titlement Services (i.e. Title I) | | | | | | | | | | | | | | | | | OK |
| Other Purchased / Professional / Consulting | | | | | | | | | | | | | | | | | OK |
| TOTAL CONTRACTED SERVICES | | | | | | | | | | | | | | | | | OK |
| SCHOOL OPERATIONS | | | | | | | | | | | | | | | | | OK |
| Board Expenses | | | | | | | | | | | | | | | | | OK |
| Classroom / Teaching Supplies & Materials | | | | | | | | | | | | | | | | | OK |
| Special Ed Supplies & Materials | | | | | | | | | | | | | | | | | OK |
| Textbooks / Workbooks | | | | | | | | | | | | | | | | | OK |
| Supplies & Materials other | | | | | | | | | | | | | | | | | OK |
| Equipment / Furniture | | | | | | | | | | | | | | | | | OK |
| Telephone | | | | | | | | | | | | | | | | | OK |
| Technology | | | | | | | | | | | | | | | | | OK |
| Student Testing & Assessment | | | | | | | | | | | | | | | | | OK |
| Field Trips | | | | | | | | | | | | | | | | | OK |
| Transportation (student) | | | | | | | | | | | | | | | | | OK |
| Student Services - other | | | | | | | | | | | | | | | | | OK |
| Office Expense | | | | | | | | | | | | | | | | | OK |
| Staff Development | | | | | | | | | | | | | | | | | OK |
| Staff Recruitment | | | | | | | | | | | | | | | | | OK |
| Student Recruitment / Marketing | | | | | | | | | | | | | | | | | OK |
| School Meals / Lunch | | | | | | | | | | | | | | | | | OK |
| Travel (Staff) | | | | | | | | | | | | | | | | | OK |
| Fundraising | | | | | | | | | | | | | | | | | OK |
| Other | | | | | | | | | | | | | | | | | OK |
| TOTAL SCHOOL OPERATIONS | | | | | | | | | | | | | | | | | OK |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | | | | OK |
| Insurance | | | | | | | | | | | | | | | | | OK |
| Janitorial | | | | | | | | | | | | | | | | | OK |
| Building and Land Rent / Lease / Facility Finance Interest | | | | | | | | | | | | | | | | | OK |
| Repairs & Maintenance | | | | | | | | | | | | | | | | | OK |
| Equipment / Furniture | | | | | | | | | | | | | | | | | OK |
| Security | | | | | | | | | | | | | | | | | OK |
| Utilities | | | | | | | | | | | | | | | | | OK |
| TOTAL FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | | | | OK |
| DEPRECIATION & AMORTIZATION | | | | | | | | | | | | | | | | | OK |

| YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER) | | | | | | | | | | | | | BRICK ROCHESTER ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027 | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|---|-----------|----------|-----------|-----------|----------|----------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|
| | | | | | | | | | | | | | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | TOTAL | | | | | |
| Total Revenue | | | | | | | | | | | | | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 62,000 | 2,468,438 |
| Total Expenses | | | | | | | | | | | | | 217,133 | 217,133 | 265,733 | 207,066 | 229,566 | 181,566 | 181,566 | 181,566 | 181,566 | 181,566 | 181,566 | 181,566 | 181,566 | 181,566 | 181,566 | 181,566 | 216,566 | 2,442,591 |
| Net Income | | | | | | | | | | | | | 124,914 | (167,133) | 76,314 | (157,066) | 112,481 | (27,406) | 160,481 | (131,566) | 160,481 | (131,566) | 160,481 | (131,566) | 160,481 | (131,566) | 160,481 | (154,566) | 25,848 | |
| Cash Flow Adjustments | | | | | | | | | | | | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Beginning Cash Balance | | | | | | | | | | | | | - | 124,914 | (42,219) | 34,095 | (122,971) | (10,490) | (37,896) | 122,584 | (8,982) | 122,584 | (8,982) | 151,499 | 19,933 | 180,414 | 151,499 | 180,414 | 25,848 | |
| Ending Cash Balance | | | | | | | | | | | | | 124,914 | (42,219) | 34,095 | (122,971) | (10,490) | (37,896) | 122,584 | (8,982) | 122,584 | (8,982) | 151,499 | 19,933 | 180,414 | 151,499 | 180,414 | 25,848 | 25,848 | |
| REVENUE | | | | | | | | | | | | | * Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "Y) Year 1 Budget & Assumptions." | | | | | | | | | | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Per Pupil Revenue | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PRIMARY School District: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rochester City School District | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 1: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 2: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 3: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 4: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 5: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 6: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 7: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 8: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 9: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 10: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 11: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 12: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 13: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other District 14: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other School Districts' Revenue: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL Per Pupil Revenue | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education Revenue | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NYC DoE Rental Assistance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grants | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DYCD (Department of Youth and Community Developmnt.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL REVENUE FROM STATE SOURCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| REVENUE FROM FEDERAL FUNDING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IDEA Special Needs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title Funding - Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Food Service (Free Lunch) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grants | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LOCAL and OTHER REVENUE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contributions and Donations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fundraising | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Erate Reimbursement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Earnings on Investments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Food Service (Income from meals) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Text Book | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTHER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL REVENUE | | | | | | | | | | | | | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 342,046 | 50,000 | 62,000 | 2,468,438 |
| EXPENSES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Executive Management | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Instructional Management | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deans, Directors & Coordinators | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CFO / Director of Finance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Operation / Business Manager | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Administrative Staff | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No. of Positions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | |
|--|-------|------------|-------|---------|---|-------------|-----------|----|
| Teachers - Regular | 8.00 | 580,000 | - | - | - | - | 580,000 | OK |
| Teachers - SPED | - | - | - | - | - | - | - | OK |
| Substitute Teachers | - | - | - | - | - | - | - | OK |
| Teaching Assistants | - | - | - | - | - | - | - | OK |
| Specialty Teachers | 1.00 | 72,500 | - | - | - | - | 72,500 | OK |
| Aides | - | - | - | - | - | - | - | OK |
| Therapists & Counselors | - | - | - | - | - | - | - | OK |
| Other | 1.00 | 80,000 | - | - | - | - | 80,000 | OK |
| | 1.00 | 55,000 | - | - | - | - | 55,000 | OK |
| | 11.00 | 787,500 | - | - | - | - | 787,500 | OK |
| TOTAL INSTRUCTIONAL | | | | | | | | |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | OK |
| Librarian | - | - | - | - | - | - | - | OK |
| Custodian | 1.00 | 55,000 | - | - | - | - | 55,000 | OK |
| Security | - | - | - | - | - | - | - | OK |
| Other | - | - | - | - | - | - | - | OK |
| | 1.00 | 55,000 | - | - | - | - | 55,000 | OK |
| TOTAL NON-INSTRUCTIONAL | | | | | | | | |
| | 16.00 | 985,000.00 | - | - | - | 202,500 | 1,187,500 | OK |
| SUBTOTAL PERSONNEL SERVICE COSTS | | | | | | | | |
| PAYROLL TAXES AND BENEFITS | | | | | | | | |
| Payroll Taxes | | 73,875 | - | - | - | 15,188 | 89,063 | OK |
| Fringe / Employee Benefits | | 118,200 | - | - | - | 24,300 | 142,500 | OK |
| Retirement / Pension | | 9,850 | - | - | - | 2,025 | 11,875 | OK |
| TOTAL PAYROLL TAXES AND BENEFITS | | | | | | | | |
| | | 201,925 | - | - | - | 41,513 | 243,438 | OK |
| TOTAL PERSONNEL SERVICE COSTS | | | | | | | | |
| | 16.00 | 1,186,925 | - | - | - | 244,013 | 1,430,938 | OK |
| CONTRACTED SERVICES | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | - | OK |
| Legal | | - | - | - | - | 35,000 | 35,000 | OK |
| Management Company Fee | | - | - | - | - | 25,000 | 25,000 | OK |
| Nurse Services | | - | - | - | - | 186,844 | 186,844 | OK |
| Food Service / School Lunch | | - | - | - | - | - | - | OK |
| Payroll Services | | 11,869 | - | - | - | 2,440 | 14,309 | OK |
| Special Ed Services | | - | - | - | - | - | - | OK |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | OK |
| Other Purchased / Professional / Consulting | | - | - | - | - | 48,000 | 48,000 | OK |
| TOTAL CONTRACTED SERVICES | | | | | | | | |
| | | 11,869 | - | - | - | 297,284 | 309,153 | OK |
| SCHOOL OPERATIONS | | | | | | | | |
| Board Expenses | | - | - | - | - | 5,000 | 5,000 | OK |
| Classroom / Teaching Supplies & Materials | | 24,000 | - | - | - | - | 24,000 | OK |
| Special Ed Supplies & Materials | | - | - | - | - | - | - | OK |
| Textbooks / Workbooks | | 42,000 | - | - | - | - | 42,000 | OK |
| Supplies & Materials other | | - | - | - | - | - | - | OK |
| Equipment / Furniture | | 30,000 | - | - | - | - | 30,000 | OK |
| Telephone | | 26,500 | - | - | - | - | 26,500 | OK |
| Technology | | 102,000 | - | - | - | - | 102,000 | OK |
| Student Testing & Assessment | | - | - | - | - | - | - | OK |
| Field Trips | | - | - | - | - | - | - | OK |
| Transportation (student) | | - | - | - | - | - | - | OK |
| Student Services - other | | - | - | - | - | - | - | OK |
| Office Expense | | 12,000 | - | - | - | - | 12,000 | OK |
| Staff Development | | - | - | - | - | - | - | OK |
| Staff Recruitment | | - | - | - | - | 50,000 | 50,000 | OK |
| Student Recruitment / Marketing | | - | - | - | - | 100,000 | 100,000 | OK |
| School Meals / Lunch | | - | - | - | - | - | - | OK |
| Travel (Staff) | | - | - | - | - | - | - | OK |
| Fundraising | | - | - | - | - | - | - | OK |
| Other | | - | - | - | - | - | - | OK |
| TOTAL SCHOOL OPERATIONS | | | | | | | | |
| | | 236,500 | - | - | - | 155,000 | 391,500 | OK |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | |
| Insurance | | - | - | - | - | 25,000 | 25,000 | OK |
| Janitorial | | - | - | - | - | 12,000 | 12,000 | OK |
| Building and Land Rent / Lease / Facility Finance Interest | | - | - | - | - | 250,000 | 250,000 | OK |
| Repairs & Maintenance | | - | - | - | - | - | - | OK |
| Equipment / Furniture | | - | - | - | - | - | - | OK |
| Security | | - | - | - | - | - | - | OK |
| Utilities | | - | - | - | - | 24,000 | 24,000 | OK |
| TOTAL FACILITY OPERATION & MAINTENANCE | | | | | | | | |
| | | - | - | - | - | 311,000 | 311,000 | OK |
| DEPRECIATION & AMORTIZATION | | | | | | | | |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | | | | | | | | |
| | | 1,455,294 | - | - | - | 1,007,296 | 2,442,591 | OK |
| TOTAL EXPENSES | | | | | | | | |
| | | 427,144 | 6,000 | 600,000 | - | (1,007,296) | 25,848 | OK |
| NET INCOME | | | | | | | | |

OK
OK
Tab 7 is Different by .00
OK

| YEAR 1 BUDGET AND ASSUMPTION | | BRICK ROCHESTER ACADEMY CHARTER SCHOOL | | | | | | DESCRIPTION OF ASSUMPTIONS | |
|--|-----------|--|----------------------|---------|-------------|-------------------------|-----------|---|--|
| | | PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027 | | | | | | *NOTE: State assumptions that are being made for the 1- | |
| | | 1,862,438 | 6,000 | 600,000 | - | - | 2,468,438 | | |
| Total Revenue | | 1,862,438 | 6,000 | 600,000 | - | - | 2,468,438 | | |
| Total Expenses | | 1,435,294 | - | - | - | 1,007,296 | 2,442,591 | | |
| Net Income | | 427,144 | 6,000 | 600,000 | - | (1,007,296) | 25,848 | | |
| Budgeted Student Enrollment | | 120 | - | - | - | - | 120 | | |
| | | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | | |
| REVENUE | | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | | |
| Per Pupil Revenue | 14,316 | 1,752,278 | - | - | - | - | 1,752,278 | | |
| PRIMARY School District: | | | | | | | | | |
| Other District 1: | - | - | - | - | - | - | - | | |
| Other District 2: | - | - | - | - | - | - | - | | |
| Other District 3: | - | - | - | - | - | - | - | | |
| Other District 4: | - | - | - | - | - | - | - | | |
| Other District 5: | - | - | - | - | - | - | - | | |
| Other District 6: | - | - | - | - | - | - | - | | |
| Other District 7: | - | - | - | - | - | - | - | | |
| Other District 8: | - | - | - | - | - | - | - | | |
| Other District 9: | - | - | - | - | - | - | - | | |
| Other District 10: | - | - | - | - | - | - | - | | |
| Other District 11: | - | - | - | - | - | - | - | | |
| Other District 12: | - | - | - | - | - | - | - | | |
| Other District 13: | - | - | - | - | - | - | - | | |
| Other District 14: | - | - | - | - | - | - | - | | |
| Other School Districts' Revenue: | - | - | - | - | - | - | - | | |
| TOTAL Per Pupil Revenue | 14,316 | 1,752,278 | - | - | - | - | 1,752,278 | | |
| Special Education Revenue | | | | | | | | | |
| NYC DoE Rental Assistance | | | | | | | | | |
| Grants | | | | | | | | | |
| Stimulus | | | | | | | | | |
| DYCD (Department of Youth and Community Development) | | | | | | | | | |
| Other | | | | | | | | | |
| Other | | | | | | | | | |
| TOTAL REVENUE FROM STATE SOURCES | | 1,752,278 | - | - | - | - | 1,752,278 | | |
| REVENUE FROM FEDERAL FUNDING | | | | | | | | | |
| IDEA Special Needs | | | 6,000 | - | - | - | 6,000 | | |
| Title I | | 94,560 | - | - | - | - | 94,560 | | |
| Title Funding - Other | | 3,600 | - | - | - | - | 3,600 | | |
| School Food Service (Free Lunch) | | - | - | - | - | - | - | | |
| Grants | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | | 600,000 | - | - | 600,000 | | |
| Other | | | | | | | | | |
| Other | | | | | | | | | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 98,160 | 6,000 | 600,000 | - | - | 704,160 | | |
| LOCAL and OTHER REVENUE | | | | | | | | | |
| Contributions and Donations | | | | | | | | | |
| Fundraising | | | | | | | | | |
| Erate Reimbursement | | 12,000 | - | - | - | - | 12,000 | Internet | |
| Earnings on Investments | | | | | | | | | |
| Interest Income | | | | | | | | | |
| Food Service (Income from meals) | | | | | | | | | |
| Text Book | | | | | | | | | |
| OTHER | | | | | | | | | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 12,000 | - | - | - | - | 12,000 | | |
| TOTAL REVENUE | | 1,862,438 | 6,000 | 600,000 | - | - | 2,468,438 | | |
| EXPENSES | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | |
| Executive Management | Positions | - | - | - | - | - | - | | |
| Instructional Management | 1.00 | 62,500 | - | - | - | 62,500 | 125,000 | | |
| Deans, Directors & Coordinators | 1.00 | 80,000 | - | - | - | - | 80,000 | | |
| CFO / Director of Finance | - | - | - | - | - | - | - | | |
| Operation / Business Manager | 1.00 | - | - | - | - | 85,000 | 85,000 | | |
| Administrative Staff | 1.00 | - | - | - | - | 55,000 | 55,000 | | |
| TOTAL ADMINISTRATIVE STAFF | 4.00 | 142,500 | - | - | - | 202,500 | 345,000 | | |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | |

[illegible]

| | | | |
|--|-------------|----------------|--|
| Custodian | - | - | |
| Security | - | - | |
| Other | - | - | |
| TOTAL NON-INSTRUCTIONAL | - | - | |
| SUBTOTAL PERSONNEL SERVICE COSTS | 2.00 | 132,083 | |
| PAYROLL TAXES AND BENEFITS | | | |
| Payroll Taxes | | 9,906 | |
| Fringe / Employee Benefits | | 15,850 | |
| Retirement / Pension | | 1,321 | |
| TOTAL PAYROLL TAXES AND BENEFITS | | 27,077 | |
| TOTAL PERSONNEL SERVICE COSTS | 2.00 | 159,160 | |
| CONTRACTED SERVICES | | | |
| Accounting / Audit | | - | |
| Legal | | 20,000 | |
| Management Company Fee | | - | |
| Nurse Services | | - | |
| Food Service / School Lunch | | - | |
| Payroll Services | | 1,321 | |
| Special Ed Services | | - | |
| Titlement Services (i.e. Title I) | | - | |
| Other Purchased / Professional / Consulting | | 40,000 | |
| TOTAL CONTRACTED SERVICES | | 61,321 | |
| SCHOOL OPERATIONS | | | |
| Board Expenses | | - | |
| Classroom / Teaching Supplies & Materials | | - | |
| Special Ed Supplies & Materials | | - | |
| Textbooks / Workbooks | | 25,000 | |
| Supplies & Materials other | | - | |
| Equipment / Furniture | | 60,000 | |
| Telephone | | - | |
| Technology | | - | |
| Student Testing & Assessment | | - | |
| Field Trips | | - | |
| Transportation (student) | | - | |
| Student Services - other | | - | |
| Office Expense | | - | |
| Staff Development | | - | |
| Staff Recruitment | | - | |
| Student Recruitment / Marketing | | 100,000 | |
| School Meals / Lunch | | - | |
| Travel (Staff) | | 10,000 | |
| Fundraising | | - | |
| Other | | - | |
| TOTAL SCHOOL OPERATIONS | | 195,000 | |
| FACILITY OPERATION & MAINTENANCE | | | |
| Insurance | | 3,000 | |
| Janitorial | | - | |
| Building and Land Rent / Lease / Facility Finance Interest | | - | |
| Repairs & Maintenance | | - | |
| Equipment / Furniture | | - | |
| Security | | - | |
| Utilities | | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | | 3,000 | |
| DEPRECIATION & AMORTIZATION | | - | |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | | - | |
| TOTAL EXPENSES | | 418,481 | |
| NET INCOME | | 31,519 | |

BRICK ROCHESTER ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***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 | 450,000 | | |
| Total Expenses | 418,481 | | |
| Net Income | 31,519 | | |
| | | 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 | - | | |
| Other | - | | |
| Other | - | | |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | | |
| LOCAL and OTHER REVENUE | | | |
| Contributions and Donations | - | | |
| Fundraising | 450,000 | | |
| Erate Reimbursement | - | | |
| Earnings on Investments | - | | |
| Interest Income | - | | |
| Food Service (Income from meals) | - | | |
| Text Book | - | | |
| OTHER | - | | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 450,000 | | |
| TOTAL REVENUE | 450,000 | | |
| EXPENSES | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | FTE No. of Positions | |
| Executive Management | 1.00 | 100,000 | |
| Instructional Management | - | - | |
| Deans, Directors & Coordinators | - | - | |
| CFO / Director of Finance | - | - | |
| Operation / Business Manager | - | - | |
| Administrative Staff | 1.00 | 32,083 | |
| TOTAL ADMINISTRATIVE STAFF | 2.00 | 132,083 | |
| 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 | - | - | |

BRICK ROCHESTER ACADEMY CHARTER SCHOOL

| Acad Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------|---------|---------|---------|---------|---------|
| | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
| | K-1 | K-2 | K-3 | K-4 | K-5 |
| Enrollment | 120 | 210 | 300 | 350 | 460 |

*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

ADMINISTRATIVE PERSONNEL FTE

| | FTE | | | | |
|---------------------------------|-----|-----|-----|-----|------|
| Executive Management | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Instructional Management | 1.0 | 1.0 | 2.0 | 2.0 | 3.0 |
| Deans, Directors & Coordinators | 1.0 | 1.0 | 2.0 | 3.0 | 4.0 |
| GEO / 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 |
| Director of Operations | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| TOTAL ADMINISTRATIVE STAFF | 4.0 | 4.0 | 6.0 | 8.0 | 10.0 |

INSTRUCTIONAL PERSONNEL FTE

| | | | | | |
|-------------------------|------|------|------|------|------|
| Teachers - Regular | 8.0 | 14.0 | 20.0 | 27.0 | 31.0 |
| Teachers - SPED | 0.0 | 1.0 | 2.0 | 3.0 | 4.0 |
| Substitute Teachers | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teaching Assistants | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Specialty Teachers | 1.0 | 2.0 | 2.0 | 3.0 | 4.0 |
| Aides | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Therapists & Counselors | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| Other | 1.0 | 1.0 | 2.0 | 3.0 | 3.0 |
| TOTAL INSTRUCTIONAL | 11.0 | 19.0 | 27.0 | 38.0 | 44.0 |

NON-INSTRUCTIONAL PERSONNEL FTE

| | | | | | |
|-------------------------|-----|-----|-----|-----|-----|
| Nurse | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 |
| Cleaner | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 |
| Custodian | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Security | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| TOTAL NON-INSTRUCTIONAL | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 |

| | | | | | |
|-----------------------------|------|------|------|------|------|
| TOTAL PERSONNEL SERVICE FTE | 16.0 | 24.0 | 34.0 | 48.0 | 56.0 |
|-----------------------------|------|------|------|------|------|

STAFFING PLAN WAGES

| Acad Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------|---------|---------|---------|---------|---------|
| Grades | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
| Enrollment | K-1 | K-2 | K-3 | K-4 | K-5 |
| | 120.00 | 210.00 | 300.00 | 390.00 | 480.00 |

*NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES

| Salary/Per % | WAGES | | | | |
|---------------------------------|------------|------------|------------|------------|------------|
| Executive Management | \$ - | \$ - | \$ - | \$ - | \$ - |
| Instructional Management | \$ 125,000 | \$ 128,250 | \$ 257,613 | \$ 265,341 | \$ 338,301 |
| Deans, Directors & Coordinators | \$ 80,000 | \$ 82,400 | \$ 164,872 | \$ 249,818 | \$ 337,313 |
| GEO / Director of Finance | \$ - | \$ - | \$ - | \$ - | \$ - |
| Operation / Business Manager | \$ 85,000 | \$ 87,150 | \$ 89,777 | \$ 92,480 | \$ 95,650 |
| Director of Operations | \$ 85,000 | \$ 87,150 | \$ 89,777 | \$ 92,480 | \$ 95,650 |
| TOTAL ADMINISTRATIVE STAFF | \$ 353,000 | \$ 355,350 | \$ 571,011 | \$ 723,141 | \$ 949,835 |

INSTRUCTIONAL PERSONNEL WAGES

| | | | | | |
|-------------------------|------------|------------|--------------|--------------|--------------|
| Teachers - Regular | \$ 72,500 | \$ 580,000 | \$ 1,032,400 | \$ 1,498,372 | \$ 2,050,823 |
| Teachers - SPED | \$ - | \$ - | \$ - | \$ - | \$ - |
| Substitute Teachers | \$ 75,000 | \$ - | \$ 75,000 | \$ 152,250 | \$ 231,848 |
| Teaching Assistants | \$ - | \$ - | \$ - | \$ - | \$ - |
| Specialty Teachers | \$ 72,500 | \$ 72,500 | \$ 147,175 | \$ 151,590 | \$ 228,638 |
| Aides | \$ - | \$ - | \$ - | \$ - | \$ - |
| Therapists & Counselors | \$ 80,000 | \$ 82,400 | \$ 84,872 | \$ 89,872 | \$ 107,418 |
| Other | \$ 85,000 | \$ 87,150 | \$ 89,777 | \$ 92,480 | \$ 95,650 |
| TOTAL INSTRUCTIONAL | \$ 353,000 | \$ 787,500 | \$ 1,333,625 | \$ 2,000,434 | \$ 2,850,447 |

NON-INSTRUCTIONAL PERSONNEL WAGES

| | | | | | |
|-------------------------------|-----------|--------------|--------------|--------------|--------------|
| Nurse | \$ 65,000 | \$ - | \$ - | \$ - | \$ 65,000 |
| Cleaner | \$ - | \$ - | \$ - | \$ - | \$ - |
| Custodian | \$ 55,000 | \$ 56,650 | \$ 58,350 | \$ 60,100 | \$ 61,903 |
| Security | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL NON-INSTRUCTIONAL | \$ - | \$ 55,000 | \$ 58,350 | \$ 125,100 | \$ 128,853 |
| TOTAL PERSONNEL SERVICE WAGES | \$ - | \$ 1,187,500 | \$ 1,805,625 | \$ 2,629,794 | \$ 3,698,688 |

*NOTE
Please copy the FTE
Staffing Plan
(cells B11-H39)
and paste into the
Personnel Section
of the New School
Proposal.

*NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.

Description of Assumptions

| |
|---|
| Year 1: Principal; Year 3: Principal; VP; Year 4: Principal; VP; VP |
| Year 1: Dean of Students; Year 3: Dean; Asst. Dean; Year 5: Dean; 2 Asst. |
| Director of Operations |
| Year 1: Clerk; Year 4: Clerk; Clerk |

| |
|--|
| Year 1: Social Worker; Year 4: Social Worker |
| BRICK Navigator |

Nurse

*NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.

Description of Assumptions

| |
|---|
| Year 1: Principal; Year 3: Principal; VP; Year 4: Principal; VP; VP |
| Year 1: Dean of Students; Year 3: Dean; Asst. Dean; Year 5: Dean; 2 Asst. |
| Director of Operations |
| Year 1: Clerk; Year 4: Clerk; Clerk |

Social Worker

BRICK Navigator

BRICK ROCHESTER ACADEMY CHARTER SCHOOL
2026-27 through 2030-31

| CHARTER ENROLLMENT BY GRADE | | | | | | | |
|-----------------------------|-------------------|---------|---------|---------|---------|---------|-----------|
| GRADES | LEVEL | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | AGE RANGE |
| Kindergarten | Elementary School | 90 | 90 | 90 | 90 | 90 | 5-6 |
| 1st Grade | Elementary School | 30 | 90 | 90 | 90 | 90 | 6-7 |
| 2nd Grade | Elementary School | | 30 | 90 | 90 | 90 | 7-8 |
| 3rd Grade | Elementary School | | | 30 | 90 | 90 | 8-9 |
| 4th Grade | Elementary School | | | | 30 | 90 | 9-10 |
| 5th Grade | Elementary School | | | | | 30 | 10-11 |
| 6th Grade | Middle School | | | | | | |
| 7th Grade | Middle School | | | | | | |
| 8th Grade | Middle School | | | | | | |
| 9th Grade | High School | | | | | | |
| 10th Grade | High School | | | | | | |
| 11th Grade | High School | | | | | | |
| 12th Grade | High School | | | | | | |
| Ungraded | | | | | | | |
| TOTAL | | 120 | 210 | 300 | 390 | 480 | |

***NOTE**

Please copy the **ENROLLMENT CHART**
(cells B5:H21)
and paste into the Enrollment
Section
of the New School Proposal.

| | | NUMBER OF CLASSES BY GRADE | | | | |
|--------------|-------------------|----------------------------|---------|---------|---------|---------|
| GRADES | LEVEL | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
| Kindergarten | Elementary School | 3 | 3 | 3 | 3 | 3 |
| 1st Grade | Elementary School | 1 | 3 | 3 | 3 | 3 |
| 2nd Grade | Elementary School | | 1 | 3 | 3 | 3 |
| 3rd Grade | Elementary School | | | 1 | 3 | 3 |
| 4th Grade | Elementary School | | | | 1 | 3 |
| 5th Grade | Elementary School | | | | | 1 |
| 6th Grade | Middle School | | | | | |
| 7th Grade | Middle School | | | | | |
| 8th Grade | Middle School | | | | | |
| 9th Grade | High School | | | | | |
| 10th Grade | High School | | | | | |
| 11th Grade | High School | | | | | |
| 12th Grade | High School | | | | | |
| Ungraded | | | | | | |
| TOTAL | | 4 | 7 | 10 | 13 | 16 |

| | | AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE | | | | |
|--------------|-------------------|---|---------|---------|---------|---------|
| GRADES | LEVEL | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
| Kindergarten | Elementary School | 30 | 30 | 30 | 30 | 30 |
| 1st Grade | Elementary School | 30 | 30 | 30 | 30 | 30 |
| 2nd Grade | Elementary School | 0 | 30 | 30 | 30 | 30 |
| 3rd Grade | Elementary School | 0 | 0 | 30 | 30 | 30 |
| 4th Grade | Elementary School | 0 | 0 | 0 | 30 | 30 |
| 5th Grade | Elementary School | 0 | 0 | 0 | 0 | 30 |
| 6th Grade | Middle School | 0 | 0 | 0 | 0 | 0 |
| 7th Grade | Middle School | 0 | 0 | 0 | 0 | 0 |
| 8th Grade | Middle School | 0 | 0 | 0 | 0 | 0 |
| 9th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 10th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 11th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 12th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| Ungraded | | 0 | 0 | 0 | 0 | 0 |

| SUMMARY AND OTHER INFORMATION | | | | | |
|--|------------|------------|------------|------------|------------|
| Total Elementary Enrollment | 120 | 210 | 300 | 390 | 480 |
| Total Middle School Enrollment | - | - | - | - | - |
| Total High School Enrollment | - | - | - | - | - |
| Total Ungraded Enrollment | - | - | - | - | - |
| Total Enrollment | 120 | 210 | 300 | 390 | 480 |
| Change in Net Enrollment from Prior Year (Count) | 120 | 90 | 90 | 90 | 90 |
| Change in Net Enrollment from Prior Year (Percent) | 100.0% | 75.0% | 42.9% | 30.0% | 23.1% |
| Anticipated rate of attrition (Percent) | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

| ADDITIONAL NOTES/COMMENTS | |
|---------------------------|--|
| | |

***NOTE**

Enrollment by Grade
should equal
Enrollment by District

| ESTIMATED ENROLLMENT BY DISTRICT | | | | | | |
|--|-----|-----|-----|-----|-----|---|
| ANNUAL ENROLLMENT BY DISTRICT TOTALS | 120 | 210 | 300 | 390 | 480 | |
| Enrollment by Grade vs Enrollment by District (should = 0) | - | - | - | - | - | - |


RED Numbers
indicate that corrections are
necessary.

| | |
|---|---|
| ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> | 1 |
|---|---|

| PRIMARY SENDING | Rochester City School District | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
|---|--------------------------------|--|------------------|------------------|------------------|------------------|
| DISTRICT'S ANNUAL TOTAL OPERATING BUDGET | | \$ 1,065,349,778 | \$ 1,065,349,778 | \$ 1,065,349,778 | \$ 1,065,349,778 | \$ 1,065,349,778 |
| ENROLLMENT (<i>Charter School</i>) | | 120 | 210 | 300 | 390 | 480 |
| DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available) | | chrome-extension://efaidnbmnnpbicaipcgjclefindmkaj/https://www.rcsd.k12.org/cms/lib/NY001001156/Centricity/Domain/92/2025%20DRAFT%20BUDGET_3272024.pdf | | | | |

| | | | | | | |
|---|------------------------------|---------|---------|---------|---------|---------|
| SECONDARY SENDING SCHOOL DISTRICT | Select from drop-down list → | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
| DISTRICT'S ANNUAL TOTAL OPERATING BUDGET | | \$ - | \$ - | \$ - | \$ - | \$ - |
| ENROLLMENT (Charter School) | | | | | | |
| DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available) | | | | | | |

[illegible]



University of Northern Iowa
Office of the President

UNY New School Report
Budget & Case Study Overview

UNY Rochester Academy Charter School

Report Date: 10/01/2024

Report Year: 2023

Report Period: 10/01/2023 - 09/30/2024

Report Author: UNY

Report Reviewer: UNY

Report Approved: UNY

Report Version: 1.0

Report Status: Draft

Report Comments: UNY

Report History: UNY

Report Notes: UNY

Report Footer: UNY

R-21f - Letters of Commitment

BRICK has a strong track record of successful development efforts, driven by our dedicated three-person development team and the CEO's efforts to leverage relationships with board members. While there are no letters of commitment to submit by the application deadline, BRICK has existing and ongoing funder relationships with three organizations that have demonstrated their ongoing commitments to BRICK via their philanthropic giving and their verbal commitments - Charter School Growth Fund, Rochester Ready, and Cullen. BRICK will work with each organization to ensure additional funding following the application approval for BRACS. Please see **BPA S08b - Philanthropic Support** for more information.

Loan from two years to five years. The Loan bears interest at a rate of 1% per annum. Pursuant to the CARES Act and the subsequent update under PPP Flexibility Act of 2020 ("Flexibility Act"), the Company has a period of ten months after the end of the loan forgiveness covered period to apply for forgiveness. In accordance with the Flexibility Act, the Company elected the 24-week loan forgiveness covered period which begins on the date the lender disbursed the PPP funds. Payments of principal and interest on the Loan are deferred during the ten-month period.

On July 13, 2021, the Organization received full forgiveness on its PPP loan and will therefore recognize the entire amount of \$942,315 as income in the statement of activities and change in net assets for fiscal year ended June 30, 2022.

Cash paid for amounts included in measurement of lease liabilities:

Operating cash outflows - payments on operating leases 32,000 \$

Right-of-use assets obtained in exchange for new lease obligations:

Operating leases 73,973 \$ Average lease term and discount rate as of June 30, 2023 was as

follows:

Weighted-average remaining lease term:

Operating leases 1.33 years

Weighted-average discount rate:

Operating leases 2.85%

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 12 - Leases - Continued

The aggregate future lease payments for operating and finance leases as of June 30, 2023 were as follows:

| | Operating Leases |
|--|----------------------|
| Future Lease Payments | |
| 2024 \$ 33,200 2025 11,200 Total lease payments | 44,400 |
| Less imputed interest (786) Total present value of lease liabilities | 43,614 \$ |

Note 13 - Loan Payable - Paycheck Protection Program ("PPP")

On April 17, 2020, the Organization was granted a loan (the "Loan") from Provident Bank in the amount of \$942,315 pursuant to the PPP under Division A, Title I of the Coronavirus Aid, Relief, and Economic Security ("CARES") Act, which was enacted March 27, 2020. The Loan matures on April 17, 2022 unless the Organization and lender mutually agree to extend the maturity of the

revenues received by Achieve. These fees shall be paid monthly. During the years ended June 30, 2023 and 2022, the Organization received \$965,629 and \$1,151,256, respectively, in fees.

Effective November 2022, the Organization entered into an agreement with BRICK Buffalo Academy ("the School") to act as a CMO. As part of the agreement, the Organization shall provide certain services to the School as described within the agreement.

For the services performed by the Organization, a management fee is paid under this agreement. The School will pay the Organization fees equal to 8% of gross revenues received by the School. These fees shall be paid monthly. During the years ended June 30, 2023 and 2022, the Organization received \$258,000 and -\$0-, respectively, in fees.

Note 11 - Liquidity and Availability

The Organization's financial assets available within one year of the statement of financial position date for general expenditures are as follows:

June 30,
2023 2022

Cash 194,472 \$ 114,947 \$ Grants receivable 927,248 799,698 \$ 914,645 1,121,720 \$

The Organization has a related party organization (South Ward) which can loan funds to the Organization if needed.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 12 - Leases

The Organization leases real estate under an operating lease agreement that has an initial term of 3 years. The lease does not include any renewal options. The Organization's operating lease does not contain any material restrictive covenants or residual value guarantees.

Operating lease cost is recognized on a straight-line basis over the lease term. The components of lease expense are as follows for the year ended June 30, 2023:

Operating lease cost 32,743 \$ Total lease cost \$ 32,743

Supplemental balance sheet information related to leases were as follows:

Operating leases:

Operating lease right-of-use assets \$ 42,871

Operating lease liabilities, current 32,454 \$ Operating lease liabilities, non-current 11,160
Total operating lease liabilities \$ 43,614

Supplemental cash flow information related to leases were as follows:

Note 8 - Employee Benefits

The Organization has established a salary deferral plan under Section 401(k) of the Internal Revenue Code. The plan allows eligible employees to defer a portion of their compensation. Such deferrals accumulate on a tax deferred basis until the employee withdraws the funds. The Organization, at its option, may match a portion of the employees' contribution. The plan also provides a profit-sharing component where the Organization can make a discretionary contribution to the plan, which is allocated based on the compensation of eligible employees. Total contributions made for the fiscal years ended June 30, 2023 and 2022 were \$80,396 and \$74,254, respectively.

Note 9 - Related Party Transactions

BRICK provides South Ward Promise Neighborhood ("SWPN"), a related party to the Organization, with management oversight in exchange for a management fee. Total fees billed to SWPN for management services was \$1,855,370 and \$1,250,000 during the years ended June 30, 2023 and 2022, respectively. BRICK and SWPN will also loan funds for operations back and forth as needed. These loans are short term in nature and do not bear interest. As of June 30, 2023 and 2022, BRICK owes SWPN \$778,284 and \$662,035, respectively.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 9 - Related Party Transactions - Continued

From time to time, BRICK and Achieve loan funds for operations back and forth as needed. These loans are short term in nature and do not bear interest. As of June 30, 2023 and 2022, BRICK owes Achieve \$145,400 and \$145,400, respectively.

Additionally, from time to time, BRICK and BRICK Buffalo loan funds for operations back and forth as needed. These loans are short term in nature and do not bear interest. As of June 30, 2023 and 2022, BRICK Buffalo owes BRICK \$333,174 and -\$0-, respectively.

SWPN have entered into a memorandum of understanding ("MOU") with BRICK to lease a property that BRICK has under construction. As part of the MOU, SWPN was required to remit to BRICK a security deposit of \$1,283,500 which is presented on the statement of financial position under liabilities. The terms of the lease are still in negotiation.

Note 10 - Management Fees

Effective July 2017, the Organization entered into an agreement with Achieve to act as a CMO. As part of the agreement, the Organization shall provide certain services to Achieve as described within the agreement. In June 2021, the agreement was renewed for another two-year term, through June 30, 2025, with the approval of Achieves' Board of Trustees.

For the services performed by the Organization, a management fee is paid under this agreement. Achieve will pay the Organization fees equal to 10% of total annual federal, state, and local public

Organization.

Note 4 - Note Payable

On April 10, 2020, the Organization received a 0% interest loan of \$275,000 from Charter Funds, Inc. to be repaid by November 20, 2022. The purpose of this loan is to provide support for the Organization in carrying out its charitable tax-exempt purposes, specifically as it relates to COVID-19 response activities to support distance or remote learning including but not limited to the purchase of technology, internet connectivity, technology support, and printers. As of June 30, 2023 and 2022, the balance on the loan is \$-0- and \$137,500, respectively.

Note 5 - Building Note Payable

On January 26, 2021, the Organization received a 7% interest loan of \$3,060,000 from the Community Lending Partners of New Jersey to be repaid in six months with an optional six-month extension. The note was extended with a current maturity date of January 1, 2025. The proceeds from the loan shall be used to purchase property located in Newark, New Jersey. As of June 30, 2023 and 2022, the balance on the loan is \$3,060,000.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 6 - Loan Payable - Small Business Administration ("SBA")

The Organization entered into an economic injury disaster loan with the SBA during the fiscal year ended June 30, 2022 in the amount of \$500,000. Payments on the loan are not to begin until 18 months from the date of the loan. The balance of the principal and interest matures 30 years from the date of the loan. Interest on the loan accrues at a fixed rate of 2.75%. As of June 30, 2023, the balance on the loan is \$500,000. Payments are set to begin during the fiscal year ending June 30, 2024.

Future minimum loan payments are as follows:

| | |
|----------------------|------------|
| Year ending June 30, | |
| 2024 | \$ 10,053 |
| 2025 | 12,371 |
| 2026 | 12,716 |
| 2027 | 13,070 |
| 2028 and thereafter | 451,790 |
| | \$ 500,000 |

Note 7 - Economic Dependency

As of June 30, 2023, the contracts under which BRICK receives a major portion of its funding are contracts from two sources. The revenue received from this source represents \$1,565,629 or approximately 31% of the Organization's total non-in-kind revenues. There were \$549,403 of outstanding receivables from these sources as of June 30, 2023.

As of June 30, 2022, the contracts under which BRICK receives a major portion of its funding are contracts from two sources. The revenue received from these sources represents \$2,468,559 or approximately 46% of the Organization's total non-in-kind revenues. There were \$439,863 of outstanding receivables from three of these sources as of June 30, 2022.

April 22, 2024, the date the financial statements were available to be issued.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 1 - Summary of Significant Accounting Policies - Continued

k. Pending Pronouncements

In June 2016, FASB issued Accounting Standards Update ("ASU") 2016-13, Financial Instruments - Credit Losses (Topic 326). The new ASU replaces the incurred loss impairment methodology in current GAAP with a methodology that reflects expected credit losses and requires consideration of a broader range of reasonable and supportable information to inform credit-loss estimates. The update requires a financial asset (or a group of financial assets) measured at amortized cost basis to be presented at the net amount expected to be collected. The allowance for credit losses is a valuation account that is deducted from the amortized cost basis of the financial asset(s) to present the net carrying value at the amount expected to be collected on the financial asset. Credit losses relating to available-for-sale debt securities should be recorded through an allowance for credit losses. For private companies and not-for-profit organizations, the update is effective for fiscal years beginning after December 15, 2022. The Organization is currently evaluating the effect that this new guidance will have on the financial statements and related disclosures.

Note 2 - Property and Equipment, Net

Property and equipment consist of the following:

| | Estimated | June 30, |
|-------------------------------|-----------|------------------------|
| | | Useful Lives 2023 2022 |
| Computers 5 years | 20,184 | 20,184 |
| Less accumulated depreciation | 19,662 | 17,873 |
| Property and equipment, net | 522 | \$ 2,311 \$ |

Note 3 - Construction in Progress

Construction in progress includes costs related to the purchase and development of property located in Newark, New Jersey. The property is for future administrative and program use by the

on which the terms of the contract are agreed to, and the agreement creates enforceable rights and obligations. A contract is or contains a lease when (i) explicitly or implicitly identified assets have been deployed in the contract and (ii) the Organization obtains substantially all of the economic benefits from the use of that underlying asset and directs how and for what purpose the asset is used during the term of the contract. The Organization also considers whether its service arrangements include the right to control the use of an asset.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 1 - Summary of Significant Accounting Policies - Continued

i. Leases - Continued

The Organization made an accounting policy election available under Topic 842 not to recognize ROU assets and lease liabilities for leases with a term of 12 months or less. For all other leases, ROU assets and lease liabilities are measured based on the present value of future lease payments over the lease term at the commencement date of the lease (or July 2022, for existing leases upon the adoption of Topic 842). The ROU assets also include any initial direct costs incurred and lease payments made at or before the commencement date and are reduced by any lease incentives. To determine the present value of lease payments, the Organization made an accounting policy election available to non-public companies to utilize a risk-free borrowing rate, which is aligned with the lease term at the lease commencement date (or remaining term for leases existing upon the adoption of Topic 842).

Future lease payments may include fixed rent escalation clauses or payments that depend on an index (such as the consumer price index), which is initially measured using the index or rate at lease commencement. Subsequent changes of an index and other periodic market-rate adjustments to base rent are recorded in variable lease expense in the period incurred. Residual value guarantees or payments for terminating the lease are included in the lease payments only when it is probable they will be incurred.

The Organization has made an accounting policy election to account for lease and non-lease components in its contracts as a single lease component for its real estate, vehicle, and equipment asset classes. The non-lease components typically represent additional services transferred to the Organization, such as common area maintenance for real estate, which are variable in nature and recorded in variable lease expense in the period incurred.

Adoption of Topic 842 resulted in the recording of additional ROU assets and lease liabilities related to the Organization's operating leases of \$73,973 and \$75,614, respectively, at July 2022. The adoption of the new lease standard did not materially impact net earnings or cash flows and did not result in a cumulative-effect adjustment to the opening balance of net assets.

j. Subsequent Events

The Organization has evaluated subsequent events for potential recognition or disclosure through

Revenue Code and has been classified as an organization that is not a private foundation under section 509(a).

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 1 - Summary of Significant Accounting Policies - Continued

g. Income Tax Status - Continued

Management has evaluated the Organization's tax positions in accordance with ASC 740, *Uncertainty for Income Taxes* and concluded that the Organization had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The Organization files income tax returns in the U.S. federal jurisdiction, as well as in one state jurisdiction. With few exceptions, the Organization is not subject to income tax examinations by the U.S. federal, state, or local tax authorities unless the Organization was engaged in activities that would generate unrelated business income.

h. Concentration of Credit Risk for Cash Held at Financial Institutions

The Organization at times maintains cash balances in excess of federally insured amounts.

i. Leases

In February 2016, the Financial Accounting Standards Board ("FASB") issued ASC Topic 842, *Leases*, to increase transparency and comparability among organizations related to their leasing arrangements. The update requires lessees to recognize most leases on their balance sheets as a right-of-use ("ROU") asset representing the right to use an underlying asset and a lease liability representing the obligation to make lease payments over the lease term, measured on a discounted basis. Topic 842 also requires additional disclosure of key quantitative and qualitative information for leasing arrangements. Similar to the previous lease guidance, the update retains a distinction between finance leases (similar to capital leases in Topic 840, *Leases*) and operating leases, with classification affecting the pattern of expense recognition in the income statement. The Organization adopted Topic 842 on July 2022, using the optional transition method to the modified retrospective approach, which eliminates the requirement to restate the prior-period financial statements. Under this transition provision, the Organization has applied Topic 842 to reporting periods beginning on July 2022, while prior periods continue to be reported and disclosed in accordance with the Organization's historical accounting treatment under ASC Topic 840, *Leases*.

The Organization elected the "package of practical expedients" under the transition guidance within Topic 842, in which the Organization does not reassess (1) the historical lease classification, (2) whether any existing contracts at transition are or contain leases, or (3) the initial direct costs for any existing leases. The Organization has not elected to adopt the "hindsight" practical expedient, and therefore will measure the ROU asset and lease liability using the remaining portion of the lease term upon adoption of ASC 842 on July 2022.

The Organization determines if an arrangement is or contains a lease at inception, which is the date

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 1 - Summary of Significant Accounting Policies - Continued

f. Functional Expenses

Expenses incurred to directly carry out the Organization's activities are allocated to the applicable functional expense category on a specific identification basis. Expenses that are not directly identifiable by function are allocated based on time and effort. Functional expense allocations for the years ended June 30, 2023 and 2022 are as follows:

Year Ended June 30, 2023

General and
Program Administrative Fundraising Total

| | |
|---|---|
| Salaries 1,638,010 \$ 560,960 \$ 44,876 \$ 2,243,846 \$ | Payroll taxes and employee benefits 344,728 118,057 9,444 472,229 |
| Professional development 18,917 - - 18,917 | Depreciation and amortization 1,413 339 35 1,787 |
| Repairs and maintenance 65,678 15,796 1,662 83,136 | Office expense 422,852 124,063 10,705 557,620 |
| Travel and entertainment - 60,664 - 60,664 | Dues, licenses, and subscriptions 122,120 29,371 3,092 154,583 |
| Fundraising - - 37,668 37,668 | Professional fees 528,341 - - |
| Advertising 33,566 7,782 819 42,167 | Direct assistance 170,412 39 4 170,455 |
| | Total functional expenses <u>\$ 917,071</u> |
| | <u>3,346,037 \$ 108,305 \$ 4,371,413 \$</u> |

Year Ended June 30, 2022

General and
Program Administrative Fundraising Total

| | |
|---|---|
| Salaries 1,967,507 \$ 673,804 \$ 53,904 \$ 2,695,215 \$ | Payroll taxes and employee benefits 389,214 133,293 10,663 533,170 |
| Professional development 31,478 - - 31,478 | Depreciation and amortization 1,619 389 42 2,050 |
| Repairs and maintenance 34,514 8,300 874 43,688 | Office expense 322,565 88,041 8,166 418,772 |
| Travel and entertainment 642 89,986 - 90,628 | Dues, licenses, and subscriptions 95,186 22,893 2,410 120,489 |
| Fundraising - - 7,238 7,238 | Professional fees 1,131,154 - - |
| Advertising 19,285 3,629 382 23,296 | Direct assistance 200,570 - - 200,570 |
| Bad debt expense - 233,445 - 233,445 | Family support 104,244 - - 104,244 |
| | Total functional expenses <u>\$ 1,253,780 4,297,978 \$ 83,679 \$ 5,635,437 \$</u> |

g. Income Tax Status

The Organization qualifies as a tax-exempt organization under Section 501(c)(3) of the Internal

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2023 and 2022

Note 1 - Summary of Significant Accounting Policies - Continued

e. Public Support and Revenue - Continued

Cost reimbursement contracts - Funding received from federal granting agencies is cost reimbursement in nature. Grant agencies are not directly receiving commensurate value for the services provided; therefore, grant revenue follows recognition guidance under ASC Topic 958. Funds are required to be spent in accordance with the approved budget and allowable cost guidelines from the federal government, therefore, making the funding received a conditional contribution under ASC Topic 958 guidance. Support is recognized as income as conditions are met, such that costs are incurred and services are provided.

Grant revenue - With the exception of funding received under cost-reimbursement contracts, support received under grants and contracts with funding sources is recorded as support as grant requirements are met. Grant receivables are recorded when a grantor promises funds to the Organization in support of its mission. Grant agencies are not directly receiving commensurate value for the services provided; therefore, grant revenue follows recognition guidance under ASC Topic 958.

Contribution support - Unconditional contributions, those that do not include a measurable performance-related or other barrier or those in which the Organization has limited discretion over how the contribution should be spent, are recognized as revenues in the period received and are reported as increases in the appropriate categories of net assets in accordance with donor restrictions. Expirations of donor-imposed restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from restrictions. Contributions that include a measurable barrier or those for which the Organization has limited discretion over how the contribution should be spent and a right of return or release from future obligations are recorded as conditional contributions. Conditional contributions are not recognized until they become unconditional, that is, when the conditions surrounding the indications of the barrier have been met. Donors are not directly receiving commensurate value for the services provided; therefore, contribution support follows recognition guidance under ASC Topic 958.

Management fee revenue - The Organization charges a management fee as a CMO to Achieve Community Charter School ("Achieve") and Brick Buffalo ("School"). The services described in the management agreement are not distinct and therefore the Organization considers the services as one performance obligation. Revenues are recognized ratably over the period of the management agreement in accordance with ASU 606. Refer to Note 9 for further discussion on management fee income.

Years Ended June 30, 2023 and 2022

Note 1 - Summary of Significant Accounting Policies

The financial statements are prepared on the accrual basis of accounting. The significant accounting policies are described below:

a. Nature of Business

BRICK builds pathways to economic mobility and prosperity by working in partnership with children and families to achieve education, career, financial and health goals that lead towards greater economic mobility and live opportunity-filled lives.

b. Financial Statement Presentation

The Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. The net assets without donor restrictions category represents net assets that are not subject to donor imposed restrictions and the net assets with donor restrictions category represents net assets that are subject to time or purpose donor-imposed restrictions.

Assets accumulated, and resources received and expended by the Organization are either without donor restrictions or restricted by the donor for a particular purpose. Net assets with donor restrictions represent contributions to the Organization whose use is limited by donor-imposed stipulations that either expire by the passage of time or can be fulfilled by expending the funds for their restricted purpose. The designation of net assets for specific purposes by the Organization itself does not constitute a basis for reclassifying them as net assets with donor restrictions.

c. Basis of Accounting

Under accounting principles generally accepted in the United States of America, the financial statements have been prepared on the accrual basis of accounting.

d. Receivables and Bad Debts

The Organization determines whether an allowance for uncollectible should be provided for accounts and grants receivable. Such estimates are based on management's assessment of the aged basis of its government funding sources, current economic conditions, creditworthiness of funders and customers and historical information. As of June 30, 2023 and 2022, the Organization determined that no allowance for uncollectible was necessary.

e. Public Support and Revenue

Under Accounting Standards Update ("ASU") Topic 606, revenue is recognized when performance obligations to a customer are satisfied, and revenue is earned. The Organization receives a management fee as a charter management organization ("CMO") which is recognized in accordance with ASU 606. The Organization derives its other revenue and support primarily from cost reimbursement contracts. Secondary revenue and support are received from private grants and donations. The Organization applied the guidance under Accounting Standards Codification ("ASC") Topic 958 - *Non-Profit Entities* to recognize support received that is not subject to revenue recognition under ASC Topic 606.

Contributions

Fundraising

Program

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Statements of Cash Flows

Years Ended June 30,

2023 2022

CASH FLOWS PROVIDED BY (USED FOR) OPERATING ACTIVITIES

Change in net assets 692,072 \$ (268,929) \$ Adjustments to reconcile change in net assets
to net cash provided by (used for) operating activities

Depreciation 1,787 2,050 Bad debt expense - 233,445 PPP loan forgiveness income - (942,315)

Amortization of net operating lease - right of use ("ROU") asset 31,101 - (Increase) decrease in assets

Grants receivable (127,550) 381,707 Prepaid expenses and other current assets (1,446) (9,171)

Increase (decrease) in liabilities

Accounts payable and accrued expenses (47,820) 755,180 Deferred revenue - (133,219) Operating
lease obligation (30,359) - Security deposit 250,000 1,033,500 **1,052,248 767,785**

CASH FLOWS PROVIDED BY (USED FOR) INVESTING ACTIVITIES

Payments for construction in progress (333,835) (1,405,889) **(1,405,889) (333,835)**

CASH FLOWS PROVIDED BY (USED FOR) FINANCING ACTIVITIES

Net repayments to related party (216,925) (123,964) Proceeds from loan payable - SBA - 500,000

Repayment of note payable (137,500) (137,500) **238,536 (354,425)**

Net increase (decrease) in cash 79,525 (115,105) CASH, beginning of year 230,052 114,947

CASH, end of year \$ 114,947 194,472 \$

See Notes to Financial Statements.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

1,250,00⁰

942,31⁵

Year Ended June 30, 2022

\$

\$

Paycheck Protection Program ("PPP") loan incom^e

Management fee income - charter schoo^l

Management fee income - related part^y

PUBLIC SUPPORT AND CONTRACT^S

Total public support and contract^S

Government grants and contract^S

NET ASSETS, *beginning of yea^r*

Private grants and contract^S

Program service fee incom^e

Total functional expense^S

General and administrativ^e

Change in net asset^S

NET ASSETS, *end of yea^r*

FUNCTIONAL EXPENSE^S

See Notes to Financial Statements.

-
-
-
-
-
-
-
-

Restrictions

With Donor

\$

\$

Statements of Activities and Changes in Net Assets

(268,929)

W

ithout Donor

Restrictions

83,67⁹

62,77⁹

1,069,01¹

800,08²

4,297,97⁸

5,635,43⁷

1,317,30³

1,253,78⁰

502,35⁷

5,366,50⁸

1,151,25⁶

140,49⁸

Management fee income - charter school^l

Management fee income - related party^y

PUBLIC SUPPORT AND CONTRACTS

Total public support and contracts^s

Government grants and contracts^s

NET ASSETS, *beginning of year*^r

Private grants and contracts^s

Program service fee income^e

Total functional expense^s

General and administrative^e

Change in net assets^s

NET ASSETS, *end of year*^r

FUNCTIONAL EXPENSES

See Notes to Financial Statements.

Contributions^s

Fundraising^g

Program^m

Building Responsible Intelligent Creative Kids

[a Non-Profit Organization]

-
-
-
-
-
-
-

Statements of Activities and Changes in Net Assets

Restrictions

800,72⁶

1,092,15⁴

291,42⁸

3,346,03⁷

12,69⁷

4,662,84¹

108,30⁵

1,381,51⁹

135,51¹

917,07¹

1,855,37⁰

54,11⁵

4,371,41³

1,223,62⁹

Without

Donor

Year Ended June 30, 2023

\$

\$

NET ASSETS

Without donor restrictions 1,492,154 800,082 **TOTAL LIABILITIES AND NET ASSETS 7, \$ 7,249,538**

832,979 \$

See Notes to Financial Statements.

Page 3

Building Responsible Intelligent Creative Kids**[a Non-Profit Organization]****Restrictions****With Donor**

-
-
-
-
-
-
-
-
-
-

400,00⁰

400,00⁰

400,00⁰

400,00⁰

\$

\$

examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

Obtain an understanding of internal control relevant to the audits in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.

Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audits, significant audit findings, and certain internal control-related matters that we identified during the audits.

Parsippany, New Jersey
April 22, 2024

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Statements of Financial Position

June 30,
2023 2022

ASSETS

CURRENT ASSETS

Cash \$ 114,947 194,472 \$ Grants receivable 927,248 799,698 Prepaid expenses and other current assets
31,797 30,351 Total current assets 1,153,517 944,996

OTHER ASSETS

Construction in progress 6,636,069 6,302,231 Net operating lease - right of use ("ROU") asset 42,871 -
Property and equipment, net 522 2,311 Total other assets 6,679,462 6,304,542

TOTAL ASSETS 7,832,979 \$ 7,249,538 \$ LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable and accrued expenses 1,008,601 \$ 1,056,421 \$ Note payable 137,500 - Due to affiliate
445,110 662,035 Operating lease obligation, current portion 32,454 - Total current liabilities 1,486,165
1,855,956

LONG-TERM LIABILITIES

Building note payable 3,060,000 3,060,000 Security deposit 1,283,500 1,033,500 Operating lease
obligation, net of current portion 11,160 - Small Business Administration ("SBA") loan payable 500,000
500,000 Total long-term liabilities 4,854,660 4,593,500

Board of Trustees
Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]

Opinion

We have audited the accompanying financial statements of Building Responsible Intelligent Creative Kids [a Non Profit Organization], which comprise the statements of financial position as of June 30, 2023 and 2022, the related statements of activities and changes in net assets, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America ("GAAS"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Board of Trustees
Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]
Page 2

In performing our audits in accordance with GAAS, we:

Exercise professional judgment and maintain professional skepticism throughout the audits.

Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Financial Statements

Years Ended June 30, 2023 and 2022

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Financial Statements

Years Ended June 30, 2023 and 2022

C O N T E N T S

Page Independent Auditor's Report 1-2 Financial Statements

Statements of Financial Position 3 Statements of Activities and Changes in Net
Assets - Current Year 4 Statements of Activities and Changes in Net Assets - Prior
Year 5 Statements of Cash Flows 6 Notes to Financial Statements 7-16



Expect More

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Schedule of Prior Year Audit Findings

Year Ended June 30, 2022

Prior Year Findings:

There were no findings in the prior year.

internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Parsippany, New Jersey
March 8, 2023

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Schedule of Findings and Questioned Costs

Year Ended June 30, 2022

Section I. SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? No Significant deficiency(ies) identified? None Reported

Noncompliance material to financial

Internal control over major programs:

No

statements noted? *Federal Awards*

Material weakness(es) identified? No Significant deficiency(ies) identified? No

Type of auditor's report issued on compliance for major federal programs: Unmodified
Any audit findings disclosed that are required to be reported in
accordance with section 2 CFR 200.516(a)?

No

Identification of major programs:

Assistance Listing Numbers Name of Federal Program or Cluster

84.282E 84.282M

CSP Replication & Expansion Grant

CSP Developer Grant

Dollar threshold used to distinguish between

type A and type B programs \$750,000 Auditee qualified as low-risk auditee? Yes **Section II.**

FINANCIAL STATEMENT FINDINGS

None

Section III. FINDINGS AND QUESTIONED COSTS FOR FEDERAL AWARDS

None

for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable

Board of Trustees

Building Responsible Intelligent Creative Kids

Page 2

user of the report on compliance about Building Responsible Intelligent Creative Kids's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

Exercise professional judgment and maintain professional skepticism throughout the audit.

Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Building Responsible Intelligent Creative Kids' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

Obtain an understanding of Building Responsible Intelligent Creative Kids' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Building Responsible Intelligent Creative Kids' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance


A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of

Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


Parsippany, New Jersey
March 8, 2023

**Report on Compliance for Each Major Federal Program; Report on Internal Control
over Compliance; and Report on Schedule of Expenditures of Federal Awards
Required by the Uniform Guidance**

Independent Auditor's Report

Board of Trustees
Building Responsible Intelligent Creative Kids

Opinion on Each Major Federal Program

We have audited Building Responsible Intelligent Creative Kids' compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Building Responsible Intelligent Creative Kids' major federal programs for the year ended June 30, 2022. Building Responsible Intelligent Creative Kids' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Building Responsible Intelligent Creative Kids complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Building Responsible Intelligent Creative Kids and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Building Responsible Intelligent Creative Kids' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Building Responsible Intelligent Creative Kids' federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Building Responsible Intelligent Creative Kids' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than

Independent Auditor's Report

Board of Trustees
Building Responsible Intelligent Creative Kids

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Building Responsible Intelligent Creative Kids, which comprise the statement of financial position as of June 30, 2022 and the related statements of activities and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated March 8, 2023.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Building Responsible Intelligent Creative Kids' internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Building Responsible Intelligent Creative Kids' internal control. Accordingly, we do not express an opinion on the effectiveness of the Building Responsible Intelligent Creative Kids' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Building Responsible Intelligent Creative Kids' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Board of Trustees
Building Responsible Intelligent Creative Kids
Page 2

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing*

Note 1 - General Information

The accompanying schedule of expenditures of federal awards presents the activities in all the federal award programs of Building Responsible Intelligent Creative Kids. All financial awards received directly from federal agencies as well as financial awards passed through other governmental agencies or not-for-profit organizations are included on the schedule.

Note 2 - Basis of Accounting

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Building Responsible Intelligent Creative Kids and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in, the preparation of the basic financial statements. Building Responsible Intelligent Creative Kids has not elected to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 3 - Relationship to Basic Financial Statements

Federal award expenditures are reported on the statement of activities and changes in net assets as functional expenses. In certain programs, the expenditures reported in the basic financial statements may differ from the expenditures reported in the schedule of expenditures of federal awards due to program expenditures exceeding grant or contract budget limitations or capitalization policies required by accounting principles generally accepted in the United States of America.

Note 4 - Economic Injury Disaster Loan ("EIDL") Program

EIDL Program (ALN 59.008) represents loans outstanding that are 100% funded by the United States Small Business Administration during the fiscal year ended June 30, 2022. The total outstanding loan balance for the program is \$500,000.

Building Responsible Intelligent Creative Kids

[a Non-Profit Organization]

Supplementary Information - Schedule of Expenditures of Federal Award^S

Federal^I

84.282^E

84.282^M

59.00⁸

AL^N

Small Business Administratioⁿ

Federal Granting Agenc^Y

Year Ended June 30, 2022

Department of Educatioⁿ

Department of Educatioⁿ

See Notes to Schedule of Expenditures of Federal Awards.

COVID-19 - Economic Injury Disaster Loaⁿ

CSP Replication & Expansion Gran^t

Program Titl^e

CSP Developer Gran^t

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

[a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2022 and 2021

Note 12 - Loan Payable - Paycheck Protection Program ("PPP")

On April 17, 2020, the Organization was granted a loan (the "Loan") from Provident Bank in the amount of \$942,315 pursuant to the PPP under Division A, Title I of the Coronavirus Aid, Relief, and Economic Security ("CARES") Act, which was enacted March 27, 2020. The Loan matures on April 17, 2022 unless the Organization and lender mutually agree to extend the maturity of the Loan from two years to five years. The Loan bears interest at a rate of 1% per annum. Pursuant to the CARES Act and the subsequent update under PPP Flexibility Act of 2020 ("Flexibility Act"), the Company has a period of ten months after the end of the loan forgiveness covered period to apply for forgiveness. In accordance with the Flexibility Act, the Company elected the 24-week loan forgiveness covered period which begins on the date the lender disbursed the PPP funds. Payments of principal and interest on the Loan are deferred during the ten-month period.

On July 13, 2021, the Organization received full forgiveness on its PPP loan and will therefore recognize the entire amount of \$942,315 as income in the statement of activities and change in net assets for fiscal year ended June 30, 2022.

Note 13 - Management's Plans

BRICK is currently working with its Board of Trustees to improve the financial conditions of the Organization by the end of fiscal year 2023. The following is a listing of actions in response to each factor that is impacting BRICK's financial condition in the near future:

- The Organization has a \$3 million bridge loan which was used to purchase a building in Newark for expanded operations during fiscal year 2021. Currently, the loan is set to mature on July 1, 2023. The Organization is in the process of obtaining appropriate permanent financing for a CMO and has hired consultants to assist in the process.
- The Organization has entered into an educational services agreement with a charter school in Buffalo, New York. As part of the agreement, the Organization is to receive a management fee of 8% of the gross revenues of the school in year one of operation and a fee of 10% in years two through five. The agreement is set to expire in 2028.
- In connection with the above-mentioned educational services agreement, the Organization was approved for a \$1,250,000 grant through New York State.
- The Organization is in the process of pursuing additional charter school agreements within Newark, NJ, Trenton, NJ, and Rochester, NY.
- The Organization is currently in the process of securing a multi-year grant with the Charter School Growth Fund and Cullen Foundation.

In addition, quarterly Board meetings are held and cash forecasts are prepared to ensure that the targets and budget are being achieved and correction action, if necessary, is taken.

Years Ended June 30, 2022 and 2021

Note 9 - Management Fees - Continued

For the services performed by the Organization, a management fee is paid under this agreement. Achieve will pay the Organization fees equal to 10% of total annual federal, state, and local public revenues received by Achieve. These fees shall be paid monthly. During the years ended June 30, 2022 and 2021, the Organization received \$1,151,256 and \$540,768, respectively, in fees.

Effective April 2019, the Organization entered into an agreement with School to act as a CMO. As part of the agreement, the Organization shall provide certain services to the School as described within the agreement.

For the services performed by the Organization, a management fee is paid under this agreement. The School will pay the Organization fees equal to 9% of total annual federal, state, and local public revenues received by the School. These fees shall be paid monthly. The contract was terminated on June 30, 2021 and was not renewed. During the years ended June 30, 2022 and 2021, the Organization received \$0 and \$3,106,475, respectively, in fees.

Note 10 - Liquidity and Availability

The Organization's financial assets available within one year of the statement of financial position date for general expenditures are as follows:

June 30,
2022 2021

Cash 114,947 \$ 230,052 \$ Grants receivable 799,698 1,414,850 \$ 1,644,902 914,645 \$

The Organization has a related party organization (South Ward) which can loan funds to the Organization if needed.

Note 11 - Risk and Uncertainty

The Organization's continuing operations could be affected by the recent and ongoing outbreak of the coronavirus ("COVID-19") which was declared a pandemic by the World Health Organization in March 2020. Actions taken around the world to help mitigate the spread of COVID-19 include restrictions on travel, quarantines in certain areas, and forced closures for certain types of public places and businesses. The COVID-19 and the actions taken to mitigate it have had and are expected to continue to have an adverse impact on the economies and financial markets of many countries, including the geographical location in which the Company operates. COVID-19 is still impacting the region in which the Company operates, and there remains uncertainty regarding the future impact on the Company.

As of June 30, 2022, the contracts under which BRICK receives a major portion of its funding are contracts from two sources. The revenue received from these sources represents \$2,468,559 or approximately 46% of the Organization's total non-in-kind revenues. There were approximately \$439,863 of outstanding receivables from these sources as of June 30, 2022.

As of June 30, 2021, the contracts under which BRICK receives a major portion of its funding are contracts from four sources. The revenue received from these sources represents \$8,981,460 or approximately 69% of the Organization's total non-in-kind revenues. There were \$1,387,523 of outstanding receivables from three of these sources as of June 30, 2021.

Note 7 - Employee Benefits

The Organization has established a salary deferral plan under Section 401(k) of the Internal Revenue Code. The plan allows eligible employees to defer a portion of their compensation. Such deferrals accumulate on a tax deferred basis until the employee withdraws the funds. The Organization, at its option, may match a portion of the employees' contribution. The plan also provides a profit-sharing component where the Organization can make a discretionary contribution to the plan, which is allocated based on the compensation of eligible employees. Total contributions made for the fiscal years ended June 30, 2022 and 2021 were \$74,254 and \$241,068, respectively.

Note 8 - Related Party Transactions

BRICK provides South Ward Promise Neighborhood ("SWPN"), a related party to the Organization, with management oversight in exchange for a management fee. Total fees billed to SWPN for management services was \$1,250,000 and \$1,250,000 during the years ended June 30, 2022 and 2021, respectively. BRICK and SWPN will also loan funds for operations back and forth as needed. These loans are short term in nature and do not bear interest. As of June 30, 2022 and 2021, BRICK owes SWPN \$662,035 and \$785,999, respectively.

Additionally, from time to time, BRICK and Achieve loan funds for operations back and forth as needed. These loans are short term in nature and do not bear interest. As of June 30, 2022 and 2021, Achieve owes BRICK \$0 and \$217,800, respectively. As of June 30, 2022 and 2021, BRICK owes Achieve \$145,500 and \$0, respectively.

SWPN have entered into a memorandum of understanding ("MOU") with BRICK to lease a property that BRICK has under construction. As part of the MOU, SWPN was required to remit to BRICK a security deposit of \$1,036,100 which is presented on the statement of financial position under liabilities. The terms of the lease are still in negotiation.

Note 9 - Management Fees

Effective July 2017, the Organization entered into an agreement with Achieve to act as a CMO. As part of the agreement, the Organization shall provide certain services to Achieve as described within the agreement. The initial term of the agreement ended June 30, 2019. In December 2020, the agreement was renewed for another two-year term, through June 30, 2023, with the approval of Achieves' Board of Trustees.

June 30.

Estimated

Useful Lives 2022 2021

Construction in progress 6,302,231 \$ 4,896,343 \$ Computers 5 years 20,184 20,184 Less accumulated depreciation 17,873 15,824 Property and equipment, net 6,304,542 \$ 4,900,703 \$

Note 3 - Note Payable

On April 10, 2020, the Organization received a 0% interest loan of \$275,000 from the Charter Funds, Inc. to be repaid by November 20, 2022. The purpose of this loan is to provide support for the Organization in carrying out its charitable tax-exempt purposes, specifically as it relates to COVID-19 response activities to support distance or remote learning including but not limited to the purchase of technology, internet connectivity, technology support, and printers. As of June 30, 2022 and 2021, the balance on the loan is \$137,500 and \$275,000, respectively. The loan was fully repaid subsequent to fiscal year end.

Note 4 - Building Note Payable

On January 26, 2021, the Organization received a 7% interest loan of \$3,060,000 from the Community Lending Partners of New Jersey to be repaid in six months with an optional six-month extension. The note was extended with a current maturity date of January 2023. As of the date of the financial statements, the loan is in the process of being extended and has not been finalized. The proceeds from the loan shall be used to purchase property located in Newark, New Jersey. As of June 30, 2022 and 2021, the balance on the loan is \$3,060,000.

Note 5 - Loan Payable - Small Business Administration ("SBA")

The Organization entered into an economic injury disaster loan with the SBA during the fiscal year ended June 30, 2022 in the amount of \$500,000. Payments on the loan are not to begin until 18 months from the date of the loan. The balance of the principal and interest matures 30 years from the date of the loan. Interest on the loan accrues at a fixed rate of 2.75%. As of June 30, 2022, the balance on the loan is \$500,000. Payments are set to begin during the fiscal year ending June 30, 2023.

Future minimum loan payments are as follows:

Year ending June 30,

2023 \$ - 2024 10,053 2025 12,371 2026 12,716 2027 13,070 2028 and thereafter 451,790 \$
500,000

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2022 and 2021

Note 6 - Economic Dependency

state jurisdiction. With few exceptions, the Organization is not subject to income tax examinations by the U.S. federal, state, or local tax authorities unless the Organization was engaged in activities that would generate unrelated business income.

h. Concentration of Credit Risk for Cash Held at Financial Institutions

The Organization at times maintains cash balances in excess of federally insured amounts.

i. Recent Accounting Pronouncements

In February 2016, the Financial Accounting Standards Board ("FASB") issued ASU 2016-02, *Leases* (Topic 842), which sets out the principles for the recognition, measurement, presentation, and disclosure of leases for both parties to a contract (i.e., lessees and lessors). The new standard requires lessees to apply a dual approach, classifying leases as either finance or operating leases based on the principle of whether or not the lease is effectively a financed purchase by the lessee. This classification will determine whether the lease expense is recognized based on an effective interest method or on a straight-line basis over the term of the lease, respectively. A lessee is also required to record a right-of-use asset and a lease liability for all leases with a term of greater than 12 months regardless of their classification. Leases with a term of 12 months or less will be accounted for similar to existing guidance for operating leases today. The new standard requires lessors to account for leases using an approach that is substantially equivalent to existing guidance for sales-type leases, direct financing leases, and operating leases. The standard is effective for the Organization on July 1, 2022, with early adoption permitted. The Organization is in the process of evaluating the impact of this new guidance.

j. Newly Adopted Accounting Pronouncements

In September 2020, the FASB issued ASU 2020-07, *Not-for-Profit Entities* (Topic 958): *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*. The ASU requires a not-for-profit organization to present contributed nonfinancial assets as a separate line item in the statement of activities, apart from contributions of cash or other financial assets. It also requires a not-for-profit organization to provide additional disclosures on the contributed nonfinancial asset with the intent to improve transparency in the reporting of contributed nonfinancial assets. The standard was adopted for fiscal year ended June 30, 2022. The adoption of the standard did not materially impact the financial statements.

k. Subsequent Events

The Organization has evaluated subsequent events for potential recognition or disclosure through March 8, 2023, the date the financial statements were available to be issued.

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Notes to Financial Statements

Years Ended June 30, 2022 and 2021
following:

Note 2 - Property and Equipment, Net

Property and equipment consist of the

f. Functional Expenses

Expenses incurred to directly carry out the Organization's activities are allocated to the applicable functional expense category on a specific identification basis. Expenses that are not directly identifiable by function are allocated based on time and effort. Functional expense allocations for the years ended June 30, 2022 and 2021 are as follows:

| <u>Year Ended June 30, 2022</u> | |
|---|--|
| <u>Support Services</u> | |
| | Total |
| | General and Supporting |
| <u>Program Administrative Fundraising Services Total</u> | |
| Payroll, payroll taxes, and employee benefits 2,356,721 \$ 807,096 \$ 64,568 \$ 871,664 \$ 3,228,385 \$ | Professional development 31,478 - - 31,478 |
| Depreciation and amortization 1,619 389 42 431 2,050 | Repairs and maintenance 34,514 8,300 874 9,174 |
| Office expense 322,565 88,041 8,166 96,207 418,772 | Travel and entertainment 642 89,986 - 89,986 90,628 |
| Dues, licenses, and subscriptions 95,186 22,893 2,410 25,303 120,489 | Fundraising - - 7,238 7,238 7,238 |
| Professional fees 1,131,154 - - - 1,131,154 | Advertising 19,285 3,629 382 4,011 23,296 |
| Direct assistance 200,570 - - - 200,570 | Bad debt expense - 233,445 - 233,445 |
| Family support 104,244 - - - 104,244 | Total functional expenses \$ 1,253,779 4,297,978 \$ 83,680 \$ 1,337,459 \$ |
| | <u>5,635,437 \$</u> |

| <u>Year Ended June 30, 2021</u> | |
|--|---|
| <u>Support Services</u> | |
| | Total |
| | General and Supporting |
| <u>Program Administrative Fundraising Services Total</u> | |
| Payroll, payroll taxes, and employee benefits 4,532,388 \$ 1,552,187 \$ 124,175 \$ 1,676,362 \$ 6,208,750 \$ | Professional development 20,603 319 34 353 20,956 |
| Depreciation and amortization 1,619 389 42 431 2,050 | Repairs and maintenance 136,697 20,837 2,193 23,030 159,727 |
| Office expense 332,552 98,173 4,222 102,395 434,947 | Travel and entertainment - 18,651 - 18,651 18,651 |
| Dues, licenses, and subscriptions 122,668 29,502 3,104 32,606 155,274 | Fundraising - - 67,854 67,854 67,854 |
| Professional fees 2,120,527 - - - 2,120,527 | Advertising 257,222 - - - 257,222 |
| Direct assistance 1,003,419 - - - 1,003,419 | Bad debt expense - 227,862 - 227,862 227,862 |
| Family support 408,518 - - - 408,518 | Total functional expenses \$ 1,947,920 |
| | <u>8,936,213 \$ 201,624 \$ 2,149,544 \$ 11,085,757 \$</u> |

g. Income Tax Status

The Organization qualifies as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and has been classified as an organization that is not a private foundation under section 509(a).

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2022 and 2021

Note 1 - Summary of Significant Accounting Policies - Continued

g. Income Tax Status - Continued

Management has evaluated the Organization's tax positions in accordance with ASC 740, *Uncertainty for Income Taxes* and concluded that the Organization had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The Organization files income tax returns in the U.S. federal jurisdiction, as well as in one

Funds are required to be spent in accordance with the approved budget and allowable cost guidelines from the federal government, therefore, making the funding received a conditional contribution under ASC Topic 958 guidance. Support is recognized as income as conditions are met, such that costs are incurred and services are provided.

Grant revenue - With the exception of funding received under cost-reimbursement contracts, support received under grants and contracts with funding sources is recorded as support as grant requirements are met. Grant receivables are recorded when a grantor promises funds to the Organization in support of its mission. Grant agencies are not directly receiving commensurate value for the services provided; therefore, grant revenue follows recognition guidance under ASC Topic 958.

Contribution support - Unconditional contributions, those that do not include a measurable performance-related or other barrier or those in which the Organization has limited discretion over how the contribution should be spent, are recognized as revenues in the period received and are reported as increases in the appropriate categories of net assets in accordance with donor restrictions. Expirations of donor-imposed restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from restrictions. Contributions that include a measurable barrier or those for which the Organization has limited discretion over how the contribution should be spent and a right of return or release from future obligations are recorded as conditional contributions. Conditional contributions are not recognized until they become unconditional, that is, when the conditions surrounding the indications of the barrier have been met. Donors are not directly receiving commensurate value for the services provided; therefore, contribution support follows recognition guidance under ASC Topic 958.

Management fee revenue - The Organization charges a management fee as a CMO to Achieve Community Charter School ("Achieve") and Marion P. Thomas Charter School ("School"). The services described in the management agreement are not distinct and therefore the Organization considers the services as one performance obligation. Revenues are recognized ratably over the period of the management agreement in accordance with ASU 606. Refer to Note 9 for further discussion on management fee income.

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2022 and 2021

The Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. The net assets without donor restrictions category represents net assets that are not subject to donor imposed restrictions and the net assets with donor restrictions category represents net assets that are subject to time or purpose donor-imposed restrictions.

Assets accumulated, and resources received and expended by the Organization are either without donor restrictions or restricted by the donor for a particular purpose. Net assets with donor restrictions represent contributions to the Organization whose use is limited by donor-imposed stipulations that either expire by the passage of time or can be fulfilled by expending the funds for their restricted purpose. The designation of net assets for specific purposes by the Organization itself does not constitute a basis for reclassifying them as net assets with donor restrictions.

c. Basis of Accounting

Under accounting principles generally accepted in the United States of America, the financial statements have been prepared on the accrual basis of accounting.

d. Receivables and Bad Debts

It is the Organization's policy to write-off receivables at the time they are believed to be uncollectible. The effect of this method in the financial statements approximates that of using the allowance for doubtful accounts method.

e. Public Support and Revenue

Under Accounting Standards Update ("ASU") Topic 606, revenue is recognized when performance obligations to a customer are satisfied, and revenue is earned. The Organization receives a management fee as a CMO which is recognized in accordance with ASU 606. The Organization derives its other revenue and support primarily from cost reimbursement contracts. Secondary revenue and support are received from private grants and donations. The Organization applied the guidance under Accounting Standards Codification ("ASC") Topic 958 - *Non-Profit Entities* to recognize support received that is not subject to revenue recognition under ASC Topic 606.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2022 and 2021

Note 1 - Summary of Significant Accounting Policies - Continued

e. Public Support and Revenue - Continued

Cost reimbursement contracts - Funding received from federal granting agencies is cost reimbursement in nature. Grant agencies are not directly receiving commensurate value for the services provided; therefore, grant revenue follows recognition guidance under ASC Topic 958.

- (Increase) decrease in assets

Grants receivable 381,707 (1,205,842) Prepaid expenses and other current assets (9,171) (27,884)

Increase (decrease) in liabilities

Accounts payable and accrued expenses 755,180 58,463 Deferred revenue (133,219) 133,219

Security deposit 1,033,500 - 255,337 1,052,248

CASH FLOWS PROVIDED BY (USED FOR) INVESTING ACTIVITIES

Payments for construction in progress (1,405,889) (1,169,307) (1,169,307) (1,405,889)

CASH FLOWS PROVIDED BY (USED FOR) FINANCING ACTIVITIES

Net advances from (repayments to) related party (123,964) 470,678 Proceeds from loan payable - SBA 500,000 - Repayment of note payable (137,500) - Net repayments on lines of credit - (47,297)

423,381 238,536

Net decrease in cash (115,105) (490,589) CASH, beginning of year 720,641 230,052 CASH, end of year \$

230,052 114,947 \$

See Notes to Financial Statements.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2022 and 2021

Note 1 - Summary of Significant Accounting Policies

The financial statements are prepared on the accrual basis of accounting. The significant accounting policies are described below:

a. Nature of Business

Building Responsible Intelligent Creative Kids (referred to herein as "BRICK" or the "Organization") is a non-profit organization that has entered into a partnership with Newark Public Schools to help turn around chronically failing schools.

b. Financial Statement Presentation

PUBLIC SUPPORT AND CONTRACTS

Government grants and contracts 1,317,303 \$ 2,106,929 \$ Private grants and contracts 502,357 4,883,735
 Contributions 62,779 69,582 Management fee income - charter school 1,151,256 3,803,450 Management
 fee income - related party 1,250,000 1,250,000 Program service fee income 140,498 39,530 PPP loan
 income 942,315 - Total public support and contracts 5,366,508 12,153,226

FUNCTIONAL EXPENSES

Program 4,297,978 8,936,213 Supporting services

General and administrative 1,253,779 1,947,920 Fundraising 83,680 201,624 Total supporting services
1,337,459 2,149,544 Total functional expenses 5,635,437 11,085,757

Increase (decrease) in net assets (268,929) 1,067,469 NET ASSETS, *beginning of year* 1,542

1,069,011 **NET ASSETS, *end of year* \$ 1,069,011 800,082 \$**

See Notes to Financial Statements.

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**Building Responsible Intelligent Creative Kids
 [a Non-Profit Organization]**

Statements of Cash Flows

Years Ended June 30,

2022 2021

CASH FLOWS PROVIDED BY (USED FOR) OPERATING ACTIVITIES

Increase (decrease) in net assets (268,929) \$ 1,067,469 \$ Adjustments to reconcile increase (decrease) in
 net assets

to net cash provided by (used for) operating activities

Depreciation 2,050 2,050 Bad debt expense 233,445 227,862 PPP loan forgiveness income (942,315)

[a Non-Profit Organization]

Statements of Financial Position

June 30,
2022 2021

ASSETS

CURRENT ASSETS

Cash \$ 230,052 114,947 \$ Grants receivable 799,698 1,414,850 Prepaid expenses and other current assets
30,351 21,180 Total current assets 944,996 1,666,082

PROPERTY AND EQUIPMENT, NET

Construction in progress 6,302,231 4,896,343 Computers 20,184 20,184 Less accumulated depreciation
17,873 15,824 Total property and equipment, net 6,304,542 4,900,703

TOTAL ASSETS 7,249,538 \$ 6,566,785 \$ LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable and accrued expenses 1,056,421 \$ 301,241 \$ Deferred revenue - 133,219 Paycheck
Protection Program ("PPP") loan payable - 942,315 Note payable 137,500 275,000 Due to affiliate 662,035
785,999 Security deposit 1,033,500 - Total current liabilities 2,889,456 2,437,774

LONG-TERM LIABILITIES

Building note payable 3,060,000 3,060,000 Small Business Administration ("SBA") loan payable 500,000 -
Total long-term liabilities 3,560,000 3,060,000

NET ASSETS

Without donor restrictions 800,082 1,069,011 **TOTAL LIABILITIES AND NET ASSETS 7,249,538 \$**

6,566,785 \$

See Notes to Financial Statements.

Page 3

Building Responsible Intelligent Creative Kids **[a Non-Profit Organization]**

Statements of Activities and Changes in Net Assets

Years Ended June 30,
2022 2021

Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.

Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Matters

Report on Supplementary Schedule of Expenditures of Federal Awards

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 8, 2023 on our consideration of Building Responsible Intelligent Creative Kids' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Building Responsible Intelligent Creative Kids' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Building Responsible Intelligent Creative Kids' internal control over financial reporting and compliance.



Pi N J
Parsippany, New Jersey
March 8, 2023

Building Responsible Intelligent Creative Kids

Independent Auditor's Report

Board of Trustees
Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]

Opinion

We have audited the accompanying financial statements of Building Responsible Intelligent Creative Kids [a Non Profit Organization], which comprise the statements of financial position as of June 30, 2022 and 2021, the related statements of activities and changes in net assets, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

Board of Trustees
Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Financial Statements

Years Ended June 30, 2022 and 2021

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Financial Statements

Years Ended June 30, 2022 and 2021

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of Federal Awards 15

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Guidance**

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Independent Auditor's Report on Compliance for Each Major Federal Program;
Report on Internal Control over Compliance; and Report on Schedule of
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Material weakness(es) identified? No Significant deficiency(ies) identified? None Reported
Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

Material weakness(es) identified? No Significant deficiency(ies) identified? No

Type of auditor's report issued on compliance for major federal programs: Unmodified
Any audit findings disclosed that are required to be reported in
accordance with section 2 CFR 200.516(a)?

No

Identification of major programs:

CFDA Number(s) Name of Federal Program or Cluster

84.282E 84.282M BRICK Replicates in NJ and NY
BRICK CSP Replication and Expansion

Dollar threshold used to distinguish between
type A and type B programs \$750,000 Auditee qualified as low-risk auditee? Yes

Section II. FINANCIAL STATEMENT FINDINGS

None

Section III. FINDINGS AND QUESTIONED COSTS FOR FEDERAL AWARDS

None

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**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Schedule of Prior Year Audit Findings

Year Ended June 30, 2021

Prior Year Findings:

There were no findings in the prior year.

Management of Building Responsible Intelligent Creative Kids is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Building Responsible Intelligent Creative Kids' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Building Responsible Intelligent Creative Kids' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by Those Charged with Governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Building Responsible Intelligent Creative Kids' response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Building Responsible Intelligent Creative Kids' response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the

Uniform Guidance. Accordingly, this report is not suitable for any other purpose.
Parsippany, New Jersey
March 21, 2022

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Schedule of Findings and Questioned Costs

Year Ended June 30, 2021

Section I. SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Independent Auditor's Report

Board of Trustees
Building Responsible Intelligent Creative Kids

Report on Compliance for Each Major Federal Program

We have audited Building Responsible Intelligent Creative Kids' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Building Responsible Intelligent Creative Kids' major federal program for the year ended June 30, 2021. Building Responsible Intelligent Creative Kids' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Building Responsible Intelligent Creative Kids' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Building Responsible Intelligent Creative Kids' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Building Responsible Intelligent Creative Kids' compliance.

Compliance with such requirements is necessary, in our opinion, for Building Responsible Intelligent Creative Kids to comply with the requirements applicable to that program.

Opinion on Major Federal Program

In our opinion Building Responsible Intelligent Creative Kids complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal programs for the year ended June 30, 2021.

internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Building Responsible Intelligent Creative Kids' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Board of Trustees
Building Responsible Intelligent Creative Kids
Page 2

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Parsippany, New Jersey
March 21, 2022



EXPECT



EXPECT

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

Board of Trustees
Building Responsible Intelligent Creative Kids

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Building Responsible Intelligent Creative Kids, which comprise the statements of financial position as of June 30, 2021 and 2020, the related statements of activities and changes in net assets and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated March 21, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Building Responsible Intelligent Creative Kids' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Building Responsible Intelligent Creative Kids' internal control. Accordingly, we do not express an opinion on the effectiveness of Building Responsible Intelligent Creative Kids' internal control.

A *deficiency* in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in

BRICK Replicates in NJ and NY

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Schedule of Expenditures of Federal Awards

Year Ended June 30, 2021

Note 1 - General Information

The accompanying schedule of expenditures of federal awards presents the activities in all the federal award programs of Building Responsible Intelligent Creative Kids. All financial awards received directly from federal agencies as well as financial awards passed through other governmental agencies or not-for-profit organizations are included on the schedule.

Note 2 - Basis of Accounting

The accompanying combined schedule of expenditures of federal awards include the federal grant activity of Building Responsible Intelligent Creative Kids and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of U.S. Office of Management and Budget's *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in, the preparation of the basic financial statements. Building Responsible Intelligent Creative Kids has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 3 - Relationship to Basic Financial Statements

Federal awards expenditures are reported on the statement of activities and changes in net assets as functional expenses. In certain programs, the expenditures reported in the basic financial statements may differ from the expenditures reported in the schedule of expenditures of federal awards due to program expenditures exceeding grant or contract budget limitations or capitalization policies required by accounting principles generally accepted in the United States of America.

Supplementary Information - Schedule of Expenditures of Federal Award^S
07/01/20⁰ Grant

Building Responsible Intelligent Creative Kids

[a Non-Profit Organization]

07/01/20⁰

From

CFDA Number

Federal

84.282^E

84.282^M

Year Ended June 30, 2021

Federal Granting Agency

Department of Educationⁿ

Department of Educationⁿ

See Notes to Schedule of Expenditures of Federal Awards.

Program Title

BRICK CSP Replication and Expansionⁿ

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 12 - Management's Plans

BRICK is currently working with its Board of Trustees to improve the financial conditions of the Organization by the end of fiscal year 2022. The following is a listing of actions in response to each factor that is impacting BRICK's financial condition in the near future:

- On June 30, 2021, Marion P. Thomas Charter School, Inc. (MPT) terminated its contract with BRICK which accounted for \$3,106,475 of revenue for the current fiscal year, approximately 25% of total revenue. In response to the reduction in funding, subsequent to year end the Organization completed a reduction in full time equivalent staffing which was all staff assigned to that contract. From July 1, 2021 to January 31, 2022, the Organization has nearly \$600,000 in profit. The Organization also has an outstanding receivable balance with MPT that is in current litigation to recover the outstanding balance. In addition, the Organization has submitted the application to open up additional charter schools in Buffalo.
- The Organization has a \$3 million bridge loan which was used to purchase a building in Newark for expanded operations during fiscal year 2021. Currently, the loan is set to mature on July 1, 2022. However, the Organization is working on obtaining an additional six-month extension and the lender has been willing to extend the loan in the past. The Organization is in the process of obtaining appropriate permanent financing for a CMO and has hired consultants to assist in the process

In addition, quarterly Board meetings are held and cash forecasts are prepared to ensure that the targets and budget are being achieved and correction action, if necessary, is taken.

The Organization has had to incur additional COVID-19 related costs in response to the economic implications of the pandemic. However, the ability to acquire funds to cover costs from the grants and management fees has been unchanged in lieu of the pandemic and has been sufficient in covering the Organization's operational needs.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 10 - Loan Payable - Paycheck Protection Program ("PPP")

On April 17, 2020, the Organization was granted a loan (the "Loan") from Provident Bank in the amount of \$942,315 pursuant to the Paycheck Protection Program (the "PPP") under Division A, Title I of the Coronavirus Aid, Relief, and Economic Security ("CARES") Act, which was enacted March 27, 2020. The Loan matures on, April 17, 2022 unless the Organization and lender mutually agree to extend the maturity of the loan from two years to five years. The Loan bears interest at a rate of 1% per annum. Pursuant to the CARES Act and the subsequent update under the Paycheck Protection Program Flexibility Act of 2020 ("Flexibility Act"), the Company has a period of ten months after the end of the loan forgiveness covered period to apply for forgiveness. In accordance with the Flexibility Act, the Company elected the 24-week loan forgiveness covered period which begins on the date the lender disbursed the PPP funds. Payments of principal and interest on the loan are deferred during the ten-month period.

Funds from the Loan may only be used for qualified expenses which include payroll costs, costs used to continue group health care benefits, mortgage payments, rent, utilities, and interest on other debt obligations incurred before February 15, 2020. The Consolidated Appropriations Act of 2021 signed into law on December 27, 2020 expanded those eligible costs to include covered operations expenditures, covered property damage costs, covered supplier costs, and covered worker protection expenditures. In accordance with the CARES Act and the PPP, if the loan proceeds are fully utilized to pay for qualified expenses, the full principal amount of the loan, along with any accrued interest, may qualify for loan forgiveness, subject to potential reduction based on termination of full-time employees or decrease in salaries during the covered period.

Note 11 - Subsequent events

On July 13, 2021, the Organization received full forgiveness on its PPP loan and will therefore recognize the entire amount of \$942,315 as income in the statement of activities and change in net assets for fiscal year ended June 30, 2022.

Note 7 - Management Fees

Effective July 2017, the Organization entered into an agreement with Achieve Community Charter School ("Achieve") to act as a Charter Management Organization ("CMO"). As part of the agreement, the Organization shall provide certain services to Achieve as described within the agreement. The initial term of the agreement ended June 30, 2019. In December 2020, the agreement was renewed for another two-year term, through June 30, 2023, with the approval of Achieves' Board of Trustees.

For the services performed by the Organization, a management fee is paid under this agreement. Achieve will pay the Organization fees equal to 10% of total annual federal, state, and local public revenues received by Achieve. These fees shall be paid monthly. During the years ended June 30, 2021 and 2020, the Organization received \$540,768 and \$144,458, respectively, in fees.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 7 - Management Fees - Continued

Effective April 2019, the Organization entered into an agreement with Marion P. Thomas Charter School, Inc. ("School") to act as a Charter Management Organization ("CMO"). As part of the agreement, the Organization shall provide certain services to the School as described within the agreement.

For the services performed by the Organization, a management fee is paid under this agreement. The School will pay the Organization fees equal to 9% of total annual federal, state, and local public revenues received by the School. These fees shall be paid monthly. The contract was terminated on June 30, 2021 and was not renewed. During the years ended June 30, 2021 and 2020, the Organization received \$3,106,475 and \$2,774,360, respectively, in fees.

Note 8 - Liquidity and Availability

The Organization's financial assets available within one year of the statement of financial position date for general expenditures are as follows:

| | <u>June 30,</u> | <u>2021</u> | <u>2020</u> |
|-------------------|------------------|----------------|---------------------|
| Cash | 230,052 | \$ 720,641 | \$ |
| Grants receivable | <u>1,414,850</u> | <u>436,870</u> | <u>\$ 1,157,511</u> |
| | | | <u>1,644,902</u> |

The Organization has a related party organization (South Ward) which can loan funds to the Organization if needed.

Note 9 - Risk and Uncertainty

The Organization's continuing operations have been affected by the recent and ongoing outbreak of the coronavirus ("COVID-19") which was declared a pandemic by the World Health Organization in March 2020. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, quarantines in certain areas, and forced closures for certain types of public places and businesses. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an adverse impact on the economies and financial markets of many countries.

the Organization in carrying out its charitable tax-exempt purposes, specifically as it relates to COVID-19 response activities to support distance or remote learning including but not limited to the purchase of technology, internet connectivity, technology support, and printers. As of June 30, 2021 and 2020, the balance on the loan is \$275,000 and \$275,000, respectively.

On January 26, 2021, the Organization received a 7% interest loan of \$3,060,000 from the Community Lending Partners of New Jersey to be repaid in six months with an optional six-month extension. As of the date of the financial statements the loan is in the process of being extended and has not been finalized. The proceeds from the loan shall be used to purchase property located in Newark, New Jersey. As of June 30, 2021, the balance on the loan is \$3,060,000.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 4 - Economic Dependency

As of June 30, 2021, the contracts under which BRICK receives a major portion of its funding are contracts from four sources. The revenue received from these sources represents \$8,981,460 or approximately 69% of the Organization's total non-in-kind revenues. There were \$1,387,523 outstanding receivables from two of these sources as of June 30, 2021.

As of June 30, 2020, the contracts under which BRICK receives a major portion of its funding are contracts from four granting agencies. The revenue received from these granting agencies represents \$7,336,941 or approximately 83% of the Organization's total non-in-kind revenues. There were \$434,708 outstanding receivables from these four granting agencies as of June 30, 2020.

Note 5 - Employee Benefits

The Organization has established a salary deferral plan under Section 401(k) of the Internal Revenue Code. The plan allows eligible employees to defer a portion of their compensation. Such deferrals accumulate on a tax deferred basis until the employee withdraws the funds. The Organization, at its option, may match a portion of the employees' contribution. The plan also provides a profit-sharing component where the Organization can make a discretionary contribution to the plan, which is allocated based on the compensation of eligible employees. Total contributions made for the fiscal years ended June 30, 2021 and 2020 were \$241,068 and \$38,021, respectively.

Note 6 - Related Party Transactions

BRICK provides South Ward Promise Neighborhood ("SWPN"), a related party to the Organization, with management oversight in exchange for a management fee. Total fees billed to SWPN for management services was \$1,250,000 and \$1,058,992 during the years ended June 30, 2021 and 2020, respectively. BRICK and SWPN will also loan funds for operations back and forth as needed. These loans are short-term in nature and do not bear interest. As of June 30, 2021 and 2020, BRICK owes SWPN \$803,749 and \$333,071, respectively. SWPN owes BRICK \$17,750 and \$0, as of June 30, 2021 and 2020, respectively.

Additionally, from time to time, BRICK and Achieve Community Charter School loan funds for operations back and forth as needed. These loans are short-term in nature and do not bear interest. As of June 30, 2021 and 2020, Achieve Community Charter School owes BRICK \$20,644 and \$0, respectively.

and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets. The ASU requires a not-for-profit organization to present contributed nonfinancial assets as a separate line item in the statements of activities, apart from contributions of cash or other financial assets. It also requires a not-for-profit organization to provide additional disclosures on the contributed nonfinancial assets with the intent to improve transparency in the reporting of contributed nonfinancial assets. The ASU is effective for fiscal years beginning after June 15, 2021.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 1 - Summary of Significant Accounting Policies - Continued

j. Newly Adopted Accounting Pronouncements

In May 2014, the FASB issued ASU 2014-09, *Revenue from Contracts with Customers* (Topic 606). This standard outlines a single comprehensive model for organizations to use in accounting for revenue arising from contracts with customers and supersedes most current revenue recognition guidance, including industry-specific guidance. The core principle of the revenue model is that revenue is recognized when a customer obtains control of a good or service. A customer obtains control when it has the ability to direct the use of and obtain the benefits from the good or service. Transfer of control is not the same as transfer of risks and rewards, as it is considered in current guidance.

The Company adopted the new standard on July 1, 2020 under the modified retrospective basis. Under the modified retrospective basis, the results of operations for periods after June 30, 2021 are presented under this amended guidance, while prior period amounts are not adjusted and continue to be reported in accordance with historical accounting guidance. The adoption of this pronouncement had no impact on net assets and results of operations.

k. Subsequent Events

The Organization has evaluated subsequent events for potential recognition or disclosure through March 21, 2022, the date the financial statements were available to be issued. See note 11.

Note 2 - Property and Equipment, Net

Property and equipment consist of the following:

| | <u>June 30,</u> |
|---|-------------------------------|
| Estimated | <u>Useful Lives 2021 2020</u> |
| Building 36 years 4,826,259 \$ - \$ Computers 5 years 20,184 20,184 Less accumulated depreciation <u>15,824 13,774</u> Property and equipment, net <u>4,830,619 \$ 6,410 \$</u> | |

Note 3 - Note Payable

On April 10, 2020, the Organization received a 0% interest loan of \$275,000 from the Charter Funds, Inc. to be repaid by November 20, 2021. The purpose of this loan is to provide support for

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 1 - Summary of Significant Accounting Policies - Continued

g. Income Tax Status

The Organization qualifies as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and has been classified as an Organization that is not a private foundation under section 509(a).

Management has evaluated the Organization's tax positions in accordance with Accounting Standards Codification 740, *Uncertainty for Income Taxes* and concluded that the Organization had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The Organization files income tax returns in the U.S. federal jurisdiction, as well as in one state jurisdiction. With few exceptions, the Organization is not subject to income tax examinations by the U.S. federal, state, or local tax authorities unless the Organization was engaged in activities that would generate unrelated business income.

h. Concentration of Credit Risk for Cash Held at Financial Institutions

The Organization at times maintains cash balances in excess of federally insured amounts.

i. Recent Accounting Pronouncements

In February 2016, the FASB issued ASU 2016-02, *Leases* (Topic 842), which sets out the principles for the recognition, measurement, presentation, and disclosure of leases for both parties to a contract (i.e., lessees and lessors). The new standard requires lessees to apply a dual approach, classifying leases as either finance or operating leases based on the principle of whether or not the lease is effectively a financed purchase by the lessee. This classification will determine whether the lease expense is recognized based on an effective interest method or on a straight-line basis over the term of the lease, respectively. A lessee is also required to record a right-of-use asset and a lease liability for all leases with a term of greater than 12 months regardless of their classification. Leases with a term of 12 months or less will be accounted for similar to existing guidance for operating leases today. The new standard requires lessors to account for leases using an approach that is substantially equivalent to existing guidance for sales-type leases, direct financing leases, and operating leases. The standard is effective for the Organization on July 1, 2022, with early adoption permitted. The Organization is in the process of evaluating the impact of this new guidance.

In September 2020, the FASB issued ASU 2020-07, *Not for Profit Entities* (Topic 958) *Presentation*

guidance under ASC Topic 958.

Management fee revenue - The Organization charges a management fee as a Charter Management Organization to Achieve Community Charter School and Marion P. Thomas Charter School. The services described in the management agreement are not distinct and therefore the Organization considers the services as one performance obligation. Revenues are recognized ratably over the period of the management agreement in accordance with ASU 606. Refer to Note 7 for further discussion on management fee income.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 1 - Summary of Significant Accounting Policies - Continued

f. Functional Expenses

Expenses incurred to directly carry out the Organization's activities are allocated to the applicable functional expense category on a specific identification basis. Functional expense allocations for the years ended June 30, 2021 and 2020 are as follows:

| <u>Year Ended June 30, 2021</u> | |
|---|-------|
| <u>Support Services</u> | Total |
| General and Supporting | |
| <u>Program Administrative Fundraising Services Total</u> | |
| Payroll, payroll taxes, and employee benefits 4,532,388 \$ 1,552,187 \$ 124,175 \$ 1,676,362 \$ 6,208,750 \$ Professional development 20,603 319 34 353 20,956 Depreciation and amortization 1,619 389 42 431 2,050 Repairs and maintenance 136,697 20,837 2,193 23,030 159,727 Office expense 332,552 98,173 4,222 102,395 434,947 Travel and entertainment - 18,651 - 18,651 18,651 Dues, licenses, subscriptions 122,668 29,502 3,104 32,606 155,274 Fundraising - - 67,854 67,854 67,854 Professional fees 2,120,527 - - 2,120,527 Advertising 257,222 - - 257,222 Direct assistance 1,003,419 - - 1,003,419 Bad debt expense - 227,862 - 227,862 227,862 Family support 408,518 - - 408,518 Total functional expenses 8,936,213 \$ 1,947,920 \$ 201,624 \$ 2,149,544 \$ 11,085,757 | \$ |

| <u>Year Ended June 30, 2020</u> | |
|---|---------------|
| <u>Support Services</u> | General Total |
| and Supporting | |
| <u>Program Administrative Fundraising Services Total</u> | |
| Payroll, payroll taxes, and employee benefits 3,876,983 \$ 1,333,524 \$ 106,682 \$ 1,440,206 \$ 5,317,189 \$ Professional development 103,103 25,355 1,806 27,161 130,264 Depreciation - 4,037 - 4,037 4,037 Repairs and maintenance - 18,461 - 18,461 18,461 Office expense 19,464 830,030 - 830,030 849,494 Professional fees 1,526,141 - - 1,526,141 Advertising 703 - - 703 Direct assistance 426,661 - - 426,661 Family support 1,363 - - 1,363 Total functional expenses 5,954,418 \$ 2,211,407 \$ 108,488 \$ 2,319,895 \$ 8,274,313 \$ | \$ |

It is the Organization's policy to write-off receivables at the time they are believed to be uncollectible. The effect of this method in the financial statements approximates that of using the allowance for doubtful accounts method.

e. Public Support and Revenue

Under ASU Topic 606, revenue is recognized when performance obligations to a customer are satisfied and revenue is earned. The Organization receives a management fee as a Charter Management Organization which is recognized in accordance with ASU 606. The Organization derives its other revenue and support primarily from cost reimbursement contracts. Secondary revenue and support are received from private grants and donations. The Organization applied the guidance under ASC Topic 958 - *Non-Profit Entities* to recognize support received that is not subject to revenue recognition under ASC Topic 606.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 1 - Summary of Significant Accounting Policies - Continued

e. Public Support and Revenue - Continued

Cost reimbursement contracts - Funding received from federal granting agencies is cost reimbursement in nature. Grant agencies are not directly receiving commensurate value for the services provided, therefore grant revenue follows recognition guidance under ASC Topic 958. Funds are required to be spent in accordance with the approved budget and allowable cost guidelines from the federal government; therefore, making the funding received a conditional contribution under ASC Topic 958 guidance. Support is recognized as income as conditions are met, such that costs are incurred and services are provided.

Grant revenue - With the exception of funding received under cost-reimbursement contracts, support received under grants and contracts with funding sources is recorded as support as grant requirements are met. Grant receivables are recorded when a grantor promises funds to the Organization in support of its mission. Grant agencies are not directly receiving commensurate value for the services provided, therefore grant revenue follows recognition guidance under ASC Topic 958.

Contribution support - Unconditional contributions, those that do not include a measurable performance-related or other barrier or are those in which the Organization has limited discretion over how the contribution should be spent, are recognized as revenues in the period received and are reported as increases in the appropriate categories of net assets in accordance with donor restrictions. Expirations of donor-imposed restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from restrictions. Contributions that include a measurable barrier or those for which the Organization has limited discretion over how the contribution should be spent and a right of return or release from future obligations are recorded as conditional contributions. Conditional contributions are not recognized until they become unconditional, that is, when the conditions surrounding the indications of the barrier have been met. Donors are not directly receiving commensurate value for the services provided; therefore contribution support follows recognition

See Notes to Financial Statements.

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Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Notes to Financial Statements

Years Ended June 30, 2021 and 2020

Note 1 - Summary of Significant Accounting Policies

The financial statements are prepared on the accrual basis of accounting. The significant accounting policies are described below:

a. Nature of Business

Building Responsible Intelligent Creative Kids (referred to herein as "BRICK" or the "Organization") is a non-profit organization that has entered into a partnership with Newark Public Schools to help turn around chronically failing schools.

b. Financial Statement Presentation

The Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. The net assets without donor restrictions category represents net assets that are not subject to donor-imposed restrictions and the net assets with donor restrictions category represents net assets that are subject to time or purpose donor-imposed restrictions.

Assets accumulated, and resources received and expended by the Organization are either without donor restrictions or restricted by the donor for a particular purpose. Net assets with donor restrictions represent contributions to the Organization whose use is limited by donor-imposed stipulations that either expire by the passage of time or can be fulfilled by expending the funds for their restricted purpose. The designation of net assets for specific purposes by the Organization itself does not constitute a basis for reclassifying them as net assets with donor restrictions.

c. Basis of Accounting

Under accounting principles generally accepted in the United States of America, the financial statements have been prepared on the accrual basis of accounting.

d. Receivables and Bad Debts

end of year \$ 1,542 1,069,011 \$

See Notes to Financial Statements.

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**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Statements of Cash Flows

Years Ended June 30,
2021 2020

CASH FLOWS PROVIDED BY (USED FOR) OPERATING ACTIVITIES

Increase in net assets 1,067,469 \$ 498,974 \$ Adjustments to reconcile increase in net assets
to net cash provided by (used for) operating activities

Depreciation 2,050 4,037 Bad debt expense 227,862 - (Increase) decrease in assets

Grant receivable (1,205,842) (119,206) Prepaid expenses and other current assets (27,884) 452,979

Increase (decrease) in liabilities

Accounts payable and accrued expenses 58,463 45,485 Deferred revenue 133,219 - **882,269**
255,337

CASH FLOWS PROVIDED BY (USED FOR) INVESTING ACTIVITIES

Payments for property and equipment additions (1,169,307) (667,036) **(667,036) (1,169,307)**

CASH FLOWS PROVIDED BY (USED FOR) FINANCING ACTIVITIES

Net advances from (repayments to) related party 470,678 (744,772) Proceeds from loan payable - PPP -
942,315 Proceeds from note payable - 275,000 Net repayments on lines of credit (47,297) (12,814)

459,729 423,381

Net increase (decrease) in cash 674,962 (490,589) CASH, beginning of year 45,679 720,641

CASH, end of year \$ 720,641 230,052 \$

OTHER ASSETS 667,036 70,084

PROPERTY AND EQUIPMENT, NET

Building 4,826,259 - Computers 20,184 20,184 Less accumulated depreciation 15,824 13,774 Total property and equipment, net 4,830,619 6,410

TOTAL ASSETS 6,605,179 \$ 1,862,647 **LIABILITIES AND NET ASSETS**

CURRENT LIABILITIES

Accounts payable and accrued expenses 321,885 \$ 263,422 \$ Deferred revenue 133,219 - Line of credit 47,297 - Loan payable - Paycheck Protection Program ("PPP") 942,315 942,315 Note payable - short term 3,335,000 - Due to South Ward 803,749 333,071 Total current liabilities 5,536,168 1,586,105

LONG-TERM LIABILITIES

Note payable - long term - 275,000

NET ASSETS

Without donor restrictions 1,069,011 1,542 **TOTAL LIABILITIES AND NET ASSETS** 6,605,179 **\$**

1,862,647 **\$**

See Notes to Financial Statements.

Page 3

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Statements of Activities and Changes in Net Assets

Years Ended June 30,
2021 2020

PUBLIC SUPPORT AND CONTRACTS

Government grants and contracts 2,106,929 \$ 1,921,907 \$ Private grants and contracts 4,883,735 2,728,676 Contributions 19,582 39,807 In-kind contribution 50,000 - Special events 6,236 - Management fee income - charter school 3,803,450 3,017,669 Management fee income - related party 1,250,000 1,058,992 Program service fee income 39,530 - Total public support and contracts 12,153,226 8,773,287

FUNCTIONAL EXPENSES

Program 8,936,213 5,954,418 Supporting services
General and administrative 1,947,920 2,211,407 Fundraising 201,624 108,488 Total supporting services 2,149,544 2,319,895 Total functional expenses 11,085,757 8,274,313

Increase in net assets **498,974** **1,067,469** **NET ASSETS, beginning of year** (497,432) 1,542 **NET ASSETS,**

[REDACTED]

Board of Trustees
Building Responsible Intelligent Creative Kids
Page 2

Other Matters

Report on Supplementary Schedule of Expenditures of Federal Awards

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 21, 2022 on our consideration of Building Responsible Intelligent Creative Kids' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Building Responsible Intelligent Creative Kids' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Building Responsible Intelligent Creative Kids' internal control over financial reporting and compliance.

[REDACTED]

Parsippany, New Jersey
March 21, 2022

Building Responsible Intelligent Creative Kids [a Non-Profit Organization]

Statements of Financial Position

June 30,
2021 2020

ASSETS

CURRENT ASSETS

Cash \$ 720,641 230,052 \$ Grant receivable 1,414,850 436,870 Prepaid expenses and other current assets 59,574 31,690 Total current assets 1,704,476 1,189,201

Independent Auditor's Report

Board of Trustees
Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]

Report on the Financial Statements

We have audited the accompanying financial statements of Building Responsible Intelligent Creative Kids [a Non-Profit Organization], which comprise the statements of financial position as of June 30, 2021 and 2020, the related statements of activities and changes in net assets, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Building Responsible Intelligent Creative Kids [a Non-Profit Organization] as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Financial Statements

Years Ended June 30, 2021 and 2020

**Building Responsible Intelligent Creative Kids
[a Non-Profit Organization]**

Financial Statements

Years Ended June 30, 2021 and 2020

C O N T E N T S

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Federal Awards Required by the Uniform Guidance 19-20 Schedule of Findings and
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ACHIEVE CLINTON HILL CHARTER SCHOOL

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Phone: 973-556-7070
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Finding 2020-004 Late Submission of Food Service Claims

We noted that the Charter School's reimbursement claims to New Jersey State Department of Agriculture for the month of September 2019 was submitted past the deadline of 60 days after the end of the reporting month.

We recommend that the Charter School implement its policies and procedures to ensure that the required reports are filed timely. We recommend personnel back-up and training to ensure that data requirements and timelines are adhered to.

Corrective Action

The Management have already reviewed the policies and procedures in place for filing claims for the Charter School's Food Program. The claiming procedures and timelines of 60 days after the month covered by the claim were discussed with personnel involved to ensure understanding of the data requirements and the importance of maintaining complete and accurate data to support the monthly claims.

Person Responsible Chief School Administrator & School Business Administrator

Planned Completion Date June 30, 2021



School Business Administrator
Achieve Community Charter School



ACHIEVE CLINTON HILL CHARTER SCHOOL

534 Clinton Avenue, Newark, NJ 07108
Phone: 973-556-7070
Fax: 973-556-7070

Finding 2020-003 Time and Activity Reports

CFDA #84.010 – Title I Grants to Local Educational Agencies
CFDA #84.027 – Individuals with Disabilities – State Grants

During our audit, Title I and IDEA employees did not have time and activity reports first half of the year.

The Charter School should ensure that federally funded employee salaries have a completed semi-annual or monthly time and activity certification in accordance with Uniform Guidance 2 C.F.R. 200.302.

Corrective Action The School Business Administrator and Chief School Administrator have become educated in all Federal Grant requirements moving forward to ensure all federally funded positions complete the required paperwork .

Person Responsible Chief School Administrator & School Business Administrator

Planned Completion Date June 30, 2021



ACHIEVE CLINTON HILL CHARTER SCHOOL

534 Clinton Avenue, Newark, NJ 07108
Phone: 973-556-7070
Fax: 973-556-7070

Finding 2020-002 – Claims and Purchase Orders

In our review of claims, we noted the following:

- a. Supporting documents for 6 of 40 sample claims paid were not on file.
- b. There were 16 of 34 claims examined have purchase order dates that is the same or after the invoice dates.
- c. Twelve (12) out of 34 sample claims examined did not have a signed vendor certification.
- d. Ten (10) out of 34 sample claims examined did not have supporting invoice or billing statement.
- e. Two (2) out of 34 sample claims examined did not have the signed purchase order.
- f. Three (3) of 34 sample claims provided did not have dates on the purchase orders on file

We recommend a review of the purchasing policy and procedures with personnel assigned. All supporting documents including approved purchase orders, vendor invoices and certifications are obtained and maintained. Further, expenses should always follow the Charter School's purchasing policy.

Corrective Action ; The current School Business Administrator has revised and implemented a new Purchasing Manual that ensures fiscal compliance across the district. Procurement training has also been implemented at the beginning of the fiscal year to ensure fiscal accountability. Consequences have been implemented for staff members who receive goods or services without a signed Purchase Order.

Person Responsible School Business Administrator and Accounts Payable Specialist

Planned Completion Date June 30, 2021



ACHIEVE CLINTON HILL CHARTER SCHOOL



CORRECTIVE ACTION PLAN IN RESPONSE TO AUDIT FINDINGS FISCAL YEAR ENDED JUNE 30, 2020

Finding 2020-001 – Timely Reporting, Account Analysis and Reconciliation and Audit Preparation

Timely reconciliation of accounts is a fundamental account process to prove that transactions sums to the correct ending account balances. During the audit:

- Cash balances, interfund, receivables and accounts payable and payroll expenses did not reconcile.
- Multiple general ledger cash accounts in each fund was also used for one bank accounts which, in reality are interfund transactions or booking errors not corrected. For example, the general fund has a general ledger cash accounts for food service, student activities and payroll.
- Incorrect recording of some collection and payment of intergovernmental receivables and payables.
- Interfund payables and receivables were not reconciled
- Monthly Board Secretary's Report and cash reports were not timely presented to the Board
- Line item expenses in the June 30, 2020 Board secretary's report did not match the June 30, 2020 general ledger balances.

Several adjusting journal entries were posted during the audit to correct the related account balances.

The Charter School should ensure that all transactions are recorded and reconciled on a timely basis. We also recommend that the Charter School develop and appropriate post-closing adjustment process to ensure that accounts are accurate, implement stricter review of account balances.

Corrective Action : The School Business Administrator has consulted with an outside management firm to assess the accounting software Achieve was utilizing. Due to mapping error the one software had, Achieve has decided to change the accounting softwares and implement a procurement platform. Since FY20 the School Business Administrator has also ensured the Board receives timely financial reports. The finance department is taking the proper steps to ensure accounting compliance moving forward.

Person Responsible : Controller, Senior Accountant, and School Business Administrator

Planned Completion Date : June 30, 2021

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SUMMARY SCHEDULE OF PRIOR-YEAR AUDIT FINDINGS AND QUESTIONED COSTS AS
PREPARED BY MANAGEMENT**

FISCAL YEAR ENDED JUNE 30, 2020

Finding 2019-001 Reconciliation of Accounts

Periodic reconciliation of accounts is a fundamental account process to prove that transactions sums to the correct ending account balances. During the audit, we noted the following:

- The monthly bank reconciliations were incomplete and had several reconciling items requiring further analysis for proper disposition.
- Outstanding checks at year end included 31 checks written but not issued as of June 30, 2019. These were reclassified to accounts payable.
- Interfund payables and receivables were not reconciled.
- Net payroll and payroll agency year-end balances were not reconciled

Status: Similar finding still exists. Refer to Finding 2020-001

Finding 2019-002 – Claims and Purchase orders

In our review of claims, we noted the following:

- Supporting documents for 21 of 40 claims paid were not on file.
- There were 16 of 19 claims examined have purchase order dates that are the same or after the invoice dates.
- One of 19 sample claims provided had a purchase order with no evidence of SBA approval.
- One of 19 sample claims examined did not have a signed vendor certification.
- Purchase orders for 2 of 19 sample claims provided did not have purchase orders on file.

Status: Similar finding still exists. Refer to Finding 2020-002.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS - CONTINUED**

Finding 2020-04 Late Submission of Food Service Claims - continued

Effect

Failure to submit the claims within the prescribed period may result in non-payment of claims.

Recommendation

We recommend that the Charter School implement its policies and procedures to ensure that the required reports are filed timely. We recommend personnel back-up and training to ensure that data requirements and timelines are adhered to.

View of Responsible Official and Planned Corrective Action

The Management have already reviewed the policies and procedures in place for filing claims for the Charter School's Food Program. The claiming procedures and timelines of 60 days after the month covered by the claim were discussed with personnel involved to ensure understanding of the data requirements and the importance of maintaining complete and accurate data to support the monthly claims.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS - CONTINUED**

Finding 2020-03 Time and Activity Reports - continued

Recommendation

The Charter School should ensure that federally funded employee salaries have a completed semi-annual or monthly time and activity certification in accordance with Uniform Guidance 2 C.F.R. 200.302

View of Responsible Official and Planned Corrective Action

The School Business Administrator and Chief School Administrator have become educated in all Federal Grant requirements moving forward to ensure all federally funded positions complete the required paperwork.

Finding 2020-004 Late Submission of Food Service Claims

| CFDA No. | Name of Federal Program or Cluster |
|----------|------------------------------------|
| | Child Nutrition Cluster |
| 10.553 | National School Breakfast Program |
| 10.555 | National School Lunch Program |

Criteria

Under Title 7 CFR Part 210.8 Claims for reimbursement, "A final Claim for Reimbursement shall be postmarked or submitted to the State agency not later than 60 days following the last day of the full month covered by the claim. State agencies may establish shorter deadlines at their discretion. Claims not postmarked and/or submitted within 60 days shall not be paid with Program funds unless otherwise authorized by United State Department of Agriculture (USDA) Food and Nutrition Services (FNS)."

Condition

The reimbursement claims for meals served during the month of September 2019 in the total amount of \$11,797 was submitted to the New Jersey State Department of Agriculture past the 60 days after the end of the reporting month. As a result, the claim is in further review by the New Jersey State Department of Agriculture and remained unpaid at June 30, 2020.

Cause

There were changes in accounting personnel responsible for the submission of the monthly claims and the changes in the state system required time to learn on how to navigate. Both changes caused the delay.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS**

Finding 2020-003 Time and Activity Reports

CFDA #84.010 – Title I Grants to Local Educational Agencies

CFDA #84.027 – Individuals with Disabilities – State Grants

Criteria

An employee who works, in whole or in part, on a Federal program or cost objective must document time and effort. An employee who works solely on a single cost objective (e.g., a single Federal program) must furnish a semi-annual certification that he/she has been engaged solely in activities that support the single cost objective. The certification must be signed by the employee or a supervisory official having first-hand knowledge of the work performed by the employee in accordance with Uniform Guidance 2 C.F.R. 200.302. The payroll expense recorded in the books should represent the approved time and activity report.

Condition

During our audit, Title I and IDEA employees did not have time and activity reports first half of the year

Context

Full time Title I and IDEA employees only have one of the two semi-annual time and activity certifications. Not all of the monthly time and activity reports of split-funded employees were provided.

Cause

Procedures to monitor the submission of time and effort documentation were not adhered to consistently.

Effect

Allocation of salaries among programs may not be equitable.

Questioned cost

None.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

Finding 2020-002 – Claims and Purchase Orders - continued

Cause

Controls in place to monitor compliance with the purchasing policy was not consistently adhered to.

Effect

There were claims that failed to follow the purchasing policy and claims where supporting documentation were not available.

Questioned cost

None.

Recommendation

We recommend a review of the purchasing policy and procedures with personnel assigned. All supporting documents including approved purchase orders, vendor invoices and certifications are obtained and maintained. Further, expenses should always follow the Charter School's purchasing policy.

View of Responsible Official and Planned Corrective Actions

The current School Business Administrator has revised and implemented a new Purchasing Manual that ensures fiscal compliance across the district. Procurement training has also been implemented at the beginning of the fiscal year to ensure fiscal accountability. Consequences have been implemented for staff members who receive goods or services without a signed Purchase Order.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

**Finding 2020-001 – Timely Reporting, Account Analysis and Reconciliation
and Audit Preparation - continued**

Recommendation

Timely reconciliation of accounts is a fundamental account process to prove that transactions sums to the correct ending account balances. The Charter School should ensure that all transactions are recorded and reconciled on a timely basis. We also recommend that the Charter School streamline the general ledger accounts and develop monthly closing and post-closing procedures to ensure that accounts are reconciled and accurate.

View of Responsible Official and Planned Corrective Actions

The School Business Administrator has consulted with an outside management firm to assess the accounting software Achieve was utilizing. Due to mapping error the one software had, Achieve has decided to change the accounting software and implement a procurement platform. Since FY20 the School Business Administrator has also ensured the Board receives timely financial reports. The finance department is taking the proper steps to ensure accounting compliance moving forward.

Finding 2020-002 – Claims and Purchase Orders

Criteria

All claims should follow the purchasing policy, where purchase orders are made before incurrence of expenses and supporting documents should be kept on file.

Condition

During our audit, we noted some claims that did not follow the purchasing policy.

Context

In our review of claims, we noted the following:

- a. Supporting documents for 6 of 40 sample claims paid were not on file.
- b. Of the 34 claims paid with supporting documents provided,
 - 16 claims have confirming purchase orders.
 - 12 claims did not have signed vendor certifications.
 - 10 claims have inadequate supporting documentation.
 - 3 did not have signed purchase orders.
 - 2 claims have undated purchase orders.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

**Finding 2020-001 – Timely Reporting, Account Analysis and Reconciliation
and Audit Preparation**

Criteria

Timely and accurate financial reports are prescribed by N.J.S.A.18A:17-9 and 18A:17-36 to be presented to the Board.

Condition

During the audit the financial records were not readily available due to turnover in CMO employee and unfamiliarity with the accounting system used. As a result, there were several trial balance revisions to reconcile cash balances, interfund activities, accounts payable and payroll account balances. Also, multiple general ledger cash accounts in each fund were used for a bank account to account for interfund transactions. Case on point, the general fund has cash accounts for food service, student activities and payroll. Several adjusting journal entries were recorded at year-end in each fund to correct the cash balances and other accounts.

There was also one bank account that was overdrawn as of June 30, 2020.

We also noted from the monthly Board minutes that the Board Secretary's and financial reports were not presented monthly to the Board as prescribed (N.J.S.A.18A:17-9 and 18A:17-36). In addition, the budget columns in the monthly Board Secretary's report were not updated.

Cause

The Charter School transactions were not timely recorded and reconciled due to staff turnover, change in accounting system and unfamiliarity with the new accounting system.

Effect

Various trial balance revisions were provided to the auditors, several adjusting journal entries were needed to correct certain account balances and additional audit time was needed to complete the audit.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2020

SECTION I - SUMMARY OF AUDITOR'S RESULTS - CONTINUED

State Financial Assistance

| | |
|--|---------------------------------------|
| Dollar threshold used to determine Type A and B programs: | <u>\$750,000</u> |
| Auditee qualified as low-risk auditee? | <u> </u> Yes <u> ✓ </u> No |
| Type of auditor's report on compliance for major programs: | <u>Unmodified</u> |
| Internal control over compliance: | |
| Material weakness(es) identified? | <u> </u> Yes <u> ✓ </u> No |
| Significant deficiency(ies) identified not considered to be material weakness(es)? | <u> </u> Yes <u> ✓ </u> No |
| Any audit findings disclosed that are required to be reported in accordance with NJ OMB Circular Letter 15-08? | <u> </u> Yes <u> ✓ </u> No |

Identification of Major Programs:

| <u>State or Project No.</u> | <u>Name of State Program</u> |
|-----------------------------|-----------------------------------|
| State Aid Public Cluster: | |
| 20-495-034-5120-078 | Equalization Aid |
| 20-495-034-5120-084 | Security Aid |
| 20-495-034-5120-089 | Special Education Categorical Aid |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2019

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statement Section

Type of auditor's report issued: Unmodified

Internal control over financial reporting:
 Material weakness(es) identified? Yes ✓ No
 reported

Significant deficiency(ies) identified not considered to be
 material weaknesses? ✓ Yes No

Noncompliance material to financial statements noted? Yes ✓ No

Federal Awards – Not Applicable

Dollar threshold used to determine Type A and B programs: \$750,000

Auditee qualified as low-risk auditee? Yes ✓ No

Type of auditor's report on compliance for major programs: Unmodified

Internal control over compliance:
 Material weakness(es) identified? Yes ✓ No

Significant deficiency(ies) identified not considered to be
 material weakness(es)? Yes ✓ No

Any audit findings disclosed that are required to be reported
 in accordance with Uniform Guidance? ✓ Yes No

Identification of Major Programs:

| <u>CFDA No.</u> | <u>Name of Federal Program</u> |
|-----------------|--------------------------------|
| 84.215N | Project Neighborhood Programs |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE - CONTINUED**

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS - CONTINUED

| | Federal | State | Total |
|----------------------|-------------------|---------------------|---------------------|
| General Fund | \$ - | \$ 3,194,352 | \$ 3,194,352 |
| Special Revenue Fund | 850,051 | - | 850,051 |
| Enterprise Fund | 123,429 | 1,718 | 125,147 |
| Total | <u>\$ 973,480</u> | <u>\$ 3,196,070</u> | <u>\$ 4,169,550</u> |

NOTE 4 RELATIONSHIP TO STATE FINANCIAL REPORTS

Amounts reported in the accompanying schedules agree with the amounts reported in the related federal and state financial reports.

NOTE 5 ON-BEHALF PAYMENTS

TPAF Social Security Contributions represents reimbursements in the amount of \$112,559 by the State for the employer's share of social security contributions for TPAF members for the year ended June 30, 2020. The State did not made on-behalf TPAF payments for pension contributions, post-retirement medical benefits and long-term disability insurance contributions for the year ended June 30, 2020.

NOTE 6 ON-BEHALF PROGRAMS NOT SUBJECT TO STATE SINGLE AUDIT

On-behalf State Programs for TPAF pension contributions, post-retirement medical benefits contributions and long-term disability insurance are not subject to a State Single Audit and, therefore, are excluded from major program determination. The Schedule of State Financial Assistance provides a reconciliation of State financial assistance reported in the Charter School's financial statements and the amount subject to State Single Audit and major program determination.

NOTE 7 DE MINIMIS INDIRECT COST

The Charter School has not elected to use the ten percent de minimis indirect cost rate allowed under the Uniform Guidance.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE**

FISCAL YEAR ENDED JUNE 30, 2020

NOTE 1 GENERAL

The accompanying schedules of expenditures of federal awards and state financial assistance include federal and state activity of the Board of Trustees for Achieve Community Charter School. The Board of Trustees is defined in Note 1 to the Charter School's basic financial statements. All federal and state awards received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies is included on the schedule of federal awards and state financial assistance.

NOTE 2 BASIS OF ACCOUNTING

The accompanying Schedules of Expenditures of Federal Awards and State Financial Assistance are presented using the budgetary basis of accounting with the exception of those recorded in the food service fund, which are presented using the accrual basis of accounting. These bases of accounting are described in Note 1 to the Charter School's basic financial statements. The information in these schedules is presented in accordance with the requirements of *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

Amounts reported in the accompanying schedules agree with the amounts reported in the Charter School's basic financial statements. The basic financial statements present the special revenue fund on both GAAP and budgetary basis. The special revenue fund is presented in the accompanying schedules on the grant accounting budgetary basis which recognizes encumbrances as expenditures and also recognizes the related revenues, whereas the GAAP basis does not. See Exhibit C-3 for a reconciliation of the budgetary basis to the GAAP basis of accounting for the special revenue fund. Awards and financial assistance revenues are reported in the Charter School's basic financial statements on a GAAP basis as follows:

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT K-4
SCHEDULE B

SCHEDULE OF STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2020

| State Grantor/ Program Title | Grant or State Project Number | Grant Period | Award Amount | Balance at June 30, 2019 | | | Carryover/ (Walkover) Amount | Cash Received | Budgetary Expenditures Pass-through Funds | Adjustments Repayment Prior Year's Balances | Balance at June 30, 2020 | | | MEMO Cumulative Total Expenditure | |
|---|----------------------------------|----------------|-----------------|--|-------------------|------|------------------------------------|------------------|--|---|---|---------------------------------|-------------------|---|-------------------------|
| | | | | Deferred Revenue (Accounts Receivable) | Due to Grantor | | | | | | Intergovernmental (Accounts Receivable) | Revenue Interfund Payable | Due to Grantor | | Budgetary Receivable |
| New Jersey State Department of Education | | | | | | | | | | | | | | | |
| General Fund: | | | | | | | | | | | | | | | |
| Equalization Aid | 20-495-034-S 120-078 | 7/1/19-6/30/20 | \$ 2,863,368 | \$ - | \$ - | \$ - | \$ 2,755,165 | \$ (2,863,368) | \$ - | \$ (38,698) | \$ (136,313) | \$ - | \$ 28,110 | \$ 136,313 | \$ 2,863,368 |
| Equalization Aid | 19-495-034-S 120-078 | 7/1/18-6/30/19 | 2,334,463 | (119,241) | 48,846 | - | 15,555 | - | (38,698) | - | (103,686) | - | 10,148 | - | - |
| Special Education | | | | | | | | | | | | | | | |
| Categorical Aid | 20-495-034-S 120-089 | 7/1/19-6/30/20 | 127,136 | - | - | - | 127,136 | (127,136) | - | - | - | - | - | - | 127,136 |
| Security Aid | 20-495-034-S 120-084 | 7/1/19-6/30/20 | 91,289 | - | - | - | 91,289 | (91,289) | - | - | - | - | - | - | 91,289 |
| Reimbursed Social Security Tax | 20-495-034-S 094-003 | 7/1/19-6/30/20 | 112,559 | - | - | - | 82,247 | (112,559) | - | - | (30,312) | - | - | - | - |
| Reimbursed Social Security Tax | 19-495-034-S 094-003 | 7/1/18-6/30/19 | 99,885 | (42,467) | - | - | 42,467 | - | - | - | - | - | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund | 20-495-034-S 094-002 | 7/1/19-6/30/20 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund – Post Retirement Medical | 20-495-034-S 094-001 | 7/1/19-6/30/20 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| On-Behalf Teachers' Pension & Annuity Fund – Non-contributory Insurance | 20-495-034-S 094-004 | 7/1/19-6/30/20 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total General Fund | | | | (161,709) | 48,846 | - | 3,113,859 | (3,194,352) | (38,698) | (270,311) | - | 38,258 | 136,313 | 3,081,793 | |
| Enterprise Fund: | | | | | | | | | | | | | | | |
| State School Lunch Program | 20-100-010-3350-023 | 7/1/19-6/30/20 | 1,718 | - | - | - | 1,364 | (1,718) | - | - | (354) | - | - | 354 | 1,718 |
| State School Lunch Program | 19-100-010-3350-023 | 7/1/18-6/30/19 | 1,543 | (428) | - | - | 428 | - | - | - | - | - | - | - | - |
| Total Expenditures of State Financial Assistance | | | \$ | (162,136) | \$ 48,846 | \$ - | \$ 3,115,651 | \$ (3,196,070) | \$ (38,698) | \$ (270,665) | \$ - | \$ 38,258 | \$ 136,667 | \$ 3,083,511 | |
| Less: On-Behalf TPAF Pension System Contributions | | | | | | | | | | | | | | | |
| On-Behalf Teachers' Pension and Annuity Fund | 20-495-034-S 094-002 | | | | | | | - | | | | | | | |
| On-Behalf Teachers' Pension and Annuity Fund – Post Retirement Medical | 20-495-034-S 094-001 | | | | | | | - | | | | | | | |
| On-Behalf Teachers' Pension & Annuity Fund – Non-contributory Insurance | 20-495-034-S 094-004 | | | | | | | - | | | | | | | |
| Total for State Financial Assistance-Major Program Determination | | | | | | | | | | | | | | | |
| | | | \$ | | | | \$ (3,196,070) | | | | | | | | |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT K-3
SCHEDULE A

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2020

| Federal Grant/ Pass-Through Grantor/ Program Title | Federal CFDA No. | Federal FAIN Number | Grant or State Project Number | Program or Award Amount | Grant Period | | Carryover/ (Walkover) Amount | Cash Received | Budgetary Expenditures | Repayment of Prior Years' Balances | Balance at June 30, 2020 | |
|---|------------------------|---------------------------|-------------------------------------|-------------------------------|--------------|-----------|------------------------------------|------------------|---------------------------|---|--------------------------|---------------------|
| | | | | | From | To | | | | | (Accounts Receivable) | Deferred Revenue |
| U.S. Department of Education: | | | | | | | | | | | | |
| Passed-through New Jersey State Department Education | | | | | | | | | | | | |
| Special Revenue Fund: | | | | | | | | | | | | |
| Title I Part A Grants to Local Educational Agencies Individuals with Disabilities - States Grant Total U.S. Department of Education | 84.010 | S010A190030 | ESSA - 6110 - 20 | \$ 194,071 | 7/1/2019 | 6/30/2020 | \$ - | \$ 194,071 | \$ (194,071) | \$ - | \$ - | \$ - |
| | 84.027 | H027A190100 | IDEA - 6110 - 20 | 49,172 | 7/1/2019 | 6/30/2020 | - | 47,874 | (49,172) | - | (1,298) | - |
| | | | | | | | | - | 241,945 | (243,243) | - | (1,298) |
| U.S. Department of Education: | | | | | | | | | | | | |
| Passed-through Building Responsible Intelligent Creative Kids | | | | | | | | | | | | |
| Charter Schools Program (CSP) Grants to Developers for the Replication and Expansion of High-Quality Charter Schools | 84.282 | UNKNOWN | UNKNOWN | \$ 184,308 | 10/1/2019 | 9/30/2020 | - | 184,308 | (184,308) | - | - | - |
| | | | | | | | | | | | | |
| U.S. Department of Education: | | | | | | | | | | | | |
| Passed-through South Ward Alliance | | | | | | | | | | | | |
| Project Neighborhood Programs | 84.215 | UNKNOWN | UNKNOWN | \$ 422,500 | 10/1/2019 | 9/30/2020 | - | 422,500 | (422,500) | - | - | - |
| U.S. Department of Agriculture | | | | | | | | | | | | |
| Passed-through New Jersey State Department of Agriculture | | | | | | | | | | | | |
| Enterprise Fund: | | | | | | | | | | | | |
| National School Lunch Program | 10.555 | 201NJ304N1099 | N/A | 91,722 | 7/1/2019 | 6/30/2020 | - | 72,287 | (91,722) | - | (19,435) | - |
| National School Lunch Program | 10.555 | 191NJ304N1099 | N/A | 88,144 | 7/1/2018 | 6/30/2019 | (25,738) | 25,738 | - | - | - | - |
| National School Breakfast Program | 10.553 | 201NJ304N1099 | N/A | 31,707 | 7/1/2019 | 6/30/2020 | - | 27,660 | (31,707) | - | (4,047) | - |
| National School Breakfast Program | 10.553 | 191NJ304N1099 | N/A | 33,930 | 7/1/2018 | 6/30/2019 | (10,880) | 10,880 | - | - | - | - |
| Total U.S. Department of Agriculture | | | | | | | (36,618) | 136,565 | (123,429) | - | (23,482) | - |
| Total Expenditures of Federal Awards | | | | | | | | | | | | |
| | | | | | | | \$ (36,618) | \$ 985,318 | \$ (973,480) | \$ - | \$ (24,780) | \$ - |

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of the Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and New Jersey OMB Circular Letter 15-08. Accordingly, this report is not suitable for any other purpose.



Public School Accountant
PSA No. 20CS00239400



Certified Public Accountants

January 19, 2021
Cream Ridge, New Jersey

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination of the Charter School's compliance on compliance for each major federal and state programs.

Opinions on Each Major Federal and State Programs

In our opinion, the Achieve Community Charter School in the County of Essex, State of New Jersey, complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal and state program for the fiscal year ended June 30, 2020.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and New Jersey OMB Letter Circular 15-08, and which are described in the accompanying schedule of findings and questioned costs as items 2020-003 and 2020-004. Our opinion on each major federal program and state financial assistance is not modified with respect to these matters.

Report on Internal Control Over Compliance

Management of the Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal and state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance and to test and report on internal control over compliance for each major federal and state program and to test and report on internal control over compliance in accordance with the Uniform Guidance and New Jersey OMB Letter Circular 15-08-OMB, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal and state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal and state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal and state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.



EXHIBIT K-2

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL
AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE
AS REQUIRED BY THE UNIFORM GUIDANCE AND
NEW JERSEY OMB CIRCULAR LETTER 15-08**

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
Essex County, New Jersey

Report on Compliance for Each Major State and Federal Programs

We have audited the Achieve Community Charter School's (the Charter School) in the County of Essex, State of New Jersey compliance with the types of compliance requirements described in the *New Jersey State Aid Grant Compliance Supplement* that could have a direct and material effect on each of the Charter School's major state and federal programs for the fiscal year ended June 30, 2020. The Charter School's major state and federal program are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal and state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Charter School's major federal and state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey; Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. Those standards, Uniform Guidance and New Jersey OMB Circular Letter 15-08, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on major federal and state program occurred. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS* -
CONTINUED**

may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did, however, identify certain deficiencies, described in the accompanying schedule of findings and questioned costs as finding 2020-001 and 2020-002 that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey.

We also noted certain matters that we have reported to the Board of Trustees of the Achieve Community Charter School in the County of Essex, New Jersey in a separate *Auditor's Management Report on Administrative Findings - Financial, Compliance and Performance*, dated January 19, 2021.

Charter School's Response to Findings

The Charter School's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Public School Accountant
PSA No. 20CS00239400



Certified Public Accountants

January 19, 2021
Cream Ridge, New Jersey

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements, and have issued our report thereon dated January 19, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies



SINGLE AUDIT SECTION

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)
CHARTER SCHOOL PERFORMANCE FRAMEWORK
FINANCIAL PERFORMANCE
FISCAL RATIOS

Multi-Year Information
(Unaudited)

| | 2018 Audit | 2019 Audit | 2020 Audit | Source |
|--------------------------------|---------------|---------------|---------------|---------------------------------------|
| Cash | \$ 22,014 | \$ 55,488 | \$ 319,651 | Audit: Exhibit A-1 |
| Current Assets | 54,253 | 346,167 | 916,867 | Audit: Exhibit A-1 |
| Total Assets | 54,253 | 346,167 | 916,867 | Audit: Exhibit A-1 |
| Current Liabilities | 15,716 | 342,767 | 529,808 | Audit: Exhibit A-1 |
| Total Liabilities | 15,716 | 342,767 | 869,898 | Audit: Exhibit A-1 |
| Net Assets | 38,537 | 3,400 | 46,969 | Audit: Exhibit A-1 |
| Total Revenue | 1,082,300 | 4,032,228 | 5,514,955 | Audit: Exhibit A-2 |
| Total Expenses | 1,043,763 | 4,067,365 | 5,471,385 | Audit: Exhibit A-2 |
| Change in Net Assets | 38,537 | (35,137) | 43,570 | Audit: Exhibit A-2 |
| Depreciation Expense | - | - | - | Financial Statements/Audit Workpapers |
| Interest Expense | - | - | - | Financial Statements/Audit Workpapers |
| Principal Payments | - | - | - | Financial Statements/Audit Workpapers |
| Interest Payments | - | - | - | Financial Statements/Audit Workpapers |
| Final Average Daily Enrollment | 63 | 221 | 306 | DOE Enrollment Reports |
| March 30th Budgeted Enrollment | 66 | 66 | 500 | Charter School Budget |

| Near Term Indicators | 2018 | 2019 | 2020 | Source: | Target |
|----------------------------------|--------|--------|---------|--|-------------------|
| 1a. Current Ratio | 3.45 | 1.01 | 1.73 | Current Assets/Current Liabilities | > 1.1 |
| 1b. Unrestricted Days Cash | 7.70 | 4.98 | 21.32 | Cash/(Total Expenses/365) | 30-60 |
| 1c. Enrollment Variance | 95% | 335% | 61% | Average Daily Enrollment/Budgeted Enrollment | >95% |
| 1d. Default | No | No | No | Audit | not in default |
| Sustainability Indicators | | | | | |
| 2a. Total Margin | 4% | -1% | 1% | Change in Net Assets/Total Revenue | positive |
| 2b. Debt to Asset | 0.99 | 0.99 | 0.95 | Total Liabilities/Total Assets | <.9 |
| 2c. Cash Flow | 22,014 | 33,474 | 264,163 | Net change in cash flow from prior years (Change in Net Assets+Depreciation+Interest Expense)/(Principal & Interest Payments) | 3 yr cum positive |
| 2d. Debt Service Coverage Ratio | N/A | N/A | N/A | | >1.10 |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INSURANCE SCHEDULE

**June 30, 2020
(Unaudited)**

| | <u>Coverage</u> | <u>Deductible</u> |
|--|-----------------|-------------------|
| Commercial General Liability ⁽¹⁾ | | |
| Aggregate Limit | \$ 3,000,000 | |
| Products - Completed Operations Aggregate Limit | 3,000,000 | |
| Personal and Advertising Injury Limit | 1,000,000 | |
| Each Occurrence | 1,000,000 | |
| Fire Damage | 1,000,000 | |
| Damage to Premises Rented | 100,000 | any one premises |
| Medical expense limit | 10,000 | any one person |
| Personal Property | 75,000 | 1,000 |
| Employee Benefits | 3,000,000 | |
| Automobile | | |
| Non Owned & Hired Auto Liability | 1,000,000 | |
| Professional Liability | | |
| Aggregate limit | 3,000,000 | |
| Each Claim limit | 1,000,000 | |
| School Coverage | | |
| Medical Expense | 25,000 | |
| Accidental Death | 25,000 | |
| Accidental Dismemberment | up to \$50,000 | |
| Accidental Paralysis | 50,000 | |
| Accident Medical Expense Benefits | 25,000 | |

Source: Charter School's Records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SCHOOL BUILDING INFORMATION
Last Ten Fiscal Years (1)**

| | 2020 | 2019 | 2018 |
|--------------------------------|-------------|-------------|-------------|
| <u>Charter School Building</u> | | | |
| <u>Elementary School</u> | | | |
| Square Feet | 4,000 | 4,000 | 4,000 |
| Capacity (students) | 900 | 900 | 900 |
| Enrollment | 306 | 221 | 61 |
| Number of Schools | 1 | 1 | 1 |

Source: Charter School's Records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

OPERATING STATISTICS

**Last Ten Fiscal Years (1)
(Unaudited)**

| Fiscal Year | Enrollment | Operating Expenditures ^a | Cost Per Pupil | Percentage Change | Teaching Staff ^b | Pupil/Teacher Ratio Elementary | Average Daily Enrollment (ADE) ^c | Average Daily Attendance (ADA) ^c | % Change in Average Daily Enrollment | Student Attendance Percentage |
|--------------------|-------------------|--|-----------------------|------------------------------|--|---|--|--|---|--|
| 2020 | 306 | 5,354,615 | 17,499 | 100.00% | 35 | 12: 1 | 221.2 | 301.7 | N/A | 136.40% |
| 2019 | 221 | 3,773,168 | 17,073 | 100.00% | 35 | 12: 1 | 221.2 | 217.9 | N/A | 98.51% |
| 2018 | 61 | 1,037,483 | 17,008 | 100.00% | 5 | 12: 1 | 62.8 | 60.1 | N/A | 95.77% |

Source: Charter School's Records

Note: Enrollment based on annual October Charter School count.

a Operating expenditures equal total expenditures less debt service and capital outlay.

b Teaching staff includes only full-time equivalents of certificated staff.

c Average daily enrollment and average daily attendance are obtained from the School Register Summary (SRS).

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**FULL-TIME EQUIVALENT CHARTER SCHOOL EMPLOYEES BY FUNCTION/PROGRAM
Last Ten Fiscal Years (1)
(Unaudited)**

| <u>Function/Program</u> | <u>2020</u> | <u>2019</u> | <u>2018</u> |
|--------------------------------|--------------------|--------------------|--------------------|
| Instruction | 35 | 35 | 4 |
| Administrative | 10 | 10 | 3 |
| Support Services | 5 | 5 | 7 |
| Food Service | - | - | - |
| | <u> </u> | <u> </u> | <u> </u> |
| Total | <u>50</u> | <u>50</u> | <u>14</u> |

Source: Charter School's personnel records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PRINCIPAL EMPLOYERS

Current Year and Two Years Ago

| Employer | 2020 | | 2018 | |
|------------------------------------|-----------|---|-----------|---|
| | Employees | Percentage of Total Municipal Employment | Employees | Percentage of Total Municipal Employment |
| St. Barnabas Health Care System | 23,000 | ** | 23,000 | ** |
| Verizon | 17,100 | ** | 17,100 | ** |
| Prudential Ins. Co. of America | 16,850 | ** | 16,850 | ** |
| Rutgers University - Newark Campus | 15,500 | ** | 15,500 | ** |
| Continental Airlines | 11,000 | ** | 11,000 | ** |
| Newark Board of Education | 7,050 | ** | 7,050 | ** |
| Automatic Data Processing | 5,649 | ** | 5,649 | ** |
| New Jersey Transit | 4,000 | ** | 4,000 | ** |
| City of Newark | 4,000 | ** | 4,000 | ** |
| Essex County | 3,500 | ** | 3,500 | ** |
| PSE&G | - | | - | |
| JP Morgan Chase | - | | - | |
| Horizon Blue Cross/Blue Shield | - | | - | |
| Roche | - | | - | |
| KPMG | - | | - | |
| Ricoh American Corp | - | | - | |
| | 107,649 | | 107,649 | |

Note - Principal employers are that of Essex County

** - Information not available

Source: Essex County Economic Development Corporation

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**DEMOGRAPHIC AND ECONOMIC STATISTICS
Last Ten Fiscal Years (1)**

| <u>Year</u> | <u>Population ^a</u> | <u>Personal Income ^b</u> | <u>Per Capita Personal Income ^c</u> | <u>Unemployment Rate ^d</u> |
|-------------|--------------------------------|-------------------------------------|--|---|
| 2020 | ** | ** | ** | ** |
| 2019 | 282,011 | ** | ** | 4.50% |
| 2018 | 282,090 | \$ 19,029,509,310 | \$ 67,459 | 7.00% |
| 2017 | 281,014 | 17,859,563,756 | 63,554 | 7.50% |

** Data not available

Source:

^a U.S. Census Bureau, Population Division

^b Personal income has been estimated based upon the municipal population and per capita personal income presented

^c Per capita personal income was computed using Census Bureau midyear population estimates. All dollar estimates are in thousands of current dollars (not adjusted for inflation). Estimates for 2010-2018 reflect county population estimates available as of March 6, 2019.

^d Unemployment data provided by the New Jersey Department of Labor and Workforce Development

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS

Last Ten Fiscal Years (1)

(Unaudited)

| Function | 2020 | 2019 | 2018 |
|---|---------------------|------------------|------------------|
| Revenues | | | |
| Local Sources: | | | |
| Local tax levy | \$ 518,300 | \$ 432,026 | \$ 215,161 |
| Miscellaneous | 419,740 | 183,790 | 5,432 |
| State sources | 3,194,352 | 2,598,411 | 756,321 |
| Federal sources | 850,051 | 694,130 | 105,386 |
| Total Revenues | <u>4,982,443</u> | <u>3,908,357</u> | <u>1,082,300</u> |
| Current expense | | | |
| Instruction | 2,767,277 | 2,017,731 | 671,300 |
| Administrative cost | 1,277,999 | 788,250 | 188,199 |
| Support services | 1,196,780 | 867,302 | 148,897 |
| Capital outlay | - | 135,934 | 6,280 |
| TPAF - FICA Reimbursement | 112,559 | 99,885 | 28,287 |
| Total Expenditures | <u>5,354,615</u> | <u>3,909,102</u> | <u>1,042,963</u> |
| Excess of Revenues Over Expenditures | (372,172) | (745) | 39,337 |
| Net change in fund balances | <u>\$ (372,172)</u> | <u>\$ (745)</u> | <u>\$ 39,337</u> |
| Debt service as a percentage of noncapital expenditures | 0.00% | 0.00% | 0.00% |

Source: Charter school's records.

Note: Noncapital expenditures are total expenditures less capital outlay.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FUND BALANCES - GOVERNMENTAL FUNDS

Last Ten Fiscal Years (1)

(Modified accrual basis of accounting)

| | Fiscal Year Ending June 30, | | |
|--------------------|-----------------------------|---------------|---------------|
| | 2020 | 2019 | 2018 |
| General Fund | | | |
| Assigned | \$ - | 264,007 | - |
| Unassigned | 72,940 | (226,215) | 38,537 |
| Total general fund | <u>\$ 72,940</u> | <u>37,792</u> | <u>38,537</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

| | Fiscal Year Ending June 30, | | |
|---|------------------------------------|--------------------|------------------|
| | 2020 | 2019 | 2018 |
| General Revenues and Other Changes in Net Assets | | | |
| Governmental activities: | | | |
| Property taxes levied for general purposes, net | 925,620 | 432,026 | 131,141 |
| Grants and contributions | 3,417,789 | 2,618,526 | 728,034 |
| Miscellaneous income | 83,744 | 63,790 | 5,432 |
| Total governmental activities | <u>4,427,153</u> | <u>3,114,342</u> | <u>864,607</u> |
| Business-type activities: | | | |
| Miscellaneous Income | - | - | - |
| Transfers | - | - | - |
| Total business-type activities | <u>-</u> | <u>-</u> | <u>-</u> |
| Total district-wide | <u>4,427,153</u> | <u>3,114,342</u> | <u>864,607</u> |
| Changes in Net Position | | | |
| Governmental activities | 35,148 | (745) | 38,537 |
| Business-type activities | 8,422 | (34,392) | - |
| Total district | <u>\$ 43,570</u> | <u>\$ (35,137)</u> | <u>\$ 38,537</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

| | Fiscal Year Ending June 30, | | |
|---|------------------------------------|--------------------|------------------|
| | 2020 | 2019 | 2018 |
| Expenses | | | |
| Governmental activities | | | |
| Instruction | \$ 3,333,485 | \$ 2,370,936 | \$ 724,567 |
| Administrative | 906,773 | 533,889 | 167,020 |
| Support Services | 1,114,357 | 868,343 | 145,896 |
| Unallocated: | | | |
| Capital outlay | - | 135,934 | 6,280 |
| Total governmental activities expenses | <u>5,354,615</u> | <u>3,909,102</u> | <u>1,043,763</u> |
| Business-type activities: | | | |
| Food service | <u>116,770</u> | <u>158,263</u> | <u>-</u> |
| Total business-type activities expense | <u>116,770</u> | <u>158,263</u> | <u>-</u> |
| Total district expenses | <u>5,471,385</u> | <u>4,067,365</u> | <u>1,043,763</u> |
| Program Revenues | | | |
| Governmental activities: | | | |
| Charges for services: | | | |
| Operating grants and contributions | <u>962,610</u> | <u>794,015</u> | <u>217,693</u> |
| Total governmental activities program revenues | <u>962,610</u> | <u>794,015</u> | <u>217,693</u> |
| Business-type activities: | | | |
| Charges for services | | | |
| Food service | 45 | 254 | - |
| Operating grants and contributions | <u>125,147</u> | <u>123,617</u> | <u>-</u> |
| Total business-type activities program revenues | <u>125,192</u> | <u>123,871</u> | <u>-</u> |
| Total district program revenues | <u>1,087,802</u> | <u>917,886</u> | <u>217,693</u> |
| Net (Expense)/Revenue | | | |
| Governmental activities | (4,392,005) | (3,115,087) | (826,070) |
| Business-type activities | <u>8,422</u> | <u>(34,392)</u> | <u>-</u> |
| Total district-wide net expense | <u>(4,383,583)</u> | <u>(3,149,479)</u> | <u>(826,070)</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NET POSITION BY COMPONENT
Last Ten Fiscal Years (1)**

(Accrual basis of accounting)

| | Fiscal Year Ending June 30, | | |
|---|------------------------------------|--------------------|------------------|
| | 2020 | 2019 | 2018 |
| Governmental activities | | | |
| Invested in capital assets, net of related debt | \$ 25,971 | \$ 34,392 | \$ - |
| Restricted | - | - | - |
| Unrestricted | 46,969 | 3,400 | 38,537 |
| Total governmental activities net position | <u>\$ 72,940</u> | <u>\$ 37,792</u> | <u>\$ 38,537</u> |
| Business-type activities | | | |
| Invested in capital assets, net of related debt | \$ - | \$ - | \$ - |
| Restricted | - | - | - |
| Unrestricted | (25,971) | (34,392) | - |
| Total business-type activities net position | <u>\$ (25,971)</u> | <u>\$ (34,392)</u> | <u>\$ -</u> |
| School-wide | | | |
| Invested in capital assets, net of related debt | \$ 25,971 | \$ 34,392 | \$ - |
| Restricted | - | - | - |
| Unrestricted | 20,998 | (30,992) | 38,537 |
| Total charter school net position | <u>\$ 46,969</u> | <u>\$ 3,400</u> | <u>\$ 38,537</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INTRODUCTION TO THE STATISTICAL SECTION

| <u>Contents</u> | <u>Page</u> |
|--|---|
| Financial Trends These schedules contain trend information to help the reader understand how the district's financial performance and well being have changed over time. | 68 |
| Revenue Capacity These schedules contain information to help the reader assess the district's most significant local revenue source, the property tax. | N/A |
| Debt Capacity These schedules present information to help the reader assess the affordability of the district' s current levels of outstanding debt and the district's ability to issue additional debt in the future. | N/A |
| Demographic and Economic Information These schedules offer demographic and economic indicators to help the reader understand the environment within which the district's financial activities take place. | 73 |
| Operating Information These schedules contain service and infrastructure data to help the reader understand how the information in the district's financial report relates to the services the district provides and the activities it performs. | 75 |
| Note (1): | <i>Fiscal year ended June 30, 2018 is the first operating year of the Charter School; schedules presenting charter-wide information include information beginning in that year.</i> |

STATISTICAL SECTION (UNAUDITED)

Unless otherwise noted, the information in these Schedules was derived from the Comprehensive Annual Financial Reports (CAFR) for the relevant year.

LONG-TERM DEBT

The long-term debt is used to record the outstanding principal balances of the long-term liabilities of the charter school. This includes the outstanding principal balance on capital lease, the accrued liability for insurance claims and the liability for compensated absences and the outstanding principal balance on certificates of participation outstanding or mortgage note payable.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PAYROLL AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2020

| | Balance June 30, 2019 | Cash Receipts | Cash Disbursements | Balance June 30, 2020 |
|-------------------------------------|----------------------------------|--------------------------|-------------------------------|----------------------------------|
| Assets | | | | |
| Cash and cash equivalents | \$ 40,489 | \$ 3,778,338 | \$ 3,715,589 | \$ 103,238 |
| Interfund receivable | - | 87,991 | - | 87,991 |
| Total Assets | <u>\$ 40,489</u> | <u>\$ 3,866,329</u> | <u>\$ 3,715,589</u> | <u>\$ 191,229</u> |
| Liabilities | | | | |
| Payroll deductions and withholdings | \$ 12,238 | \$ 3,866,329 | \$ 3,687,338 | \$ 191,229 |
| Interfund payable | 28,251 | - | 28,251 | - |
| Total Liabilities | <u>\$ 40,489</u> | <u>\$ 3,866,329</u> | <u>\$ 3,715,589</u> | <u>\$ 191,229</u> |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STUDENT ACTIVITY AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2020

| | Balance June 30, 2019 | Cash Receipts | Cash Disbursements | Balance June 30, 2020 |
|-----------------------|--------------------------|------------------|-----------------------|--------------------------|
| Assets | | | | |
| Cash | \$ 927 | \$ 2,659 | \$ 927 | \$ 2,659 |
| Interfund Receivable | - | 11 | - | 11 |
| | <u>927</u> | <u>2,670</u> | <u>927</u> | <u>2,670</u> |
| Liabilities | | | | |
| Due to Student Groups | <u>\$ 927</u> | <u>\$ 1,743</u> | <u>\$ -</u> | <u>\$ 2,670</u> |

EXHIBIT H-2**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****FIDUCIARY FUNDS****COMBINING SCHEDULE OF CHANGES IN FIDUCIARY NET POSITION
(TRUST FUND)****YEAR ENDED JUNE 30, 2020**

| | New Jersey Unemployment Benefits |
|--|--|
| Revenues: | |
| General fund appropriation | \$ - |
| Employees' contributions | <u>3,252</u> |
| Total revenues | <u>3,252</u> |
| Expenditures: | |
| Payments to NJ Unemployment Compensation Fund | <u>3,252</u> |
| Total expenditures | <u>3,252</u> |
| Excess (deficiency) of revenue over expenditures | - |
| Net position at beginning of the year | <u>-</u> |
| Net position at end of year | <u>\$ -</u> |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FIDUCIARY FUNDS

COMBINING SCHEDULE OF FIDUCIARY NET POSITION

JUNE 30, 2020

| | New Jersey Unemployment Benefits | Student Activities | Agency Net Payroll | Payroll Agency | Total |
|--------------------------------------|--|-----------------------|--------------------------|-------------------|-------------------|
| Assets | | | | | |
| Cash and cash equivalents | \$ - | \$ 2,659 | \$ - | \$ 103,238 | \$ 105,897 |
| Interfund receivable | - | 11 | - | 87,991 | 88,002 |
| Total assets | <u>\$ -</u> | <u>\$ 2,670</u> | <u>\$ -</u> | <u>\$ 191,229</u> | <u>\$ 193,899</u> |
| Liabilities and Fund Balances | | | | | |
| Liabilities: | | | | | |
| Payroll and withholdings payable | \$ - | \$ - | \$ - | \$ 191,229 | \$ 191,229 |
| Due to student groups | - | 2,670 | - | - | 2,670 |
| Total liabilities | <u>-</u> | <u>2,670</u> | <u>-</u> | <u>191,229</u> | <u>193,899</u> |
| Net Position | | | | | |
| Restricted | | | | | |
| Unemployment compensation | - | - | - | - | - |
| Total liabilities and net position | <u>\$ -</u> | <u>\$ 2,670</u> | <u>\$ -</u> | <u>\$ 191,229</u> | <u>\$ 193,899</u> |

FIDUCIARY FUNDS

Trust funds are used to account for gifts and bequests to the Charter School for specific purposes.

Unemployment Compensation Insurance Trust Fund is an expendable trust fund used to account for unemployment transactions of the Charter School.

At June 30, 2020, there was no non-expandable trust fund utilized by the Charter School.

Agency funds are used to account for assets held by the Charter School as an agent for individuals, private organizations, governmental and/or other funds.

Payroll Fund - This agency fund is used to account for the payroll transactions of the Charter School.

EXHIBIT G-3**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****ENTERPRISE FUND****COMBINING SCHEDULE OF CASH FLOWS****YEAR ENDED JUNE 30, 2020**

| | FOOD SERVICE |
|--|-------------------------|
| | <hr/> |
| Cash flows from operating activities | |
| Operating loss | \$ (116,725) |
| Adjustment to reconcile operating income to net cash from operating activities: | |
| Changes in assets and liabilities: | |
| Accounts receivable | 13,210 |
| Interfund receivable | (5,215) |
| Accounts payable | 55,042 |
| Interfund payable | <u>(73,911)</u> |
| Net cash used by operating activities | <u>(127,599)</u> |
| Cash flows from noncapital financing activities | |
| Cash received from state and federal reimbursements | <u>125,146</u> |
| Net decrease in cash and cash equivalents | (2,453) |
| Cash and cash equivalents at beginning of the year | <u>2,473</u> |
| Cash and cash equivalents at end of year | <u><u>\$ 20</u></u> |

EXHIBIT G-2**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****ENTERPRISE FUND****COMBINING SCHEDULE OF REVENUES, EXPENSES AND
CHANGES IN FUND NET POSITION****YEAR ENDED JUNE 30, 2020**

| | FOOD SERVICE |
|--|-------------------------|
| Operating revenues: | |
| Charges for services: | |
| Daily sales - reimbursable programs | \$ - |
| Miscellaneous revenue | 45 |
| Total operating revenues | 45 |
| Operating expenses: | |
| Supplies and materials - reimbursable programs | 116,770 |
| Operating loss | (116,725) |
| Nonoperating revenues: | |
| State sources: | |
| State School Lunch | 1,718 |
| Federal sources: | |
| National School Lunch | 91,722 |
| National School Breakfast | 31,707 |
| Total nonoperating revenues | 125,147 |
| Income before transfers | 8,422 |
| Transfers in - General fund | - |
| Changes in net position | 8,422 |
| Total net position at beginning of year | (34,393) |
| Total net position at end of year | \$ (25,971) |

EXHIBIT G-1**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****ENTERPRISE FUND****COMBINING SCHEDULE OF NET POSITION****JUNE 30, 2020**

| | FOOD SERVICE |
|------------------------------------|-------------------------|
| Assets | |
| Current assets: | |
| Cash and cash equivalents | \$ 20 |
| Interfund receivable | 5,215 |
| Accounts receivable: | |
| Federal | 23,482 |
| State | 354 |
| | <u>23,836</u> |
| Total Assets | <u>\$ 29,071</u> |
| Liabilities | |
| Current liabilities | |
| Accounts payable | \$ 55,042 |
| Net assets | |
| Unrestricted | <u>(25,971)</u> |
| Total Liabilities and Net Position | <u>\$ 29,071</u> |

ENTERPRISE FUNDS

Enterprise funds are used to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the Charter School is that the costs of providing goods and services be financed through user charges. The Charter School has the Food Service and After Care in its Enterprise Fund to account for the operation of food services and after care.

CAPITAL PROJECTS FUND

The capital projects fund is used to account for the acquisition and construction of major capital facilities and equipment purchases other than those financed by propriety funds.

At June 30, 2020, there was no capital project fund.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SPECIAL REVENUE FUND
COMBINING SCHEDULE OF REVENUES AND EXPENDITURES
BUDGETARY BASIS

YEAR ENDED JUNE 30, 2020

| | Title I | IDEA | Project Neighborhood | CMO Developer Grant | Total |
|--------------------------------|-------------------|------------------|-------------------------|------------------------|-------------------|
| Revenues | | | | | |
| Local | \$ - | \$ - | \$ - | \$ - | \$ - |
| Federal | 194,071 | 49,172 | 422,500 | 184,308 | 850,051 |
| Total revenues - all sources | <u>\$ 194,071</u> | <u>\$ 49,172</u> | <u>\$ 422,500</u> | <u>\$ 184,308</u> | <u>\$ 850,051</u> |
| Expenditures | | | | | |
| Current Expenditures: | | | | | |
| Instruction: | | | | | |
| Salaries of teachers | \$ 120,000 | \$ - | 309,516 | \$ - | \$ 429,516 |
| Other salaries for instruction | - | - | - | 50,000 | 50,000 |
| Supplies and materials | 12,071 | 70 | - | - | 12,141 |
| Miscellaneous | - | - | 36,491 | - | 36,491 |
| Total instruction | <u>132,071</u> | <u>70</u> | <u>346,007</u> | <u>50,000</u> | <u>528,148</u> |
| Support expenditures | | | | | |
| Employee benefits | 62,000 | 7,631 | 76,493 | 16,000 | 162,124 |
| Purchased services | - | 32,064 | - | - | 32,064 |
| Other purchase services | - | 9,407 | - | 118,308 | 127,715 |
| Total administrative services | <u>62,000</u> | <u>49,102</u> | <u>76,493</u> | <u>134,308</u> | <u>321,903</u> |
| Capital Outlay: | | | | | |
| Instructional equipment | - | - | - | - | - |
| Total Expenditures | <u>\$ 194,071</u> | <u>\$ 49,172</u> | <u>\$ 422,500</u> | <u>\$ 184,308</u> | <u>\$ 850,051</u> |

SPECIAL REVENUE FUND

OTHER SUPPLEMENTARY INFORMATION

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION – PART III
YEAR ENDED JUNE 30, 2019**

Public Employees Retirement System (PERS)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 5.66% to 6.28%. This change in the discount rate is considered to be a change in actuarial assumptions under GASBS No. 68.

The single blended discount rate of 6.28% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 3.50% (3.87% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2020, the Charter School's share in the net pension liability is zero.

Teachers Pension and Annuity Fund (TPAF)

Change in benefit terms. There is no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 4.25% to 5.60% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 68.

The single blended discount rate of 5.60% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 3.50% (3.87% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2020, the Charter School's share in the net pension liability is zero.

Other Post-Employment Benefits (OPEB)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total nonemployer OPEB liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 3.87% to 3.50% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 75. The source is the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. At June 30, 2020, the Charter School's share in the net pension liability is zero.

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART III

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE CHARTER SCHOOL'S TOTAL
OPEB LIABILITY AND RELATED RATIOS**

LAST TEN FISCAL YEARS (1)

| | <u>2020</u> | <u>2019</u> | <u>2018</u> |
|--|-------------|-------------|-------------|
| Total State OPEB Liability Attributable to Charter School | | | |
| Service cost | \$ - | \$ - | \$ - |
| Interest | - | - | - |
| Changes in assumptions and other inputs | - | - | - |
| Benefit payments | - | - | - |
| Contributions from the member | - | - | - |
| Net Change in Total State OPEB Liability Attributable to | - | - | - |
| Total State OPEB Liability Attributable to Charter School: | | | |
| At beginning of year | \$ - | \$ - | \$ - |
| At end of year | \$ - | \$ - | \$ - |
| Charter School's proportionate share of the Total OPEB Liability | 0% | 0% | 0% |
| Charter School Covered-employee payroll ⁽²⁾ | \$ - | \$ - | \$ - |
| Total State OPEB liability as a percentage of Charter School covered-employee payroll | N/A | N/A | N/A |

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* in fiscal year 2018. No data is available prior to fiscal year 2018.

(2) Covered payroll was based on the Charter School's payroll for the year ended June 30, 2018.

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - TPAF
Last Ten Fiscal Years (1)

| | <u>2020</u> | <u>2019</u> | <u>2018</u> |
|---|---------------|---------------|---------------|
| State's proportion of the net pension liability (asset) attributable to the Charter School | 0.0000000000% | 0.0000000000% | 0.0000000000% |
| State's proportionate share of the net pension liability (asset) attributable to the Charter School | \$ - | \$ - | \$ - |
| Charter School's covered-employee payroll | \$ - | \$ - | \$ - |
| State's proportionate share of the net pension liability (asset) attributable to the Charter School as a percentage of its covered-employee payroll | 0.00% | 0.00% | 0.00% |
| Plan fiduciary net position as a percentage of the total pension liability | 0.00% | 0.00% | 0.00% |

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-2

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S CONTRIBUTIONS
PUBLIC EMPLOYEES' RETIREMENT SYSTEM (PERS)
Last Ten Fiscal Years (1)**

| | <u>2020</u> | <u>2019</u> | <u>2018</u> |
|---|-------------|-------------|-------------|
| Contractually required contribution | \$ - | \$ - | \$ - |
| Contributions in relation to the contractually required contribution | - | - | - |
| Contribution deficiency (excess) | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| Charter School's covered-employee payroll | \$ - | \$ - | \$ - |
| Contributions as a percentage of covered-employee payroll | 0.00% | 0.00% | 0.00% |

(1) The Charter School implemented GASB 68, *Accounting and Financial Reporting for Pension* in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-1

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - PERS
Last Ten Fiscal Years (1)**

| | <u>2020</u> | <u>2019</u> | <u>2018</u> |
|---|---------------|---------------|---------------|
| Charter School's proportion of the net pension liability (asset) | 0.0000000000% | 0.0000000000% | 0.0000000000% |
| Charter School's proportionate share of the net pension liability (asset) | \$ - | \$ - | \$ - |
| Charter School's covered-employee payroll | \$ - | \$ - | \$ - |
| Charter School's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll | 0.00% | 0.00% | 0.00% |
| Plan fiduciary net position as a percentage of the total pension liability | 0.00% | 0.00% | 0.00% |

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

REQUIRED SUPPLEMENTARY INFORMATION

PART III

SCHEDULES RELATED TO ACCOUNTING AND REPORTING FOR PENSIONS (GASB 68)

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY GAAP RECONCILIATION
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
(REISSUED)**

YEAR ENDED JUNE 30, 2020

**Note A - Explanation of Differences between Budgetary Inflows
and Outflows and GAAP Revenues and Expenditures**

| | | <u>General Fund</u> | | <u>Special Revenue Fund</u> |
|--|-------|-------------------------|-------|-------------------------------------|
| Sources/inflows of resources | | | | |
| Actual amounts (budgetary basis) "revenue" from the budgetary comparison schedule: | [C-1] | \$ 4,539,712 | [C-2] | 850,051 |
| Difference - budget to GAAP: | | | | |
| Grant accounting budgetary basis differs from GAAP in that encumbrances are recognized as expenditures, and the related revenue is recognized. | | - | | - |
| Last State aid payment recognized for budgetary purposes only. | | - | | - |
| General Fund contribution to Early Childhood Program Aid. | | - | | - |
| Total revenues as reported on the statement of revenues, expenditures and changes in fund balances - governmental funds | [B-2] | <u>4,539,712</u> | [B-2] | <u>850,051</u> |
| Uses/outflows of resources | | | | |
| Actual amounts (budgetary basis) "total outflows" from the budgetary comparison schedule | [C-1] | 4,504,564 | [C-2] | 850,051 |
| Differences - budget to GAAP | | | | |
| Encumbrances for supplies and equipment ordered but not received are reported in the year the order is placed for budgetary purposes, but in the year the supplies are received for financial reporting purposes. | | - | | - |
| Transfers to and from other funds are presented as outflows of budgetary resources but are not expenditures for financial reporting purposes. | | | | |
| Net transfer (outflows) to general fund | | - | | - |
| Total expenditures as reported on the statement of revenues, expenditures, and changes in fund balances - governmental funds | [B-2] | <u>\$ 4,504,564</u> | [B-2] | <u>\$ 850,051</u> |

Note A -The general fund budget basis of the use/outflow of resources is GAAP, therefore no reconciliation is required.

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART II

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SPECIAL REVENUE FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2020

| | Original Budget | Budget Transfers | Final Budget | Actual | Final to Actual |
|--|----------------------------|-----------------------------|-------------------------|---------------|----------------------------|
| Revenues | | | | | |
| Local | \$ - | \$ - | \$ - | \$ - | \$ - |
| Federal | 850,051 | - | 850,051 | 850,051 | - |
| Total revenues - all sources | 850,051 | - | 850,051 | 850,051 | - |
| Expenditures | | | | | |
| Current Expenditures: | | | | | |
| Instruction: | | | | | |
| Salaries of teachers | 429,516 | - | 429,516 | 429,516 | - |
| Purchased professional and technical services | - | - | - | - | - |
| Supplies and materials | 12,141 | - | 12,141 | 12,141 | - |
| Miscellaneous | 36,491 | - | 36,491 | 36,491 | - |
| Total instruction | 528,148 | - | 528,148 | 528,148 | - |
| Support services | | | | | |
| Employee benefits | 162,124 | - | 162,124 | 162,124 | - |
| Purchased professional educational services | 32,064 | - | 32,064 | 32,064 | - |
| Total support services | 321,903 | - | 321,903 | 321,903 | - |
| Capital Outlay: | | | | | |
| Facilities acquisition and construction services | - | - | - | - | - |
| Instructional equipment | - | - | - | - | - |
| Total Expenditures | 850,051 | - | 850,051 | 850,051 | - |
| Excess Revenues Over Expenditures | \$ - | \$ - | \$ - | \$ - | \$ - |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2020

| | Original Budget | Budget Transfers | Final Budget | Actual | Variance Final to Actual |
|--|--------------------|---------------------|-----------------|-----------|--------------------------------|
| Capital outlay: | | | | | |
| Non-instructional equipment | 175,085 | (175,085) | - | - | - |
| Reimbursed TPAF - Social Security (non-budgeted) | - | - | - | 112,559 | (112,559) |
| On-Behalf Teachers' Pension and Annuity Fund | - | - | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical | - | - | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance | - | - | - | - | - |
| Total expenditures | 4,011,873 | 603,738 | 4,615,611 | 4,504,564 | 111,047 |
| Excess (deficiency) of revenues over expenditures | - | 96,777 | 96,777 | 35,148 | (61,629) |
| Fund balances at beginning of the year | 37,792 | - | 37,792 | 37,792 | - |
| Fund balances at ending of the year | \$ 37,792 | 96,777 | \$ 134,569 | \$ 72,940 | \$ (61,629) |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2020

| | Original Budget | Budget Transfers | Final Budget | Actual | Variance Final to Actual |
|--|--------------------|---------------------|-----------------|------------|--------------------------------|
| Revenues | | | | | |
| Local Sources: | | | | | |
| Local tax levy | \$ 520,934 | \$ - | \$ 520,934 | \$ 518,300 | \$ (2,634) |
| Contributions | - | - | - | 335,996 | 335,996 |
| Sublease rent income and facility use revenue | - | - | - | 407,320 | 407,320 |
| Miscellaneous | 525,753 | 700,515 | 1,226,268 | 83,744 | (1,142,524) |
| Total revenues - local sources | 1,046,687 | 700,515 | 1,747,202 | 1,345,360 | (401,842) |
| State sources | 2,965,186 | - | 2,965,186 | 3,081,793 | 116,607 |
| Reimbursed TPAF - Social Security (non-budgeted) | - | - | - | 112,559 | 112,559 |
| Total revenues | 4,011,873 | 700,515 | 4,712,388 | 4,539,712 | (172,676) |
| Expenditures | | | | | |
| Current expense: | | | | | |
| Instruction | | | | | |
| Salaries | 1,194,212 | 24,718 | 1,218,930 | 1,218,930 | - |
| Other salaries for instruction | 205,166 | 415,279 | 620,445 | 619,663 | 782 |
| Professional/technical service | 59,750 | (35,952) | 23,798 | 22,512 | 1,286 |
| Other purchased services | 20,000 | 87,316 | 107,316 | 95,253 | 12,063 |
| General supplies | 130,312 | 115,684 | 245,996 | 245,996 | - |
| Miscellaneous | 13,510 | 67,763 | 81,273 | 36,775 | 44,498 |
| Total current expense | 1,622,950 | 674,808 | 2,297,758 | 2,239,129 | 58,629 |
| Administrative cost: | | | | | |
| Salaries | 644,567 | (228,430) | 416,137 | 416,137 | - |
| Total benefit costs | 587,939 | 43,598 | 631,537 | 472,869 | 158,668 |
| Professional/technical service | - | - | - | - | - |
| Other purchased services | 2,032 | 178,549 | 180,581 | 180,581 | - |
| Communications and telephones | 14,400 | (10,334) | 4,066 | 4,066 | - |
| Supplies and materials | 4,600 | 35,281 | 39,881 | 35,591 | 4,290 |
| Judgments against Charter School | 10,000 | 46,249 | 56,249 | 56,249 | - |
| Miscellaneous | 10,000 | 102,506 | 112,506 | 112,506 | - |
| Total administrative cost | 1,273,538 | 167,419 | 1,440,957 | 1,277,999 | 162,958 |
| Support services: | | | | | |
| Salaries | 410,800 | (84,500) | 326,300 | 326,300 | - |
| Purchased professional/technical service | 3,000 | 13,859 | 16,859 | 14,840 | 2,019 |
| Other purchased services | 92,500 | 11,977 | 104,477 | 104,477 | - |
| Rent on land and buildings | 350,000 | 840 | 350,840 | 350,840 | - |
| Insurance-fidelity, liability, property | 59,000 | (37,327) | 21,673 | 21,673 | - |
| Utilities | 25,000 | 31,747 | 56,747 | 56,747 | - |
| Total support services | 940,300 | (63,404) | 876,896 | 874,877 | 2,019 |

REQUIRED SUPPLEMENTARY INFORMATION

PART II

BUDGETARY COMPARISON SCHEDULES

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 10 INTERFUND RECEIVABLES AND PAYABLES

Amount reported in the governmental funds as interfund receivable and payable from/to other governmental funds pertains to expenses that were paid from the general fund which are eliminated in the governmental activities' column. The remaining internal receivable and payable between the governmental funds and enterprise fund have been eliminated in the total Charter School-wide Statement of Net Position.

At June 30, 2020, the interfund balances consisted of the following:

| | RECEIVABLE (PAYABLE) | | | |
|---|----------------------|----------------------|-----------------|------------------|
| | General Fund | Special Revenue Fund | Enterprise Fund | Fiduciary Fund |
| General fund | (135,438) | 42,221 | 5,215 | \$ 88,002 |
| GASB No 34 mandated eliminations within governmental activities | 42,221 | (42,221) | - | - |
| Net interfund balances reported as follows: | | | | |
| Entity-wide (eliminated in total column) | <u>\$ (93,217)</u> | <u>\$ -</u> | <u>\$ 5,215</u> | |
| External (Due from Trust and Agency Funds) | | | | <u>\$ 88,002</u> |

NOTE 11 CONTINGENCIES

State and Federal Aid Receipts

State and Federal awards are generally subject to review by the responsible governmental agencies for compliance with the agencies regulations governing the aid. In the opinion of the Charter School's management and legal counsel, any potential adjustments to the Federal or State aid recorded by the Charter School through June 30, 2020, resulting from a review by a responsible government agency will not have a material effect on the Charter School financial statements at June 30, 2020.

NOTE 12 MANAGEMENT AGREEMENT

On July 1, 2019, the Charter School entered into an two-year operating agreement with BRICK, Inc., a New Jersey not-for-profit corporation, renewable for another two-year term until June 30, 2023. The fee for the services is equal to 10% of the total federal, state and local public revenue actually received by the Charter School.

Total management fee paid by the Charter School for the fiscal year ended June 30, 2020 amounted to \$144,458.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 7 POST-RETIREMENT BENEFITS - CONTINUED

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2019, the Charter School recognize OPEB revenue and expense of \$0 as determined by the State as the total OPEB liability for benefits provided through a defined benefit OPEB plan that is not administered through a trust that meets the criteria in paragraph 4 of GASBS No. 75 and in which there is a special funding situation.

In accordance with GASBS No. 75, the Charter School's proportionate share of school retirees OPEB is zero, there is no recognition of the allocation of proportionate share of deferred outflows of resources and deferred inflows of resources.

At June 30, 2019, the State reported deferred outflows of resources and deferred inflows of resources related to retired Charter School employees' OPEB was zero.

NOTE 8 DEFERRED COMPENSATION

The Charter School offered its employees a choice of the following deferred compensation plans created in accordance with Internal Revenue Service 403(b). The Plan which are administered by the Charter School and various insurance companies, permits participants to defer apportion of their salary until future years. Amounts deferred under the plan are not available to employees until termination, death or unforeseeable emergency.

NOTE 9 RISK MANAGEMENT

The Charter School is exposed to various risks of loss relates to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

A. Property and Liability Insurance

The Charter School maintains commercial insurance coverage for property, liability and surety bonds. A complete schedule of insurance coverage can be found in the Statistical Section (Unaudited) of this Comprehensive Annual Financial Report (Schedule J-20).

B. New Jersey Unemployment Compensation

The Charter School has elected to fund its New Jersey Unemployment Compensation Insurance under the "Benefit Reimbursement Method". Under this plan, the Charter School is required to reimburse the New Jersey Unemployment Trust Fund For benefits paid to its former employees and charged to its account with the State. The Charter School is billed quarterly for amounts due to the State.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 7 POST-RETIREMENT BENEFITS - CONTINUED

The State funds post-retirement medical benefits on a “pay-as-you-go” basis, which means that the State does not pre-fund, or otherwise establish a reserve or other pool of assets against the PRM expenses that the State may incur in future years. For Fiscal Year 2019, the State contributed \$1.908 billion to pay for pay-as-you-go PRM benefit costs incurred by covered retirees. The State’s “pay-as-you-go” contributions have remained consistent with Fiscal Year 2018 amounts. The State has appropriated \$1.612 billion in Fiscal Year 2020 as the State’s contribution to fund pay-as-you-go PRM costs.

In accordance with the provisions of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, the State is required to quantify and disclose its obligations to pay Other Postemployment Benefits (OPEB) to retired plan members. This new standard supersedes the previously issued guidance, GASB Statement No. 45, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, effective for Fiscal Year 2018. The State is now required to accrue a liability in all instances where statutory language names the State as the legal obligor for benefit payments. The Fiscal Year 2019 total State OPEB liability to provide these benefits is \$76.0 billion, a decrease of \$14.5 billion or 16 percent from the \$90.5 billion liability recorded in Fiscal Year 2018.

The School Employees Health Benefits Program (SEHBP) Act is found in New Jersey Statutes Annotated, Title 52, Article 17.25 et. seq. Rules governing the operation and administration of the program are found in Title 17, Chapter 9 of the New Jersey Administrative Code.

No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASBS No. 75.

Total OPEB Liability

The State, a nonemployer contributing entity, is the only entity that has a legal obligation to make employer contributions to OPEB for qualified retired PERS and TPAF participants. The Charter School’s proportionate share percentage determined under paragraphs 193 and 203 through 205 of GASBS No. 75 is zero percent. Accordingly, the Charter School did not recognize any portion of the collective net OPEB liability on the Statement of Net Position.

Accordingly, the following OPEB liability note information is reported at the State’s level and is not specific to the board of education/board of trustees. Note that actual numbers will be published in the NJ State CAFR at <https://www.nj.gov/treasury/omb/cafr.shtml>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

D. Contribution Requirement - Continued

The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF.

In accordance with N.J.S.A 18A:66-66 the State of New Jersey reimbursed the Charter School \$99,885 during the year ended June 30, 2020 for the employer's share of social security contributions for TPAF members, as calculated on their base salaries.

The Charter School did not have PERS contribution nor TPAF on-behalf payments since fiscal year ended June 30, 2020 is the Charter School's first year of operations.

E. GASB 68 Disclosures

i. Public Employees' Retirement System (PERS)

As of June 30, 2020, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

ii. Teachers Pension and Annuity Fund (TPAF)

As of June 30, 2020, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

NOTE 7 POST-RETIREMENT BENEFITS

General Information about the OPEB Plan

The State of New Jersey Provides employer-paid coverage to members of the TPAF who retire from a board of education or county college with 25 year of service or on a disability retirement. Under the provision of Chapter 126, P.L. 1992, the State also provides employer-paid coverage to members of PERS and Alternate Benefits Program (ABP) who retire from a board of education or county college with 25 years of service or on a disability retirement if the member's employer does not provide this coverage. Certain local participating employers also provide post-retirement medical coverage to their employees. Retirees who are not eligible for employer paid health coverage at retirement can continue in the program if their employer participates in this program or if they are participating in the health benefits plan of their former employer and are enrolled in Medicare Parts A and B by paying the cost of the insurance for themselves and their covered dependents. In Fiscal Year 2019, the State paid PRM benefits for 153,893 State and local retirees.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

C. Significant Legislation

Two pieces of legislation passed during fiscal year 2001 having significant impact on the benefit provisions under PERS and TPAF. Chapter 133, P.L.2001, increases retirement benefits for service, deferred and early retirements by changing the formula from 1/60 to 1/55 of final compensation for each year of service. The legislation also increases the retirement benefit for veteran member with 35 years or more of service and reduces age qualification from 60 to 55. The legislation further provides that existing retirees and beneficiaries would also receive a comparable percentage increase in their retirement allowance. The benefit enhancements are effective with the November 1, 2001 benefit checks. Chapter 120, P.L. 2001, established an additional retirement option for plan members. Under the new option, a retiree's actuarially reduced allowance (to provide a benefit to the retiree's beneficiary upon the death of the retiree) would "pop-up" to the maximum retirement allowance if the beneficiary predeceases the retiree.

Chapter 4, P.L. 2001 provides increased benefit to certain members of PERS who retired prior to December 29, 1989 with at least 25 years of creditable service. The maximum amount of the increase is 5 percent the retiree's final compensation. For those with 30 or more years of service, the total pension would increase from 65 to 71 percent of final compensation.

Due to the enactment of 1997 legislation, Chapter 114, P.L. 1997 and Chapter 115, P.L. 1997, the State of New Jersey's portion of the unfunded accrued liability under each retirement system was eliminated. In addition, excess valuation assets were available to fund, in full or in part, the State of New Jersey's normal contribution from 1997 to 2001, excluding the contribution for post-retirement medical benefits in the PERS and TPAF.

D. Contribution Requirement

The contribution policy is set by laws of the State of New Jersey and requires contributions by active members and contributing employers. Plan member and employer contributions may be amended by State of New Jersey legislation with the amount of contributions by the State of New Jersey contingent upon the Annual Appropriations Act. As defined, the retirement systems require employee contributions based on 7.06% for PERS and 7.06% for TPAF of the employee's annual compensation. Employers are required to contribute at an actuarially determined rate in both TPAF and PERS. The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF. TPAF employer contributions are made annually by the State of New Jersey to the pension system on behalf of the Charter School.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

B. Vesting and Benefit Provisions

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

The PERS and TPAF provides for specified medical benefits for member who retire after achieving 25 years of qualified service, as defined, or under the disability provisions of the System.

Members are always fully vested for their own contributions and, after three years of service credit, become vested for 2% of related interest earned on the contributions. In the case of death before retirement, members' beneficiaries are entitled to full interest credited to the member's accounts.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS

A. Description of Plans

All eligible employees of the Charter School are covered by either the Public Employee's Retirement System (PERS) or the Teacher's Pension and Annuity Fund (TPAF) which have been established by state statute and are administered by the New Jersey Division of Pension and Benefit (Division). According to the State of New Jersey Administrative Code, all obligations of both Systems will be assumed by the State of New Jersey should the Systems terminate. The Division issues a publicly available financial report that includes the financial statements and required supplementary information for the PERS and the TPAF. These reports may be obtained by writing to the Division of Pensions and Benefits, PO Box 295, Trenton, New Jersey 08625.

i. Public Employees' Retirement System (PERS)

The Public Employees' Retirement Systems (PERS) was established as of January 1, 1955 under the provisions of N.J.S.A. 43:15A to provide coverage including post-retirement health care to substantially all full-time employees of the State or any county municipality, Charter School, or public agency provided the employee is not a member of another state-administered retirement system. The Public Employees' Retirement System is a cost-sharing multiple-employer plan. Membership is mandatory for substantially all full-time employees of the State of New Jersey or any county, municipality, Charter School, or public agency, provided the employee is not required to be a member of another state administered retirement system or other state or local jurisdiction.

ii. Teachers Pension and Annuity Fund (TPAF)

The Teachers' Pension and Annuity Fund was established in January 1, 1995, under the provisions of N.J.S.A. 18A:66 to provide coverage including post-retirement health care to substantially all full time certified teachers or professional staff of the public school systems in the State. The Teacher's Pension and Annuity Fund is considered a cost-sharing multiple-employer plan with a special funding situation, as under current statute, all employer contributions are made by the State of New Jersey on behalf of the Charter School and the systems other related non-contributing employers. Membership is mandatory for substantially all teachers or members of the professional staff certified by the State Board of Examiners, and employees of the Department of Education who have titles that are unclassified, professional, and certified.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 4 LONG-TERM DEBT

During 2020, the Charter School received a forgivable loan amounting to \$340,090 under the Paycheck Protection Program ("PPP"), which the Charter School recognized as a long-term debt, in accordance with paragraph 12 of GASB Statement No. 70, "Nonexchange Financial Guarantee". The PPP, established as part of the Coronavirus Aid, Relief and Economic Security Act ("CARES Act"), provides loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after 24 weeks as long as the loan proceeds are used for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The amount of loan forgiveness will be reduced if the borrower terminates employees or reduces salaries during the 24-week period. No payments are due on the Loan for six (6) months (the "Deferment Period") from the date of first disbursement of the Loan. Interest will continue to accrue during the Deferment Period. Borrower must make principal and interest payments every month beginning in the month immediately following the end of the Deferment Period (the "Payment Commencement Date"). Any portion of the proceeds that is unforgiven is payable over two years at an interest rate of 1%, with a deferral of payments. It matures on May 1, 2022 and bears an interest rate of 1% per annum payable monthly and such payments are deferred for the first six months. The Charter School currently believes that its use of the proceeds will meet the conditions for forgiveness of the loan. As of June 30, 2020, PPP loans payable amounted to \$340,090.

NOTE 5 NET POSITION (DEFICIT)

As of June 30, 2020, the net position consisted of the following components:

| INVESTMENT IN CAPITAL ASSETS, <u>NET OF RELATED DEBT</u> | | | |
|---|----------------------------|-----------------------------|-------------------------|
| | <u>Governmental</u> | <u>Business Type</u> | <u>Total</u> |
| Capital assets, net | \$ - | \$ - | \$ - |
| Less: Long-Term obligations | - | - | - |
| (All long-term debt relates to capital assets) | - | - | - |
| <u>RESTRICTED</u> | | | |
| Restricted for Food Service | 25,971 | - | 25,971 |
| <u>UNRESTRICTED</u> | | | |
| Net position (deficit) not restricted above | 46,969 | (25,971) | 20,998 |
| <u>NET POSITION (DEFICIT)</u> | <u>\$ 72,940</u> | <u>\$ (25,971)</u> | <u>\$ 46,969</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 2 ACCOUNTING PRONOUNCEMENTS - CONTINUED

Implementation Guide No. 2017-3, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (and Certain Issues Related to OPEB Plan Reporting), the first reporting period in which the measurement date of the (collective) net OPEB liability is on or after June 15, 2019

Implementation Guide No. 2018-1, Implementation Guidance Update—2018, reporting periods beginning after June 15, 2019

Implementation Guide No. 2019-1, Implementation Guidance Update—2019, Fiduciary Activities, reporting periods beginning after June 15, 2020

- b. Effective dates of pronouncements postponed 18 months:
Statement No. 87 and Implementation Guide No. 2019-3, Leases, reporting periods beginning after June 15, 2021, and all reporting periods thereafter

NOTE 3 CASH AND CASH EQUIVALENTS

The Charter School's cash and cash equivalents are classified below to inform financial statement users about the extent to which the Charter School's deposits and investments are exposed to custodial credit risk.

As of June 30, 2020, the Charter School's deposits are summarized as follows:

| | General Fund | Enterprise Fund | Trust and Agency Funds | Total |
|-------------------|-------------------|--------------------|---------------------------|-------------------|
| Operating Account | \$ 319,631 | \$ 20 | \$ 105,897 | \$ 425,548 |
| Restricted cash | - | - | - | - |
| Total | <u>\$ 319,631</u> | <u>\$ 20</u> | <u>\$ 105,897</u> | <u>\$ 425,548</u> |

Operating cash accounts are held in the Charter School's name by several banking institutions. At June 30, 2020, the Charter School's carrying amount of deposits was \$425,548 and the bank balance was \$600,063. Of the bank balance, up to a maximum of \$250,000 of the Charter School's cash deposits on June 30, 2020 were secured by federal deposit insurance (FDIC) and \$350,063 was covered by a collateral pool maintained by the bank as required by New Jersey statutes in accordance with the New Jersey Governmental Unit Deposit Protection Act ("GUDPA").

Restricted Cash

The Charter School has established and funded an Escrow Account pursuant to an agreement signed with the New Jersey Department of Education. The agreement stipulates that the intended use of the escrow amount is "to pay for legal and audit expenses and any other outstanding pension benefits that would be associated with a dissolution should it occur." The required minimum is \$75,000, of which, the Charter School obtained a surety bond.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

Z. Subsequent Events Evaluation by Management - continued

In March 2020, the COVID-19 virus has been declared a global pandemic as it continues to spread rapidly. Business continuity, including supply chains and consumer demand across a broad range of industries and countries, is and will continue to be severely impacted for months or beyond as governments and their citizens take significant and unprecedented measures to mitigate the consequences of the pandemic. Management is carefully monitoring the situation and evaluating its options during this time. No adjustments have been made to these financial statements because of this uncertainty.

NOTE 2 ACCOUNTING PRONOUNCEMENTS

During the fiscal year ended June 30, 2020, the Charter School adopted GASB Statement No. 95, Postponement of the Effective Dates of Certain Authoritative Guidance (GASBS 95), which addresses the impact of the COVID-19 pandemic and provides relief to governments by postponing implementation and application of certain GASB Statements by a year, and by up to 18 months for other statements.

In accordance with this Standard, the Charter School postponed the implementation of any previously applicable standards until their new required implementation dates as follow:

- a. Pronouncements postponed by one year and new effective dates:
 - Statement No. 84, Fiduciary Activities and Implementation Guide No. 2019-2, periods beginning after December 15, 2019
 - Statement No. 89, Accounting for Interest Cost Incurred before the End of a Construction Period, reporting periods beginning after December 15, 2020
 - Statement No. 90, Majority Equity Interests, reporting periods beginning after December 15, 2019
 - Statement No. 91, Conduit Debt Obligations, reporting periods beginning after December 15, 2021
 - Statement No. 92, Omnibus 2020, paragraphs 6 and 7, fiscal years beginning after June 15, 2021
 - Statement No. 92, Omnibus 2020, paragraphs 8, 9, and 12, fiscal years beginning after June 15, 2021
 - Statement No. 93, Replacement of Interbank Offered Rates, fiscal years beginning after June 15, 2021

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

U. Contributed Capital

Contributed capital represents the amount of fund capital contributed to the proprietary funds from other funds.

V. Interfund Transactions

Interfund transfers are defined as the flow of assets, such as cash or goods, without equivalent flows of assets in return. Interfund borrowings are reflected as “Due from/to Other Funds” on the accompanying financial statements. All other interfund transfers are reported as operating transfers.

W. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates that affect the recorded amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

X. Accounting for Uncertainty in Income Taxes

The Charter School recognizes the effect of income tax positions only of those positions are more likely than not of being sustained. Management has determined that the Charter School had no uncertain tax positions that would require financial statement recognition. Fiscal year ended June 30, 2020 is the Charter School's third year of operations.

Y. On-Behalf Payments

Revenues and expenditures of the General Fund include payment made by the State of New Jersey for Pension and social security contributions for certified teacher members of the New Jersey Teachers Pension and Annuity Fund, and for post-retirement medical benefits of members. The amounts are not required to be included in the Charter School's annual budget.

Z. Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is January 19, 2021.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

S. Fund Balance and Equity - Continued

Unassigned fund balance, in the General Fund, represents amounts not classified as nonspendable, restricted, committed or assigned. The General Fund is the only fund that would report a positive amount in unassigned fund balance. For all governmental funds other than the General Fund, unassigned fund balance would necessarily be negative, since the fund's liabilities, together with amounts already classified as nonspendable, restricted and committed would exceed the fund's assets.

When both restricted and unrestricted amounts of fund balance are available for use for expenditures incurred, it is the Charter School's policy to use restricted amounts first and then unrestricted amounts as they are needed. For unrestricted amounts of fund balance, it is the Charter School's policy to use fund balance in the following order: committed, assigned, and unassigned.

T. Net Position

Net Position on the *Statement of Net Position* include the following:

Investments in Capital Assets, net of Related Debt - the component of net position there reports the differences between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributed to the acquisition, construction or improvement of those assets.

Restricted for Specific Purposes – the component of net position that reports the difference between assets and liabilities of the certain programs that consist of assets with constraints placed on their use by either external parties and /or enabling legislation.

Restricted for Debt Service – the component of net position that reports the difference between assets and liabilities of the Debt Service Fund that consists of assets with constraints placed on their use by creditors.

Unrestricted - the difference between the assets and liabilities that is not reported in Net Position Invested in Capital Assets, net of Related Debt, Net Position Restricted for Specific Purposes or Net Position Restricted for Debt Services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

S. Fund Balance and Equity

Generally, fund balance represents the difference between current assets and current liabilities. In the fund financial statements, governmental funds report fund classifications that comprise a hierarchy based primarily on the extent to which the Charter School is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. Under this standard, the fund balance classifications are as follows:

Nonspendable fund balance includes amounts that cannot be spent because they are either not in spendable form (inventories, prepaid amounts, long-term receivables) or they are legally or contractually required to be maintained intact (the corpus of a permanent fund).

Restricted fund balance is to be reported when constraints placed on the use of the resources are imposed by grantors, contributors, laws or regulations of other governments or imposed by law through enabling legislation. Enabling legislation includes a legally enforceable requirement that these resources be used only for the specific purposes as provided in the legislation. This fund balance classification will be used to report funds that are restricted for debt service obligations and for other items contained in General Municipal Law or Education Law.

Committed fund balance will be reported for amounts that can only be used for specific purposes pursuant to formal action of the entity's highest level of decision making authority. These funds may only be used for the purpose specified unless the entity removes or changes the purpose by taking the same action that was used to establish the commitment. This classification includes certain designations established and approved by the entity's governing board.

Assigned fund balance, in the General Fund, will represent amounts constrained either by the entity's highest level of decision making authority or a person with delegated authority from the governing board to assign amounts for a specific intended purpose. An assignment cannot result in a deficit in the unassigned fund balance in the General Fund. This classification will include amounts designated for balancing the subsequent year's budget and encumbrances. Assigned fund balance in all other governmental funds represents any positive remaining amount after classifying nonspendable, restricted or committed fund balance amounts.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

O. Compensated Absences - Continued

In the charter school-wide Statement of Net Position, the liabilities whose average maturities are greater than one year should be reported in two components – the amount due within one year and the amount due in more than one year.

The liability for vested compensated absences of the proprietary fund types is recorded within those funds as the benefits accrue to employees. As of June 30, 2020, the Charter School has no liabilities for compensated absences.

P. Net Pension Liability (Asset)

The net pension liability (asset) represents the Charter School's proportionate share of the net pension liability (asset) of the New Jersey State Pension Employees' Retirement System and the New Jersey State Teachers' Pension and Annuity Fund System. The financial reporting of these amounts is presented in accordance with the provisions of GASB Statement No. 68, "Accounting and Financial Reporting for Pensions" and GASB Statement No. 71, "Pension Transition for Contributions Made Subsequent to the Measurement Date".

Q. Deferred Revenue

Deferred revenue in special revenue fund represent cash that has been received but not yet earned.

R. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported on the government-wide financial statements. All payable, accrued liabilities, and long-term obligations payable from the enterprises fund are reported and the enterprises fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, contractually required pension contributions and compensated absences that are paid from governmental funds are reported as liabilities on the fund financial statements only to the extent that they are due for payments during the current year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

M. Fixed Assets - Continued

Capital assets in the proprietary funds are capitalized in the fund in which they are utilized. The valuation bases for proprietary fund capital assets are the same as those used for the governmental fund capital assets.

Donated capital assets are capitalized at estimated fair market value on the date donated. Depreciation of capital assets is computed and recorded by the straight-line method. The Charter School does not have capital assets as of June 30, 2020.

N. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

O. Compensated Absences

The Charter School accounts for compensated absences (e.g., unused vacation, sick leave) as directed by Governmental Accounting Standards Board Statement No. 16 (GASB 16), "Accounting for Compensated Absences." A liability for compensated absences that are attributable to services already rendered and not contingent on a specific event that is outside the control of the employer and employee is accrued as employees earn the rights to the benefits.

Charter School employees are granted sick and vacation leave in varying amounts under the Charter School's personnel policies and according to negotiated contracts. In the event of termination, an employee is reimbursed for accumulated vacation and sick leave. Vacation days not used during the year may only be carried forward with approval from the Head of School.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Risk Category

All bank deposits, as of the balance sheet date, are entirely insured or collateralized by a collateral pool maintained by public depositories as required by the Governmental Unit Deposit Protection Act. Although GASB Statement No. 40 eliminated Categories 1 and 2 as previously established by GASB Statement No. 3, it maintained, with modification, the level-of-disclosure requirements of GASB Statement No. 3.

As of June 30, 2020, the Board had funds invested and on deposit in checking accounts. These funds constitute “deposits with financial institutions” as defined by GASB Statement No. 3 and modified by GASB Statement No. 40, and as such, are deposits that are insured or collateralized with securities held by the Board or by its agent in the Board’s name, both at year-end and throughout the year.

The Charter School does not have a policy for the management of the custodial risk, other than depositing all of its funds in banks covered by GUDPA.

K. Prepaid Expenses

Prepaid expenses, which benefit future periods, other than those recorded in the enterprise fund are recorded as expenditure during the year of purchase.

The Charter School does not have prepaid expenses as of June 30, 2020.

L. Interfund Assets/Liabilities

On the fund financial statements, receivables and payables resulting from short-term Interfund loans are classified as Interfund Receivable/Payable. Interfund balanced within governmental activities and within business-type activities are eliminated on the government-wide Statement of Net Position.

M. Fixed Assets

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. General capital assets are long-lived assets of the Charter School as a whole. When purchased, such assets are recorded as expenditures in the governmental funds and capitalized. The valuation based for general capital assets are historical cost, or where historical cost is not available, estimated historical cost based on replacement cost.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Deposits

New Jersey statutes require that Charter Schools deposit public funds in public depositories located in New Jersey which are insured by the Federal Deposit Insurance Corporation, the Federal Savings and Loan Insurance Corporation, or by any other agency of the United States that insures deposits made in public depositories. Charter Schools are also permitted to deposit public funds in the State of New Jersey Cash Management Fund. New Jersey statutes require public depositories to maintain collateral for deposits of public funds that exceed depository insurance limits as follows: The market value of the collateral must equal at least five percent of the average daily balance of collected public funds on deposit.

In addition to the above collateral requirement, if the public funds deposited exceed 75% of the capital funds of the depository, the depository must provide collateral having a market value at least equal to 100% of the amount exceeding 75%. All collateral must be deposited with the Federal Reserve Bank of New York, the Federal Reserve Bank of Philadelphia, the Federal Home Loan Bank of New York, or a banking institution that is a member of the Federal Reserve System and has capital funds of not less than \$25,000,000.

Investments

New Jersey statutes permit the Charter School to purchase the following types of securities:

- a. Bonds or other obligations of the United States or obligations guaranteed by the United States.
- b. Bonds of any Federal Intermediate Credit Bank, Federal Home Loan Bank, Federal national Mortgage Agency or of any United States Bank for Cooperatives which have a maturity date not greater than twelve months from the date of purchase.
- c. Bonds or other obligations of the Charter School.
- d. New Jersey Cash Management Fund, New Jersey Arbitrage Rebate Management Fund and MBIA CLASS.

As of June 30, 2020, the Charter School did not hold any investments.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

I. Budgets/Budgetary Control - Continued

The accounting records of special revenue fund are maintained on the grant accounting budgetary basis. The grant accounting budgetary basis differs from GAAP in that the grant accounting budgetary basis recognized encumbrances as expenditures and also recognized the related revenue, whereas the GAAP basis does not. Sufficient supplemental records are maintained to allow of the presentation of GAAP basis financial report. As presented in the Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General, Special Revenue Fund and Debt Service Funds to the GAAP basis of accounting as presented in the Statements of Revenue, Expenditures and Changes in Fund Balances – Governmental Funds.

J. Deposits, Investments and Risk Disclosure

Cash and cash equivalents includes amounts in deposits, money market accounts and short-term investments with original maturities of three months or less.

Investments are stated at cost, or amortized cost, which approximates market. The amortized cost method involves valuing a security at its cost on the date of purchase and thereafter assuming a constant amortization to maturity of any discount or premium. The Board classifies certificates of deposit which have original maturity dates of more than three months but less than twelve months from the date of purchase, as investments.

GASB Statement No. 40 replaces in part, and otherwise modifies the prior GASB Statement No. 3, in addressing the requirements for disclosure of the level of custodial credit risk assumed by the Board in its cash, cash equivalents and investments. Custodial credit risk disclosures are limited to deposits that are not covered by depository insurance and are (a) uncollateralized; (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor-government's name. Investment securities that are uninsured, are not registered in the name of the government, and are held by either (a) the counterparty or (b) the counterparty's trust department or agent but not in the government's name.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

H. Measurement Focus and Basis of Accounting - Continued

Basis of Accounting - In the government-wide statement of net position and statements of activities, both governmental and business-like activities are presented using the accrual basis of accounting. Under the accrual basis of accounting revenues are recognized when earned and expenses are recognized when the liability, resulting from exchange and exchange like transactions, is incurred (i. e. the exchange takes place).

In the fund financial statements, governmental fund and agency funds are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available.

“Measurable” means the amount of the transaction can be determined and “available” means collectible with the current period or soon enough thereafter to be used to pay liabilities of the current period. State equalization monies are recognized as revenue during the period in which they are appropriated. A one-year availability period is used for revenue recognition for all other governmental fund revenues.

I. Budgets/Budgetary Control

Annual appropriated budgets are prepared prior to July 1, for the General Fund. The budget is prepared using the modified accrual basis of accounting. The legal level of budgetary control is established at line item accounts within each fund. Line item accounts are defined as the lowest (most specific) level of detail as established pursuant to the minimum chart of accounts referenced in N.J.A.C. 6:20-2A. 2(m)1. All budget amendments must be approved by the State Department of Education. Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds, there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles, with the exception of the Special Revenue Fund as noted below.

Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles with the exception of the special revenue fund as noted below. Encumbrance accounting is also employed as an extension of formal budgetary integration in the governmental fund types. Unencumbered appropriations lapse at fiscal year-end.

[REDACTED]
(COUNTY OF ESSEX, NEW JERSEY)

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

G. Fiduciary Funds

Fiduciary or trust and Agency Funds are used to account for assets held by the Charter School in a trustee capacity or as an agent for individuals, private organizations, other governments and/or other funds. This fund category includes:

Expendable Trust Funds - Expendable Trust Funds are accounted for in essentially the same manner as the governmental fund types, using the same measurement focus and basis of accounting. Expendable Trust Funds account for assets where both the principal and interest may be spent.

Nonexpendable Trust Funds - Nonexpendable Trust Funds are used to account for assets held under the terms of a formal trust agreement, whereby the Charter School is under obligations to maintain the trust principal.

Agency Funds - Agency funds are used to account for the assets that the Charter School holds on behalf of others as their agent. Agency funds are custodial in nature and do not involved measurement of results of operations. Agency funds include payroll and student activities funds.

H. Measurement Focus and Basis of Accounting

Measurement Focus - Measurement focus is a term used to describe “which” transactions are recorded within the various financial statements. Basis of accounting refers to “when” transactions are recorded regardless of the measurement focus applied. On the government-wide statements of net position and the statement of activities, both governmental and business-like activities are presented using the economic resources measurement focus. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds and expendable trust funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statement of these funds present increases (i.e., revenues and other financing sources), and decreases (i.e. Expenditures and other finances uses) during a given period. These funds use fund balance as their measure of available spend able financial resources at the end of the period.

All proprietary funds are accounted for on a flow economic resources measurement focus. With this measurement focus, the accounting adjectives are the determination of operating income, changes in net position (or cost recovery), financial position, and cash flow. All assets and all liabilities, whether current or noncurrent, associated with their activities are included on the balance sheet. Fund equity (i.e., net total assets) is classified as net position.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

E. Governmental Funds - Continued

Capital Projects Fund - The Capital Projects Fund is used to account for all financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds). The financial resources are derived from temporary notes or serial bonds that are specifically authorized by the voters as a separate question on the ballot either during the annual election or at a special election. As of June 30, 2020, there was no Capital Projects Fund.

Debt Service Fund - The Debt Service Fund is used to account for the accumulation of resources for, and the payment of principal and interest on, bonds issued to finance major property acquisitions, construction, and improvement programs. As of June 30, 2020, there was no debt service fund.

F. Proprietary Funds

The focus of Proprietary Funds' measurement is upon determination of net income, changes in net position, financial position and cash flows. The generally accepted accounting principles applicable are those to similar to business in the private sector. The following is a description of the Proprietary Funds of the Charter School:

Enterprise Funds:

The Enterprise Fund are utilized to account for operations that are financed and operated in a manner similar to private business enterprises where the intent of the Charter School is that the cost (i.e. expenses including depreciation and indirect costs) of providing goods and services to the students on a continuing basis be financed or recovered primarily through user charges; or where the Charter School has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriated for capital maintenance, public policy, management control, accountability or other purposes.

All proprietary funds are accounted for on a cost of services or "capital maintenance" measurement focus. This means that all assets and all liabilities, whether current or noncurrent, associated with their activity are included on their balance sheets. Their reported fund equity (net total assets) is segregated into contributed capital and unreserved retained earnings, if applicable. Proprietary fund type operating statements present increases (revenue) and decreases (expenses) in net total assets.

Internal Service (Self-Insurance) Fund:

The Self-Insurance Fund is used to cover the self-insured limits of the various insurance policies for all funds. Charter School does not use self-insurance fund.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

D. Basic Financial Statements - Continued

Fund Financial Statements

Fund financial statements of the Charter School are organized into funds, each of which is considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, revenues, and expenditure/expenses. Funds are organized into three major categories: governmental, proprietary, and fiduciary. An emphasis is placed on major funds within the governmental and proprietary categories. A fund is considered major if it is the primary operating fund of the Charter School.

The Charter School segregates transactions related to certain Charter School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the Charter School at a more detailed level.

E. Governmental Funds

General Fund - The General Fund is the primary operating fund of the Charter School and is always classified as a major fund. It is used to account for all financial resources except those that are legally or administratively required to be accounted for in another fund. Included are certain expenditures for vehicles and movable instructional or non-instructional equipment which are classified in the Capital Outlay sub-fund.

- 1) As required by the New Jersey Department of Education, the Charter School included budgeted capital outlay in this fund. Generally accepted accounting principles as they pertain to governmental entities state that General Fund resources may be used to directly finance capital outlays for long-lived improvements as long as the resources in such cases are derived exclusively from unrestricted revenues.
- 2) Resources for budgeted capital outlay purposes are normally derived from State of New Jersey aid and appropriated fund balance. Expenditures are those that result in the acquisition of or additions to fixed assets for land, existing buildings, improvements of ground, construction of buildings, additions to or remodeling of buildings and the purchase of built-in equipment. These resources can be transferred from and to current expense by board resolution.

Special Revenue Fund - The Special Revenue Fund is used to account for the proceeds of specific revenue from State and Federal Government, (other than major Capital Projects, Debt Service or the Enterprise Funds) and local appropriations that legally restricted to expenditures for specified purposes.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Continued

In June 1999, the Governmental Accounting Standards Boards unanimously approved Statement No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. Certain of the significant changes in the financial statements include the following:

The financial statements include:

- i) A Management’s Discussion and Analysis (MD&A) section providing an analysis of the Charter School’s overall financial position and results of operations.
- ii) Financial statements prepared using full accrual accounting for all of the Charter School’s activities.
- iii) A change in the fund financial statements to focus on the major funds.

These and other changes are reflected in the accompanying financial statements (including notes to financial statements).

D. Basic Financial Statements

The Charter School’s basic financial statements consist of Charter School or government-wide statements, including a statement of net position and a statement of activities, and fund financial statements that provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Charter School as a whole. These statements include the financial activities of the Charter School, except for fiduciary funds.

The statement of net position presents the financial condition of the governmental and business-type activities of the Charter School at fiscal year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the Charter School’s governmental and business-type activities. The governmental activities generally are financed through federal and state awards, taxes and other non-exchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This summary of significant accounting policies of Achieve Community Charter School (the "Charter School") is presented to assist in understanding the Charter School's financial statements and notes are representation of the Charter School's management, who is responsible for their integrity and objectivity. These accounting policies conform to accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units and have been consistently applied in the preparation of these financial statements.

A. Reporting Entity

The Charter School is an instrumentality of the State of New Jersey, established to function as an educational institution. The school is governed by an independent Board of Trustees, which consists of parents, founders and other community representatives in accordance with its charter, which was appointed by the State Department of Education. An administrator is appointed by the board and is responsible for the administrative control of the Charter School.

B. Component Units

The primary criterion for including activities within the Charter School's reporting entity, as set forth in Section 2100 of the GASB's Codification of Governmental Accounting and Financial Reporting Standards, is the degree of oversight responsibility maintained by the Charter School management. Oversight responsibility includes financial interdependency, selection of governing authority, designation of management, and ability to significantly influence operations and accountability for fiscal matters. The combined financial statements include all funds and account groups of the Charter School. Based on the aforementioned criteria, the Charter School has no component units.

C. Basis of Presentation

The financial statements of the Charter School have been prepared in conformity with GAAP as applied to governmental units. GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

The Charter School also applies Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, to its governmental and business-type activities and to its enterprise fund unless they conflict with or contradict GASB pronouncements. The most significant of the Charter School's accounting policies are described below:

NOTES TO THE BASIC FINANCIAL STATEMENTS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FIDUCIARY FUNDS

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

YEAR ENDED JUNE 30, 2020

Revenues:

| | |
|----------------------------|--------------|
| General fund appropriation | \$ - |
| Employees' contributions | <u>3,252</u> |
| Total revenues | <u>3,252</u> |

Expenditures:

| | |
|---|--------------|
| Payments to NJ Unemployment Compensation Fund | <u>3,252</u> |
| Total expenditures | <u>3,252</u> |

| | |
|--------------------------------------|---|
| Excess of revenues over expenditures | - |
|--------------------------------------|---|

| | |
|---------------------------------------|----------|
| Net position at beginning of the year | <u>-</u> |
|---------------------------------------|----------|

| | |
|-----------------------------|--------------------|
| Net position at end of year | <u><u>\$ -</u></u> |
|-----------------------------|--------------------|

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****FIDUCIARY FUNDS****STATEMENT OF FIDUCIARY NET POSITION****JUNE 30, 2020****Assets**

| | | |
|---------------------------|----|-----------------------|
| Cash and cash equivalents | \$ | 105,897 |
| Interfund receivables | | <u>88,002</u> |
| Total assets | \$ | <u><u>193,899</u></u> |

Liabilities

| | | |
|------------------------------|----|-----------------------|
| Payroll withholdings payable | \$ | 191,229 |
| Due to student groups | | <u>2,670</u> |
| Total liabilities | \$ | <u><u>193,899</u></u> |

FIDUCIARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2020

Cash flows from operating activities

| | | |
|--|----|------------------|
| Operating income | \$ | (116,725) |
| Adjustment to reconcile operating loss to net cash from operating activities: | | |
| Depreciation | | - |
| Changes in assets and liabilities: | | |
| Accounts receivable | | 13,210 |
| Interfund receivable | | (5,215) |
| Accounts payable | | 55,042 |
| Interfund payable | | (73,911) |
| Net cash from operating activities | | <u>(127,599)</u> |

Cash flows from noncapital financing activities

| | | |
|---|----|------------------|
| Cash received from state and federal reimbursements | | <u>125,146</u> |
| Net increase in cash and cash equivalents | | (2,453) |
| Cash and cash equivalents at beginning of the year | | <u>2,473</u> |
| Cash and cash equivalents at end of year | \$ | <u><u>20</u></u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2020

| | | |
|--|----|------------------|
| Operating revenues: | | |
| Charges for services: | | |
| Daily sales - reimbursable programs | \$ | - |
| Miscellaneous revenue | | 45 |
| Total operating revenues | | <u>45</u> |
| Operating expenses: | | |
| Supplies and materials - reimbursable programs | | <u>116,770</u> |
| Depreciation | | - |
| Miscellaneous | | - |
| Total operating expenses | | <u>116,770</u> |
| Operating loss | | <u>(116,725)</u> |
| Nonoperating revenues: | | |
| State sources: | | |
| State School Lunch Program | \$ | 1,718 |
| Federal sources: | | |
| National School Lunch | | 91,722 |
| National School Breakfast | | <u>31,707</u> |
| Total nonoperating revenues | | <u>125,147</u> |
| Change in net position | | 8,422 |
| Total net position at beginning of year | | <u>(34,393)</u> |
| Total net position at end of year | \$ | <u>(25,971)</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF NET POSITION

JUNE 30, 2020

Assets

Current assets:

| | | |
|---------------------------|----|---------------|
| Cash and cash equivalents | \$ | 20 |
| Interfund receivable | | 5,215 |
| Accounts receivable: | | |
| Federal | | 23,482 |
| State | | <u>354</u> |
| Miscellaneous | | - |
| | | <u>23,836</u> |

| | | |
|--------------|----|---------------|
| Total Assets | \$ | <u>29,071</u> |
|--------------|----|---------------|

Liabilities

Current liabilities

| | | |
|------------------|----|---------------|
| Accounts payable | \$ | <u>55,042</u> |
|------------------|----|---------------|

Net position

| | | |
|--------------|--|-----------------|
| Unrestricted | | <u>(25,971)</u> |
|--------------|--|-----------------|

| | | |
|------------------------------------|----|---------------|
| Total Liabilities and Net Position | \$ | <u>29,071</u> |
|------------------------------------|----|---------------|

PROPRIETARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2020

| | |
|---|------------------|
| Total net change in fund balances - governmental funds (B-2) | \$ 35,148 |
|---|------------------|

**Amounts reported for governmental activities in the Statement
of Activities (A-2) are different because:**

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays in the period. Additionally, in the Statement of Activities gains or (losses) are recognized upon disposition.

-

Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

-

| | |
|--|------------------|
| Change in net position of governmental activities (A-2) | \$ 35,148 |
|--|------------------|

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

GOVERNMENTAL FUNDS

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

YEAR ENDED JUNE 30, 2020

| | General Fund | Special Revenue Fund | Total |
|--|-------------------------|-------------------------------------|------------------|
| Revenues | | | |
| Local Sources: | | | |
| Local tax levy | \$ 518,300 | \$ - | \$ 518,300 |
| Grant and contributions | 335,996 | - | 335,996 |
| Sublease rent income and facility use revenue | 407,320 | - | 407,320 |
| Miscellaneous | <u>83,744</u> | <u>-</u> | <u>83,744</u> |
| Total revenues -local sources | 1,345,360 | - | 1,345,360 |
| State sources | 3,081,793 | - | 3,081,793 |
| Federal sources | - | 850,051 | 850,051 |
| Reimbursed TPAF - Social Security (non-budgeted) | 112,559 | - | 112,559 |
| On-Behalf Teachers' Pension and Annuity Fund | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance | <u>-</u> | <u>-</u> | <u>-</u> |
| Total revenues | <u>4,539,712</u> | <u>850,051</u> | <u>5,389,763</u> |
| Expenditures | | | |
| Current expense: | | | |
| Instruction | 2,239,129 | 528,148 | 2,767,277 |
| Administrative cost | 1,277,999 | - | 1,277,999 |
| Support services | 874,877 | 321,903 | 1,196,780 |
| Capital outlay | - | - | - |
| Reimbursed and on-behalf payments: | | | |
| Reimbursed TPAF - Social Security (non-budgeted) | 112,559 | - | 112,559 |
| On-Behalf Teachers' Pension and Annuity Fund | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance | <u>-</u> | <u>-</u> | <u>-</u> |
| Total expenditures | <u>4,504,564</u> | <u>850,051</u> | <u>5,354,615</u> |
| Excess revenues over expenditures | 35,148 | - | 35,148 |
| Fund balances at beginning of the year | <u>37,792</u> | <u>-</u> | <u>37,792</u> |
| Fund balances at end of year | <u>\$ 72,940</u> | <u>\$ -</u> | <u>\$ 72,940</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**GOVERNMENTAL FUNDS
BALANCE SHEET**

JUNE 30, 2020

| | General Fund | Special Revenue Fund | Total Governmental Funds |
|---|---|-------------------------------------|---|
| Assets | | | |
| Cash and cash equivalents | \$ 319,631 | \$ - | \$ 319,631 |
| Accounts receivable: | | | |
| State | 270,311 | - | 270,311 |
| Federal | - | 1,298 | 1,298 |
| Interfund receivables | 110,401 | 42,221 | 152,622 |
| Other receivables | 301,771 | - | 301,771 |
| Other current assets | - | - | - |
| Total assets | \$ 1,002,114 | \$ 43,519 | \$ 1,045,633 |
| Liabilities and Fund Balances | | | |
| Liabilities: | | | |
| Accounts payable | \$ 304,987 | \$ 43,519 | \$ 348,506 |
| Intergovernmental payables: | | | |
| State | 38,258 | - | 38,258 |
| Federal | - | - | - |
| Interfund payables | 245,839 | - | 245,839 |
| Deferred revenue | - | - | - |
| Paycheck protection program loans payable | 340,090 | - | 340,090 |
| Total liabilities | 929,174 | 43,519 | 972,693 |
| Fund balances: | | | |
| Assigned | - | - | - |
| Unassigned | 72,940 | - | 72,940 |
| Total fund balances | 72,940 | - | 72,940 |
| Total liabilities and fund balances | \$ 1,002,114 | \$ 43,519 | - |
| Amounts reported for governmental activities in the statement of net position (A-1) are different because: | | | |
| Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. | | | |
| | Cost of capital assets | \$ - | |
| | Accumulated depreciation | - | |
| | | - | |
| Governmental funds do not report the effect of assets or liabilities related to net pension assets (liabilities) whereas these amounts are deferred and amortized in the statement of activities. | | | |
| | Deferred amounts on net pension liability | - | |
| Long-term liabilities, including capital leases and compensated absences are not due and payable in the current period and therefore are not reported as liabilities in the funds. | | | |
| | Net pension liability | - | |
| | Compensated absences payable | - | |
| | Capital lease obligation payable | - | |
| | | - | |
| Net position of governmental activities - A-1 | | \$ 72,940 | |

GOVERNMENTAL FUNDS

FUND FINANCIAL STATEMENTS

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2020

| Functions/Programs | Expenses | Program Revenues | | Net (Expense) Revenue and Changes in Net Assets | | |
|---|--------------|----------------------|------------------------------------|---|--------------------------|----------------|
| | | Charges for Services | Operating Grants and Contributions | Governmental Activities | Business-type Activities | Totals |
| Governmental activities: | | | | | | |
| Instruction | \$ 3,333,485 | \$ - | \$ 613,402 | \$ (2,720,083) | \$ - | \$ (2,720,083) |
| Administrative cost | 906,773 | - | 15,304 | (891,469) | - | (891,469) |
| Support services | 1,114,357 | - | 333,904 | (780,453) | - | (780,453) |
| Capital outlay | - | - | - | - | - | - |
| Total governmental activities | 5,354,615 | - | 962,610 | (4,392,005) | - | (4,392,005) |
| Business-type activities: | | | | | | |
| Food Service | 116,770 | 45 | 125,147 | - | 8,422 | 8,422 |
| Total primary government | \$ 5,471,385 | \$ 45 | \$ 1,087,757 | \$ (4,392,005) | \$ 8,422 | \$ (4,383,583) |
| General revenues, transfers and special items: | | | | | | |
| Local sources | | | | \$ 925,620 | - | \$ 925,620 |
| State sources | | | | 3,081,793 | - | 3,081,793 |
| Contributions | | | | 335,996 | - | 335,996 |
| Miscellaneous | | | | 83,744 | - | 83,744 |
| Total general revenues, transfers and special items | | | | 4,427,153 | - | 4,427,153 |
| Changes in net position | | | | 35,148 | 8,422 | 43,570 |
| Net position - beginning | | | | 37,792 | (34,393) | 3,399 |
| Net position - ending (A-1) | | | | \$ 72,940 | \$ (25,971) | \$ 46,969 |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

STATEMENT OF NET POSITION

JUNE 30, 2020

| | Governmental Activities | Business-type Activities | Total |
|---|------------------------------------|-------------------------------------|------------------|
| Assets | | | |
| Cash and cash equivalents | \$ 319,631 | \$ 20 | \$ 319,651 |
| Accounts receivable | 271,609 | 23,836 | 295,445 |
| Interfund receivables (internal) | (5,215) | 5,215 | - |
| Other receivables | 301,771 | - | 301,771 |
| Total current assets | <u>887,796</u> | <u>29,071</u> | <u>916,867</u> |
| Total assets | <u>887,796</u> | <u>29,071</u> | <u>916,867</u> |
| Liabilities | | | |
| Current Liabilities: | | | |
| Accounts payable | 348,506 | 55,042 | 403,548 |
| Intergovernmental payable: | | | |
| State | 38,258 | - | 38,258 |
| Federal | - | - | - |
| Interfund payables (fiduciary) | 88,002 | - | 88,002 |
| Total current liabilities | <u>474,766</u> | <u>55,042</u> | <u>529,808</u> |
| Noncurrent Liabilities: | | | |
| Due within one year | - | - | - |
| Due in more than one year | 340,090 | - | 340,090 |
| Total noncurrent liabilities | <u>340,090</u> | <u>-</u> | <u>340,090</u> |
| Total liabilities | <u>814,856</u> | <u>55,042</u> | <u>869,898</u> |
| Net position | | | |
| Invested in capital assets, net of related debt | - | - | - |
| Restricted for Food Service | 25,971 | | 25,971 |
| Unrestricted | 46,969 | (25,971) | 20,998 |
| Total net position | <u>\$ 72,940</u> | <u>\$ (25,971)</u> | <u>\$ 46,969</u> |

CHARTER SCHOOL-WIDE FINANCIAL STATEMENTS

This Statement of Net Position and the Statement of Activities display information about the Charter School as a whole. The Statement of Net Position presents the financial condition of the government and business-type activities of the Charter School at fiscal year-end. The Statement of Activities presents a comparison between direct expense and program revenues for each program or function of the Charter School's governmental and business-type activities.

BASIC FINANCIAL STATEMENTS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

The Charter School's Funds

The Charter School's governmental funds are accounted for using the modified accrual basis of accounting. All governmental funds had revenues of \$5.39 million and expenditures of \$5.35 million.

General Fund Budgeting Highlights

The Charter School's budget is prepared according to New Jersey law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The most significant budgeted fund is the general fund.

During the course of fiscal year 2020, the Charter School amended its General Fund budget as needed. The Charter School uses state-aid and other revenue-based budget. The budgeting systems are designed to tightly control total budget, but provide flexibility for Charter School management teams.

For the General Fund, final budgeted revenues were \$4.01 million which included a local tax levy of \$0.5 million. Expenditures were budgeted at \$4.01 million. The Charter School anticipated a break even in fiscal year 2020. During the fiscal year ended June 30, 2020, actual revenues were \$4.54 million and expenditures were \$4.50 million.

Reimbursement from the State of New Jersey during the year ended June 30, 2020 for the employer's share of social security contributions amounted to \$112,559 and there was no TPAF on-behalf TPAF payments for post-retirement medical benefits from the State.

Capital Assets

At the end of fiscal year 2020, the Charter School had no investment in capital assets.

Economic Factors and Next Year's Budget

The State of New Jersey continues to face serious budgetary constraints. These impacts the amount of state aid allocated to charter schools. This reality was taken into account when adopting the general fund budget for 2019-2020. Nothing was done to compromise the quality of the programs in place in our Charter School during the regular instructional day. The budget was prepared to ensure that all students have the textbooks, materials supplies, equipment and programs they need to meet New Jersey's Core Curriculum Content Standards.

Contacting the Charter School's Financial Management

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the Charter School's finances and to reflect the Charter School's accountability for the monies it receives. Questions about this report or additional financial information needs should be directed to: Achieve Community Charter School, Business Office, 534 Clinton Ave, Newark, NJ 07108.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

In 2020, total revenues amounted to \$5.51 million and total expenses amounted to \$5.47 million.

| | Governmental Activities | | Business Type Activities | | Total | |
|--------------------------|------------------------------------|-------------|-------------------------------------|-------------|--------------|-------------|
| | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 |
| Revenues | | | | | | |
| Program Revenues: | | | | | | |
| Charge for Services | \$ - | \$ - | \$ 45 | \$ 254 | \$ 45 | \$ 254 |
| Grants and Contributions | 962,610 | 794,015 | 125,147 | 123,617 | 1,087,757 | 917,632 |
| Total Program Revenues | 962,610 | 794,015 | 125,192 | 123,871 | 1,087,802 | 917,886 |
| General Revenues: | | | | | | |
| Local sources | 925,620 | 432,026 | - | - | 925,620 | 432,026 |
| Federal and State Aid | 3,081,793 | 2,498,526 | - | - | 3,081,793 | 2,498,526 |
| Contributions | 335,996 | 120,000 | - | - | 335,996 | 120,000 |
| Other | 83,744 | 63,790 | - | - | 83,744 | 63,790 |
| Total General Revenues | 4,427,153 | 3,114,342 | - | - | 4,427,153 | 3,114,342 |
| Total Revenues | 5,389,763 | 3,908,357 | 125,192 | 123,871 | 5,514,955 | 4,032,228 |
| Expenses: | | | | | | |
| Instruction | 3,333,485 | 2,370,936 | - | - | 3,333,485 | 2,370,936 |
| Support Services: | | | | | | |
| Administrative expenses | 906,773 | 533,889 | - | - | 906,773 | 533,889 |
| Other support expenses | 1,114,357 | 868,343 | - | - | 1,114,357 | 868,343 |
| Capital Outlay | - | 135,934 | - | - | - | 135,934 |
| Food service | - | - | 116,770 | 158,263 | 116,770 | 158,263 |
| Total Expenses | 5,354,615 | 3,909,102 | 116,770 | 158,263 | 5,471,385 | 4,067,365 |
| Changes in Net Position | \$ 35,148 | \$ (745) | \$ 8,422 | \$ (34,392) | \$ 43,570 | \$ (35,137) |

Governmental Activities

The Statement of Activities reflects the cost of program services and the charges for services and operating grants and contributions offsetting those services. The table below, for government activities, indicates the total cost of services and the net cost of services. It identifies the cost of these services supported by unrestricted state entitlements for the fiscal year ended June 30, 2020.

Business-Type Activity

The business-type activities of the Charter School are related to the food service operation with total revenues of \$125,192 and operating expenses of \$116,770 for fiscal year 2020.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Enterprise Fund

The enterprise fund uses the same basis of accounting as business-type activities; therefore, these statements are essentially the same.

The Charter School as a Whole

The perspective of the Statement of Net Position is of the Charter School as a whole. The table below provides a summary of the Charter School's net position at June 30, 2020.

The total net position of the Charter School has increased by \$43,570 during the current fiscal year.

The table that follows reflects the change in net position for fiscal year 2020.

| | Governmental Activities | Business-Type Activities | Total |
|-----------------------------|------------------------------------|-------------------------------------|-------------------|
| Assets | | | |
| Current Assets | <u>\$ 887,796</u> | <u>\$ 29,071</u> | <u>\$ 916,867</u> |
| Liabilities | | | |
| Current Liabilities | 814,856 | 55,042 | 869,898 |
| Noncurrent liabilities | <u>-</u> | <u>-</u> | <u>-</u> |
| Total Liabilities | <u>814,856</u> | <u>55,042</u> | <u>869,898</u> |
| Net Position | | | |
| Restricted for Food Service | 25,971 | - | 25,971 |
| Unrestricted | <u>46,969</u> | <u>(25,971)</u> | <u>20,998</u> |
| Total Net Position | <u>\$ 72,940</u> | <u>\$ (25,971)</u> | <u>\$ 46,969</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

These two statements report the Charter School's net position and changes in the net position. This change in net position is important because it identifies whether the financial position of the Charter School has improved or diminished for the Charter School as a whole. This change is the result of many factors some financial, some not. Financial factors represent increases in federal and state funding that resulted from the increase in enrollment noted for the fiscal year ended June 30, 2020. These factors are presented in our discussions on the Charter School as a whole. Non-financial factors include the property tax base of the School District where the Charter School is located, current educational funding laws in New Jersey, facilities conditions, required educational programs, and other factors. In the Statements of Net Position and the Statements of Activities, the Charter School is divided into two distinct kinds of activities:

Governmental Activities – Most of the Charter School's programs and services are reported here including instructional, extracurricular activities, curriculum, staff development, special education and other support services, operation and maintenance of plant, pupil transportation, health services and general administration.

Business-Type Activity – Services are provided on a charge for goods or services or reimbursement basis to recover the expenses of the goods or services provided. The Food Service enterprise fund is reported as a business activity.

Reporting the School Charter School's Most Significant Funds

Fund Financial Statements

Fund financial reports provide detailed information about the Charter School's major funds, not the Charter School as a whole. Funds are accounting devices that the Charter School uses to keep track of a multitude of financial transactions. The Charter School's only major governmental fund is the General Fund.

Governmental Funds

Most of the Charter School's activities are reported in governmental funds, which focus on how monies flow into and out of those funds and the balances left at fiscal year-end for spending in future periods. These funds are reported using an accounting method called modified accrual accounting which measures cash and all other financial assets that can readily be converted to cash.

The governmental fund statement provides a detailed short-term view of the Charter School's general government operations and the basic services it provides.

Governmental fund information helps determine whether there are sufficient financial resources that can be spent in the near future to finance educational programs. The relationship, or differences, between governmental activities reported in the Statement of Net Position and the Statement of Activities and the governmental funds are reconciled in the financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Basic Financial Statements

This annual report consists of a series of basic financial statements, required supplementary information, other supplementary information and notes to those statements and information.

The report is organized so the reader can understand the Achieve Community Charter School as a financial whole, or as an entire operating entity. The first two basic financial statements, the Statement of Net Position and the Statement of Activities, are governmental-wide financial statements and provide overall information about the activities of the entire Charter School, presenting both an aggregate view of the Charter School's finances and a long-term view of those finances.

Fund Financial Statements

The remaining basic financial statements are fund financial statements that focus on the individual parts of the government, reporting the Charter School's operation in more detail than the governmental-wide statements. The fund financial statements also look at the Charter School's most significant funds with all other non-major funds presented in total in a single column. For the Achieve Community Charter School, the General Fund is the most significant fund.

The governmental funds statements tell how general government services were financed in the short-term as well as what remains for future spending.

Proprietary fund statements offer short and long-term financial information about the activities; the government operates like a business, such as food service.

Fiduciary fund statements provide information about financial relationship in which the Charter School acts solely as a trustee or agent for the benefits of other, to whom the resources in question belong.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of Required Supplementary Information that further explains and supports the information in the financial statements.

Statement of Net Position and Statements of Activities

While this report contains the funds used by the Charter School to provide programs and activities, the view of the Charter School as a whole looks at all financial transactions and asks the question, "how did we do financially during fiscal year 2020?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all the Charter School's assets and liabilities using the accrual basis of accounting similar to the accounting system used by most private sector companies. These bases of accounting take into account all of the current year's revenues and expenses regardless of when cash was received or paid.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS

The discussion and analysis of Achieve Community Charter School's (the Charter School) financial performance provides an overall review of the Charter School's financial activities for the fiscal period ended June 30, 2020. The intent of this discussion and analysis is to look at the Charter School's financial performance as a whole; readers should also review the basic financial statements and notes to enhance their understanding of the Charter School's financial performance.

The Management's Discussion and Analysis (MD&A) provides an analysis of the Charter School's overall financial position and results of operations.

Introduction

This section of the Charter School's annual financial report presents our discussion and analysis of the Charter School's financial performance and provides an overview of the Charter School's financial activities for the fiscal year ended June 30, 2020. It should be read in conjunction with the transmittal letter at the front of this report and the Charter School's financial statements, which follow this section.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB).

Financial Highlights

Key Financial highlights for the fiscal year 2020 are as follows:

- In total, net position increased to \$46,969 in 2020.
- General revenues accounted for \$4.42 million or 80% of all revenues. Program specific revenues in the form of charges for services, operating grants and contributions accounted for \$1.09 million or 20% of total revenues of \$5.51 million.
- The Charter School had \$5.47 million in expenses; only \$1.09 million of these expenses were offset by program specific charges for services, grants or contributions. General revenues of \$4.42 million was adequate to provide for these programs.
- Among governmental funds, the General Fund had \$5.39 million in revenues and \$5.35 million in expenditures. The General Fund's fund balance increased by \$35,148 in 2020.

REQUIRED SUPPLEMENTARY INFORMATION

PART I

MANAGEMENT'S DISCUSSION AND ANALYSIS

INDEPENDENT AUDITOR'S REPORT - CONTINUED

The accompanying schedules of expenditures of federal awards and state financial assistance (Schedules) are also presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and New Jersey OMB's Letter Circular 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid* respectively, and are not also a required part of the basic financial statements.

The combining and individual fund financial statements and Schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements, and the Schedules are fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 19, 2021 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Charter School's internal control over financial reporting and compliance. Our report thereon, was not changed as a result of the financial statements described in Note 11 to the financial statements.



Public School Accountant
PSA No. 20CS00239400



Certified Public Accountants

January 19, 2021
Cream Ridge, New Jersey

INDEPENDENT AUDITOR'S REPORT - CONTINUED

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School, in the County of Essex, State of New Jersey as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 11 through 16, Budgetary Comparison Information on pages 51 through 54, and information related to Accounting and Reporting for Pensions (GASB 68) and OPEB (GASB 75) on pages 55 through 59 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the Charter School's basic financial statements. The accompanying introductory section and statistical information are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such other information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

The accompanying combining and individual fund financial statements are also presented for purposes of additional analysis and are not a required part of the basic financial statements.



INDEPENDENT AUDITOR'S REPORT

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2020 and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

FINANCIAL SECTION

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CONSULTANTS AND ADVISORS

Independent Auditors

[REDACTED]

Attorneys

[REDACTED]

Official Depositories

[REDACTED]

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ROSTER OF OFFICIALS

JUNE 30, 2020

Board of Trustees

MEMBERS OF THE BOARD OF TRUSTEES

TERM

| | |
|------------------------|---------------|
| ██████████ Board Chair | June 30, 2021 |
| ██████████, Vice Chair | June 30, 2020 |
| ██████████, Trustee | June 30, 2020 |
| ██████████, Trustee | June 30, 2022 |
| ██████████, Trustee | July 1, 2020 |

OTHER OFFICIALS

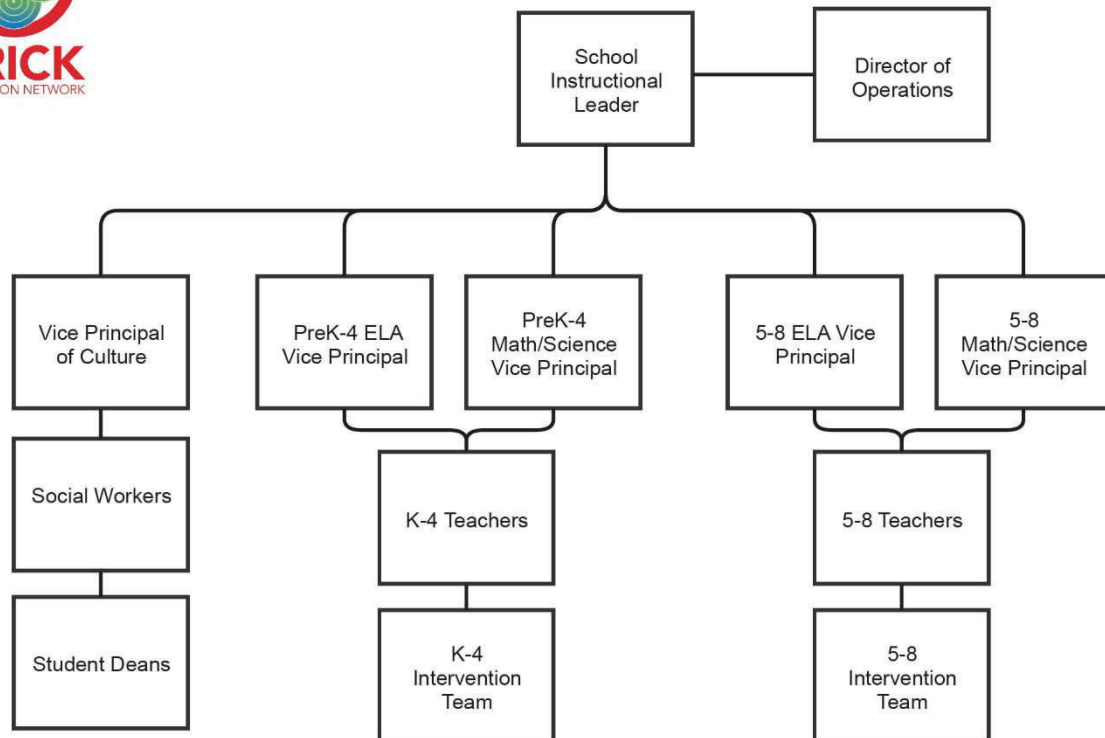
| |
|--|
| ██████████ Founder and Chief Executive Officer |
| ██████████, Chief School Administrator |
| ██████████, Board Secretary/Business Administrator |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ORGANIZATIONAL CHART



BRICK Education Network PreK-8 School Leadership Structure



8. **RISK MANAGEMENT:** The Board carries various forms of insurance, including but not limited to general liability, automobile liability and comprehensive/collision, hazard and theft insurance and fidelity bonds.

9. **OTHER INFORMATION:**

Independent Audit

State statute requires an annual audit by independent certified public accountants or registered municipal accountants. The Charter School appointed the accounting firm of Galleros Robinson CPAs, LLP. In addition to meeting the requirements set forth in state statutes, the audit also was designed to meet the requirements of the New Jersey Letter Circular Letter 15-08-OMB.

The auditor's report on the basic financial statements, combining and individual fund statements, and schedules are included in the financial section of this report. The auditor's reports related specifically to the single audit are included in the single audit section of this report.

10. **ACKNOWLEDGMENTS:** I would like to express my appreciation to the Board of Trustees of Achieve Community Charter School for their concern in providing fiscal accountability to the Charter School and thereby contributing their full support to the development and maintenance of our financial operation.

Respectfully submitted,



School Business Administrator

INTERNAL ACCOUNTING CONTROLS – CONTINUED

The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

As a recipient of federal and state financial assistance, the Charter School is responsible for ensuring that adequate internal controls are in place to ensure compliance with applicable laws and regulations related to those programs. Internal control is also subject to periodic evaluation by the Charter School's management.

As part of the Charter School's Single Audit described earlier, tests are made to determine the adequacy of internal controls, including that portion related to federal and state financial assistance programs, as well as to determine that the Charter School has complied with applicable laws and regulations.

4. **BUDGETARY CONTROLS:** In addition to internal accounting controls, the Charter School maintains budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the voters of the municipality. Annual appropriated budgets are adopted for the general fund and the special revenue fund. The final budget amount, as amended for the fiscal year, is reflected in the financial section.

An encumbrance accounting system is used to record outstanding purchase commitments on a line item basis. Open encumbrances at year-end are either cancelled or are included as re-appropriations of fund balance in the subsequent year. Those amounts to be re-appropriated at June 30, 2020.

5. **ACCOUNTING SYSTEM AND REPORTS:** The Charter School's accounting records reflect generally accepted accounting principles, as promulgated by Governmental Accounting Standards Board (GASB). The accounting system of the Charter School is organized on the basis of funds each of which maintains a self-balancing set of accounts. These funds are explained in the "Notes to the Basic Financial Statements."
6. **DEBT ADMINISTRATION:** At June 30, 2020, the Charter School has no outstanding debt.
7. **CASH MANAGEMENT:** The investment policy of the Charter School is guided in large part by state statute as detailed in "Notes to the Basic Financial Statement" Notes 1 and 3. The Charter School had adopted a cash management plan which requires it to deposit funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act ("GUDPA"). GUDPA was enacted in 1970 to protect Government Units from a loss of funds on deposit with a failed banking institution in New Jersey. The law requires governmental units to deposit public funds only in public depositories located in New Jersey, where the funds are secured in accordance with the Act.

Charter School Organization

The Board of Trustees is comprised of five voting members and are elected to oversee that the Charter School operates in compliance with statute and administrative code. Voting members of the Board serve as the official governing body of the Charter School charged with policy making, fiscal oversight, and accountability for student academic achievement results of the Charter School. Voting members adopt the annual budget and directly approve all expenditures which serve as the basis for control for the authorization of all expenditures of Charter School tax money which in turn support the Charter School's business to promote academic achievement. Non-voting members include the Charter School's Principal and Vice-Principal, School Business Administrator/Board Secretary, and faculty representative.

The Principal of the Charter School is responsible to the board for the implementation and administration of all educational and support operations. The School Business Administrator/Board Secretary is the chief financial officer of the Charter School and is responsible to the Board for maintaining all financial records, issuing warrants in payment of liabilities incurred by the Charter School, acting as custodian of all Charter School funds, and investing idle funds as permitted by New Jersey Law.

1. **REPORTING ENTITY AND ITS SERVICES:** The Achieve Community Charter School is an independent reporting entity within the criteria adopted by the Government Auditing Standards Board (GASB) as established by GASB Statement No. 14. All funds and account groups of the Charter School are included in this report. The Charter School's Board of Trustees, constitutes the Charter School's reporting entity.

The Charter School provides a full range of educational services appropriate to grade levels K through 4. These include both regular and special education programs. As of June 30, 2020, the Charter School's final head count was 306 students.

2. **MAJOR INITIATIVES:** The following are the major initiatives successfully implemented at the Charter School for 2019-2020 school year:

The major initiatives are building the curriculum for rigorous literacy and math instruction through the adoption a new curriculums. Teachers and leaders will be trained in summer institute and on bi-weekly professional development.


The Charter School also adopted a new guided reading framework in kindergarten to second grade and close reading in third grade. Teachers and leaders were professionally developed to implement the curriculum.

Social emotional learning and support was developed through the addition of a vice principal of culture as well as an associate dean. These two positions provided direct support to teachers and administrators in meeting the needs of our most struggling students.

3. **INTERNAL ACCOUNTING CONTROLS:** Management of the Charter School is responsible for establishing and maintaining an internal control designed to ensure that the assets of the Charter School are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). Internal control is designed to provide reasonable, but not absolute, assurance that these objectives are met.



January 19, 2021

Honorable President and Members
of the Board of Trustees
Achieve Community Charter School
County of Essex


Dear Board Members:

We are pleased to present to you the Comprehensive Annual Financial Report (CAFR) of the Achieve Community Charter School (Charter School) for the fiscal year ended June 30, 2020. This CAFR includes the Charter School's Basic Financial Statements prepared in accordance with Governmental Accounting Standards Board Statement 34.

The Charter School has elected to adopt this new financial reporting model which we believe will provide all users of this document with much more useful financial and statistical information than ever before. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with the management of the Board of Trustees (Board).

To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the Charter School. This report will provide the taxpayers of the Charter School with comprehensive financial data in a format enabling them to gain an understanding of the Charter School's financial affairs.

The Comprehensive Annual Financial Report is presented in four sections as follows:

- The Introductory Section contains a table of contents, Letter of Transmittal, List of Principal Officials, and an Organizational Chart of the Charter School;
- The Financial Section begins with the Independent Auditor's Report and includes the Management's Discussion and Analysis, the Basic Financial Statements and Notes providing an overview of the Charter School's financial position and operating results, and other schedules providing detailed budgetary information;
- The Statistical Section includes selected economic and demographic information, financial trends, and the fiscal capacity of the Charter School, generally presented on a multi-year basis;
- The Single Audit Section — The Charter School is required to undergo an annual single audit in conformity with the provisions of the New Jersey State Office of Management and Budget (OMB) Circular Letter 15-08-OMB, *"Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid"*.

Information related to this single audit, including the independent auditor's report on the internal control and compliance with applicable laws, regulations, contracts and grants, along with findings and questioned costs, are included in the single audit section of this report.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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|-----------------|-----|
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|-----------------|-----|

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| | |
|---|-----|
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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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ACHIEVE COMMUNITY CHARTER SCHOOL

**COMPREHENSIVE ANNUAL
FINANCIAL REPORT**

JUNE 30, 2020

**PREPARED BY
Achieve Community Charter School**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SUMMARY SCHEDULE OF PRIOR-YEAR AUDIT FINDINGS AND QUESTIONED COSTS AS
PREPARED BY MANAGEMENT**

FISCAL YEAR ENDED JUNE 30, 2019

There was no prior year finding.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS**

None noted.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS - CONTINUED

Finding 2019-002 – Claims and Purchase orders

Condition

In our review of claims, we noted the following:

- Supporting documents for 21 of 40 claims paid were not on file.
- There were 16 of 19 claims examined have purchase order dates that are the same or after the invoice dates.
- One of 19 sample claims provided had a purchase order with no evidence of SBA approval.
- One of 19 sample claims examined did not have a signed vendor certification.
- Purchase orders for 2 of 19 sample claims provided did not have purchase orders on file.

Further, a payroll payment for an employee partially charged to Tile I did not have a completed time activity report to indicate time and effort spent on the federal program.

Recommendation

We recommend a review of the purchasing policy and procedures with personnel assigned. All supporting documents including approved purchase orders, vendor invoices and certifications are obtained and maintained. Further, expenses should always follow the Charter School's purchasing policy.

View of Responsible Official and Planned Corrective Actions

During this fiscal year end the school used an outside SBA firm that was supposed to perform all of the accounting and SBA duties. This firm did not return all of our records and did not properly handle the invoice and PO process. We no longer utilize the services of this firm and have hired an in-house SBA and accounting department. We follow strict procedures for processing payables and maintaining supporting documentation.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

Finding 2019-001 – Reconciliation of Accounts

Condition

Periodic reconciliation of accounts is a fundamental account process to prove that transactions sums to the correct ending account balances. During the audit, we noted the following:

- The monthly bank reconciliations were incomplete and had several reconciling items requiring further analysis for proper disposition.
- Outstanding checks at year end included 31 checks written but not issued as of June 30, 2019. These were reclassified to accounts payable.
- Interfund payables and receivables were not reconciled
- Net payroll and payroll agency year-end balances were not reconciled

Several adjusting journal entries were posted during the audit to correct the related account balances.

Cause

The Charter School transactions were not timely recorded and reconciled.

Effect

Several adjusting journal entries were needed to correct certain account balances.

Recommendation

The Charter School should ensure that all transactions are recorded and reconciled on a timely basis. We also recommend that the Charter School develop and appropriate post-closing adjustment process to ensure that accounts are accurate.

View of Responsible Official and Planned Corrective Actions

The Charter School has instituted a policy of reconciling accounts. Bank reconciliations are now being performed for all accounts. Checks are only being written in accordance with the bill lists which are done in accordance with the projected cash flow. Therefore, checks are not written unless the funds will be there to cover the obligation.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2019

SECTION I - SUMMARY OF AUDITOR'S RESULTS - CONTINUED

State Financial Assistance

| | |
|--|--|
| Dollar threshold used to determine Type A and B programs: | <u>\$750,000</u> |
| Auditee qualified as low-risk auditee? | _____ Yes <input checked="" type="checkbox"/> No |
| Type of auditor's report on compliance for major programs: | <u>Unmodified</u> |
| Internal control over compliance: | |
| Material weakness(es) identified? | _____ Yes <input checked="" type="checkbox"/> No |
| Significant deficiency(ies) identified not considered to be material weakness(es)? | _____ Yes <input checked="" type="checkbox"/> No |
| Any audit findings disclosed that are required to be reported in accordance with NJ OMB Circular Letter 15-08? | _____ Yes <input checked="" type="checkbox"/> No |

Identification of Major Programs:

| <u>State or Project No.</u> | <u>Name of State Program</u> |
|-----------------------------|------------------------------|
| State Aid Public Cluster: | |
| 19-495-034-5120-078 | Equalization Aid |
| 19-495-034-5120-084 | Security Aid |
| 19-495-034-5120-085 | Adjustment Aid |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2019

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statement Section

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?
reported

✓ Yes No

Significant deficiency(ies) identified not considered to be
material weaknesses?

✓ Yes No

Noncompliance material to financial statements noted?

 Yes ✓ No

Federal Awards – Not Applicable

Dollar threshold used to determine Type A and B programs:

\$750,000

Auditee qualified as low-risk auditee?

 Yes ✓ No

Type of auditor's report on compliance for major programs:

Unmodified

Internal control over compliance:

Material weakness(es) identified?

 Yes ✓ No

Significant deficiency(ies) identified not considered to be
material weakness(es)?

 Yes ✓ No

Any audit findings disclosed that are required to be reported
in accordance with Uniform Guidance?

 Yes ✓ No

Identification of Major Programs:

CFDA No.

Name of Federal Program

84.215N

Project Neighborhood Programs

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE - CONTINUED**

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS - CONTINUED

| | Federal | State | Total |
|----------------------|-------------------|---------------------|---------------------|
| General Fund | \$ - | \$ 2,598,411 | \$ 2,598,411 |
| Special Revenue Fund | 694,130 | - | 694,130 |
| Enterprise Fund | 115,730 | 1,543 | 117,273 |
| Total | <u>\$ 809,860</u> | <u>\$ 2,599,954</u> | <u>\$ 3,409,814</u> |

NOTE 4 RELATIONSHIP TO STATE FINANCIAL REPORTS

Amounts reported in the accompanying schedules agree with the amounts reported in the related federal and state financial reports.

NOTE 5 ON-BEHALF PAYMENTS

TPAF Social Security Contributions represents reimbursements in the amount of \$99,985 by the State for the employer's share of social security contributions for TPAF members for the year ended June 30, 2019. The State did not made on-behalf TPAF payments for pension contributions, post-retirement medical benefits and long-term disability insurance contributions for the year ended June 30, 2019.

NOTE 6 ON-BEHALF PROGRAMS NOT SUBJECT TO STATE SINGLE AUDIT

On-behalf State Programs for TPAF pension contributions, post-retirement medical benefits contributions and long-term disability insurance are not subject to a State Single Audit and, therefore, are excluded from major program determination. The Schedule of State Financial Assistance provides a reconciliation of State financial assistance reported in the Charter School's financial statements and the amount subject to State Single Audit and major program determination.

NOTE 7 DE MINIMIS INDIRECT COST

The Charter School has not elected to use the ten percent de minimis indirect cost rate allowed under the Uniform Guidance.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE**

FISCAL YEAR ENDED JUNE 30, 2019

NOTE 1 GENERAL

The accompanying schedules of expenditures of federal awards and state financial assistance include federal and state activity of the Board of Trustees for Achieve Community Charter School. The Board of Trustees is defined in Note 1 to the Charter School's basic financial statements. All federal and state awards received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies is included on the schedule of federal awards and state financial assistance.

NOTE 2 BASIS OF ACCOUNTING

The accompanying Schedules of Expenditures of Federal Awards and State Financial Assistance are presented using the budgetary basis of accounting with the exception of those recorded in the food service fund, which are presented using the accrual basis of accounting. These bases of accounting are described in Note 1 to the Charter School's basic financial statements. The information in these schedules is presented in accordance with the requirements of *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

Amounts reported in the accompanying schedules agree with the amounts reported in the Charter School's basic financial statements. The basic financial statements present the special revenue fund on both GAAP and budgetary basis. The special revenue fund is presented in the accompanying schedules on the grant accounting budgetary basis which recognizes encumbrances as expenditures and also recognizes the related revenues, whereas the GAAP basis does not. See Exhibit C-3 for a reconciliation of the budgetary basis to the GAAP basis of accounting for the special revenue fund. Awards and financial assistance revenues are reported in the Charter School's basic financial statements on a GAAP basis as follows:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2019

EXHIBIT K-4
SCHEDULE B

| State Grantor/ Program Title | Grant or State Project Number | Grant Period | Award Amount | Balance at June 30, 2018 | | | Adjustments | | | Balance at June 30, 2019 | | | MEMO | |
|---|----------------------------------|----------------|-----------------|--|-------------------|------------------------------------|------------------|--|--|---|--|-------------------|------------|--------------|
| | | | | Deferred Revenue (Accounts Receivable) | Due to Grantor | Carryover/ (Walkover) Amount | Cash Received | Budgetary Expenditures Pass-through Funds | Repayment Prior Year's Balances | Intergovernmental (Accounts Receivable) | Deferred Revenue/ Interfund Payable | Due to Grantor | | |
| | | | | | | | | | | | | | | |
| New Jersey State Department of Education | | | | | | | | | | | | | | |
| General Fund: | | | | | | | | | | | | | | |
| Equalization Aid | 19-495-034-5120-078 | 7/1/18-6/30/19 | \$ 2,334,463 | \$ - | \$ - | \$ - | \$ 2,264,068 | \$ (2,334,463) | \$ - | \$ (119,241) | \$ - | \$ 48,846 | \$ 119,241 | \$ 2,334,463 |
| Equalization Aid | 18-495-034-5120-078 | 7/1/17-6/30/18 | 701,716 | (5,486) | 14,193 | - | 5,486 | - | (14,193) | - | - | - | - | - |
| Special Education | | | | | | | | | | | | | | |
| Categorical Aid | 19-495-034-5120-089 | 7/1/18-6/30/19 | 64,358 | - | - | - | 64,358 | (64,358) | - | - | - | - | - | 64,358 |
| Security Aid | 19-495-034-5120-084 | 7/1/18-6/30/19 | 99,705 | - | - | - | 99,705 | (99,705) | - | - | - | - | - | 99,705 |
| Security Aid | 18-495-034-5120-084 | 7/1/17-6/30/18 | 26,318 | (113) | 1,523 | - | - | - | (1,410) | - | - | - | - | - |
| Reimbursed Social Security Tax | 19-495-034-5094-003 | 7/1/18-6/30/19 | 99,885 | - | - | - | 57,418 | (99,885) | - | (42,467) | - | - | - | - |
| Reimbursed Social Security Tax | 18-495-034-5094-003 | 7/1/17-6/30/18 | 28,287 | (2,598) | - | - | 2,598 | - | - | - | - | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund | 19-495-034-5094-002 | 7/1/18-6/30/19 | - | - | - | - | - | - | - | - | - | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund – Post Retirement Medical | 19-495-034-5094-001 | 7/1/18-6/30/19 | - | - | - | - | - | - | - | - | - | - | - | - |
| On-Behalf Teachers' Pension & Annuity Fund – Non-contributory Insurance | 19-495-034-5094-004 | 7/1/18-6/30/19 | - | - | - | - | - | - | - | - | - | - | - | - |
| Total General Fund | | | | (8,197) | 15,716 | - | 2,493,633 | (2,598,411) | (15,603) | (161,708) | - | 48,846 | 119,241 | 2,498,526 |
| Enterprise Fund: | | | | | | | | | | | | | | |
| State School Lunch Program | 19-100-010-3350-023 | 7/1/18-6/30/19 | 1,543 | - | - | - | 1,115 | (1,543) | - | (428) | - | - | 428 | 1,543 |
| Total Expenditures of State Financial Assistance | | | | | | | | | | | | | | |
| | | | \$ | (8,197) | \$ 15,716 | \$ - | \$ 2,494,748 | \$ (2,599,954) | \$ (15,603) | \$ (162,136) | \$ - | \$ 48,846 | \$ 119,669 | \$ 2,500,069 |
| Less: On-Behalf TPAF Pension System Contributions | | | | | | | | | | | | | | |
| On-Behalf Teachers' Pension and Annuity Fund | 19-495-034-5094-002 | | | | | | | - | | | | | | |
| On-Behalf Teachers' Pension and Annuity Fund – Post Retirement Medical | 19-495-034-5094-001 | | | | | | | - | | | | | | |
| On-Behalf Teachers' Pension & Annuity Fund – Non-contributory Insurance | 19-495-034-5094-004 | | | | | | | - | | | | | | |
| Total for State Financial Assistance-Major Program Determination | | | | | | | | | | | | | | |
| | | | \$ | | | | \$ | (2,599,954) | | | | | | |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT K-3
SCHEDULE A

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2019

| Federal Grant/ Pass-Through Grantor/ Program Title | Federal CFDA No. | Federal FAIN Number | Grant or State Project Number | Program or Award Amount | Grant Period | | Balance at June 30, 2018 | Carryover/ (Walkover) Amount | Cash Received | Budgetary Expenditures | Repayment of Prior Years' Balances | Balance at June 30, 2019 | |
|---|------------------------|---------------------------|-------------------------------------|-------------------------------|--------------|-----------|-----------------------------|------------------------------------|------------------|---------------------------|---|--------------------------|---------------------|
| | | | | | From | To | | | | | | (Accounts Receivable) | Deferred Revenue |
| U.S. Department of Education: Passed-through New Jersey State Department Education | | | | | | | | | | | | | |
| Special Revenue Fund: | | | | | | | | | | | | | |
| Title I Part A Grants to Local Educational Agencies Improving Teacher Quality State Grants (Title II Part A) SEA Title IV – Student Support and Academic Enrichment (ESSA) Total U.S. Department of Education | 84.010 | S010A180030 | NCLB - 6110 - 19 | \$ 126,617 | 7/1/2018 | 6/30/2019 | \$ - | \$ - | \$ 126,617 | \$ (126,617) | \$ - | \$ - | \$ - |
| | 84.367 | S367A180029 | NCLB - 6110 - 19 | 13,331 | 7/1/2018 | 6/30/2019 | - | - | 13,331 | (13,331) | - | - | - |
| | 84.424 | S424A180031 | NCLB - 6110 - 19 | 10,000 | 7/1/2018 | 6/30/2019 | - | - | 10,000 | (10,000) | - | - | - |
| | | | | | | | | - | - | 149,948 | (149,948) | - | - |
| U.S. Department of Education: Passed-through Building Responsible Intelligent Creative Kids Charter Schools Program (CSP) Grants to Developers for the Replication and Expansion of High-Quality Charter Schools | | | | | | | | | | | | | |
| | 84.282E | UNKNOWN | UNKNOWN | \$ 200,000 | 10/1/2018 | 9/30/2019 | - | - | 164,182 | (164,182) | - | - | - |
| U.S. Department of Education: Passed-through South Ward Alliance Project Neighborhood Programs | | | | | | | | | | | | | |
| | 84.215N | UNKNOWN | UNKNOWN | \$ 380,000 | 10/1/2018 | 9/30/2019 | - | - | 380,000 | (380,000) | - | - | - |
| U.S. Department of Agriculture Passed-through New Jersey State Department of Agriculture | | | | | | | | | | | | | |
| Enterprise Fund: | | | | | | | | | | | | | |
| National School Lunch Program | 10.555 | 191NJ304N1099 | N/A | 88,144 | 7/1/2018 | 6/30/2019 | - | - | 62,406 | (88,144) | - | (25,738) | - |
| National School Breakfast Program | 10.553 | 191NJ304N1099 | N/A | 33,930 | 7/1/2018 | 6/30/2019 | - | - | 23,050 | (33,930) | - | (10,880) | - |
| Total U.S. Department of Agriculture | | | | | | | - | - | 85,456 | (122,074) | - | (36,618) | - |
| Total Expenditures of Federal Awards | | | | | | | | | | | | | |
| | | | | | | | \$ - | \$ - | \$ 235,404 | \$ (816,204) | \$ - | \$ (36,618) | \$ - |

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

Purpose of the Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and New Jersey OMB Circular Letter 15-08. Accordingly, this report is not suitable for any other purpose.

Public School Accountant
PSA No. 20CS00239400

Certified Public Accountants

March 18, 2020
Cream Ridge, New Jersey

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination of the Charter School's compliance on compliance for each major federal and state programs.

Opinions on Each Major Federal and State Programs

In our opinion, the Achieve Community Charter School in the County of Essex, State of New Jersey, complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal and state program for the fiscal year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal and state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance and to test and report on internal control over compliance for each major federal and state program and to test and report on internal control over compliance in accordance with the Uniform Guidance and New Jersey OMB Letter Circular 15-08-OMB, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal and state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal and state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal and state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

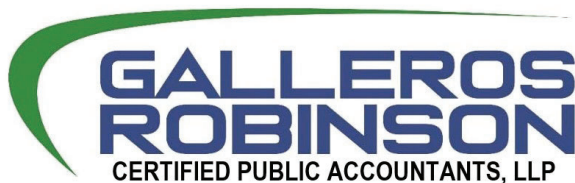


EXHIBIT K-2

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL
AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE
AS REQUIRED BY THE UNIFORM GUIDANCE AND
NEW JERSEY OMB CIRCULAR LETTER 15-08**

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
[REDACTED]

Report on Compliance for Each Major State and Federal Programs

We have audited the Achieve Community Charter School's (the Charter School) in the County of Essex, State of New Jersey compliance with the types of compliance requirements described in the *New Jersey State Aid Grant Compliance Supplement* that could have a direct and material effect on each of the Charter School's major state and federal programs for the fiscal year ended June 30, 2019. The Charter School's major state and federal program are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal and state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Charter School's major federal and state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey; Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. Those standards, Uniform Guidance and New Jersey OMB Circular Letter 15-08, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on major federal and state program occurred. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]

Fax: 609.259.3429

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS - CONTINUED

detected and corrected on a timely basis. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as finding 2019-001 to be material weaknesses.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as finding 2019-002 to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey.

We also noted certain matters that we have reported to the Board of Trustees of the Achieve Community Charter School in the County of Essex, New Jersey in a separate *Auditor's Management Report on Administrative Findings - Financial, Compliance and Performance*, dated March 18, 2020.

Charter School's Response to Findings

The Charter School's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


Public School Accountant
PSA No. 20CS00239400


Certified Public Accountants

March 18, 2020
Cream Ridge, New Jersey

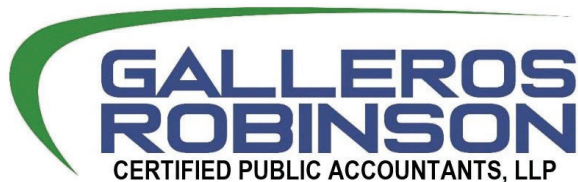


EXHIBIT K-1

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School



We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements, and have issued our report thereon dated March 18, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify certain deficiencies in internal control, that we consider to be material weaknesses and significant deficiencies.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or



SINGLE AUDIT SECTION

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

CHARTER SCHOOL PERFORMANCE FRAMEWORK
FINANCIAL PERFORMANCE
FISCAL RATIOS

Multi-Year Information
(Unaudited)

| | 2018 Audit | 2019 Audit | Source |
|--------------------------------|---------------|---------------|---------------------------------------|
| Cash | \$ 22,014 | \$ 55,488 | Audit: Exhibit A-1 |
| Current Assets | 54,253 | 346,167 | Audit: Exhibit A-1 |
| Total Assets | 54,253 | 346,167 | Audit: Exhibit A-1 |
| Current Liabilities | 15,716 | 342,767 | Audit: Exhibit A-1 |
| Total Liabilities | 15,716 | 342,767 | Audit: Exhibit A-1 |
| Net Assets | 38,537 | 3,400 | Audit: Exhibit A-1 |
| Total Revenue | 1,082,300 | 4,032,228 | Audit: Exhibit A-2 |
| Total Expenses | 1,043,763 | 4,067,365 | Audit: Exhibit A-2 |
| Change in Net Assets | 38,537 | (35,137) | Audit: Exhibit A-2 |
| Depreciation Expense | - | - | Financial Statements/Audit Workpapers |
| Interest Expense | - | - | Financial Statements/Audit Workpapers |
| Principal Payments | - | - | Financial Statements/Audit Workpapers |
| Interest Payments | - | - | Financial Statements/Audit Workpapers |
| Final Average Daily Enrollment | 63 | 221 | DOE Enrollment Reports |
| March 30th Budgeted Enrollment | 66 | 66 | Charter School Budget |

| Near Term Indicators | 2018 | 2019 | 3 YR CUM | Source: | Target |
|----------------------------------|--------|--------|----------|--|-------------------|
| 1a. Current Ratio | 3.45 | 1.01 | N/A | Current Assets/Current Liabilities | > 1.1 |
| 1b. Unrestricted Days Cash | 7.70 | 4.98 | N/A | Cash/(Total Expenses/365) | 30-60 |
| 1c. Enrollment Variance | 95% | 335% | N/A | Average Daily Enrollment/Budgeted Enrollment | >95% |
| 1d. Default | No | No | N/A | Audit | not in default |
| Sustainability Indicators | | | | | |
| 2a. Total Margin | 4% | -1% | N/A | Change in Net Assets/Total Revenue | positive |
| 2b. Debt to Asset | 0.99 | 0.99 | N/A | Total Liabilities/Total Assets | <.9 |
| 2c. Cash Flow | 22,014 | 33,474 | N/A | Net change in cash flow from prior years | 3 yr cum positive |
| 2d. Debt Service Coverage Ratio | N/A | N/A | N/A | (Change in Net Assets+Depreciation+Interest Expense)/(Principal & Interest Payments) | >1.10 |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INSURANCE SCHEDULE

**June 30, 2019
(Unaudited)**

| | <u>Coverage</u> | <u>Deductible</u> |
|--|-----------------|-------------------|
| Commercial General Liability ⁽¹⁾ | | |
| Aggregate Limit | \$ 3,000,000 | |
| Products - Completed Operations Aggregate Limit | 3,000,000 | |
| Personal and Advertising Injury Limit | 1,000,000 | |
| Each Occurrence | 1,000,000 | |
| Damage to Premises Rented | 100,000 | any one premises |
| Medical expense limit | 5,000 | any one person |
| Personal Property | 75,000 | 1,000 |
| Employee Benefits | | |
| Aggregate limit | 3,000,000 | |
| Each Claim limit | 1,000,000 | |
| Automobile | | |
| Non Owned & Hired Auto Liability | 1,000,000 | |
| Professional Liability | | |
| Aggregate limit | 3,000,000 | |
| Each Claim limit | 1,000,000 | |
| School Coverage | | |
| Accidental Death | 25,000 | |
| Accidental Dismemberment | up to \$50,000 | |
| Accidental Paralysis | 50,000 | |
| Accident Medical Expense Benefits | 25,000 | |

Source: Charter School's Records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SCHOOL BUILDING INFORMATION
Last Ten Fiscal Years (1)**

| | <u>2019</u> | <u>2018</u> |
|--------------------------------|-------------|-------------|
| <u>Charter School Building</u> | | |
| <u>Elementary School</u> | | |
| Square Feet | 4,000 | 4,000 |
| Capacity (students) | 250 | 250 |
| Enrollment | 221 | 61 |
| Number of Schools | 1 | 1 |

Source: Charter School's Records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

OPERATING STATISTICS

**Last Ten Fiscal Years (1)
(Unaudited)**

| Fiscal Year | Enrollment | Operating Expenditures ^a | Cost Per Pupil | Percentage Change | Teaching Staff ^b | Pupil/Teacher Ratio Elementary | Average Daily Enrollment (ADE) ^c | Average Daily Attendance (ADA) ^c | % Change in Average Daily Enrollment | Student Attendance Percentage |
|-------------|------------|-------------------------------------|----------------|-------------------|-----------------------------|--------------------------------|---|---|--------------------------------------|-------------------------------|
| 2019 | 221 | 3,773,168 | 17,073 | 100.00% | 35 | 12: 1 | 221.2 | 217.9 | N/A | 98.51% |
| 2018 | 61 | 1,037,483 | 17,008 | 100.00% | 5 | 12: 1 | 62.8 | 60.1 | N/A | 95.77% |

Source: Charter School's Records

Note: Enrollment based on annual October Charter School count.

^a Operating expenditures equal total expenditures less debt service and capital outlay.

^b Teaching staff includes only full-time equivalents of certificated staff.

^c Average daily enrollment and average daily attendance are obtained from the School Register Summary (SRS).

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**FULL-TIME EQUIVALENT CHARTER SCHOOL EMPLOYEES BY FUNCTION/PI
Last Ten Fiscal Years (1)
(Unaudited)**

| | 2019 | 2018 |
|--------------------------------|-------------|-------------|
| <u>Function/Program</u> | | |
| Instruction | 35 | 4 |
| Administrative | 10 | 3 |
| Support Services | 5 | 7 |
| Food Service | - | - |
| | | |
| Total | <u>50</u> | <u>14</u> |

Source: Charter School's personnel records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**PRINCIPAL EMPLOYERS
Current Year and One Year Ago**

| Employer | 2019 | | 2018 | |
|------------------------------------|----------------|---|----------------|---|
| | Employees | Percentage of Total Municipal Employment | Employees | Percentage of Total Municipal Employment |
| St. Barnabas Health Care System | 23,000 | ** | 23,000 | ** |
| Verizon | 17,100 | ** | 17,100 | ** |
| Prudential Ins. Co. of America | 16,850 | ** | 16,850 | ** |
| Rutgers University - Newark Campus | 15,500 | ** | 15,500 | ** |
| Continental Airlines | 11,000 | ** | 11,000 | ** |
| Newark Board of Education | 7,050 | ** | 7,050 | ** |
| Automatic Data Processing | 5,649 | ** | 5,649 | ** |
| New Jersey Transit | 4,000 | ** | 4,000 | ** |
| City of Newark | 4,000 | ** | 4,000 | ** |
| Essex County | 3,500 | ** | 3,500 | ** |
| PSE&G | - | | - | |
| JP Morgan Chase | - | | - | |
| Horizon Blue Cross/Blue Shield | - | | - | |
| Roche | - | | - | |
| KPMG | - | | - | |
| Ricoh American Corp | - | | - | |
| | <u>107,649</u> | | <u>107,649</u> | |

Note - Principal employers are that of Essex County

** - Information not available

Source: Essex County Economic Development Corporation

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**DEMOGRAPHIC AND ECONOMIC STATISTICS
Last Ten Fiscal Years (1)**

| <u>Year</u> | <u>Population ^a</u> | <u>Personal Income ^b</u> | <u>Per Capita Personal Income ^c</u> | <u>Unemployment Rate ^d</u> |
|-------------|--------------------------------|-------------------------------------|--|---|
| 2019 | ** | ** | ** | ** |
| 2018 | 282,090 | ** | ** | 7.00% |

** Data not available

Source:

^a Population information provided by the NJ Dept of Labor and Workforce Development

^b Personal income has been estimated based upon the municipal population and per capita personal income presented

^c Per capita personal income was computed using Census Bureau midyear population estimates. All dollar estimates are in thousands of current dollars (not adjusted for inflation). Estimates for 2010-2017 reflect county population estimates available as of March 6, 2019.

^d Unemployment data provided by the NJ Dept of Labor and Workforce Development

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS

Last Ten Fiscal Years (1)

(Unaudited)

| Function | 2019 | 2018 |
|---|------------------|------------------|
| Revenues | | |
| Local Sources: | | |
| Local tax levy | \$ 432,026 | \$ 215,161 |
| Miscellaneous | 183,790 | 5,432 |
| State sources | 2,598,411 | 756,321 |
| Federal sources | 694,130 | 105,386 |
| Total Revenues | <u>3,908,357</u> | <u>1,082,300</u> |
| Current expense | | |
| Instruction | 2,017,731 | 671,300 |
| Administrative cost | 788,250 | 188,199 |
| Support services | 867,302 | 148,897 |
| Capital outlay | 135,934 | 6,280 |
| TPAF - FICA Reimbursement | 99,885 | 28,287 |
| Total Expenditures | <u>3,909,102</u> | <u>1,042,963</u> |
| Excess of Revenues Over Expenditures | (745) | 39,337 |
| Net change in fund balances | <u>\$ (745)</u> | <u>\$ 39,337</u> |
| Debt service as a percentage of noncapital expenditures | 0.00% | 0.00% |

Source: Charter school's records.

Note: Noncapital expenditures are total expenditures less capital outlay.

EXHIBIT J-3**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****FUND BALANCES - GOVERNMENTAL FUNDS****Last Ten Fiscal Years (1)***(Modified accrual basis of accounting)*

| | Fiscal Year Ending June 30, | |
|--------------------|------------------------------------|---------------|
| | 2019 | 2018 |
| General Fund | | |
| Assigned | \$ 264,007 | \$ - |
| Unassigned | <u>(226,215)</u> | <u>38,537</u> |
| Total general fund | <u>\$ 37,792</u> | <u>38,537</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

| | Fiscal Year Ending June 30, | |
|---|------------------------------------|------------------|
| | 2019 | 2018 |
| General Revenues and Other Changes in Net Assets | | |
| Governmental activities: | | |
| Property taxes levied for general purposes, net | 432,026 | 131,141 |
| Grants and contributions | 2,618,526 | 728,034 |
| Miscellaneous income | 63,790 | 5,432 |
| Total governmental activities | <u>3,114,342</u> | <u>864,607</u> |
| Business-type activities: | | |
| Miscellaneous Income | - | - |
| Transfers | - | - |
| Total business-type activities | <u>-</u> | <u>-</u> |
| Total district-wide | <u>3,114,342</u> | <u>864,607</u> |
| Changes in Net Position | | |
| Governmental activities | (745) | 38,537 |
| Business-type activities | <u>(34,392)</u> | <u>-</u> |
| Total district | <u>\$ (35,137)</u> | <u>\$ 38,537</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

| | Fiscal Year Ending June 30, | |
|---|------------------------------------|------------------|
| | 2019 | 2018 |
| Expenses | | |
| Governmental activities | | |
| Instruction | \$ 2,370,936 | \$ 724,567 |
| Administrative | 533,889 | 167,020 |
| Support Services | 868,343 | 145,896 |
| Unallocated: | | |
| Capital outlay | 135,934 | 6,280 |
| Total governmental activities expenses | <u>3,909,102</u> | <u>1,043,763</u> |
| Business-type activities: | | |
| Food service | <u>158,263</u> | <u>-</u> |
| Total business-type activities expense | <u>158,263</u> | <u>-</u> |
| Total district expenses | <u>4,067,365</u> | <u>1,043,763</u> |
| Program Revenues | | |
| Governmental activities: | | |
| Charges for services: | | |
| Operating grants and contributions | <u>794,015</u> | <u>217,693</u> |
| Total governmental activities program revenues | <u>794,015</u> | <u>217,693</u> |
| Business-type activities: | | |
| Charges for services | | |
| Food service | 254 | - |
| Operating grants and contributions | <u>123,617</u> | <u>-</u> |
| Total business-type activities program revenues | <u>123,871</u> | <u>-</u> |
| Total district program revenues | <u>917,886</u> | <u>217,693</u> |
| Net (Expense)/Revenue | | |
| Governmental activities | (3,115,087) | (826,070) |
| Business-type activities | <u>(34,392)</u> | <u>-</u> |
| Total district-wide net expense | <u>(3,149,479)</u> | <u>(826,070)</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NET POSITION BY COMPONENT
Last Ten Fiscal Years (1)**

(Accrual basis of accounting)

| | Fiscal Year Ending June 30, | |
|---|------------------------------------|------------------|
| | 2019 | 2018 |
| Governmental activities | | |
| Invested in capital assets, net of related debt | \$ 34,392 | \$ - |
| Restricted | - | - |
| Unrestricted | 3,400 | 38,537 |
| Total governmental activities net position | <u>\$ 37,792</u> | <u>\$ 38,537</u> |
| Business-type activities | | |
| Invested in capital assets, net of related debt | \$ - | \$ - |
| Restricted | - | - |
| Unrestricted | (34,392) | - |
| Total business-type activities net position | <u>\$ (34,392)</u> | <u>\$ -</u> |
| School-wide | | |
| Invested in capital assets, net of related debt | \$ 34,392 | \$ - |
| Restricted | - | - |
| Unrestricted | (30,992) | 38,537 |
| Total charter school net position | <u>\$ 3,400</u> | <u>\$ 38,537</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INTRODUCTION TO THE STATISTICAL SECTION

| <u>Contents</u> | <u>Page</u> |
|--|--------------------|
| Financial Trends | 68 |
| These schedules contain trend information to help the reader understand how the district's financial performance and well being have changed over time. | |
| Revenue Capacity | N/A |
| These schedules contain information to help the reader assess the district's most significant local revenue source, the property tax. | |
| Debt Capacity | N/A |
| These schedules present information to help the reader assess the affordability of the district's current levels of outstanding debt and the district's ability to issue additional debt in the future. | |
| Demographic and Economic Information | 73 |
| These schedules offer demographic and economic indicators to help the reader understand the environment within which the district's financial activities take place. | |
| Operating Information | 75 |
| These schedules contain service and infrastructure data to help the reader understand how the information in the district's financial report relates to the services the district provides and the activities it performs. | |

Note (1): *Fiscal year ended June 30, 2018 is the first operating year of the Charter School; schedules presenting charter-wide information include information beginning in that year.*

STATISTICAL SECTION (UNAUDITED)

Unless otherwise noted, the information in these Schedules was derived from the Comprehensive Annual Financial Reports (CAFR) for the relevant year.

LONG-TERM DEBT

The long-term debt is used to record the outstanding principal balances of the long-term liabilities of the charter school. This includes the outstanding principal balance on capital lease, the accrued liability for insurance claims and the liability for compensated absences and the outstanding principal balance on certificates of participation outstanding or mortgage note payable.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PAYROLL AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2019

| | Balance June 30, 2018 | Cash Receipts | Cash Disbursements | Balance June 30, 2019 |
|-------------------------------------|----------------------------------|--------------------------|-------------------------------|----------------------------------|
| Assets | | | | |
| Cash and cash equivalents | \$ 22,457 | \$ 18,032 | \$ - | \$ 40,489 |
| Total Assets | <u>\$ 22,457</u> | <u>\$ 18,032</u> | <u>\$ -</u> | <u>\$ 40,489</u> |
| Liabilities | | | | |
| Payroll deductions and withholdings | \$ - | \$ 12,239 | \$ - | \$ 12,239 |
| Interfund payable | <u>22,457</u> | <u>5,793</u> | <u>-</u> | <u>28,250</u> |
| Total Liabilities | <u>\$ 22,457</u> | <u>\$ 18,032</u> | <u>\$ -</u> | <u>\$ 40,489</u> |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STUDENT ACTIVITY AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2019

| | Balance June 30, 2018 | Cash Receipts | Cash Disbursements | Balance June 30, 2019 |
|-----------------------|--------------------------|------------------|-----------------------|--------------------------|
| Assets | | | | |
| Cash | \$ - | \$ 927 | \$ - | \$ 927 |
| Liabilities | | | | |
| Due to Student Groups | \$ - | \$ 927 | \$ - | \$ 927 |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FIDUCIARY FUNDS

**COMBINING SCHEDULE OF CHANGES IN FIDUCIARY NET POSITION
(TRUST FUND)**

YEAR ENDED JUNE 30, 2019

| | New Jersey Unemployment Benefits |
|--|--|
| | <u> </u> |
| Revenues: | |
| General fund appropriation | \$ - |
| Employees' contributions | <u>2,706</u> |
| Total revenues | <u>2,706</u> |
| Expenditures: | |
| Payments to NJ Unemployment Compensation Fund | <u>2,706</u> |
| Total expenditures | <u>2,706</u> |
| Excess (deficiency) of revenue over expenditures | - |
| Net position at beginning of the year | <u>-</u> |
| Net position at end of year | <u><u>\$ -</u></u> |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FIDUCIARY FUNDS

COMBINING SCHEDULE OF FIDUCIARY NET POSITION

JUNE 30, 2019

| | New Jersey Unemployment Benefits | Student Activities | Agency Net Payroll | Payroll Agency | Total |
|--------------------------------------|--|-----------------------|--------------------------|-------------------|-----------|
| Assets | | | | | |
| Cash and cash equivalents | \$ - | \$ 927 | \$ 3,675 | \$ 40,489 | \$ 45,091 |
| Liabilities and Fund Balances | | | | | |
| Liabilities: | | | | | |
| Payroll and withholdings payable | \$ - | \$ - | \$ - | \$ 12,239 | \$ 12,239 |
| Due to student groups | - | 927 | - | - | 927 |
| Interfund payable | - | - | 3,675 | 28,250 | 31,925 |
| Total liabilities | - | 927 | 3,675 | 40,489 | 45,091 |
| Net Position | | | | | |
| Restricted | | | | | |
| Unemployment compensation | - | - | - | - | - |
| Total liabilities and net position | \$ - | \$ 927 | \$ 3,675 | \$ 40,489 | \$ 45,091 |

FIDUCIARY FUNDS

Trust funds are used to account for gifts and bequests to the Charter School for specific purposes.

Unemployment Compensation Insurance Trust Fund is an expendable trust fund used to account for unemployment transactions of the Charter School.

At June 30, 2019, there was no non-expandable trust fund utilized by the Charter School.

Agency funds are used to account for assets held by the Charter School as an agent for individuals, private organizations, governmental and/or other funds.

Payroll Fund - This agency fund is used to account for the payroll transactions of the Charter School.

EXHIBIT G-3**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****ENTERPRISE FUND****COMBINING SCHEDULE OF CASH FLOWS****YEAR ENDED JUNE 30, 2019**

| | FOOD SERVICE |
|--|-------------------------|
| | <hr/> |
| Cash flows from operating activities | |
| Operating income | \$ (158,009) |
| Adjustment to reconcile operating income to net cash from operating activities: | |
| Changes in assets and liabilities: | |
| Accounts receivable | (37,046) |
| Interfund payable | <u>73,901</u> |
| Net cash from operating activities | <u>(121,154)</u> |
| Cash flows from noncapital financing activities | |
| Cash received from state and federal reimbursements | <u>123,617</u> |
| Net increase in cash and cash equivalents | 2,463 |
| Cash and cash equivalents at beginning of the year | <u>10</u> |
| Cash and cash equivalents at end of year | <u><u>\$ 2,473</u></u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ENTERPRISE FUND

**COMBINING SCHEDULE OF REVENUES, EXPENSES AND
CHANGES IN FUND NET POSITION**

YEAR ENDED JUNE 30, 2019

| | FOOD SERVICE |
|--|-------------------------|
| Operating revenues: | |
| Charges for services: | |
| Daily sales - reimbursable programs | \$ - |
| Miscellaneous revenue | 254 |
| Total operating revenues | 254 |
| Operating expenses: | |
| Supplies and materials - reimbursable programs | 158,263 |
| Operating loss | (158,009) |
| Nonoperating revenues: | |
| State sources: | |
| State School Lunch | 1,543 |
| Federal sources: | |
| National School Lunch | 88,144 |
| National School Breakfast | 33,930 |
| Total nonoperating revenues | 123,617 |
| Loss before transfers | (34,392) |
| Transfers in - General fund | - |
| Changes in net position | (34,392) |
| Total net position at beginning of year | - |
| Total net position at end of year | \$ (34,392) |

EXHIBIT G-1**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****ENTERPRISE FUND****COMBINING SCHEDULE OF NET POSITION****JUNE 30, 2019**

| | FOOD SERVICE |
|------------------------------------|-------------------------|
| Assets | |
| Current assets: | |
| Cash and cash equivalents | \$ 2,473 |
| Accounts receivable: | |
| Federal | 36,618 |
| State | <u>428</u> |
| | <u>37,046</u> |
| Total Assets | <u>\$ 39,519</u> |
| Liabilities | |
| Current liabilities | |
| Interfund payable - General fund | <u>\$ 73,911</u> |
| Net assets | |
| Unrestricted | <u>(34,392)</u> |
| Total Liabilities and Net Position | <u>\$ 39,519</u> |

ENTERPRISE FUNDS

Enterprise funds are used to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the Charter School is that the costs of providing goods and services be financed through user charges. The Charter School has the Food Service and After Care in its Enterprise Fund to account for the operation of food services and after care.

CAPITAL PROJECTS FUND

The capital projects fund is used to account for the acquisition and construction of major capital facilities and equipment purchases other than those financed by propriety funds.

At June 30, 2019, there was no capital project fund.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SPECIAL REVENUE FUND
COMBINING SCHEDULE OF REVENUES AND EXPENDITURES
BUDGETARY BASIS**

YEAR ENDED JUNE 30, 2019

| | Title I | Title IIA | Title IV | Project Neighborhood | CMO Developer Grant | Total |
|---|-------------------|------------------|------------------|---------------------------------|--------------------------------|-------------------|
| Revenues | | | | | | |
| Local | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Federal | 126,617 | 13,331 | 10,000 | 380,000 | 164,182 | 694,130 |
| Total revenues - all sources | <u>\$ 126,617</u> | <u>\$ 13,331</u> | <u>\$ 10,000</u> | <u>\$ 380,000</u> | <u>\$ 164,182</u> | <u>\$ 694,130</u> |
| Expenditures | | | | | | |
| Current Expenditures: | | | | | | |
| Instruction: | | | | | | |
| Salaries of teachers | \$ 90,000 | \$ - | \$ - | 348,494 | 50,000 | \$ 488,494 |
| Purchased professional and technical services | - | - | - | 22,500 | 51,742 | 74,242 |
| Supplies and materials | 1,643 | - | - | - | - | 1,643 |
| Total instruction | <u>91,643</u> | <u>-</u> | <u>-</u> | <u>370,994</u> | <u>101,742</u> | <u>564,379</u> |
| Support expenditures | | | | | | |
| Employee benefits | 27,900 | - | - | 9,006 | 747 | 37,653 |
| Purchased services | 7,074 | 13,331 | 10,000 | - | - | 30,405 |
| Total administrative services | <u>34,974</u> | <u>13,331</u> | <u>10,000</u> | <u>9,006</u> | <u>747</u> | <u>68,058</u> |
| Capital Outlay: | | | | | | |
| Instructional equipment | - | - | - | - | 61,693 | 61,693 |
| Total Expenditures | <u>\$ 126,617</u> | <u>\$ 13,331</u> | <u>\$ 10,000</u> | <u>\$ 380,000</u> | <u>\$ 164,182</u> | <u>\$ 694,130</u> |

SPECIAL REVENUE FUND

OTHER SUPPLEMENTARY INFORMATION

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION – PART III
YEAR ENDED JUNE 30, 2019**

Public Employees Retirement System (PERS)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 5.00% to 5.66%. This change in the discount rate is considered to be a change in actuarial assumptions under GASBS No. 68.

The single blended discount rate of 5.66% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 3.87% (3.58% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2019, the Charter School's share in the net pension liability is zero.

Teachers Pension and Annuity Fund (TPAF)

Change in benefit terms. There is no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 4.86% to 4.25% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 68.

The single blended discount rate of 4.86% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 3.87% (3.58% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2019, the Charter School's share in the net pension liability is zero.

Other Post-Employment Benefits (OPEB)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total nonemployer OPEB liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 3.58% to 3.87% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 75. The source is the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. At June 30, 2019, the Charter School's share in the net pension liability is zero.

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART III

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE CHARTER SCHOOL'S TOTAL
OPEB LIABILITY AND RELATED RATIOS**

LAST TEN FISCAL YEARS (1)

| | <u>2019</u> | <u>2018</u> |
|--|-------------|-------------|
| Total State OPEB Liability Attributable to Charter School | | |
| Service cost | \$ - | \$ - |
| Interest | - | - |
| Changes in assumptions and other inputs | - | - |
| Benefit payments | - | - |
| Contributions from the member | - | - |
| Net Change in Total State OPEB Liability Attributable to | - | - |
| Total State OPEB Liability Attributable to Charter School: | | |
| At beginning of year | \$ - | \$ - |
| At end of year | \$ - | \$ - |
| Charter School's proportionate share of the Total OPEB Liability | 0% | 0% |
| Charter School Covered-employee payroll ⁽²⁾ | \$ - | \$ - |
| Total State OPEB liability as a percentage of Charter School covered-employee payroll | N/A | N/A |

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-3

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - TPAF
Last Ten Fiscal Years (1)**

| | <u>2019</u> | <u>2018</u> |
|---|---------------|---------------|
| State's proportion of the net pension liability (asset) attributable to the Charter School | 0.0000000000% | 0.0000000000% |
| State's proportionate share of the net pension liability (asset) attributable to the Charter School | \$ - | \$ - |
| Charter School's covered-employee payroll | \$ - | \$ - |
| State's proportionate share of the net pension liability (asset) attributable to the Charter School as a percentage of its covered-employee payroll | 0.00% | 0.00% |
| Plan fiduciary net position as a percentage of the total pension liability | 0.00% | 0.00% |

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-2

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S CONTRIBUTIONS
PUBLIC EMPLOYEES' RETIREMENT SYSTEM (PERS)
Last Ten Fiscal Years (1)**

| | <u>2019</u> | <u>2018</u> |
|---|-------------|-------------|
| Contractually required contribution | \$ - | \$ - |
| Contributions in relation to the contractually required contribution | <u>-</u> | <u>-</u> |
| Contribution deficiency (excess) | <u>\$ -</u> | <u>\$ -</u> |
| Charter School's covered-employee payroll | \$ - | \$ - |
| Contributions as a percentage of covered-employee payroll | 0.00% | 0.00% |

(1) The Charter School implemented GASB 68, *Accounting and Financial Reporting for Pension* in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-1

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - PERS
Last Ten Fiscal Years (1)**

| | <u>2019</u> | <u>2018</u> |
|---|-----------------|-----------------|
| Charter School's proportion of the net pension liability (asset) | 0.000000000000% | 0.000000000000% |
| Charter School's proportionate share of the net pension liability (asset) | \$ - | \$ - |
| Charter School's covered-employee payroll | \$ - | \$ - |
| Charter School's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll | 0.00% | 0.00% |
| Plan fiduciary net position as a percentage of the total pension liability | 0.00% | 0.00% |

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

REQUIRED SUPPLEMENTARY INFORMATION

PART III

SCHEDULES RELATED TO ACCOUNTING AND REPORTING FOR PENSIONS (GASB 68)

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY GAAP RECONCILIATION
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2019

**Note A - Explanation of Differences between Budgetary Inflows
and Outflows and GAAP Revenues and Expenditures**

| | | <u>General Fund</u> | | <u>Special Revenue Fund</u> |
|--|-------|-------------------------|-------|-------------------------------------|
| Sources/inflows of resources | | | | |
| Actual amounts (budgetary basis) "revenue" from the budgetary comparison schedule: | [C-1] | \$ 3,214,227 | [C-2] | 694,130 |
| Difference - budget to GAAP: | | | | |
| Grant accounting budgetary basis differs from GAAP in that encumbrances are recognized as expenditures, and the related revenue is recognized. | | - | | - |
| Last State aid payment recognized for budgetary purposes only. | | - | | - |
| General Fund contribution to Early Childhood Program Aid. | | - | | - |
| Total revenues as reported on the statement of revenues, expenditures and changes in fund balances - governmental funds | [B-2] | <u>3,214,227</u> | [B-2] | <u>694,130</u> |
| Uses/outflows of resources | | | | |
| Actual amounts (budgetary basis) "total outflows" from the budgetary comparison schedule | [C-1] | 3,214,972 | [C-2] | 694,130 |
| Differences - budget to GAAP | | | | |
| Encumbrances for supplies and equipment ordered but not received are reported in the year the order is placed for budgetary purposes, but in the year the supplies are received for financial reporting purposes. | | - | | - |
| Transfers to and from other funds are presented as outflows of budgetary resources but are not expenditures for financial reporting purposes. | | | | |
| Net transfer (outflows) to general fund | | - | | - |
| Total expenditures as reported on the statement of revenues, expenditures, and changes in fund balances - governmental funds | [B-2] | <u>\$ 3,214,972</u> | [B-2] | <u>\$ 694,130</u> |

Note A -The general fund budget basis of the use/outflow of resources is GAAP, therefore no reconciliation is required.

See independent auditor's report.

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART II

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SPECIAL REVENUE FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2019

| | Original Budget | Budget Transfers | Final Budget | Actual | Final to Actual |
|--|--------------------|---------------------|-----------------|---------|--------------------|
| Revenues | | | | | |
| Local | \$ - | \$ - | \$ - | \$ - | \$ - |
| Federal | 694,130 | - | 694,130 | 694,130 | - |
| Total revenues - all sources | 694,130 | - | 694,130 | 694,130 | - |
| Expenditures | | | | | |
| Current Expenditures: | | | | | |
| Instruction: | | | | | |
| Salaries of teachers | 488,494 | - | 488,494 | 488,494 | - |
| Purchased professional and technical services | 74,242 | - | 74,242 | 74,242 | - |
| Supplies and materials | 1,643 | - | 1,643 | 1,643 | - |
| Total instruction | 564,379 | - | 564,379 | 564,379 | - |
| Support services | | | | | |
| Employee benefits | 37,653 | - | 37,653 | 37,653 | - |
| Purchased professional educational services | 30,405 | - | 30,405 | 30,405 | - |
| Total support services | 68,058 | - | 68,058 | 68,058 | - |
| Capital Outlay: | | | | | |
| Facilities acquisition and construction services | | - | | | - |
| Instructional equipment | 61,693 | - | 61,693 | 61,693 | - |
| Total Expenditures | 694,130 | - | 694,130 | 694,130 | - |
| Excess Revenues Over Expenditures | \$ - | \$ - | \$ - | \$ - | \$ - |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2019

| | Original Budget | Budget Transfers | Final Budget | Actual | Variance Final to Actual |
|---|-----------------------|---------------------|-----------------------|------------------|--------------------------------|
| Capital outlay: | | | | | |
| Instructional equipment | 60,000 | 2,549 | 62,549 | 62,549 | - |
| Non-instructional equipment | <u>128,453</u> | <u>(2,549)</u> | <u>125,904</u> | <u>11,692</u> | <u>114,212</u> |
| Total capital outlay | <u>188,453</u> | <u>-</u> | <u>188,453</u> | <u>74,241</u> | <u>114,212</u> |
| Reimbursed TPAF - Social Security (non-budgeted) | - | - | - | 99,885 | (99,885) |
| On-Behalf Teachers' Pension and Annuity Fund | - | - | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical | - | - | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - -- Non-contributory Insurance | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Total expenditures | <u>4,283,290</u> | <u>-</u> | <u>4,283,290</u> | <u>3,214,972</u> | <u>1,068,318</u> |
| Excess (deficiency) of revenues over expenditures | (1,352,738) | - | (1,352,738) | (745) | 1,351,993 |
| Fund balances at beginning of the year | <u>38,537</u> | <u>-</u> | <u>38,537</u> | <u>38,537</u> | <u>-</u> |
| Fund balances at ending of the year | <u>\$ (1,314,201)</u> | <u>-</u> | <u>\$ (1,314,201)</u> | <u>\$ 37,792</u> | <u>\$ 1,351,993</u> |

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2019

| | Original Budget | Budget Transfers | Final Budget | Actual | Variance Final to Actual |
|--|--------------------|---------------------|-----------------|------------|--------------------------------|
| Revenues | | | | | |
| Local Sources: | | | | | |
| Local tax levy | \$ 432,026 | | \$ - | \$ 432,026 | \$ 432,026 |
| Contributions | - | - | - | 120,000 | 120,000 |
| Miscellaneous | - | - | - | 63,790 | 63,790 |
| Total revenues - local sources | 432,026 | - | - | 615,816 | 615,816 |
| State sources | 2,498,526 | | 2,930,552 | 2,498,526 | (432,026) |
| Reimbursed TPAF - Social Security (non-budgeted) | - | - | - | 99,885 | 99,885 |
| Total revenues | 2,930,552 | - | 2,930,552 | 3,214,227 | 283,675 |
| Expenditures | | | | | |
| Current expense: | | | | | |
| Instruction | | | | | |
| Salaries | 1,194,130 | (179,220) | 1,014,910 | 703,960 | 310,950 |
| Other salaries for instruction | 881,508 | (185,750) | 695,758 | 518,214 | 177,544 |
| Professional/technical service | 286,500 | (47,560) | 238,940 | 47,036 | 191,904 |
| Other purchased services | 6,000 | (975) | 5,025 | 5,025 | - |
| General supplies | 84,975 | 1,749 | 86,724 | 86,313 | 411 |
| Textbooks | 63,300 | 9,702 | 73,002 | 73,002 | - |
| Miscellaneous | 57,500 | (37,530) | 19,970 | 19,802 | 168 |
| Total current expense | 2,573,913 | (439,584) | 2,134,329 | 1,453,352 | 680,977 |
| Administrative cost: | | | | | |
| Salaries | 214,332 | 40,130 | 254,462 | 254,462 | - |
| Total benefit costs | 414,293 | 11,547 | 425,840 | 306,900 | 118,940 |
| Professional/technical service | 184,997 | 26,639 | 211,636 | 82,642 | 128,994 |
| Other purchased services | - | 3,624 | 3,624 | 3,624 | - |
| Communications and telephones | 14,400 | 7,970 | 22,370 | 17,663 | 4,707 |
| Supplies and materials | 4,600 | 26,584 | 31,184 | 25,796 | 5,388 |
| Miscellaneous | - | 97,163 | 97,163 | 97,163 | - |
| Total administrative cost | 832,622 | 213,657 | 1,046,279 | 788,250 | 258,029 |
| Support services: | | | | | |
| Salaries | 175,000 | 12,403 | 187,403 | 187,403 | - |
| Other purchased services | 87,000 | 31,101 | 118,101 | 94,444 | 23,657 |
| Rent on land and buildings | 210,000 | 92,216 | 302,216 | 230,000 | 72,216 |
| Insurance-fidelity, liability, property | 23,000 | 4,180 | 27,180 | 24,712 | 2,468 |
| Supplies and materials | 7,500 | 14,798 | 22,298 | 22,159 | 139 |
| Transportation-other than to/from school | 105,000 | 4,186 | 109,186 | 109,186 | - |
| Utilities | 80,802 | 67,043 | 147,845 | 131,340 | 16,505 |
| Total support services | 688,302 | 225,927 | 914,229 | 799,244 | 114,985 |

REQUIRED SUPPLEMENTARY INFORMATION

PART II

BUDGETARY COMPARISON SCHEDULES

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 10 CONTINGENCIES

State and Federal Aid Receipts

State and Federal awards are generally subject to review by the responsible governmental agencies for compliance with the agencies regulations governing the aid. In the opinion of the Charter School's management and legal counsel, any potential adjustments to the Federal or State aid recorded by the Charter School through June 30, 2019, resulting from a review by a responsible government agency will not have a material effect on the Charter School financial statements at June 30, 2019.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 8 RISK MANAGEMENT

The Charter School is exposed to various risks of loss relates to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

A. Property and Liability Insurance

The Charter School maintains commercial insurance coverage for property, liability and surety bonds. A complete schedule of insurance coverage can be found in the Statistical Section (Unaudited) of this Comprehensive Annual Financial Report (Schedule J-20).

B. New Jersey Unemployment Compensation

The Charter School has elected to fund its New Jersey Unemployment Compensation Insurance under the "Benefit Reimbursement Method". Under this plan, the Charter School is required to reimburse the New Jersey Unemployment Trust Fund For benefits paid to its former employees and charged to its account with the State. The Charter School is billed quarterly for amounts due to the State.

NOTE 9 INTERFUND RECEIVABLES AND PAYABLES

Amount reported in the governmental funds as interfund receivable and payable from/to other governmental funds pertains to to expenses that were paid from the general fund which are eliminated in the governmental activities' column. The remaining internal receivable and payable between the governmental funds and enterprise fund have been eliminated in the total Charter School-wide Statement of Net Position.

At June 30, 2019, the interfund balances consisted of the following:

| | <u>RECEIVABLE (PAYABLE)</u> | | | |
|--------------------------|-----------------------------|----------------|--------------------|--------------------|
| | <u>General</u> | <u>Special</u> | <u>Enterprise</u> | <u>Fiduciary</u> |
| | <u>Fund</u> | <u>Revenue</u> | <u>Fund</u> | <u>Fund</u> |
| | | <u>Fund</u> | | |
| General fund | \$105,836 | \$ - | \$ (73,911) | \$ (31,925) |
| GASB No 34 mandated | | | | |
| eliminations within | | | | |
| governmental activities | - | - | - | - |
| Net interfund balances | | | | |
| reported as follows: | | | | |
| Entity-wide (eliminated | | | | |
| in total column) | <u>\$105,836</u> | <u>\$ -</u> | <u>\$ (73,911)</u> | |
| External (Due from Trust | | | | |
| and Agency Funds) | | | | <u>\$ (31,925)</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 POST-RETIREMENT BENEFITS - CONTINUED

Total OPEB Liability

The State, a nonemployer contributing entity, is the only entity that has a legal obligation to make employer contributions to OPEB for qualified retired PERS and TPAF participants. The Charter School's proportionate share percentage determined under paragraphs 193 and 203 through 205 of GASBS No. 75 is zero percent. Accordingly, the Charter School did not recognize any portion of the collective net OPEB liability on the Statement of Net Position.

Accordingly, the following OPEB liability note information is reported at the State's level and is not specific to the board of education/board of trustees. Note that actual numbers will be published in the NJ State CAFR at <https://www.nj.gov/treasury/omb/cafr.shtm>.

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2019, the Charter School recognize OPEB revenue and expense of \$0 as determined by the State as the total OPEB liability for benefits provided through a defined benefit OPEB plan that is not administered through a trust that meets the criteria in paragraph 4 of GASBS No. 75 and in which there is a special funding situation.

In accordance with GASBS No. 75, the Charter School's proportionate share of school retirees OPEB is zero, there is no recognition of the allocation of proportionate share of deferred outflows of resources and deferred inflows of resources.

At June 30, 2019, the State reported deferred outflows of resources and deferred inflows of resources related to retired Charter School employees' OPEB was zero.

NOTE 7 DEFERRED COMPENSATION

The Charter School offered its employees a choice of the following deferred compensation plans created in accordance with Internal Revenue Service 403(b). The Plan which are administered by the Charter School and various insurance companies, permits participants to defer apportion of their salary until future years. Amounts deferred under the plan are not available to employees until termination, death or unforeseeable emergency.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 POST-RETIREMENT BENEFITS

General Information about the OPEB Plan - Plan description and benefits provided

The State provides post-retirement medical (PRM) benefits for certain State and other retired employees meeting the service credit eligibility requirements. In Fiscal Year 2018, the State paid PRM benefits for 148,401 State and local retirees.

The State funds post-retirement medical benefits on a “pay-as-you-go” basis, which means that the State does not pre-fund, or otherwise establish a reserve or other pool of assets against the PRM expenses that the State may incur in future years. For Fiscal Year 2018, the State contributed \$1.909 billion to pay for pay-as-you-go PRM benefit costs incurred by covered retirees. The increase in the State’s pay-as-you-go contribution between Fiscal Year 2017 and Fiscal Year 2018 is attributed to rising health care costs, an increase in the number of participants qualifying for State-paid PRM benefits at retirement and larger fund balance utilization in Fiscal Year 2017 than in Fiscal Year 2018. The Fiscal Year 2019 Appropriations Act includes \$1.921 billion as the State’s contribution to fund pay-as-you-go PRM costs.

In accordance with the provisions of GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, the State is required to quantify and disclose its obligations to pay Other Postemployment Benefits (OPEB) to retired plan members. This new standard supersedes the previously issued guidance, GASB Statement No. 45, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, effective for Fiscal Year 2018. The State is now required to accrue a liability in all instances where statutory language names the State as the legal obligor for benefit payments. As such, the Fiscal Year 2017 total State OPEB liability to provide these benefits has been re-measured to \$97.1 billion, an increase of \$60.6 billion or 166 percent from the previous year’s \$36.5 billion liability booked in accordance with GASB Statement No. 45. For Fiscal Year 2018, the total OPEB liability for the State is \$90.5 billion, a decrease of \$6.6 billion or 7 percent from the re-measured total OPEB liability in Fiscal Year 2017.

The School Employees Health Benefits Program (SEHBP) Act is found in New Jersey Statutes Annotated, Title 52, Article 17.25 et. seq. Rules governing the operation and administration of the program are found in Title 17, Chapter 9 of the New Jersey Administrative Code.

No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASBS No. 75.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

D. Contribution Requirement

The contribution policy is set by laws of the State of New Jersey and requires contributions by active members and contributing employers. Plan member and employer contributions may be amended by State of New Jersey legislation with the amount of contributions by the State of New Jersey contingent upon the Annual Appropriations Act. As defined, the retirement systems require employee contributions based on 7.06% for PERS and 7.06% for TPAF of the employee's annual compensation. Employers are required to contribute at an actuarially determined rate in both TPAF and PERS. The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF. TPAF employer contributions are made annually by the State of New Jersey to the pension system on behalf of the Charter School.

The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF.

In accordance with N.J.S.A 18A:66-66 the State of New Jersey reimbursed the Charter School \$99,885 during the year ended June 30, 2019 for the employer's share of social security contributions for TPAF members, as calculated on their base salaries.

The Charter School did not have PERS contribution nor TPAF on-behalf payments since fiscal year ended June 30, 2019 is the Charter School's first year of operations.

i. Public Employees' Retirement System (PERS)

As of June 30, 2019, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

ii. Teachers Pension and Annuity Fund (TPAF)

As of June 30, 2019, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

B. Vesting and Benefit Provisions - Continued

The PERS and TPAF provides for specified medical benefits for member who retire after achieving 25 years of qualified service, as defined, or under the disability provisions of the System.

Members are always fully vested for their own contributions and, after three years of service credit, become vested for 2% of related interest earned on the contributions. In the case of death before retirement, members' beneficiaries are entitled to full interest credited to the member's accounts.

C. Significant Legislation

Two pieces of legislation passed during fiscal year 2001 having significant impact on the benefit provisions under PERS and TPAF. Chapter 133, P.L.2001, increases retirement benefits for service, deferred and early retirements by changing the formula from 1/60 to 1/55 of final compensation for each year of service. The legislation also increases the retirement benefit for veteran member with 35 years or more of service and reduces age qualification from 60 to 55. The legislation further provides that existing retirees and beneficiaries would also receive a comparable percentage increase in their retirement allowance. The benefit enhancements are effective with the November 1, 2001 benefit checks. Chapter 120, P.L. 2001, established an additional retirement option for plan members. Under the new option, a retiree's actuarially reduced allowance (to provide a benefit to the retiree's beneficiary upon the death of the retiree) would "pop-up" to the maximum retirement allowance if the beneficiary predeceases the retiree.

Chapter 4, P.L. 2001 provides increased benefit to certain members of PERS who retired prior to December 29, 1989 with at least 25 years of creditable service.

The maximum amount of the increase is 5 percent the retiree's final compensation. For those with 30 or more years of service, the total pension would increase from 65 to 71 percent of final compensation.

Due to the enactment of 1997 legislation, Chapter 114, P.L. 1997 and Chapter 115, P.L. 1997, the State of New Jersey's portion of the unfunded accrued liability under each retirement system was eliminated. In addition, excess valuation assets were available to fund, in full or in part, the State of New Jersey's normal contribution from 1997 to 2001, excluding the contribution for post-retirement medical benefits in the PERS and TPAF.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

A. Description of Plans - Continued

ii. Teachers Pension and Annuity Fund (TPAF)

The Teachers' Pension and Annuity Fund was established in January 1, 1995, under the provisions of N.J.S.A. 18A:66 to provide coverage including post-retirement health care to substantially all full time certified teachers or professional staff of the public school systems in the State. The Teacher's Pension and Annuity Fund is considered a cost-sharing multiple-employer plan with a special funding situation, as under current statute, all employer contributions are made by the State of New Jersey on behalf of the Charter School and the systems other related non-contributing employers. Membership is mandatory for substantially all teachers or members of the professional staff certified by the State Board of Examiners, and employees of the Department of Education who have titles that are unclassified, professional and certified.

B. Vesting and Benefit Provisions

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 4 NET POSITION (DEFICIT)

As of June 30, 2019, net position consisted of the following components:

| <u>INVESTMENT IN CAPITAL ASSETS, NET OF RELATED DEBT</u> | <u>Governmental</u> | <u>Business Type</u> | <u>Total</u> |
|---|----------------------------|-----------------------------|---------------------|
| Capital assets, net | \$ - | \$ - | \$ - |
| Less: Long-Term obligations | - | - | - |
| (All long-term debt relates to capital assets) | - | - | - |
| <u>RESTRICTED</u> | | | |
| Restricted for Food Service | 34,392 | - | 34,392 |
| <u>UNRESTRICTED</u> | | | |
| Net position (deficit) not restricted above | 3,400 | (34,392) | (30,992) |
| NET POSITION (DEFICIT) | \$ 37,792 | \$ (34,392) | \$ 3,400 |

NOTE 5 PENSION PLANS

A. Description of Plans

All eligible employees of the Charter School are covered by either the Public Employee's Retirement System (PERS) or the Teacher's Pension and Annuity Fund (TPAF) which have been established by state statute and are administered by the New Jersey Division of Pension and Benefit (Division). According to the State of New Jersey Administrative Code, all obligations of both Systems will be assumed by the State of New Jersey should the Systems terminate. The Division issues a publicly available financial report that includes the financial statements and required supplementary information for the PERS and the TPAF. These reports may be obtained by writing to the Division of Pensions and Benefits, PO Box 295, Trenton, New Jersey 08625.

i. Public Employees' Retirement System (PERS)

The Public Employees' Retirement Systems (PERS) was established as of January 1, 1955 under the provisions of N.J.S.A. 43:15A to provide coverage including post-retirement health care to substantially all full-time employees of the State or any county municipality, Charter School, or public agency provided the employee is not a member of another state-administered retirement system. The Public Employees' Retirement System is a cost-sharing multiple-employer plan. Membership is mandatory for substantially all full-time employees of the State of New Jersey or any county, municipality, Charter School, or public agency, provided the employee is not required to be a member of another state administered retirement system or other state or local jurisdiction.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 3 CASH AND CASH EQUIVALENTS

The Charter School's cash and cash equivalents are classified below to inform financial statement users about the extent to which the Charter School's deposits and investments are exposed to custodial credit risk.

As of June 30, 2019, the Charter School's deposits are summarized as follows:

| | General Fund | Enterprise Fund | Trust and Agency Funds | Total |
|-------------------|-----------------|--------------------|---------------------------|------------|
| Operating Account | \$ 53,015 | \$ 2,473 | \$ 45,091 | \$ 100,579 |
| Restricted cash | - | - | - | - |
| Total | \$ 53,015 | \$ 2,473 | \$ 45,091 | \$ 100,579 |

Operating cash accounts are held in the Charter School's name by several banking institutions. At June 30, 2019, the Charter School's carrying amount of deposits was \$100,579 and the bank balance was \$244,536. Of the bank balance, up to a maximum of \$250,000 of the Charter School's cash deposits on June 30, 2019 were secured by federal deposit insurance (FDIC) and nothing was covered by a collateral pool maintained by the bank as required by New Jersey statutes in accordance with the New Jersey Governmental Unit Deposit Protection Act ("GUDPA") because the bank balance is below the \$250,000 FDIC limit.

Restricted Cash

The Charter School has established and funded an Escrow Account pursuant to an agreement signed with the New Jersey Department of Education. The required minimum is \$75,000, of which, the Charter School did not fund as of June 30, 2018. The agreement stipulates that the intended use of the escrow amount is "to pay for legal and audit expenses and any other outstanding pension benefits that would be associated with a dissolution should it occur."

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 2 ACCOUNTING PRONOUNCEMENT ISSUED BUT NOT YET ADOPTED

GASB Statement No. 87, Leases. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

Leases should be recognized and measured using the facts and circumstances that exist at the beginning of the period of implementation (or, if applied to earlier periods, the beginning of the earliest period restated). However, lessors should not restate the assets underlying their existing sales-type or direct financing leases. Any residual assets for those leases become the carrying values of the underlying assets.

This Statement will increase the usefulness of governments' financial statements by requiring reporting of certain lease liabilities that currently are not reported. It will enhance comparability of financial statements among governments by requiring lessees and lessors to report leases under a single model. This Statement also will enhance the decision-usefulness of the information provided to financial statement users by requiring notes to financial statements related to the timing, significance, and purpose of a government's leasing arrangements.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2019. The Charter School is currently evaluating the impact of GASB Statement No. 87 on its charter school-wide financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

U. Contributed Capital

Contributed capital represents the amount of fund capital contributed to the proprietary funds from other funds.

V. Interfund Transactions

Interfund transfers are defined as the flow of assets, such as cash or goods, without equivalent flows of assets in return. Interfund borrowings are reflected as “Due from/to Other Funds” on the accompanying financial statements. All other interfund transfers are reported as operating transfers.

W. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates that affect the recorded amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

X. Accounting for Uncertainty in Income Taxes

The Charter School recognizes the effect of income tax positions only of those positions are more likely than not of being sustained. Management has determined that the Charter School had no uncertain tax positions that would require financial statement recognition. Fiscal year ended June 30, 2019 is the Charter School’s second year of operations.

Y. On-Behalf Payments

Revenues and expenditures of the General Fund include payment made by the State of New Jersey for Pension and social security contributions for certified teacher members of the New Jersey Teachers Pension and Annuity Fund, and for post-retirement medical benefits of members. The amounts are not required to be included in the Charter School’s annual budget.

Z. Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is March 18, 2020.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED**

S. Fund Balance and Equity - Continued

Unassigned fund balance, in the General Fund, represents amounts not classified as nonspendable, restricted, committed or assigned. The General Fund is the only fund that would report a positive amount in unassigned fund balance. For all governmental funds other than the General Fund, unassigned fund balance would necessarily be negative, since the fund's liabilities, together with amounts already classified as nonspendable, restricted and committed would exceed the fund's assets.

When both restricted and unrestricted amounts of fund balance are available for use for expenditures incurred, it is the Charter School's policy to use restricted amounts first and then unrestricted amounts as they are needed. For unrestricted amounts of fund balance, it is the Charter School's policy to use fund balance in the following order: committed, assigned, and unassigned.

T. Net Position

Net Position on the *Statement of Net Position* include the following:

Investments in Capital Assets, net of Related Debt - the component of net position there reports the differences between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributed to the acquisition, construction or improvement of those assets.

Restricted for Specific Purposes – the component of net position that reports the difference between assets and liabilities of the certain programs that consist of assets with constraints placed on their use by either external parties and /or enabling legislation.

Restricted for Debt Service – the component of net position that reports the difference between assets and liabilities of the Debt Service Fund that consists of assets with constraints placed on their use by creditors.

Unrestricted - the difference between the assets and liabilities that is not reported in Net Position Invested in Capital Assets, net of Related Debt, Net Position Restricted for Specific Purposes or Net Position Restricted for Debt Services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

S. Fund Balance and Equity

Generally, fund balance represents the difference between current assets and current liabilities. In the fund financial statements, governmental funds report fund classifications that comprise a hierarchy based primarily on the extent to which the Charter School is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. Under this standard, the fund balance classifications are as follows:

Nonspendable fund balance includes amounts that cannot be spent because they are either not in spendable form (inventories, prepaid amounts, long-term receivables) or they are legally or contractually required to be maintained intact (the corpus of a permanent fund).

Restricted fund balance is to be reported when constraints placed on the use of the resources are imposed by grantors, contributors, laws or regulations of other governments or imposed by law through enabling legislation. Enabling legislation includes a legally enforceable requirement that these resources be used only for the specific purposes as provided in the legislation. This fund balance classification will be used to report funds that are restricted for debt service obligations and for other items contained in General Municipal Law or Education Law.

Committed fund balance will be reported for amounts that can only be used for specific purposes pursuant to formal action of the entity's highest level of decision making authority. These funds may only be used for the purpose specified unless the entity removes or changes the purpose by taking the same action that was used to establish the commitment. This classification includes certain designations established and approved by the entity's governing board.

Assigned fund balance, in the General Fund, will represent amounts constrained either by the entity's highest level of decision making authority or a person with delegated authority from the governing board to assign amounts for a specific intended purpose. An assignment cannot result in a deficit in the unassigned fund balance in the General Fund. This classification will include amounts designated for balancing the subsequent year's budget and encumbrances. Assigned fund balance in all other governmental funds represents any positive remaining amount after classifying nonspendable, restricted or committed fund balance amounts.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

O. Compensated Absences - Continued

In the charter school-wide Statement of Net Position, the liabilities whose average maturities are greater than one year should be reported in two components – the amount due within one year and the amount due in more than one year.

The liability for vested compensated absences of the proprietary fund types is recorded within those funds as the benefits accrue to employees. As of June 30, 2019, the Charter School has no liabilities for compensated absences.

P. Net Pension Liability (Asset)

The net pension liability (asset) represents the Charter School's proportionate share of the net pension liability (asset) of the New Jersey State Pension Employees' Retirement System and the New Jersey State Teachers' Pension and Annuity Fund System. The financial reporting of these amounts is presented in accordance with the provisions of GASB Statement No. 68, "Accounting and Financial Reporting for Pensions" and GASB Statement No. 71, "Pension Transition for Contributions Made Subsequent to the Measurement Date".

Q. Deferred Revenue

Deferred revenue in special revenue fund represent cash that has been received but not yet earned.

R. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported on the government-wide financial statements. All payable, accrued liabilities, and long-term obligations payable from the enterprises fund are reported and the enterprises fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, contractually required pension contributions and compensated absences that are paid from governmental funds are reported as liabilities on the fund financial statements only to the extent that they are due for payments during the current year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

M. Fixed Assets - Continued

Capital assets in the proprietary funds are capitalized in the fund in which they are utilized. The valuation bases for proprietary fund capital assets are the same as those used for the governmental fund capital assets.

Donated capital assets are capitalized at estimated fair market value on the date donated. Depreciation of capital assets is computed and recorded by the straight-line method. The Charter School does not have capital assets as of June 30, 2019.

N. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

O. Compensated Absences

The Charter School accounts for compensated absences (e.g., unused vacation, sick leave) as directed by Governmental Accounting Standards Board Statement No. 16 (GASB 16), "Accounting for Compensated Absences." A liability for compensated absences that are attributable to services already rendered and not contingent on a specific event that is outside the control of the employer and employee is accrued as employees earn the rights to the benefits.

Charter School employees are granted sick and vacation leave in varying amounts under the Charter School's personnel policies and according to negotiated contracts. In the event of termination, an employee is reimbursed for accumulated vacation and sick leave. Vacation days not used during the year may only be carried forward with approval from the Head of School.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Risk Category

All bank deposits, as of the balance sheet date, are entirely insured or collateralized by a collateral pool maintained by public depositories as required by the Governmental Unit Deposit Protection Act. Although GASB Statement No. 40 eliminated Categories 1 and 2 as previously established by GASB Statement No. 3, it maintained, with modification, the level-of-disclosure requirements of GASB Statement No. 3.

As of June 30, 2019, the Board had funds invested and on deposit in checking accounts. These funds constitute "deposits with financial institutions" as defined by GASB Statement No. 3 and modified by GASB Statement No. 40, and as such, are deposits that are insured or collateralized with securities held by the Board or by its agent in the Board's name, both at year-end and throughout the year.

The Charter School does not have a policy for the management of the custodial risk, other than depositing all of its funds in banks covered by GUDPA.

K. Prepaid Expenses

Prepaid expenses, which benefit future periods, other than those recorded in the enterprise fund are recorded as expenditure during the year of purchase.

The Charter School does not have prepaid expenses as of June 30, 2019.

L. Interfund Assets/Liabilities

On the fund financial statements, receivables and payables resulting from short-term Interfund loans are classified as Interfund Receivable/Payable. Interfund balanced within governmental activities and within business-type activities are eliminated on the government-wide Statement of Net Position.

M. Fixed Assets

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. General capital assets are long-lived assets of the Charter School as a whole. When purchased, such assets are recorded as expenditures in the governmental funds and capitalized. The valuation based for general capital assets are historical cost, or where historical cost is not available, estimated historical cost based on replacement cost.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Deposits

New Jersey statutes require that Charter Schools deposit public funds in public depositories located in New Jersey which are insured by the Federal Deposit Insurance Corporation, the Federal Savings and Loan Insurance Corporation, or by any other agency of the United States that insures deposits made in public depositories. Charter Schools are also permitted to deposit public funds in the State of New Jersey Cash Management Fund. New Jersey statutes require public depositories to maintain collateral for deposits of public funds that exceed depository insurance limits as follows: The market value of the collateral must equal at least five percent of the average daily balance of collected public funds on deposit.

In addition to the above collateral requirement, if the public funds deposited exceed 75% of the capital funds of the depository, the depository must provide collateral having a market value at least equal to 100% of the amount exceeding 75%. All collateral must be deposited with the Federal Reserve Bank of New York, the Federal Reserve Bank of Philadelphia, the Federal Home Loan Bank of New York, or a banking institution that is a member of the Federal Reserve System and has capital funds of not less than \$25,000,000.

Investments

New Jersey statutes permit the Charter School to purchase the following types of securities:

- a. Bonds or other obligations of the United States or obligations guaranteed by the United States.
- b. Bonds of any Federal Intermediate Credit Bank, Federal Home Loan Bank, Federal national Mortgage Agency or of any United States Bank for Cooperatives which have a maturity date not greater than twelve months from the date of purchase.
- c. Bonds or other obligations of the Charter School.
- d. New Jersey Cash Management Fund, New Jersey Arbitrage Rebate Management Fund and MBIA CLASS.

As of June 30, 2019, the Charter School did not hold any investments.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

I. Budgets/Budgetary Control - Continued

The accounting records of special revenue fund are maintained on the grant accounting budgetary basis. The grant accounting budgetary basis differs from GAAP in that the grant accounting budgetary basis recognized encumbrances as expenditures and also recognized the related revenue, whereas the GAAP basis does not. Sufficient supplemental records are maintained to allow of the presentation of GAAP basis financial report. As presented in the Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General, Special Revenue Fund and Debt Service Funds to the GAAP basis of accounting as presented in the Statements of Revenue, Expenditures and Changes in Fund Balances – Governmental Funds.

J. Deposits, Investments and Risk Disclosure

Cash and cash equivalents includes amounts in deposits, money market accounts and short-term investments with original maturities of three months or less.

Investments are stated at cost, or amortized cost, which approximates market. The amortized cost method involves valuing a security at its cost on the date of purchase and thereafter assuming a constant amortization to maturity of any discount or premium. The Board classifies certificates of deposit which have original maturity dates of more than three months but less than twelve months from the date of purchase, as investments.

GASB Statement No. 40 replaces in part, and otherwise modifies the prior GASB Statement No. 3, in addressing the requirements for disclosure of the level of custodial credit risk assumed by the Board in its cash, cash equivalents and investments. Custodial credit risk disclosures are limited to deposits that are not covered by depository insurance and are (a) uncollateralized; (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor-government's name. Investment securities that are uninsured, are not registered in the name of the government, and are held by either (a) the counterparty or (b) the counterparty's trust department or agent but not in the government's name.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

H. Measurement Focus and Basis of Accounting - Continued

Basis of Accounting - In the government-wide statement of net position and statements of activities, both governmental and business-like activities are presented using the accrual basis of accounting. Under the accrual basis of accounting revenues are recognized when earned and expenses are recognized when the liability, resulting from exchange and exchange like transactions, is incurred (i. e. the exchange takes place).

In the fund financial statements, governmental fund and agency funds are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available.

“Measurable” means the amount of the transaction can be determined and “available” means collectible with the current period or soon enough thereafter to be used to pay liabilities of the current period. State equalization monies are recognized as revenue during the period in which they are appropriated. A one-year availability period is used for revenue recognition for all other governmental fund revenues.

I. Budgets/Budgetary Control

Annual appropriated budgets are prepared prior to July 1, for the General Fund. The budget is prepared using the modified accrual basis of accounting. The legal level of budgetary control is established at line item accounts within each fund. Line item accounts are defined as the lowest (most specific) level of detail as established pursuant to the minimum chart of accounts referenced in N.J.A.C. 6:20-2A. 2(m)1. All budget amendments must be approved by the State Department of Education. Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds, there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles, with the exception of the Special Revenue Fund as noted below.

Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles with the exception of the special revenue fund as noted below. Encumbrance accounting is also employed as an extension of formal budgetary integration in the governmental fund types. Unencumbered appropriations lapse at fiscal year-end.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

G. Fiduciary Funds

Fiduciary or trust and Agency Funds are used to account for assets held by the Charter School in a trustee capacity or as an agent for individuals, private organizations, other governments and/or other funds. This fund category includes:

Expendable Trust Funds - Expendable Trust Funds are accounted for in essentially the same manner as the governmental fund types, using the same measurement focus and basis of accounting. Expendable Trust Funds account for assets where both the principal and interest may be spent.

Nonexpendable Trust Funds - Nonexpendable Trust Funds are used to account for assets held under the terms of a formal trust agreement, whereby the Charter School is under obligations to maintain the trust principal.

Agency Funds - Agency funds are used to account for the assets that the Charter School holds on behalf of others as their agent. Agency funds are custodial in nature and do not involved measurement of results of operations. Agency funds include payroll and student activities funds.

H. Measurement Focus and Basis of Accounting

Measurement Focus - Measurement focus is a term used to describe "which" transactions are recorded within the various financial statements. Basis of accounting refers to "when" transactions are recorded regardless of the measurement focus applied. On the government-wide statements of net position and the statement of activities, both governmental and business-like activities are presented using the economic resources measurement focus. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds and expendable trust funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statement of these funds present increases (i.e., revenues and other financing sources), and decreases (i.e. Expenditures and other finances uses) during a given period. These funds use fund balance as their measure of available spend able financial resources at the end of the period.

All proprietary funds are accounted for on a flow economic resources measurement focus. With this measurement focus, the accounting adjectives are the determination of operating income, changes in net position (or cost recovery), financial position, and cash flow. All assets and all liabilities, whether current or noncurrent, associated with their activities are included on the balance sheet. Fund equity (i.e., net total assets) is classified as net position.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

E. Governmental Funds - Continued

Capital Projects Fund - The Capital Projects Fund is used to account for all financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds). The financial resources are derived from temporary notes or serial bonds that are specifically authorized by the voters as a separate question on the ballot either during the annual election or at a special election. As of June 30, 2019, there was no Capital Projects Fund.

Debt Service Fund - The Debt Service Fund is used to account for the accumulation of resources for, and the payment of principal and interest on, bonds issued to finance major property acquisitions, construction, and improvement programs. As of June 30, 2019, there was no debt service fund.

F. Proprietary Funds

The focus of Proprietary Funds' measurement is upon determination of net income, changes in net position, financial position and cash flows. The generally accepted accounting principles applicable are those to similar to business in the private sector. The following is a description of the Proprietary Funds of the Charter School:

Enterprise Funds:

The Enterprise Fund are utilized to account for operations that are financed and operated in a manner similar to private business enterprises where the intent of the Charter School is that the cost (i.e. expenses including depreciation and indirect costs) of providing goods and services to the students on a continuing basis be financed or recovered primarily through user charges; or where the Charter School has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriated for capital maintenance, public policy, management control, accountability or other purposes.

All proprietary funds are accounted for on a cost of services or "capital maintenance" measurement focus. This means that all assets and all liabilities, whether current or noncurrent, associated with their activity are included on their balance sheets. Their reported fund equity (net total assets) is segregated into contributed capital and unreserved retained earnings, if applicable. Proprietary fund type operating statements present increases (revenue) and decreases (expenses) in net total assets.

Internal Service (Self-Insurance) Fund:

The Self-Insurance Fund is used to cover the self-insured limits of the various insurance policies for all funds. Charter School does not use self-insurance fund.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

D. Basic Financial Statements - Continued

Fund Financial Statements

Fund financial statements of the Charter School are organized into funds, each of which is considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, revenues, and expenditure/expenses. Funds are organized into three major categories: governmental, proprietary, and fiduciary. An emphasis is placed on major funds within the governmental and proprietary categories. A fund is considered major if it is the primary operating fund of the Charter School.

The Charter School segregates transactions related to certain Charter School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the Charter School at a more detailed level.

E. Governmental Funds

General Fund - The General Fund is the primary operating fund of the Charter School and is always classified as a major fund. It is used to account for all financial resources except those that are legally or administratively required to be accounted for in another fund. Included are certain expenditures for vehicles and movable instructional or non-instructional equipment which are classified in the Capital Outlay sub-fund.

- 1) As required by the New Jersey Department of Education, the Charter School included budgeted capital outlay in this fund. Generally accepted accounting principles as they pertain to governmental entities state that General Fund resources may be used to directly finance capital outlays for long-lived improvements as long as the resources in such cases are derived exclusively from unrestricted revenues.
- 2) Resources for budgeted capital outlay purposes are normally derived from State of New Jersey aid and appropriated fund balance. Expenditures are those that result in the acquisition of or additions to fixed assets for land, existing buildings, improvements of ground, construction of buildings, additions to or remodeling of buildings and the purchase of built-in equipment. These resources can be transferred from and to current expense by board resolution.

Special Revenue Fund - The Special Revenue Fund is used to account for the proceeds of specific revenue from State and Federal Government, (other than major Capital Projects, Debt Service or the Enterprise Funds) and local appropriations that legally restricted to expenditures for specified purposes.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Continued

In June 1999, the Governmental Accounting Standards Boards unanimously approved Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*. Certain of the significant changes in the financial statements include the following:

The financial statements include:

- i) A Management's Discussion and Analysis (MD&A) section providing an analysis of the Charter School's overall financial position and results of operations.
- ii) Financial statements prepared using full accrual accounting for all of the Charter School's activities.
- iii) A change in the fund financial statements to focus on the major funds.

These and other changes are reflected in the accompanying financial statements (including notes to financial statements).

D. Basic Financial Statements

The Charter School's basic financial statements consist of Charter School or government-wide statements, including a statement of net position and a statement of activities, and fund financial statements that provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Charter School as a whole. These statements include the financial activities of the Charter School, except for fiduciary funds.

The statement of net position presents the financial condition of the governmental and business-type activities of the Charter School at fiscal year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the Charter School's governmental and business-type activities. The governmental activities generally are financed through federal and state awards, taxes and other non-exchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This summary of significant accounting policies of Achieve Community Charter School (the "Charter School") is presented to assist in understanding the Charter School's financial statements and notes are representation of the Charter School's management, who is responsible for their integrity and objectivity. These accounting policies conform to accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units and have been consistently applied in the preparation of these financial statements.

A. Reporting Entity

The Charter School is an instrumentality of the State of New Jersey, established to function as an educational institution. The school is governed by an independent Board of Trustees, which consists of parents, founders and other community representatives in accordance with its charter, which was appointed by the State Department of Education. An administrator is appointed by the board and is responsible for the administrative control of the Charter School.

B. Component Units

The primary criterion for including activities within the Charter School's reporting entity, as set forth in Section 2100 of the GASB's Codification of Governmental Accounting and Financial Reporting Standards, is the degree of oversight responsibility maintained by the Charter School management. Oversight responsibility includes financial interdependency, selection of governing authority, designation of management, and ability to significantly influence operations and accountability for fiscal matters. The combined financial statements include all funds and account groups of the Charter School. Based on the aforementioned criteria, the Charter School has no component units.

C. Basis of Presentation

The financial statements of the Charter School have been prepared in conformity with GAAP as applied to governmental units. GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

The Charter School also applies Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, to its governmental and business-type activities and to its enterprise fund unless they conflict with or contradict GASB pronouncements. The most significant of the Charter School's accounting policies are described below:

NOTES TO THE BASIC FINANCIAL STATEMENTS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FIDUCIARY FUNDS

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

YEAR ENDED JUNE 30, 2019

Revenues:

| | |
|----------------------------|--------------|
| General fund appropriation | \$ - |
| Employees' contributions | <u>2,706</u> |
| Total revenues | <u>2,706</u> |

Expenditures:

| | |
|---|--------------|
| Payments to NJ Unemployment Compensation Fund | <u>2,706</u> |
| Total expenditures | <u>2,706</u> |

| | |
|--------------------------------------|---|
| Excess of revenues over expenditures | - |
|--------------------------------------|---|

| | |
|---------------------------------------|----------|
| Net position at beginning of the year | <u>-</u> |
|---------------------------------------|----------|

| | |
|-----------------------------|--------------------|
| Net position at end of year | <u><u>\$ -</u></u> |
|-----------------------------|--------------------|

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FIDUCIARY FUNDS

STATEMENT OF FIDUCIARY NET POSITION

JUNE 30, 2019

Assets

| | | |
|---------------------------|----|---------------|
| Cash and cash equivalents | \$ | <u>45,091</u> |
|---------------------------|----|---------------|

Liabilities

| | | |
|------------------------------|----|---------------|
| Payroll withholdings payable | \$ | 12,239 |
| Due to student groups | | 927 |
| Interfund payables | | <u>31,925</u> |

| | | |
|-------------------|----|---------------|
| Total liabilities | \$ | <u>45,091</u> |
|-------------------|----|---------------|

FIDUCIARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2019

Cash flows from operating activities

| | |
|--|---------------|
| Operating income | \$ (158,009) |
| Adjustment to reconcile operating loss to net cash from operating activities: | |
| Changes in assets and liabilities: | |
| Accounts receivable | (37,046) |
| Interfund payable | <u>73,901</u> |
| Net cash from operating activities | (121,154) |

Cash flows from noncapital financing activities

| | |
|---|-----------------|
| Cash received from state and federal reimbursements | <u>123,617</u> |
| Net increase in cash and cash equivalents | 2,463 |
| Cash and cash equivalents at beginning of the year | <u>10</u> |
| Cash and cash equivalents at end of year | <u>\$ 2,473</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2019

| | |
|--|--------------------|
| Operating revenues: | |
| Charges for services: | |
| Daily sales - reimbursable programs | \$ - |
| Miscellaneous revenue | 254 |
| Total operating revenues | <u>254</u> |
| Operating expenses: | |
| Supplies and materials - reimbursable programs | <u>158,263</u> |
| Operating loss | <u>(158,009)</u> |
| Nonoperating revenues: | |
| State sources: | |
| State School Lunch Program | \$ 1,543 |
| Federal sources: | |
| National School Lunch | 88,144 |
| National School Breakfast | <u>33,930</u> |
| Total nonoperating revenues | <u>123,617</u> |
| Change in net position | (34,392) |
| Total net position at beginning of year | <u>-</u> |
| Total net position at end of year | <u>\$ (34,392)</u> |

EXHIBIT B-4**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****PROPRIETARY FUND****STATEMENT OF NET POSITION****JUNE 30, 2019****Assets**

Current assets:

| | | |
|---------------------------|----|---------------|
| Cash and cash equivalents | \$ | 2,473 |
| Accounts receivable: | | |
| Federal | | 36,618 |
| State | | <u>428</u> |
| | | <u>37,046</u> |

Total Assets \$ 39,519

Liabilities

Current liabilities

| | |
|----------------------------------|------------------|
| Interfund payable - General fund | <u>\$ 73,911</u> |
|----------------------------------|------------------|

Net position

| | |
|--------------|-----------------|
| Unrestricted | <u>(34,392)</u> |
|--------------|-----------------|

Total Liabilities and Net Position \$ 39,519

PROPRIETARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES (REISSUED)**

YEAR ENDED JUNE 30, 2019

| | |
|---|----------|
| Total net change in fund balances - governmental funds (B-2) | \$ (745) |
|---|----------|

**Amounts reported for governmental activities in the Statement
of Activities (A-2) are different because:**

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays in the period. Additionally, in the Statement of Activities gains or (losses) are recognized upon disposition.

-

Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

-

| | |
|--|------------------------|
| Change in net position of governmental activities (A-2) | <u><u>\$ (745)</u></u> |
|--|------------------------|

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

GOVERNMENTAL FUNDS

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

YEAR ENDED JUNE 30, 2019

| | General Fund | Special Revenue Fund | Total |
|--|-------------------------|-------------------------------------|--------------|
| Revenues | | | |
| Local Sources: | | | |
| Local tax levy | \$ 432,026 | \$ - | \$ 432,026 |
| Grant and contributions | 120,000 | - | 120,000 |
| Miscellaneous | 63,790 | - | 63,790 |
| Total revenues -local sources | 615,816 | - | 615,816 |
| State sources | 2,498,526 | - | 2,498,526 |
| Federal sources | - | 694,130 | 694,130 |
| Reimbursed TPAF - Social Security (non-budgeted) | 99,885 | - | 99,885 |
| On-Behalf Teachers' Pension and Annuity Fund | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance | - | - | - |
| Total revenues | 3,214,227 | 694,130 | 3,908,357 |
| Expenditures | | | |
| Current expense: | | | |
| Instruction | 1,453,352 | 564,379 | 2,017,731 |
| Administrative cost | 788,250 | - | 788,250 |
| Support services | 799,244 | 68,058 | 867,302 |
| Capital outlay | 74,241 | 61,693 | 135,934 |
| Reimbursed and on-behalf payments: | | | |
| Reimbursed TPAF - Social Security (non-budgeted) | 99,885 | - | 99,885 |
| On-Behalf Teachers' Pension and Annuity Fund | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical | - | - | - |
| On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance | - | - | - |
| Total expenditures | 3,214,972 | 694,130 | 3,909,102 |
| Excess revenues over expenditures | (745) | - | (745) |
| Fund balances at beginning of the year | 38,537 | - | 38,537 |
| Fund balances at end of year | \$ 37,792 | \$ - | \$ 37,792 |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**GOVERNMENTAL FUNDS
BALANCE SHEET**

JUNE 30, 2019

| | General Fund | Special Revenue Fund | Total Governmental Funds |
|---|---|-------------------------------------|---|
| Assets | | | |
| Cash and cash equivalents | \$ 53,015 | \$ - | \$ 53,015 |
| Accounts receivable: | | | |
| State | 161,708 | - | 161,708 |
| Interfund receivables | 105,836 | - | 105,836 |
| Other receivables | 60,000 | - | 60,000 |
| Other current assets | - | - | - |
| Total assets | <u>\$ 380,559</u> | <u>\$ -</u> | <u>\$ 380,559</u> |
| Liabilities and Fund Balances | | | |
| Liabilities: | | | |
| Accounts payable | \$ 293,921 | \$ - | \$ 293,921 |
| Intergovernmental payables: | | | |
| State | 48,846 | - | 48,846 |
| Total liabilities | <u>342,767</u> | <u>-</u> | <u>342,767</u> |
| Fund balances: | | | |
| Assigned | 264,007 | - | 264,007 |
| Unassigned | (226,215) | - | (226,215) |
| Total fund balances | <u>37,792</u> | <u>-</u> | <u>37,792</u> |
| Total liabilities and fund balances | <u>\$ 380,559</u> | <u>\$ -</u> | |
| Amounts reported for governmental activities in the statement of net position (A-1) are different because: | | | |
| Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. | | | |
| | Cost of capital assets | \$ - | |
| | Accumulated depreciation | - | |
| | | <u>-</u> | |
| Governmental funds do not report the effect of assets or liabilities related to net pension assets (liabilities) whereas these amounts are deferred and amortized in the statement of activities. | | | |
| | Deferred amounts on net pension liability | - | |
| Long-term liabilities, including capital leases and compensated absences are not due and payable in the current period and therefore are not reported as liabilities in the funds. | | | |
| | Net pension liability | - | |
| | Compensated absences payable | - | |
| | Capital lease obligation payable | - | |
| | | <u>-</u> | |
| Net position of governmental activities - A-1 | | <u>\$ 37,792</u> | |

GOVERNMENTAL FUNDS

FUND FINANCIAL STATEMENTS

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2019

| Functions/Programs | Expenses | Program Revenues | | Net (Expense) Revenue and Changes in Net Assets | | |
|---|---------------------|-------------------------|--|--|-----------------------------|-----------------------|
| | | Charges for Services | Operating Grants and Contributions | Governmental Activities | Business-type Activities | Totals |
| Governmental activities: | | | | | | |
| Instruction | \$ 2,370,936 | \$ - | \$ 643,760 | \$ (1,727,176) | \$ - | \$ (1,727,176) |
| Administrative cost | 533,889 | - | 11,808 | (522,081) | - | (522,081) |
| Support services | 868,343 | - | 76,754 | (791,589) | - | (791,589) |
| Capital outlay | <u>135,934</u> | <u>-</u> | <u>61,693</u> | <u>(74,241)</u> | <u>-</u> | <u>(74,241)</u> |
| Total governmental activities | 3,909,102 | - | 794,015 | (3,115,087) | - | (3,115,087) |
| Business-type activities: | | | | | | |
| Food Service | <u>158,263</u> | <u>254</u> | <u>123,617</u> | <u>-</u> | <u>(34,392)</u> | <u>(34,392)</u> |
| Total primary government | <u>\$ 4,067,365</u> | <u>\$ 254</u> | <u>\$ 917,632</u> | <u>\$ (3,115,087)</u> | <u>\$ (34,392)</u> | <u>\$ (3,149,479)</u> |
| General revenues, transfers and special items: | | | | | | |
| Local sources | | | | \$ 432,026 | - | \$ 432,026 |
| State sources | | | | 2,498,526 | - | 2,498,526 |
| Contributions | | | | 120,000 | - | 120,000 |
| Miscellaneous | | | | <u>63,790</u> | <u>-</u> | <u>63,790</u> |
| Total general revenues, transfers and special items | | | | <u>3,114,342</u> | <u>-</u> | <u>3,114,342</u> |
| Changes in net position | | | | <u>(745)</u> | <u>(34,392)</u> | <u>(35,137)</u> |
| Net position - beginning | | | | <u>38,537</u> | <u>-</u> | <u>38,537</u> |
| Net position - ending (A-1) | | | | \$ 37,792 | \$ (34,392) | \$ 3,400 |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

STATEMENT OF NET POSITION

JUNE 30, 2019

| | Governmental Activities | Business-type Activities | Total |
|-----------------------------------|------------------------------------|-------------------------------------|-----------------|
| Assets | | | |
| Cash and cash equivalents | \$ 53,015 | \$ 2,473 | \$ 55,488 |
| Accounts receivable | 161,708 | 37,046 | 198,754 |
| Interfund receivables (fiduciary) | 31,925 | - | 31,925 |
| Other receivables | 60,000 | - | 60,000 |
| Total current assets | <u>306,648</u> | <u>39,519</u> | <u>346,167</u> |
| Total assets | <u>306,648</u> | <u>39,519</u> | <u>346,167</u> |
| Liabilities | | | |
| Current Liabilities: | | | |
| Accounts payable | 293,921 | - | 293,921 |
| Intergovernmental payable: | | | |
| State | 48,846 | - | 48,846 |
| Interfund payables (internal) | <u>(73,911)</u> | <u>73,911</u> | <u>-</u> |
| Total current liabilities | <u>268,856</u> | <u>73,911</u> | <u>342,767</u> |
| Net position | | | |
| Restricted for Food Service | 34,392 | - | 34,392 |
| Unrestricted | <u>3,400</u> | <u>(34,392)</u> | <u>(30,992)</u> |
| Total net position | <u>\$ 37,792</u> | <u>\$ (34,392)</u> | <u>\$ 3,400</u> |

CHARTER SCHOOL-WIDE FINANCIAL STATEMENTS

This Statement of Net Position and the Statement of Activities display information about the Charter School as a whole. The Statement of Net Position presents the financial condition of the government and business-type activities of the Charter School at fiscal year-end. The Statement of Activities presents a comparison between direct expense and program revenues for each program or function of the Charter School's governmental and business-type activities.

BASIC FINANCIAL STATEMENTS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

The Charter School's Funds

The Charter School's governmental funds are accounted for using the modified accrual basis of accounting. All governmental funds had revenues of \$3.9 million and expenditures of \$3.9 million.

General Fund Budgeting Highlights

The Charter School's budget is prepared according to New Jersey law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The most significant budgeted fund is the general fund.

During the course of fiscal year 2019, the Charter School amended its General Fund budget as needed. The Charter School uses state-aid and other revenue-based budget. The budgeting systems are designed to tightly control total budget, but provide flexibility for Charter School management teams.

For the General Fund, final budgeted revenues were \$2.9 million which included a local tax levy of \$0.4 million. Expenditures were budgeted at \$4.28 million. The Charter School anticipated a decrease in fund balance of \$1.35 million. During the fiscal year ended June 30, 2019, actual revenues were \$3.2 million and expenditures were \$3.2 million.

Reimbursement from the State of New Jersey during the year ended June 30, 2019 for the employer's share of social security contributions amounted to \$99,885 and there was no TPAF on-behalf TPAF payments for post-retirement medical benefits from the State.

Capital Assets

At the end of fiscal year 2019, the Charter School had no investment in capital assets.

Economic Factors and Next Year's Budget

The State of New Jersey continues to face serious budgetary constraints. These impacts the amount of state aid allocated to charter schools. This reality was taken into account when adopting the general fund budget for 2018-2019. Nothing was done to compromise the quality of the programs in place in our Charter School during the regular instructional day. The budget was prepared to ensure that all students have the textbooks, materials supplies, equipment and programs they need to meet New Jersey's Core Curriculum Content Standards.

Contacting the Charter School's Financial Management

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the Charter School's finances and to reflect the Charter School's accountability for the monies it receives. Questions about this report or additional financial information needs should be directed to: Achieve Community Charter School, Business Office, 534 Clinton Ave, Newark, NJ 07108.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

In 2019, total revenues amounted to \$4.03 million and total expenses amounted to \$4.06 million.

| | Governmental Activities | | Business Type Activities | | Total | |
|---|------------------------------------|-------------|-------------------------------------|-------------|--------------|-------------|
| | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 |
| Revenues | | | | | | |
| Program Revenues: | | | | | | |
| Charge for Services | \$ - | \$ - | \$ 123,871 | \$ - | \$ 123,871 | \$ - |
| Grants and Contributions | 794,015 | 217,693 | - | - | 794,015 | 217,693 |
| Total Program Revenues | 794,015 | 217,693 | 123,871 | - | 917,886 | 217,693 |
| General Revenues: | | | | | | |
| Local Aid | 432,026 | 131,141 | - | - | 432,026 | 131,141 |
| Federal and State Aid | 2,498,526 | 728,034 | - | - | 2,498,526 | 728,034 |
| Contributions | 120,000 | - | - | - | 120,000 | - |
| Other | 63,790 | 5,432 | - | - | 63,790 | 5,432 |
| Total General Revenues | 3,114,342 | 864,607 | - | - | 3,114,342 | 864,607 |
| Total Revenues | 3,908,357 | 1,082,300 | 123,871 | - | 4,032,228 | 1,082,300 |
| Expenses: | | | | | | |
| Instruction | 2,370,936 | 724,567 | - | - | 2,370,936 | 724,567 |
| Support Services: | | | | | | |
| School Administrative Services | 533,889 | 167,020 | - | - | 533,889 | 167,020 |
| General and Business Administration Services | 868,343 | 145,896 | - | - | 868,343 | 145,896 |
| Capital Outlay | 135,934 | 6,280 | - | - | 135,934 | 6,280 |
| Enterprise Activities | - | - | 158,263 | - | 158,263 | - |
| Total Expenses | 3,909,102 | 1,043,763 | 158,263 | - | 4,067,365 | 1,043,763 |
| Changes in Net Position | \$ (745) | \$ 38,537 | \$ (34,392) | \$ - | \$ (35,137) | \$ 38,537 |

Governmental Activities

The Statement of Activities reflects the cost of program services and the charges for services and operating grants and contributions offsetting those services. The table below, for government activities, indicates the total cost of services and the net cost of services. It identifies the cost of these services supported by unrestricted state entitlements for the fiscal year ended June 30, 2019.

Business-Type Activity

The business-type activities of the Charter School are related to the food service operation with total revenues of \$123,871 and operating expenses of \$158,263 for fiscal year 2019.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

Enterprise Fund

The enterprise fund uses the same basis of accounting as business-type activities; therefore, these statements are essentially the same.

The Charter School as a Whole

The perspective of the Statement of Net Position is of the Charter School as a whole. The table below provides a summary of the Charter School's net position at June 30, 2019.

The total net position of the Charter School has decreased to \$3,400 during the current fiscal year. The decrease is due to higher costs incurred in 2019.

The table that follows reflects the change in net position for fiscal year 2019.

| | Governmental Activities | Business-Type Activities | Total |
|-----------------------------|------------------------------------|-------------------------------------|-----------------|
| Assets | | | |
| Current Assets | \$ 306,648 | \$ 39,519 | \$ 346,167 |
| Total Assets | <u>306,648</u> | <u>39,519</u> | <u>346,167</u> |
| Liabilities | | | |
| Current Liabilities | 268,856 | 73,911 | 342,767 |
| Noncurrent liabilities | - | - | - |
| Total Liabilities | <u>268,856</u> | <u>73,911</u> | <u>342,767</u> |
| Net Position | | | |
| Restricted for Food Service | 34,392 | - | 34,392 |
| Unrestricted | <u>3,400</u> | <u>(34,392)</u> | <u>(30,992)</u> |
| Total Net Position | <u>\$ 37,792</u> | <u>\$ (34,392)</u> | <u>\$ 3,400</u> |

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

These two statements report the Charter School's net position and changes in the net position. This change in net position is important because it identifies whether the financial position of the Charter School has improved or diminished for the Charter School as a whole. This change is the result of many factors some financial, some not. Financial factors represent increases in federal and state funding that resulted from the increase in enrollment noted for the fiscal year ended June 30, 2019. These factors are presented in our discussions on the Charter School as a whole. Non-financial factors include the property tax base of the School District where the Charter School is located, current educational funding laws in New Jersey, facilities conditions, required educational programs, and other factors. In the Statements of Net Position and the Statements of Activities, the Charter School is divided into two distinct kinds of activities:

Governmental Activities – Most of the Charter School's programs and services are reported here including instructional, extracurricular activities, curriculum, staff development, special education and other support services, operation and maintenance of plant, pupil transportation, health services and general administration.

Business-Type Activity – Services are provided on a charge for goods or services or reimbursement basis to recover the expenses of the goods or services provided. The Food Service enterprise fund is reported as a business activity.

Reporting the School Charter School's Most Significant Funds

Fund Financial Statements

Fund financial reports provide detailed information about the Charter School's major funds, not the Charter School as a whole. Funds are accounting devices that the Charter School uses to keep track of a multitude of financial transactions. The Charter School's only major governmental fund is the General Fund.

Governmental Funds

Most of the Charter School's activities are reported in governmental funds, which focus on how monies flow into and out of those funds and the balances left at fiscal year-end for spending in future periods. These funds are reported using an accounting method called modified accrual accounting which measures cash and all other financial assets that can readily be converted to cash.

The governmental fund statement provides a detailed short-term view of the Charter School's general government operations and the basic services it provides.

Governmental fund information helps determine whether there are sufficient financial resources that can be spent in the near future to finance educational programs. The relationship, or differences, between governmental activities reported in the Statement of Net Position and the Statement of Activities and the governmental funds are reconciled in the financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

Basic Financial Statements

This annual report consists of a series of basic financial statements, required supplementary information, other supplementary information and notes to those statements and information.

The report is organized so the reader can understand the Achieve Community Charter School as a financial whole, or as an entire operating entity. The first two basic financial statements, the Statement of Net Position and the Statement of Activities, are governmental-wide financial statements and provide overall information about the activities of the entire Charter School, presenting both an aggregate view of the Charter School's finances and a long-term view of those finances.

Fund Financial Statements

The remaining basic financial statements are fund financial statements that focus on the individual parts of the government, reporting the Charter School's operation in more detail than the government-wide statements. The fund financial statements also look at the Charter School's most significant funds with all other non-major funds presented in total in a single column. For the Achieve Community Charter School, the General Fund is the most significant fund.

The governmental funds statements tell how general government services were financed in the short-term as well as what remains for future spending.

Proprietary fund statements offer short and long-term financial information about the activities; the government operates like a business, such as food service.

Fiduciary fund statements provide information about financial relationship in which the Charter School acts solely as a trustee or agent for the benefits of other, to whom the resources in question belong.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of Required Supplementary Information that further explains and supports the information in the financial statements.

Statement of Net Position and Statements of Activities

While this report contains the funds used by the Charter School to provide programs and activities, the view of the Charter School as a whole looks at all financial transactions and asks the question, "how did we do financially during fiscal year 2019?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all the Charter School's assets and liabilities using the accrual basis of accounting similar to the accounting system used by most private sector companies. These bases of accounting take into account all of the current year's revenues and expenses regardless of when cash was received or paid.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (AMENDED AND RESTATED)

The discussion and analysis of Achieve Community Charter School's (the Charter School) financial performance provides an overall review of the Charter School's financial activities for the fiscal period ended June 30, 2019. The intent of this discussion and analysis is to look at the Charter School's financial performance as a whole; readers should also review the basic financial statements and notes to enhance their understanding of the Charter School's financial performance.

The Management's Discussion and Analysis (MD&A) provides an analysis of the Charter School's overall financial position and results of operations.

Introduction

This section of the Charter School's annual financial report presents our discussion and analysis of the Charter School's financial performance and provides an overview of the Charter School's financial activities for the fiscal year ended June 30, 2019. It should be read in conjunction with the transmittal letter at the front of this report and the Charter School's financial statements, which follow this section.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB).

Financial Highlights

Key Financial highlights for the fiscal year 2019 are as follows:

- In total, net position decreased from \$38,537 in 2018 to \$3,400 in 2019.
- General revenues accounted for \$3,114,342 or 77% of all revenues. Program specific revenues in the form of charges for services, operating grants and contributions accounted for \$917,886 or 23% of total revenues of \$4,032,228.
- The Charter School had \$4,067,365 in expenses; only \$917,886 of these expenses were offset by program specific charges for services, grants or contributions. General revenues of \$4,031,914 were adequate to provide for these programs.
- Among governmental funds, the General Fund had \$3,214,227 in revenues and \$3,214,972 in expenditures. The General Fund's fund balance decreased by \$745 in 2019.

REQUIRED SUPPLEMENTARY INFORMATION

PART I

MANAGEMENT'S DISCUSSION AND ANALYSIS

INDEPENDENT AUDITOR'S REPORT - CONTINUED

The accompanying combining and individual fund financial statements are also presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying schedules of expenditures of federal awards and state financial assistance (Schedules) are also presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and New Jersey OMB's Letter Circular 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid* respectively, and are not also a required part of the basic financial statements

The combining and individual fund financial statements and Schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements, and the Schedules are fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 18, 2020 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Charter School's internal control over financial reporting and compliance.



Public School Accountant
PSA No. 20CS00239400



Certified Public Accountants

March 18, 2020
Cream Ridge, New Jersey

INDEPENDENT AUDITOR'S REPORT - CONTINUED

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School, in the County of Essex, State of New Jersey as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

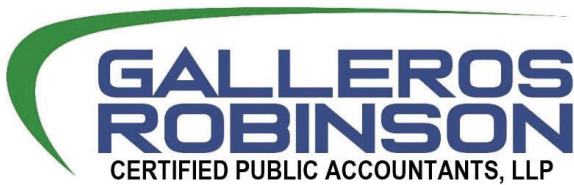
Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 11 through 16, Budgetary Comparison Information on pages 51 through 53, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the Charter School's basic financial statements. The accompanying introductory section and statistical information are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such other information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.



INDEPENDENT AUDITOR'S REPORT

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2019 and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

FINANCIAL SECTION

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CONSULTANTS AND ADVISORS

Independent Auditors

[REDACTED]
[REDACTED]
[REDACTED]

Attorneys

[REDACTED]
[REDACTED]
[REDACTED]

Official Depositories

[REDACTED]
[REDACTED]
[REDACTED]

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ROSTER OF OFFICIALS

JUNE 30, 2019

Board of Trustees

MEMBERS OF THE BOARD OF TRUSTEES

TERM

| | |
|--|-------------------|
| ██████████, Board Chair | February 20, 2019 |
| ██████████, Board Chair (from February 21, 2019) | June 30, 2020 |
| ██████████, Treasurer | June 4, 2019 |
| ██████████, Vice Chair | June 30, 2020 |
| ██████████, Trustee | June 30, 2020 |
| ██████████, Trustee | June 30, 2022 |

OTHER OFFICIALS

██████████, Founder and Chief Executive Officer

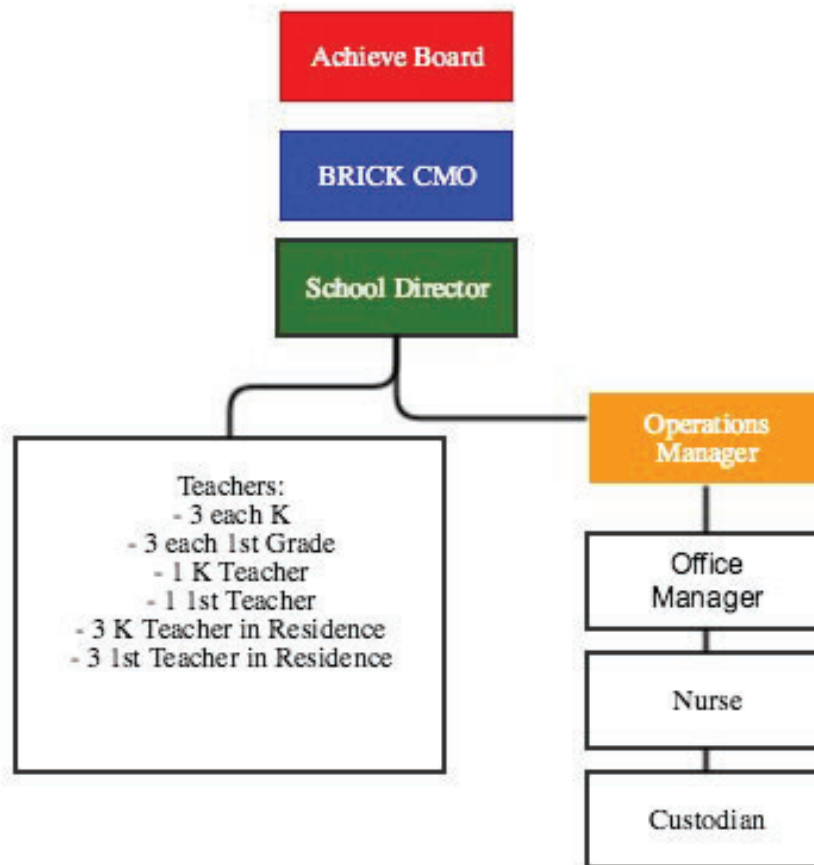
██████████, Principal

██████████, Board Secretary/Business Administrator (until June 30, 2019)

██████████, Board Secretary/Business Administrator (from July 1, 2019)

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ORGANIZATIONAL CHART



8. **RISK MANAGEMENT:** The Board carries various forms of insurance, including but not limited to general liability, automobile liability and comprehensive/collision, hazard and theft insurance and fidelity bonds.

9. **OTHER INFORMATION:**

Independent Audit

State statute requires an annual audit by independent certified public accountants or registered municipal accountants. The Charter School appointed the accounting firm of Galleros Robinson CPAs, LLP. In addition to meeting the requirements set forth in state statutes, the audit also was designed to meet the requirements of the New Jersey Letter Circular Letter 15-08-OMB.

The auditor's report on the basic financial statements, combining and individual fund statements, and schedules are included in the financial section of this report. The auditor's reports related specifically to the single audit are included in the single audit section of this report.

10. **ACKNOWLEDGMENTS:** I would like to express my appreciation to the Board of Trustees of Achieve Community Charter School for their concern in providing fiscal accountability to the Charter School and thereby contributing their full support to the development and maintenance of our financial operation.



School Business Administrator

INTERNAL ACCOUNTING CONTROLS – CONTINUED

The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

As a recipient of federal and state financial assistance, the Charter School is responsible for ensuring that adequate internal controls are in place to ensure compliance with applicable laws and regulations related to those programs. Internal control is also subject to periodic evaluation by the Charter School's management.

As part of the Charter School's Single Audit described earlier, tests are made to determine the adequacy of internal controls, including that portion related to federal and state financial assistance programs, as well as to determine that the Charter School has complied with applicable laws and regulations.

4. **BUDGETARY CONTROLS:** In addition to internal accounting controls, the Charter School maintains budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the voters of the municipality. Annual appropriated budgets are adopted for the general fund and the special revenue fund. The final budget amount, as amended for the fiscal year, is reflected in the financial section.

An encumbrance accounting system is used to record outstanding purchase commitments on a line item basis. Open encumbrances at year-end are either cancelled or are included as re-appropriations of fund balance in the subsequent year. Those amounts to be re-appropriated at June 30, 2019.

5. **ACCOUNTING SYSTEM AND REPORTS:** The Charter School's accounting records reflect generally accepted accounting principles, as promulgated by Governmental Accounting Standards Board (GASB). The accounting system of the Charter School is organized on the basis of funds each of which maintains a self-balancing set of accounts. These funds are explained in the "Notes top the Basic Financial Statements."
6. **DEBT ADMINISTRATION:** At June 30, 2019, the Charter School has no outstanding debt.
7. **CASH MANAGEMENT:** The investment policy of the Charter School is guided in large part by state statute as detailed in "Notes to the Basic Financial Statement" Notes 1 and 3. The Charter School had adopted a cash management plan which requires it to deposit funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act ("GUDPA"). GUDPA was enacted in 1970 to protect Government Units from a loss of funds on deposit with a failed banking institution in New Jersey. The law requires governmental units to deposit public funds only in public depositories located in New Jersey, where the funds are secured in accordance with the Act.

Charter School Organization

The Board of Trustees is comprised of five voting members and are elected to oversee that the Charter School operates in compliance with statute and administrative code. Voting members of the Board serve as the official governing body of the Charter School charged with policy making, fiscal oversight, and accountability for student academic achievement results of the Charter School. Voting members adopt the annual budget and directly approve all expenditures which serve as the basis for control for the authorization of all expenditures of Charter School tax money which in turn support the Charter School's business to promote academic achievement. Non-voting members include the Charter School's Principal and Vice-Principal, School Business Administrator/Board Secretary, and faculty representative.

The Principal of the Charter School is responsible to the board for the implementation and administration of all educational and support operations. The School Business Administrator/Board Secretary is the chief financial officer of the Charter School and is responsible to the Board for maintaining all financial records, issuing warrants in payment of liabilities incurred by the Charter School, acting as custodian of all Charter School funds, and investing idle funds as permitted by New Jersey Law.

1. **REPORTING ENTITY AND ITS SERVICES:** The Achieve Community Charter School is an independent reporting entity within the criteria adopted by the Government Auditing Standards Board (GASB) as established by GASB Statement No. 14. All funds and account groups of the Charter School are included in this report. The Charter School's Board of Trustees, constitutes the Charter School's reporting entity.

The Charter School provides a full range of educational services appropriate to grade levels K through 4. These include both regular and special education programs. As of June 30, 2019, the Charter School's final head count was 221 students.

2. **MAJOR INITIATIVES:** The following are the major initiatives successfully implemented at the Charter School for 2018-2019 school year:

The major initiatives are building the curriculum for rigorous literacy and math instruction through the adoption a new curriculums. Teachers and leaders will be trained in summer institute and on bi-weekly professional development.

The Charter School also adopted a new guided reading framework in kindergarten to second grade and close reading in third grade. Teachers and leaders were professionally developed to implement the curriculum.

Social emotional learning and support was developed through the addition of a vice principal of culture as well as an associate dean. These two positions provided direct support to teachers and administrators in meeting the needs of our most struggling students.

3. **INTERNAL ACCOUNTING CONTROLS:** Management of the Charter School is responsible for establishing and maintaining an internal control designed to ensure that the assets of the Charter School are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). Internal control is designed to provide reasonable, but not absolute, assurance that these objectives are met.



[REDACTED]
[REDACTED]
Christopher Perpich, *Principal*



March 18, 2020

Honorable President and Members
of the Board of Trustees
Achieve Community Charter School
[REDACTED]

Dear Board Members:

We are pleased to present to you the Comprehensive Annual Financial Report (CAFR) of the Achieve Community Charter School (Charter School) for the fiscal year ended June 30, 2019. This CAFR includes the Charter School's Basic Financial Statements prepared in accordance with Governmental Accounting Standards Board Statement 34.

The Charter School has elected to adopt this new financial reporting model which we believe will provide all users of this document with much more useful financial and statistical information than ever before. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with the management of the Board of Trustees (Board).

To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the Charter School. This report will provide the taxpayers of the Charter School with comprehensive financial data in a format enabling them to gain an understanding of the Charter School's financial affairs.

The Comprehensive Annual Financial Report is presented in four sections as follows:

- The Introductory Section contains a table of contents, Letter of Transmittal, List of Principal Officials, and an Organizational Chart of the Charter School;
- The Financial Section begins with the Independent Auditor's Report and includes the Management's Discussion and Analysis, the Basic Financial Statements and Notes providing an overview of the Charter School's financial position and operating results, and other schedules providing detailed budgetary information;
- The Statistical Section includes selected economic and demographic information, financial trends, and the fiscal capacity of the Charter School, generally presented on a multi-year basis;
- The Single Audit Section — The Charter School is required to undergo an annual single audit in conformity with the provisions of the New Jersey State Office of Management and Budget (OMB) Circular Letter 15-08-OMB, "*Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*".

Information related to this single audit, including the independent auditor's report on the internal control and compliance with applicable laws, regulations, contracts and grants, along with findings and questioned costs, are included in the single audit section of this report.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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REVISED

ACHIEVE COMMUNITY CHARTER SCHOOL

**COMPREHENSIVE ANNUAL
FINANCIAL REPORT**

JUNE 30, 2019

**PREPARED BY
Achieve Community Charter School**

R-21g - Non-SUNY Financials

See attached.

| | | | |
|---|-----------------------------|--------|---------|
| Hold weekly meetings with the senior leadership of the BRICK Education Network (including CEO, CAO and CTO) to ensure that the local school is able to successfully utilize the capacity of all network departments and to problem solve based on any challenges. | Regional Staff | 7/1/25 | 8/1/26 |
| Hold monthly step back meetings with Rochester pre-launch leadership and BRICK Education Network leadership to formally review progress against this action plan and to discuss any broad changes in strategy needed. | Regional Staff | 7/1/25 | 8/1/26 |
| Draft notice to parents regarding FERPA directory information and distribute to parents | Regional Superintendent | 8/1/25 | 9/1/26 |
| Conduct annual Board self-evaluation using tools available from the SUNY Charter Schools Institute and the National Association of Charter School Authorizers as well as the McKinsey Board Self-Evaluation Tool. | BRICK Rochester Board Chair | 7/1/25 | Ongoing |

| | | | |
|--|-----------------------------------|--------|---------|
| Finalize performance management resources, including job descriptions, performance goals, individual development plan resources, midyear evaluation resources and end of year evaluation resources, for WNY CMO staff during pre launch phase (including Principal, DO and FACE) | Regional Superintendent | 6/1/26 | 7/1/26 |
| Finalize performance management resources, including job descriptions, performance goals, individual development plan resources, midyear evaluation resources and end of year evaluation resources, for year 1 school staff during pre launch phase (including Vice Principal of Instruction, teachers, social worker, etc...) | Regional Superintendent | 9/1/25 | 10/1/25 |
| Additional general items | | | |
| Build a project plan to ensure a high-quality Back to School barbecue that is well-attended and enjoyed by families and assists families in successfully completing all new student paperwork. | Principal | 2/1/26 | 4/1/26 |
| Invite ecosystem partners and other members of the community to the Back to School barbecue. | Regional Director of Operations | 4/1/26 | Ongoing |
| Conduct monthly open houses at the school's location (or another public location) to provide interested families with more information about BRICK Buffalo. | Principal | 9/1/25 | Ongoing |
| Development (Overseen by the Development Committee) | | | |
| Research the fundraising and development landscape in Western New York (including by meeting with representatives from local foundations; local and national Board members; and ecosystem partners). | Regional Superintendent | 1/1/25 | 5/1/26 |
| Ensure collaboration between BRICK and the Board's development committee to produce a five year fundraising plan that aligns to the draft five year budget approved by SUNY. | Regional Superintendent | 7/1/24 | 7/1/26 |
| Establish expectations for Board giving. | Board Development Committee Chair | 7/1/24 | 8/1/24 |
| General Operations (Overseen by the Executive Committee) | | | |
| Hold weekly tactical meetings with Rochester pre-launch leadership (RDI, RDO, Principal and Director of Operations) to ensure successful completion of the pre-launch activities on this project plan. | Regional Staff | 7/1/25 | 8/1/26 |

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| Ensure the school has access to necessary resources to deliver online instruction in case of intermittent changes to hybrid or online instruction, including, where appropriate, contracts for short-term use of high-leverage online materials (like Zoom). | Director of Operations | 4/1/26 | 8/1/26 |
| Obtain appropriate levels of insurance for the school and Board, as described in the charter application | Regional Director of Operations | 4/1/25 | 5/1/25 |
| Create an overall inventory management system to record receipt of all deliveries, to keep track of where assets are located, and to ensure records are kept regarding who is responsible for individual assets. | Director of Operations | 10/1/24 | 11/1/24 |
| Complete home visits for all new families. | Principal | 1/1/26 | 8/1/26 |
| Personnel Readiness (Overseen by the Personnel Committee) | | | |
| Apply for Federal Employment Identification Number (EIN) and State Unemployment Number | Regional Director of Operations | 11/1/24 | 12/1/24 |
| Finalize BRICK Rochester Employee Handbook | Regional Superintendent | 7/1/25 | 8/1/25 |
| Enroll in employee benefit programs (such as securing health insurance, establishing a 403 b plan, etc...) | Regional Director of Operations | 7/1/25 | 8/1/25 |
| Finalize annual talent recruitment and selection plan | Regional Superintendent | 8/1/25 | 9/1/25 |
| Publish postings for additional leadership positions (such as Vice Principal of Instruction) | Regional Superintendent | 9/1/25 | 10/1/25 |
| Publish all additional postings (including for teaching staff) | Regional Superintendent | 10/1/25 | 11/1/25 |
| Finalize staff compensation structure | Regional Superintendent | 10/1/25 | 11/1/25 |
| Create standard new-hire offer letter | Regional Superintendent | 10/1/25 | 11/1/25 |
| Create new hire checklist and add to the network's shared HRIS system for efficient processing | Regional Superintendent | 10/1/25 | 11/1/25 |
| Create employee resignation/termination checklist and add to the network's shared HRIS system for efficient processing | Regional Superintendent | 11/1/25 | 12/1/25 |
| Plan and facilitate leader immersion days to select leaders | Regional Superintendent | 1/1/25 | 4/1/25 |
| Plan and facilitate additional staff interviews and selection | Regional Superintendent | 11/1/25 | 7/1/26 |

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|---|---------------------------------|---------|---------|
| Contract with an accounting firm to perform the annual financial audit | Regional Director of Operations | 4/1/25 | 6/1/25 |
| Work with the BRICK HR department to ensure that the payroll process is established and that new employee information is shared with the finance team immediately upon hire. | Regional Director of Operations | 7/1/25 | 8/1/25 |
| Train Rochester leadership (Board Finance and Audit Committee, RDI, Principal, and Director of Operations) on financial policies and regulations. | Regional Director of Operations | 10/1/24 | 4/1/25 |
| Support the Director of Operations to order all supplies and materials identified by the Academic leadership team as needed for the first year of operation. | Regional Director of Operations | 2/1/26 | 4/1/26 |
| Ensure all classroom supplies and materials are inventoried once received and then placed in teacher classrooms. | Regional Director of Operations | 6/1/26 | 6/30/26 |
| Secure a main office phone system and phone number for the school and ensure service is started for any school phone lines needed. | Regional Director of Operations | 1/1/26 | 2/1/26 |
| Establish Internet access for the school and ensure service is started and available throughout year one offices and classrooms. | Regional Director of Operations | 1/1/26 | 2/1/26 |
| Establish systems to automatically communicate important information to families (in particular, a way to mass email all families and a way to mass call all families). | Regional Director of Operations | 1/1/26 | 2/1/26 |
| Begin submitting unaudited statements of income and expense to the Institute. | Regional Director of Operations | 7/1/24 | Ongoing |
| Procure technology resources needed for the first year, including laptops for staff members and Chromebooks for students. | Regional Director of Operations | 1/1/26 | 2/1/26 |
| Create Google accounts for all students and families to ensure ongoing communication structures and the ability to use Google Classroom | Director of Operations | 7/1/26 | 8/1/26 |
| Set up student chromebooks to ensure that each student can easily log into the device they will use in the classroom and will have access to relevant curriculum materials (such as NWEA and I-Ready). | Director of Operations | 4/1/26 | 8/1/26 |
| Conduct weekly school readiness walkthroughs to compare the resources physically available in each classroom with the master list of curriculum, materials and supplies needed for each classroom that is maintained by the Academic Leadership Team. Address any gaps in material readiness. | Principal | 4/1/26 | 8/1/26 |

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| Publish list of monthly student recruitment events on school Website and circulate with community partners | Regional Director of Operations | 10/1/25 | 11/1/25 |
| Hold information sessions with ecosystem partners and their staff members and families when possible regarding upcoming enrollment opportunities | Regional Director of Operations | 10/1/25 | 12/1/25 |
| Conduct student lottery, generating acceptance list and wait list | Regional Director of Operations | 4/1/26 | 4/30/26 |
| Send out acceptance packages to admitted students | Regional Director of Operations | 4/15/26 | 5/15/26 |
| Finalize plan to conduct home visits for all new students | Regional Director of Operations | 4/1/26 | 4/30/26 |
| Finalize home visit information packet that includes all required enrollment paperwork for families | Regional Director of Operations | 4/1/26 | 4/30/26 |
| Request and secure student records from sending schools, including IEPs where appropriate | Regional Director of Operations | 4/1/26 | 6/1/26 |
| Ensure all student information is correctly entered into the SIS and that a process exists for staff to correctly enter new student information on an ongoing basis. | Director of Operations | 4/1/26 | 5/1/26 |
| Ensure all staff information is correctly entered into the SIS and that a process exists for staff to correctly enter new staff information on an ongoing basis. | Director of Operations | 4/1/26 | 7/1/26 |
| Work with the CMO's attorney to review state requirements for entering student information into the Promise Navigation System to ensure ongoing compliance. | Director of Operations | 4/1/26 | 7/1/26 |
| Train ecosystem partners on how to use the Promise Navigation System | Director of Operations | 7/1/26 | 9/1/26 |
| School Finance (Overseen by Audit and Finance Committee) | | | |
| Formally approve year one operating budget | BRICK Rochester Board | 3/1/26 | 5/1/26 |
| Apply for Consolidated Title I funds | Regional Director of Operations | 6/1/26 | 7/1/26 |
| Select local Rochester bank and secure necessary accounts, including a checking account. | Regional Director of Operations | 10/1/25 | 12/1/25 |
| Finalize all Rochester financial procedures, including procedures that clearly delineate the roles of the CMO and Board, and establish appropriate internal controls. | Regional Director of Operations | 4/1/25 | 6/1/25 |
| Secure an independent accountant to review initial statement within 45 days of hiring an employee or disbursing 50K. | BRICK Rochester Board Chair | 10/1/24 | 1/1/24 |

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|--|----------------------------------|---------|-----------|
| Research opportunities for securing additional ecosystem philanthropy, including, for example, the feasibility of applying for a federal promise neighborhood grant in the school's location. | Regional Director of Instruction | 8/1/24 | 7/1/26 |
| Formally request transportation services, including specific drop off and pick up times from RCDS via an in-person meeting and certified mail. | Regional Director of Operations | 12/1/25 | 1/1/26 |
| Support students and families by helping to secure transportation services with other districts of residence if necessary, ensuring formal requests for transportation are made before April 1st. | Regional Director of Operations | 1/1/26 | 4/1/26 |
| Conduct monthly meetings with RCSD transportation department to build a strong relationship, secure chartered route times, and to address any challenges that emerge. | Regional Director of Operations | 12/1/25 | Ongoing |
| Arrange for any necessary supplemental transportation service (such as service for days when RCSD will not be in session, field trips, and for any student that has a specific transportation request in their IEP). | Regional Director of Operations | 1/1/26 | 4/1/26 |
| Formally request nursing services, including an on-site, full-time nurse, from RCSD via an in-person meeting and certified mail | Regional Director of Operations | 1/1/26 | 2/1/26 |
| Conduct monthly meetings with RCSD nursing/health services department to build a strong relationship, secure nursing services, and to address any challenges that emerge. | Regional Director of Operations | 12/1/25 | Ongoing |
| Formally request food service support, including on site food service, from RCSD via an in-person meeting and certified mail | Regional Director of Operations | 1/1/26 | 2/1/26 |
| Conduct monthly meetings with the RCSD food service department to build a strong relationship, secure food services, and to address any challenges that emerge. | Regional Director of Operations | 1/1/26 | Ongoing |
| Student recruitment and enrollment (overseen by the Audit and Finance Committee) | | | |
| Finalize pre-opening and annual student recruitment and enrollment plans | Regional Director of Operations | 6/1/25 | 7/1/24 |
| Launch biweekly meetings of the student recruitment and enrollment team to ensure strong year one enrollment | Regional Director of Operations | 9/1/25 | 9/15/25 |
| Begin the process of reporting monthly student recruitment metrics to the Board Audit and Finance committee to ensure strong oversight of year one enrollment | Regional Director of Operations | 10/1/25 | 11/1/2025 |

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| Based on city ordinance and regulations, submit documentation needed to secure or maintain a certificate of occupancy for the building before additional staff or students begin to use the building (for example, by having additional fire safety inspection or verifying that the building is ADA compliant). | Regional Director of Operations | 1/1/25 | 5/1/26 |
| Ensure that the Director of Special Education has access to a storage cabinet that locks for ongoing maintenance of records for students with disabilities. | Regional Director of Operations | 6/1/26 | 8/1/26 |
| Ensure that the school meets local safety codes (including for example that it has adequate signage and that classrooms and offices are numbered for emergency purposes). | Regional Director of Operations | 5/30/26 | 6/30/26 |
| Write a district-wide school safety plan and a building level emergency response plan that describe how individuals respond during potential emergencies and drills (including, for example, an active shooter situation or a fire drill). | Regional Director of Operations | 5/1/26 | 6/1/26 |
| Provide training to all staff on the district-wide school safety plan and building level emergency response plan. | Regional Director of Operations | 8/1/26 | 9/1/26 |
| Work with the Custodian or Assistant Facility Manager to establish expectations for daily and weekly cleaning during school year. | Regional Director of Operations | 6/1/26 | 7/1/26 |
| Secure cleaning supplies and materials to support the ongoing maintenance of a clean facility. | Regional Director of Operations | 5/1/26 | 7/1/26 |
| Ensure that the school's office has both a copy machine and fax machine installed as well as relevant service contracts and lease agreements in place | Regional Director of Operations | 5/1/26 | 7/1/26 |
| Finalize leadership development plans for Director of Operations and Family and Community Engagement staff members during pre-launch period | Regional Director of Operations | 4/1/25 | 6/1/25 |
| Obtain the required defibrillators for the building. Arrange for AED/CPR training of staff | Regional Director of Operations | 4/1/26 | 6/1/26 |
| Ecosystem partnerships (Overseen by the Executive Committee) | | | |
| Hold partnership kickoff meetings with all year 1 ecosystem partners to align around a shared mission for supporting the Rochester community as well as five year metrics that could demonstrate evidence of achieving that mission. | Regional Director of Operations | 4/16/25 | 5/1/26 |
| Hold a follow up ecosystem partner meeting to align around shared expectations for service delivery and measures of effectiveness for each service provider. | Regional Director of Operations | 5/1/25 | 6/1/26 |

| | | | |
|---|---|---------|----------|
| | Regional Superintendent | | |
| Assign all reports in the comprehensive calendar for review by a BRICK Rochester Board committee for review prior to an upcoming Board meeting | BRICK Rochester Board Chair | 8/1/25 | 8/30/25 |
| Update annual Board meeting agenda with clarity on what compliance reports (including financial reports) must be reviewed each month. | BRICK Rochester Board Chair | 9/1/25 | 9/30/25 |
| Have CSBM present at a regular Board meeting to clarify how they will support strong Board governance over the next year and to preview the types of reports they will provide to the finance committee on an ongoing basis and to collect Board feedback regarding any additional information they would like. | BRICK Rochester Audit and Finance Committee | 10/1/25 | 10/30/25 |
| Academic Readiness (overseen by the Academic Committee) | | | |
| Finalize leadership development plan for Principal or Principal in Residence during pre-launch period | Regional Superintendent | 9/1/25 | 1/1/26 |
| Finalize updates to Academic Guidebooks for the 26-27 school year (including, but not limited to, the School Leader Guidebook, the Instructional Guidebook, and content-specific guidebooks). | Chief Academic Officer | 1/1/26 | 2/1/26 |
| Plan Buffalo specific summer professional development content | Regional Superintendent | 4/1/23 | 7/1/23 |
| Support Rochester Principal and Director of Operations to plan and practice relevant professional development sessions and to successfully cascade some standard network PD. | Regional Superintendent | 6/1/26 | 8/1/23 |
| Deliver all quarter one curriculum, assessments and related instructional resources to Rochester teachers and instructional leaders | Regional Superintendent | 5/1/26 | 5/30/26 |
| Facilitate summer professional development for leaders | Chief Academic Officer | 7/1/26 | 7/30/26 |
| Facilitate summer professional development for all staff | Chief Academic Officer | 8/7/26 | 8/14/26 |
| Finalize class rosters and disseminate to teachers, students and families | Principal | 8/1/26 | 8/28/26 |
| Finalize support plans for any teachers or staff in need of additional support to ensure a strong launch with students | Principal | 8/7/26 | 8/18/26 |
| Facility Readiness (overseen by the Audit and Finance Committee) | | | |
| Work with the facilities team to finalize a five year facility plan (including, for example, plans for the proposed leased space and any future construction projects). | Regional Director of Operations | 7/1/24 | 7/30/24 |

| | | | |
|--|---|----------|----------|
| Finalize the CMO management agreement using a process where both the CMO and the Rochester Board both have separate attorneys to ensure an effective and appropriate agreement is in place. | Regional Superintendent | 10/1/24 | 11/1/24 |
| Update Website and social media pages with information regarding approval by the SUNY Charter Schools Institute. | Regional Superintendent | 7/1/24 | 7/15/24 |
| Formally approve the 2026-2027 School Calendar pending any updates necessary to align breaks with RCSD. | Regional Superintendent | 12/1/25 | 1/1/26 |
| Issue an RFP to architectural firms in the Rochester area to request proposals from firms interested in providing estimates of the costs to bring the school's two leading facility options into compliance with state requirements. | Regional Director of Operations | 10/1/24 | 11/30/24 |
| Begin standing weekly meetings of the BRICK Rochester facilities committee. | Regional Director of Operations | 9/1/24 | 9/30/24 |
| Review RFP responses from architectural firms with the BRICK Rochester Board, and seek feedback on leading firms from the SUNY Charter Schools Institute. | Regional Director of Operations | 11/30/24 | 12/30/24 |
| Contact the references of the finalist architectural firm identified by the Board before proceeding with finalizing a contract. | Regional Director of Operations | 1/15/25 | 2/28/25 |
| Gain formal BRICK Network Board approval as well as approval from the proposed BRICK Rochester Board for the contract with the proposed architectural firm. | Regional Director of Operations | 3/1/25 | 3/30/25 |
| Tour both final facility options with the architectural firm selected to deeply understand the costs required to ensure each building can become compliant with state expectations and requirements. | Regional Director of Operations | 3/1/25 | 3/30/25 |
| Gain the BRICK Rochester Board's approval to pursue one facility. | Regional Director of Operations | 4/1/25 | 4/30/25 |
| Update the school's five year budget plan based on the estimated costs for the selected facility. | Regional Director of Operations | 4/1/25 | 4/30/25 |
| Conduct interviews and reference checks with financial services providers in Rochester that can assist with revenue collection, including firms suggested by the SUNY Charter Schools Institute. | Regional Director of Operations | 5/1/25 | 5/30/25 |
| Gain formal Board approval of the contract for the proposed revenue collection firm. | Regional Director of Operations | 5/1/25 | 5/30/25 |
| Meet with the BRICK Rochester Board Chair to build a draft annual calendar for Board meetings for the 2026-2027 school year | Regional Director of Operations and Regional Superintendent | 6/1/25 | 6/30/25 |
| Convene an internal retreat to build a draft consolidated reporting calendar for both schools in the BRICK WNY region. | Regional Director of Operations and Regional Superintendent | 6/1/25 | 6/30/25 |
| Share the draft comprehensive reporting calendar for the BRICK WNY region with other stakeholders to solicit feedback before finalizing. | Regional Director of Operations and | 6/30/25 | 7/30/25 |

R-22 - Action Plan

| TASK | ASSIGNED TO | START | END |
|---|---------------------------------|----------|----------|
| Initial Operations (initiated, to the extent possible, immediately after charter approval) | | | |
| File for 501(c)(3) status for the school and state tax exemptions status | Regional Director of Operations | 8/1/24 | 8/4/24 |
| Conduct the first official Board meeting after charter approval by following a standard process to establish the Board (including by electing Board officers and naming Board members to relevant committees and by ratifying By-Laws, code of ethics, conflict of interest policy, grievance policy, medications administration plan, health services plan, technology plan, school safety plan, FERPA, FOIL, open meetings law, and any other critical policies as determined by the Board's attorney. Ensure that all policies are distributed to Board members and other relevant stakeholders. | BRICK Rochester Board Chair | 8/15/24 | 9/15/24 |
| Finalize an annual Board calendar that clarifies when the Board will meet, what Board Committees will review in preparation for those meetings, and what formal action will be taken during each Board meeting throughout the pre-launch period. | Regional Superintendent | 9/15/24 | 10/15/24 |
| Obtain legal review of proposed lease agreement. | Regional Director of Operations | 10/15/24 | 11/15/25 |
| Finalize facility lease agreement. | Regional Director of Operations | 11/15/24 | 12/15/25 |
| Submit finalized lease agreement to SUNY. | Regional Director of Operations | 11/15/24 | 12/15/25 |
| Finalize agreements with Ecosystem partners in Rochester area. | Regional Director of Operations | 9/1/24 | 12/15/25 |
| Provide training to the Board of Trustees on our approved charter and how the CMO agreement defines specific ways that the Board and CMO work together. | Regional Superintendent | 10/1/24 | 11/1/24 |
| Provide deep dive training to individual Board committees regarding the specific parts of the charter that closely connect to their committee, as well relevant aspects of the CMO agreement, and artifacts they can access to evaluate CMO performance. | Regional Superintendent | 11/1/24 | 12/1/24 |
| Support the BRICK Rochester Board to secure an independent attorney for the school. | Regional Superintendent | 9/1/24 | 10/1/24 |

R-23a - Supplemental Narrative

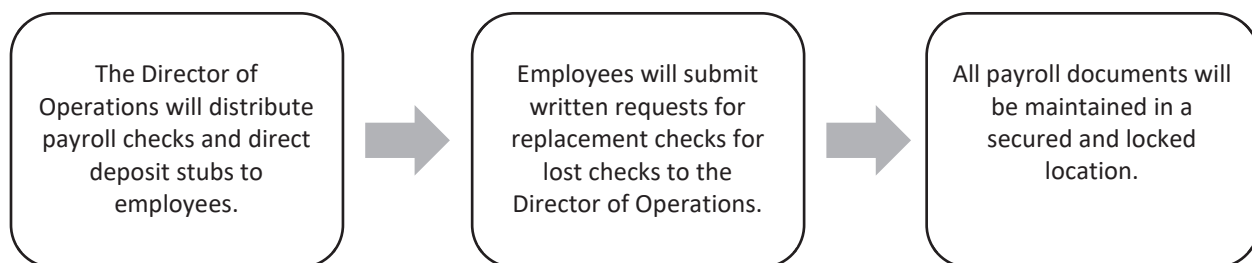
Request is not applicable.

| Experience | Code | CERTIFIED RPS 24-25 | CERTIFIED BRICK Rochester (5% over) | | | | | | | | | | | | | | | | | |
|---------------------------------|------|------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Budgeted Amount | | | | | | | | | | | | | | | | | | | | |
| Bucket | * | | | | | | | | | | | | | | | | | | | |
| Entering Year 1 (new) | 1 | 50,500 | 53,025 | | | | | | | | | | | | | | | | | |
| Entering Year 2 | 2 | 51,382 | 53,951 | | | | | | | | | | | | | | | | | |
| Entering Year 3 | 3 | 52,256 | 54,869 | | | | | | | | | | | | | | | | | |
| Entering Year 4 | 4 | 53,519 | 56,195 | | | | | | | | | | | | | | | | | |
| Entering Year 5 | 5 | 54,771 | 57,510 | | | | | | | | | | | | | | | | | |
| Entering Year 6 | 6 | 55,747 | 58,534 | | | | | | | | | | | | | | | | | |
| Entering Year 7 | 7 | 56,886 | 59,730 | | | | | | | | | | | | | | | | | |
| Entering Year 8 | 8 | 57,904 | 60,799 | | | | | | | | | | | | | | | | | |
| Entering Year 9 | 9 | 59,190 | 62,150 | | | | | | | | | | | | | | | | | |
| Entering Year 10 | 10 | 60,599 | 63,629 | | | | | | | | | | | | | | | | | |
| Entering Year 11 | 11 | 61,330 | 64,397 | | | | | | | | | | | | | | | | | |
| Entering Year 12 | 12 | 62,357 | 65,475 | | | | | | | | | | | | | | | | | |
| Entering Year 13 | 13 | 63,656 | 66,839 | | | | | | | | | | | | | | | | | |
| Entering Year 14 | 14 | 64,272 | 67,486 | | | | | | | | | | | | | | | | | |
| Entering Year 15 | 15 | 65,901 | 69,196 | | | | | | | | | | | | | | | | | |
| Entering Year 16 | 16 | 67,550 | 70,928 | | | | | | | | | | | | | | | | | |
| Entering Year 17 | 17 | 69,226 | 72,687 | | | | | | | | | | | | | | | | | |
| Entering Year 18 | 18 | 70,217 | 73,728 | | | | | | | | | | | | | | | | | |
| Entering Year 19 | 19 | 71,997 | 75,597 | | | | | | | | | | | | | | | | | |
| Additional takes board approval | * | | | | | | | | | | | | | | | | | | | |

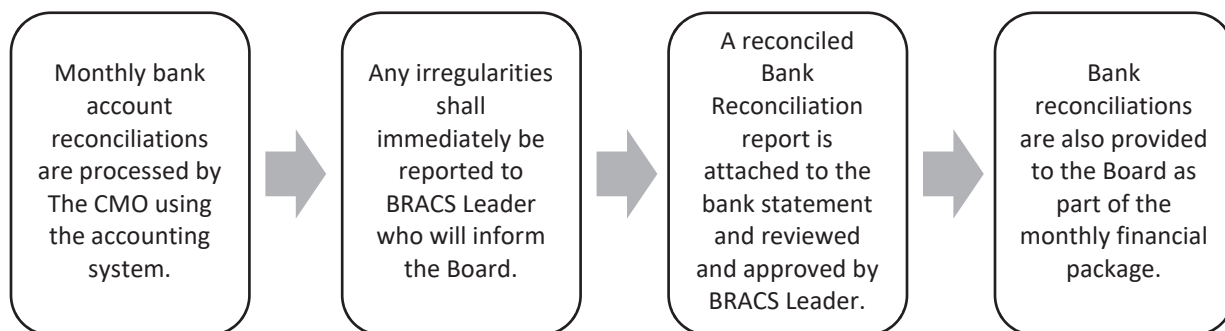
[24-25 Rochester Teacher Salary Schedule](#)

Currently Rochester does not compensate differently

401K plan will match Buffalo - up to 4% matching - e



Bank Reconciliation



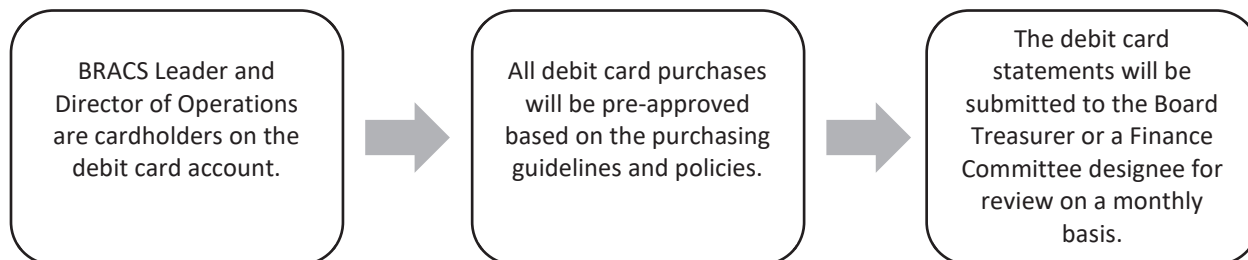
PROPERTY AND EQUIPMENT

Capitalization Policy

BRACS will capitalize items with an acquisition cost of \$5,000 or more and useful life greater than one year. Federal award purchases of \$5,000 or more per unit and useful life greater than one year will be capitalized. These items are also subject to BRACS's depreciation policy, outlined below.

| Asset Category | Useful Life |
|------------------------|--|
| Computers | 5 YEARS |
| Equipment | 5 YEARS |
| Furniture | 8 YEARS |
| Musical Instruments | 5 YEARS |
| Leasehold Improvements | Shorter of: 1) the useful life of the leasehold improvements, or 2) the remaining years of the lease |

Debit Card Purchases



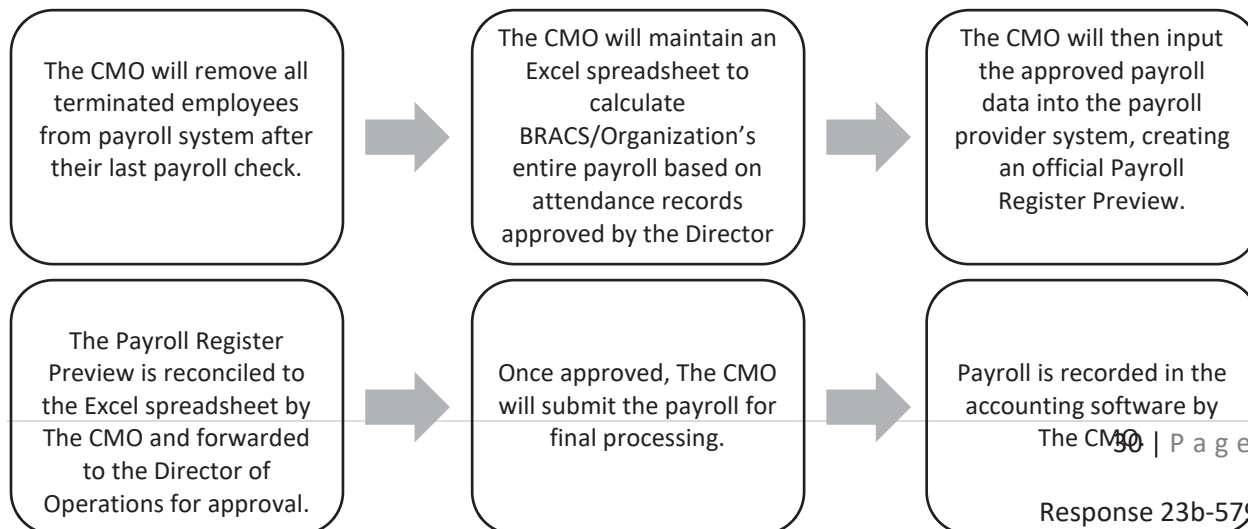
PAYROLL

Obtaining Payroll Information

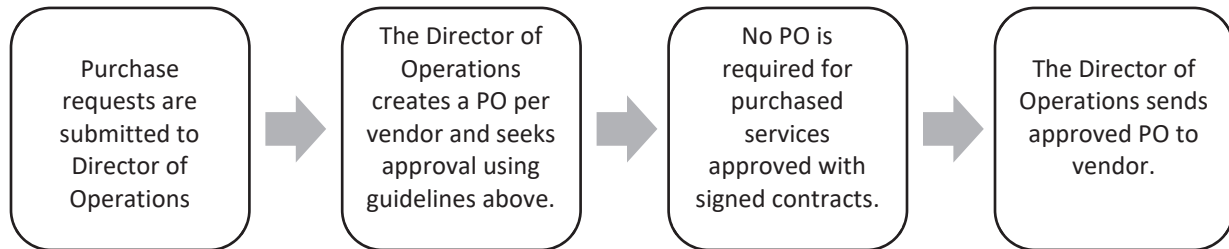
The Director of Operations is responsible for obtaining the following for every employee:

| General | Payroll | Benefits/Releases | Compliance |
|---|--|---|---|
| <ul style="list-style-type: none"> Hire letter (signed by both parties) Job description Resume Emergency Contact Form Resignation letter Exit Interview documentation | <ul style="list-style-type: none"> I-9 (to be kept in separate file) Federal Form W-4 NYS IT-2104 Direct Deposit NYS Wage Theft Prevention Form | <ul style="list-style-type: none"> Health/Dental/VisionLife/Disability (to be kept in separate file) Retirement/Pension | <ul style="list-style-type: none"> Fingerprint Clearance Certifications (if applicable) |

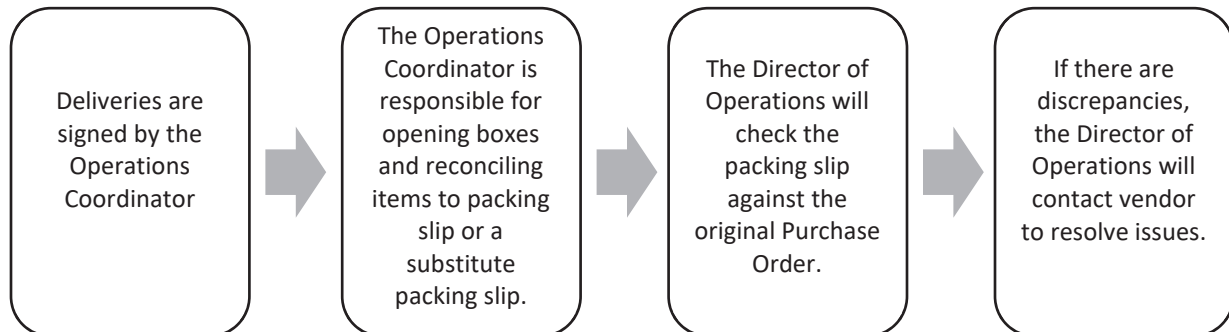
Processing Payroll



Purchase Orders Process



Receipt of Goods



Processing Disbursements

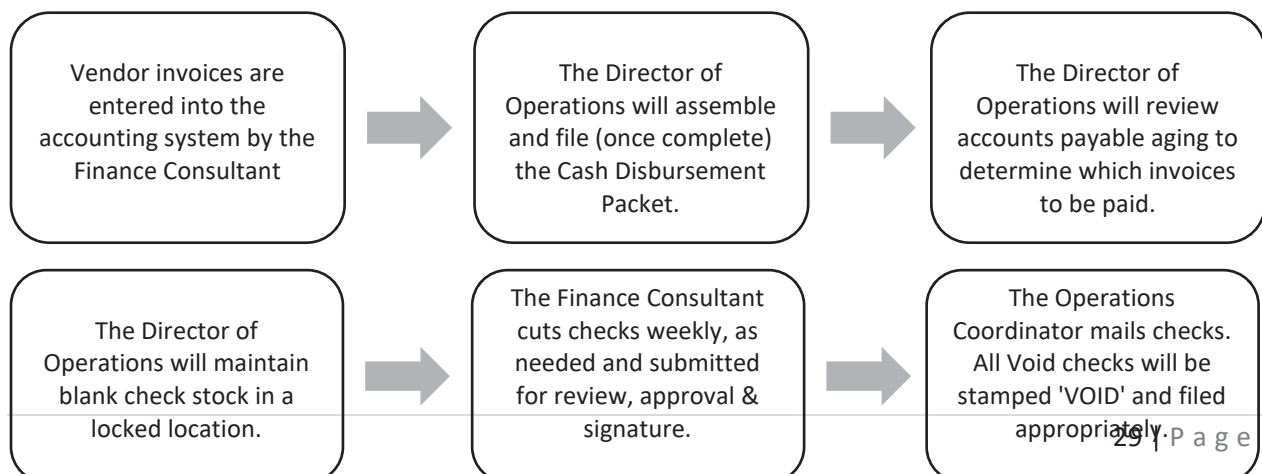
Check Signing Authority

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to her/him.

| Below \$20,000 | Above \$20,000 |
|--|---|
| <ul style="list-style-type: none"> School Leader approval | <ul style="list-style-type: none"> School Leader and Board Treasurer or Board Chair approval |

For recurring charges (such as rent, benefits, utilities, etc.) over \$20,000, single signature with annual approval is acceptable.

Disbursement Process

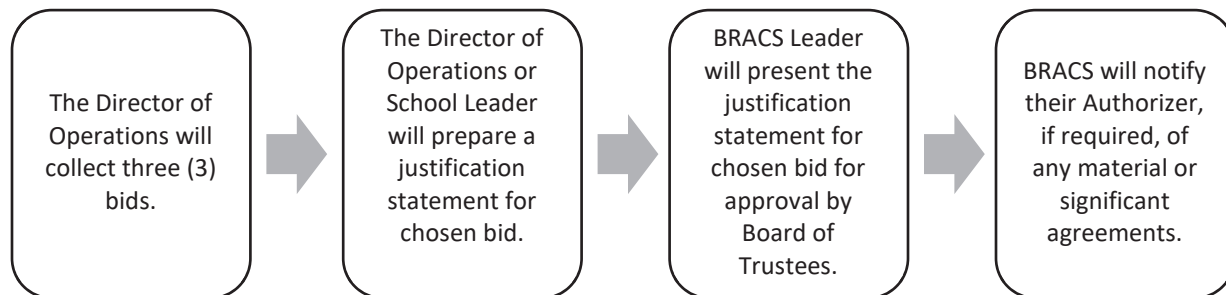


PURCHASES, ACCOUNTS PAYABLE AND CASH DISBURSEMENTS

Competitive Bidding Guidelines

| NO COMPETITIVE BIDS REQUIRED | COMPETITIVE BIDS REQUIRED |
|---|---|
| <ul style="list-style-type: none"> Preferred Vendor: has a contract with New York City, NY Sole Vendor: provides a unique service or product not offered by other vendors. Other Vendors: Below \$20,000 | <ul style="list-style-type: none"> Non-preferred or non-sole vendors: Above \$20,000 |

Competitive Bidding Procedure



Processing Purchases

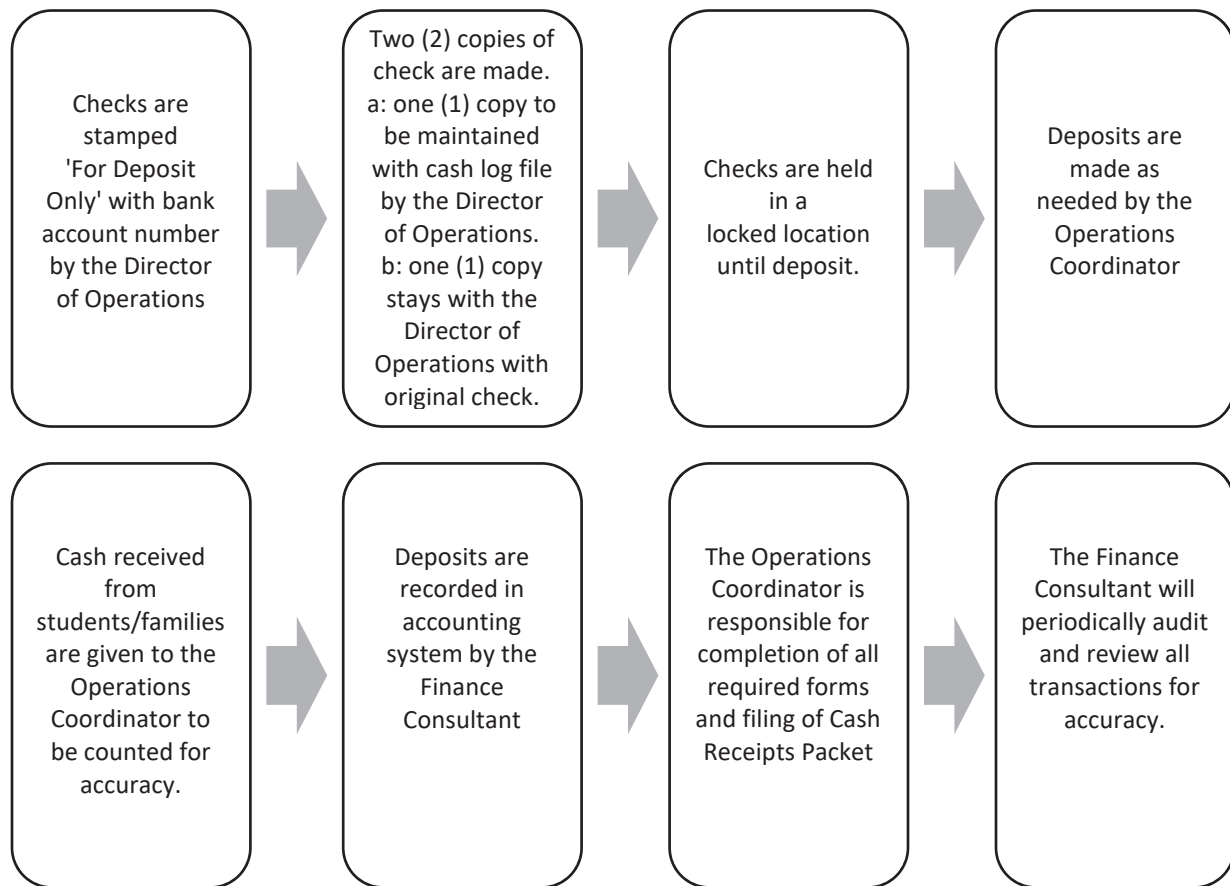
Approval

No staff member may approve his/her own purchase requests. Each purchase must be approved as follows:

| Below \$2,000 | Above \$2,000 Up To \$20,000 | Above \$20,000 |
|---|--|---|
| <ul style="list-style-type: none"> Director of Operations approval | <ul style="list-style-type: none"> School Leader approval | <ul style="list-style-type: none"> School Leader and Board Treasurer or Board Chair approval |

For recurring charges (such as rent, benefits, utilities, etc.) over \$20,000, annual approval is acceptable.

Receiving, Processing and Recording Cash Receipts



Approval & Procedures Shortcuts

Financial Leadership and Management

The financial management team of BRACS consists of:

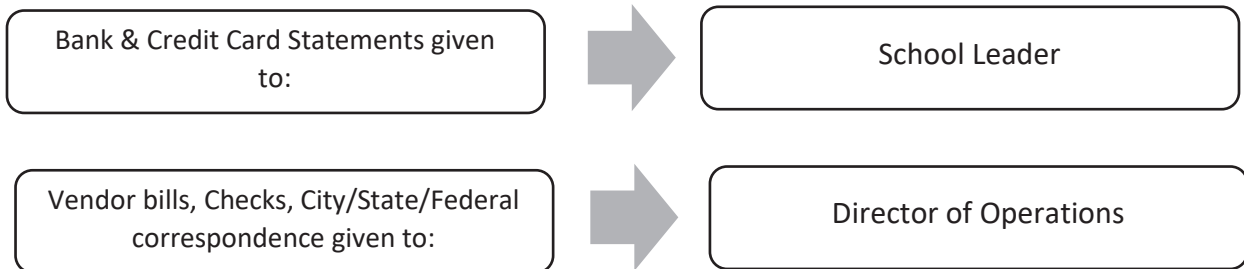
- Board of Trustees
- Board Treasurer
- Board Chair
- Finance Committee of the Board of Trustees
- School Leader
- Director of Operations
- Finance Consultant

Accounts Receivable Aging

If receivables go beyond a year, the amount recorded may be discounted to its present value.

| Below \$20,000 | Above \$20,000 |
|--|---|
| <ul style="list-style-type: none">• School Leader approval | <ul style="list-style-type: none">• School Leader and Board Treasurer or Board Chair approval |

Distribution of Mail



Annex 2: Employee Certification (sample)

INSERT SCHOOL NAME OR LOGO

Personnel Activity Report For Split-Funded Staff (Salary from multiple sources)

Period Ending _____ Fiscal Year _____
Name _____ Position/Title _____

| Accounting Description | | | Percent of Effort (FTE) |
|------------------------|---|---------------------|-------------------------|
| Project: | A | Title I A (example) | .27 |
| | B | Local Funds | .73 |
| Total Effort | | | 1.0 |

I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and I have full knowledge of 100% of these activities.

Employee Date Supervisor Date

- (1) - Report must be prepared at least monthly and coincide with one or more pay periods.
- (2) - Required for all split-funded positions
- (3) - (Optional) Supervisory official having first-hand knowledge of the activity performed by the employee. (Usually building principal)

Annex 1: Requirements for Record Retention

| | |
|---|----------------|
| Accounts payable (ledger, schedules and invoices from vendors) | 7 years |
| Accounts receivable (ledger, schedules and invoices from vendors) | 7 years |
| Audit Reports | Permanently |
| Chart of Accounts | Permanently |
| Depreciation schedules | Permanently |
| Expense records | 7 years |
| Financial statements (annual) | Permanently |
| Fixed asset purchases | Permanently |
| General ledger | Permanently |
| Inventory records | 7 years |
| Loan payment schedules | 7 years |
| Purchase orders (1 copy) | 7 years |
| Sales records | 7 years |
| Tax returns | Permanently |
| Bank Records: | |
| Bank reconciliations | 2 years |
| Bank statements & Cancelled checks | 7 years |
| Electronic payment records | 7 years |
| Corporate Records: | |
| Board minutes | Permanently |
| Bylaws | Permanently |
| Business licenses | Permanently |
| Contracts - major | Life + 4 years |
| Contracts - minor | Life + 3 years |
| Insurance policies | Permanently |
| Leases/mortgages | Permanently |
| Patents/trademarks | Permanently |
| Employee Records: | |
| Benefit plans | Permanently |
| Employee files (ex-employees) | 7 years |
| Employment applications | 3 years |
| Employment taxes | 7 years |
| Payroll records, including payments to pensioners | 7 years |
| Pension/profit sharing plans | Permanently |
| Time books | 7 years |
| Real Property Records: | |
| Construction records and Leasehold improvements | Permanently |
| Lease payment records | Life + 4 years |
| Property appraisals by outside appraisers | Permanently |
| Real estate purchases | Permanently |

The Board of Trustees will treat all information received confidentially and the reporting party may remain anonymous. Any fraud that is detected or suspected will be reported immediately to the Board of Trustees for further action. The outcome of an investigation will not be disclosed or discussed with anyone other than those who have a legitimate need to know.

Investigation Responsibilities

The Board of Trustees has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will take and document proper action.

CONFIDENTIALITY

Confidential information includes all information gained during employment or service with BRACS that is not common knowledge including, but not limited to, student records, personnel records, financial or donation information (including donation lists, donor information, potential donors or business contacts.) All Trustees, Officers, and Employees must keep such information confidential.

Information about children, families, and employees should be used in a professional manner, only with those who have a business-related need-to-know and should never be used as a topic of casual conversation or gossip.

Before the end of a term of service or employment with BRACS, Trustees, Officers and Employees must return to BRACS all Confidential Information without retaining it in any form. All other documents, data, manuals, security keys, and other items which are BRACS's property, and which may be in the individual's possession or control should also be returned at this time. Any Confidential Information that cannot be returned must be destroyed

RECORDS RETENTION

Records Retention Policy

All confidential paper records shall be maintained in locked facilities on School premises. BRACS maintains an established Disaster Recovery Policy. Annex 1, 2 contains a sample reference table which provides the minimum requirements for records retention.

Records Access Policy

The Director of Operations and The CMO will provide access to BRACS's records, as requested by any auditors, BRACS's authorizers or governmental agencies to facilitate the completion of such audits or reviews, in a timely manner.

Records Destruction Policy

Once School records have reached the conclusion end of their retention period according to the Records Retention Policy, the Director of Operations will request authorization from BRACS Leader for their destruction. If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. BRACS will arrange for the safe and secure destruction of confidential records.

FRAUD AND MISAPPROPRIATION

BRACS will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with BRACS.

BRACS Leader and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury.

Actions Constituting Fraud

The term fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to BRACS.
- Misappropriation of funds, supplies, equipment, or other assets of BRACS
- Impropriety in the handling or reporting of money or financial transactions.
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to BRACS
- Destruction, removal, or inappropriate use of records, furniture, fixtures, and equipment

Reporting and Confidentiality

INSURANCE COVERAGE

BRACS maintains insurance policies such as: Property, Business Interruption, Inland Marine, Crime, Cyber Security, Automobile, General Liability, Directors' & Officers', Umbrella Liability, Student Accident, Catastrophic Student Accident and Worker's Comp.

The Director of Operations will conduct an annual review of all policies, coverage and any policy restrictions to preserve BRACS's assets and lower the risk of being underinsured. The Director of Operations is responsible for procuring annual renewals with BRACS's insurance broker at least one month in advance of a policy's expiration. A summary of insurance coverage will be shared with the Board of Trustees for review of risk and liability.

Any vendor (including Independent Consultants) doing business on School grounds (e.g., food service, construction, maintenance, etc.) or with School's students (e.g. bus company) will carry adequate insurance that satisfies BRACS's requirements and will issue a certificate of insurance that names BRACS as Additional Insured.

DEBT

Board approval (as documented in the board meeting minutes) is required for incurring any loans, notes, bond financing or lines of credit for BRACS. The Board Chairperson and Chief Finance Officer will be authorized to negotiate the debt on behalf of the board. Two signatures (Board Chairperson and School Leader) are required for all approved debt agreements.

All loan covenants and restrictions will be reported to the full Board when the debt is authorized. BRACS Leader and Auditors will periodically review and track BRACS's adherence to these covenants and report to the Board of Trustees if there are any violations or potential violations.

The CMO will reconcile the general ledger debt balances to statements or amortization schedules on a monthly basis.

CONTRACTS AND LEASES

The Board's Chairperson and BRACS Leader will be authorized to negotiate and sign any contracts and lease agreements that require the approval of the Board of Trustees based on BRACS's purchasing guidelines. Board approval of these documents will be documented in the board minutes.

BRACS Leaders, Director of Operations, The CMO, and Auditors will periodically review contract or lease details to ensure proper compliance and recording.

Utilization of Independent Contractors/Consultants

- When BRACS makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and will not be categorized as a regular employee.
- BRACS will maintain a written contract with the contractor/consultant.
- BRACS will obtain Form W-9 from the contractor/consultant prior to issuance of the first payment for services provided.
- In all cases where total payment exceeds \$600.00 in a calendar year, BRACS will issue IRS form 1099-Misc, as required by law.

IRS FORM 990 PREPARATION AND FILING

The preparation of BRACS's IRS Form 990 and required State filings, if applicable, will be contracted out to the independent accountants. BRACS Leader, Board Treasurer, and The Chief Financial Officer will review the 990 drafts. Any changes are communicated to the independent accountants and a revised draft is then forwarded to the Board designee. The Board of Trustees will approve the IRS Form 990 prior to filing. This approval will be documented in the Board minutes. The 990 will be signed by BRACS Leader and all Board Members will receive a copy.

Each item is also physically tagged in a visible area on the item and with an indication of whether the item belongs to BRACS or a governmental agency (i.e., purchased with grants such as Department of Youth and Community Development).

No employee may use or remove any of BRACS property, equipment, material or supplies without the prior approval of BRACS Leader.

The Director of Operations performs inventory audits every year (in addition, documented inventory audit is required if assets are purchased with federal funds), verifying, and updating the data contained in the Fixed Asset Tracking List. The Fixed Asset Tracking List is reconciled to the General Ledger by Director of Finance with the assistance of the Director of Operations.

Depreciation Policy

Depreciation associated with fixed assets is calculated based on the asset's useful life using the straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For instance, if BRACS purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12) and recorded as such. But if BRACS purchased the computer in April, then it would depreciate for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

| Asset Category | Useful Life |
|------------------------|--|
| Computers | 5 YEARS |
| Equipment | 5 YEARS |
| Furniture | 8 YEARS |
| Musical Instruments | 5 YEARS |
| Leasehold Improvements | Shorter of: 1) the useful life of the leasehold improvements, or 2) the remaining years of the lease |

Disposition of Assets

Any item that is damaged, sold, lost or stolen will be taken out of service and written off. Assets Purchased with Federal Funds

For assets purchased with federal funds BRACS will request disposition instructions from the federal awarding agency when required.

Otherwise, assets may be retained, sold or otherwise disposed as follows:

- Transferred to another federal program.
- Assets with a fair market value over \$5,000 per unit – BRACS is required to pay the awarding agency its proportionate share of the asset's disposition/selling price.
- BRACS may deduct and retain \$500 or 10% of the proceeds for selling and handling instructions.
- Assets with a fair market value under \$5,000 per unit – no accountability (still will formally dispose)

Employees that are issued School equipment will complete BRACS's equipment usage agreement.

Outstanding Checks

Checks outstanding for 90 days or more will be investigated by the Director of Operations. Based on the outcome of the investigation, the check will be voided in the accounting system, a stop payment issued with the bank, and a new check issued to the vendor.

Cash Transfers

- Cash balances in all BRACS bank accounts will be monitored by the CMO to ensure that an adequate amount of funds are on hand to meet BRACS's financial obligations.
- Transfers among BRACS accounts (only) may be made by the CMO as needed.

Petty Cash Account

BRACS does not maintain petty cash.

PROPERTY AND EQUIPMENT

Capitalization Policy

BRACS will capitalize items with an acquisition cost of \$5,000 or more and useful life greater than one year. Federal award purchases of \$5,000 or more per unit and useful life greater than one year will be capitalized. These items are also subject to BRACS's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the \$5,000 threshold, the items may be capitalized. For example, if a school buys 100 desks at \$250 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000, which will be capitalized.

Asset Tracking Process

Upon receiving any property that qualifies as a fixed asset, the Director of Operations is responsible for recording the following into the Fixed Asset Tracking List:

- Asset tracking number as designated by BRACS.
- Asset name, use, condition and description.
- Classification (i.e., land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software).
- Serial number, model number, or other identification.
- Indicate if the title vests with the governmental agency, if required.
- Vendor name and acquisition date or date placed in service.
- Location of the equipment.
- Purchase Value.
- Disposal Date and Reason; and
- Specify dollar amount of any asset purchased with grant fund.

MANAGEMENT OF CASH

Bank Accounts

BRACS has the following accounts:

- Checking Account (Operating Account)
- Payroll Account
- Savings Account
- Escrow Account*

*The Escrow Account for Dissolution is required by BRACS's Authorizer to be a Board of Trustees-controlled dissolution account, whose sole purpose is to pay for legal and audit expenses associated with the dissolution of BRACS should it occur. BRACS's Authorizer requires BRACS to set aside \$75,000 over the first three years in this Escrow Account earmarked for the above-named purpose.

In all instances, BRACS is utilizing its accounts in a way that safely maximizes its overall interest income. BRACS has the following authorized signatories on the accounts.

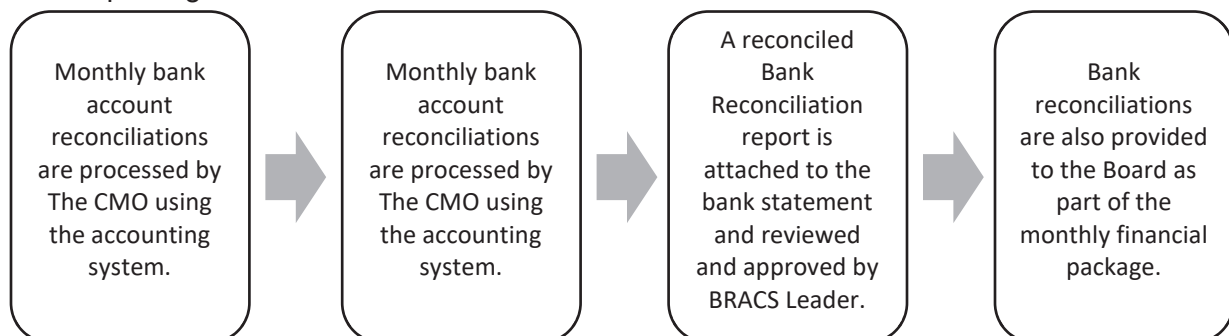
- Board Chairperson
- Board Treasurer
- Chief Financial Officer
- Senior Accountant

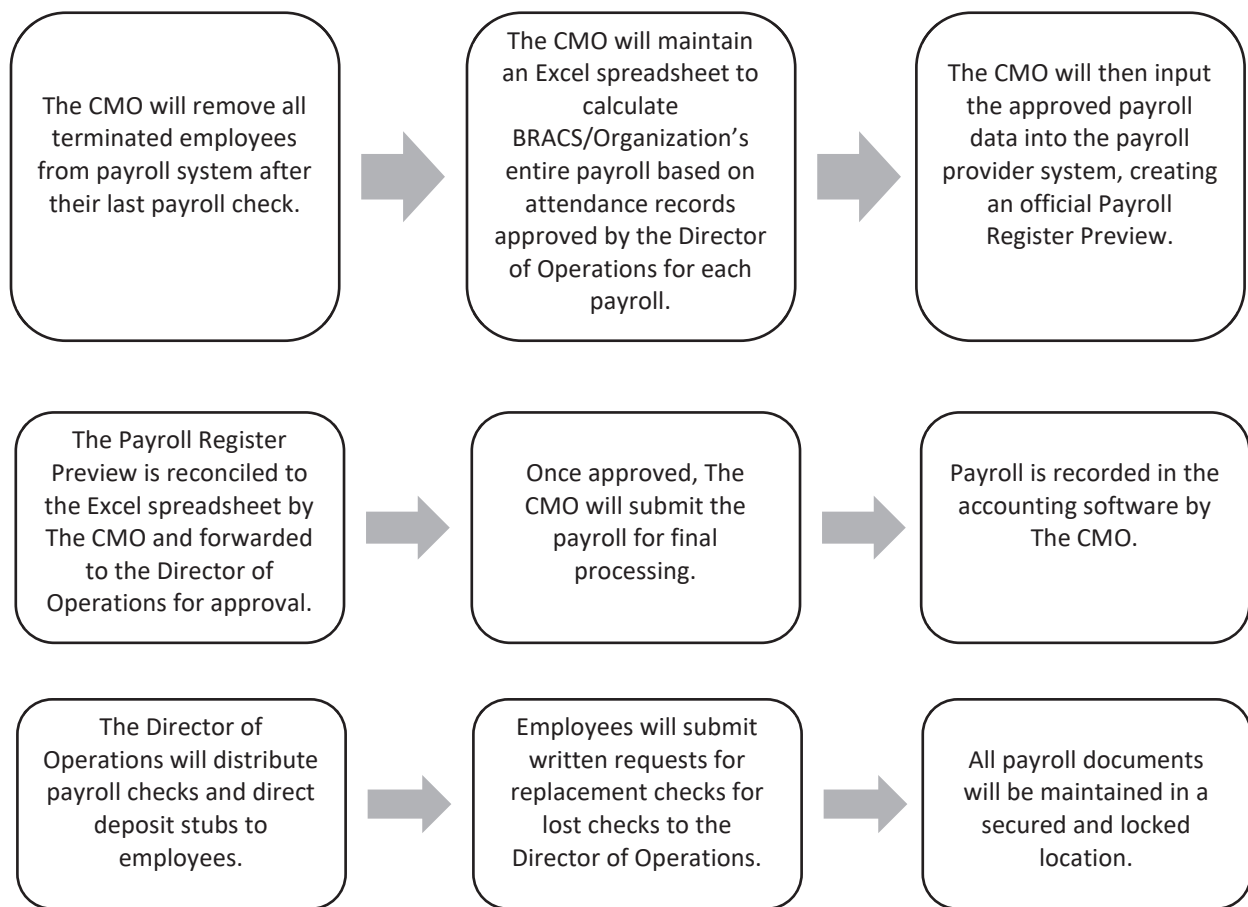
Board approval is required to open or close a bank account and will be recorded in the board meeting minutes.

BRACS recognizes that federal insurance on deposits with a participating bank institution is limited to a total of \$250,000.00, regardless of the number of accounts held. If deemed necessary, BRACS may negotiate with the financial institution in order to secure such deposits in excess of federal coverage.

Bank Reconciliation

- Monthly bank account reconciliations are processed by Director of Finance using the accounting system.
- Any irregularities shall immediately be reported to BRACS Leader who will inform the Board.
- A reconciled Bank Reconciliation report is attached to the bank statement and reviewed and approved by BRACS Leader.
- Bank reconciliations are also provided to the Board as part of the monthly financial package.





BRACS is on a semi-monthly payroll cycle which is made up of twenty-four (24) pay periods per year. 11-month salaried employees' (i.e., Instructional Staff) pay is spread out over these 24 pay periods to cover the summer months. Part-time hourly employees are only paid for time worked. Changes will be made and announced in advance whenever BRACS holidays or closings interfere with the normal pay schedule.

Payroll Reconciliations

The payroll vendor is responsible for the preparation of quarterly and annual payroll tax filings. The Chief Talent Officer are responsible for reviewing all payroll tax documents and supporting schedules for accuracy and completeness.

Quarterly Reconciliation of Payroll to Accounting Records

On a quarterly basis, The CMO will prepare a reconciliation of all salary accounts, benefit deductions and payroll taxes in the general ledger, to the Federal and State quarterly payroll tax forms. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records

On an annual calendar basis, The Chief Financial Officer with assistance from the Director of Operations will prepare a reconciliation of the general ledger with the W-3, annual payroll reports and payroll tax returns. Once this reconciliation is completed, W-2s are distributed to employees by the required IRS due date.

- No employee can review or access his or her own personnel file without written permission of BRACS Leader.
- No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by BRACS Leader.

Time Reporting Procedures

- All employees are responsible for tracking the actual time they have worked and paid time off, in accordance with the Employee Manual.
- The Director of Operations will keep track of all days the employees are not at work based on approved Leave Request Forms.
- All overtime work will be pre-approved by his/her supervisor.
- Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay.
- If federal funds, such as Title, are used for salaries, then time distribution records are required and will accurately reflect the work performed for each award.
- BRICK Rochester will not have an accrual policy.

Processing Payroll

- Any changes to an individual's compensation will be approved in writing by BRACS Leader and submitted to the Talent Office at the CMO.
- The Director of Talent is responsible for removing terminated employees from the payroll system immediately after the terminated employee has received her/his last payment from BRACS.
- The Director of Talent will maintain an Excel spreadsheet to calculate BRACS's entire payroll based on attendance records approved by the Director of Operations for each payroll.
- The Director of Talent will then input the approved payroll data into the payroll provider system, creating an official Payroll Register Preview.
- Payroll is recorded in the accounting software by the Director of Finance.
- The Director of Operations will distribute payroll checks and direct deposit stubs to employees.
- The Director of Operations controls and monitors all payroll checks that are not deliverable and not cashed.
- Employees will submit either a written or an email request for replacement checks for lost checks to the Director of Operations.
- All payroll documents will be maintained in a secure and locked location at the CMO headquarters.
- Documentation for each payroll consists of the following:
 - Approved Excel Spreadsheet.
 - Payroll Register Preview.
 - Approved (by the Director of Operations) documentation for payroll changes to individual employees (i.e., new hires, terminations, pay rate changes, or payroll deductions);
 - Attendance records.
 - Overtime timesheets; and
 - Final Payroll Register and Reports signed off by the Director of Operations

PAYROLL

Salary Determination

- BRACS will review comparable data which can include compensation surveys and executive compensation reported in the IRS Form 990 of other charter schools/organizations.
- The Board of Trustees determines the salaries for BRACS Leader. Any such decisions will be captured in the Board meeting minutes.
- Any changes to a staff member's salary will be approved by BRACS Leader in writing or electronically and maintained in the employee file.
- The Board of Trustees is provided with a detailed supporting schedule of compensation with the annual budget.
- If applicable, bonus calculations, requirements, and eligibility will be approved by the Board of Trustees, outlined explicitly, and recorded in the meeting minutes.

BRACS complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA)² with regard to the dissemination of private health information (PHI) of School employees. To comply with all rules and regulations, including the Americans with Disabilities Act (ADA)³, BRACS will keep all medical records and all other related documents separate from the personnel file.

Analyzing Job Information

The Fair Labor Standards Act (FLSA)⁴ sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by BRACS.

Obtaining Payroll Information

The Director of Talent is responsible for obtaining the following for every employee:

| General | Payroll | Benefits/Releases | Compliance |
|---|--|---|---|
| <ul style="list-style-type: none"> • Hire letter (signed by both parties) • Job description • Resume • Emergency Contact Form • Resignation letter • Exit Interview documentation | <ul style="list-style-type: none"> • I-9 (to be kept in separate file) • Federal Form W-4 • NYS IT-2104 • Direct Deposit • NYS Wage Theft Prevention Form | <ul style="list-style-type: none"> • Health/Dental/Vision • Life/Disability (to be kept in separate file) • Retirement/Pension | <ul style="list-style-type: none"> • Fingerprint Clearance • Certifications (if applicable) |

- All personnel files will be kept in a locked file cabinet and kept based on record retention requirement, Annex 2.
- Access to such personnel files is limited to BRACS Leader, Director of Operations and Talent Office and Finance Office.

- Reimbursable expenses will require pre-approval by BRACS Leader via the Expense Reimbursement form.
- The Regional Superintendent of WNY will approve BRACS Leader's expense reimbursements.
- Receipts are required for all expenditures requiring reimbursement.
- Employees will note that BRACS is tax exempt and therefore does not reimburse employees for sales tax. A copy of the Sales Tax-Exempt Certificate may be obtained from BRACS for use when making reimbursable purchases.

Board Related Expenses

Board members will not be reimbursed for any expenditure, other than those incurred to attend special meetings of the Board of Trustees.

Travel Expenses

- All travel arrangements and expenses will be pre-approved by the CMO Finance Office and WNY Regional Superintendent. The CMO will approve BRACS Leader's travel arrangements.
- All pre-approved travel arrangements will be purchased or reimbursed by BRACS.
- Expectations for daily expenses or per diem allowances will be determined prior to the employee's trip.
- Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement will be made within 45 days of expense.
- Approved Expense reports will be submitted to the Finance Consultant for processing.

Documentation of all expenses will comply with IRS requirements and clearly show:

- Date
- Names of those in attendance
- Location
- Business purpose
- Amount

Mileage Reimbursement

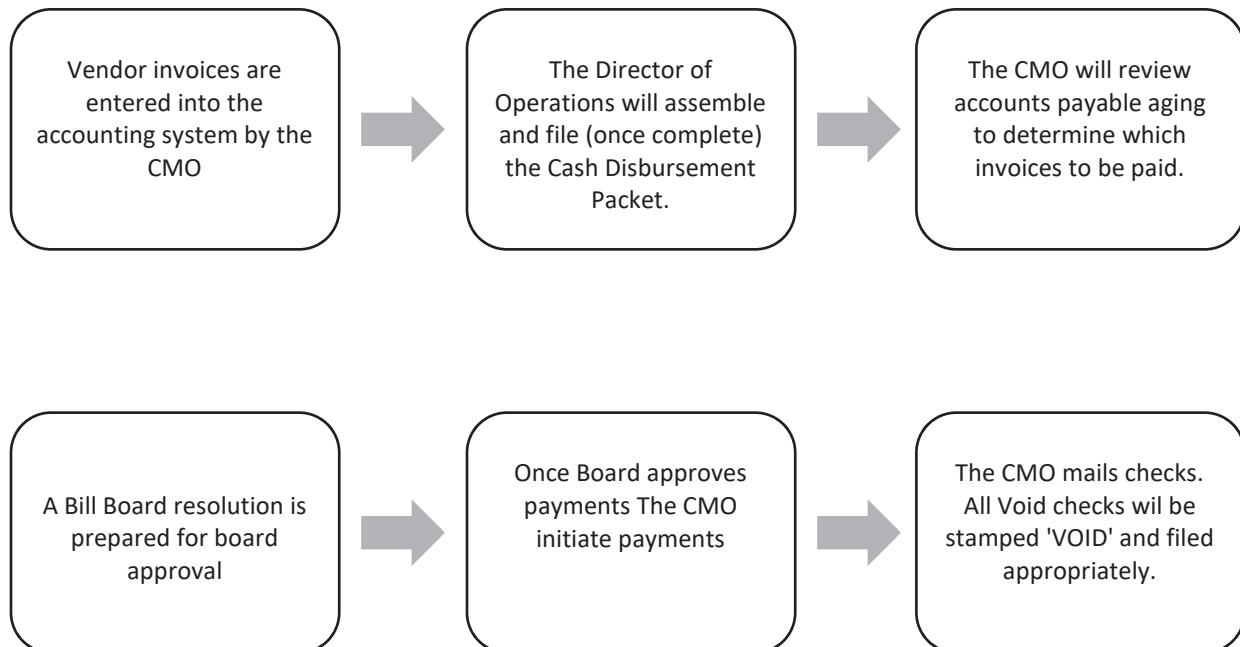
- All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel as approved by BRACS Leader.
- Related parking fees and toll fees are reimbursable if supported by receipts.

Political Contributions

No funds or assets of BRACS may be contributed to any political party or individual who either holds public office or is a candidate for public office. BRACS also cannot provide financial or in-kind support to any organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by BRACS.
- Purchase by BRACS of tickets for political fundraising events; and
- Contributions in-kind, such as lending employees to political parties or using School assets in political campaigns.

- The vendor invoice is entered into the accounting system by the Director of Finance.
- The Director of Operations will assemble and file (once complete) the following Cash Disbursement Packet:
 - Check Stub or copy of check.
 - Purchase Order/Reimbursement Form.
 - Vendor Invoice.
 - Packing Slip; and
 - Other documentation
- The CMO will review accounts payable aging to determine invoices to be paid, taking into consideration purchase discounts whenever possible.
- The CMO will prepare bill resolution for BRACS School Board approval.
- Once Board Approves payments the CMO Finance Office will initiate payment.
- The CMO mails the checks or electronic funds transfer.
- Any and all voided checks will be stamped “Void” and filed appropriately within financial system.
- Payments made online, by electronic funds transfer, and/or by phone follow the same approval process as listed above.



Accounts Payable

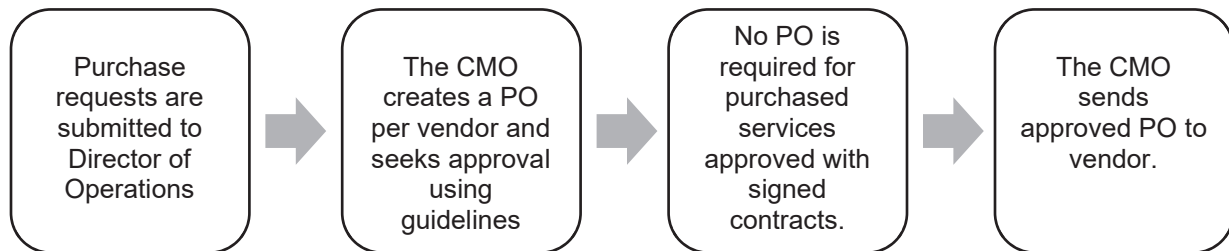
The Chief Financial Officer will review the accounts payable aging weekly, to determine the available cash balances while taking into consideration other cash requirements in the near future and select which items to pay.

Reimbursable Expenses

General

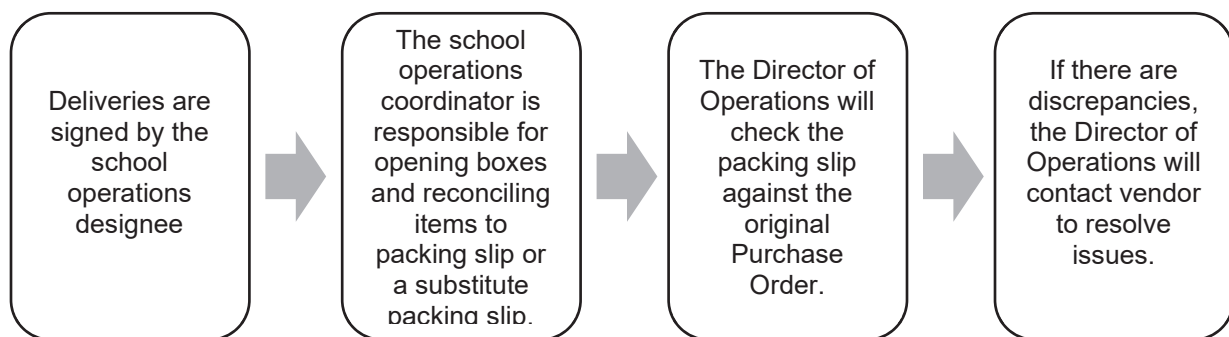
- With prior approval, as described below, staff may make the purchase with their own funds and apply for reimbursement for amounts up to \$500 per year.

- Purchased services that are approved through signed contracts do not need a PO.
- The CMO Finance Office then sends the order to the vendor, accompanied by any required documentation.



Receipt of Goods

- The operations Coordinator will sign for delivery.
- The operations Coordinator is responsible for opening the box(es) and obtaining and signing the packing slip(s). In instances where there is no packing slip, a substitute packing slip will be filled out and signed by the operations Coordinator.
- The Director of Operations will check the packing slip against the original PO.
- If there are discrepancies with the order, the Director of Operations will contact the vendor to resolve any issues.



Processing Disbursements ***Check Signing Authority***

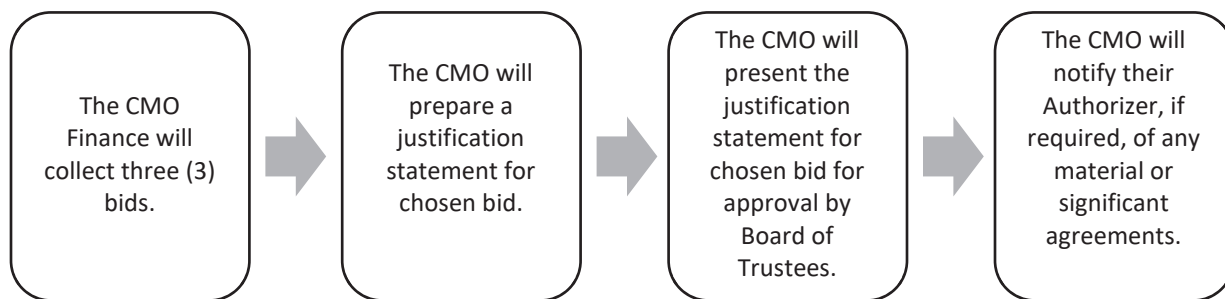
In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to her/him.

All bills will be presented to the finance committee each month and be part of the monthly finance report.

| All Checks |
|--|
| <ul style="list-style-type: none"> • CMO Director of Finance & School Leader approval |

Disbursement Process

- BRACS will seek bids from at least three vendors and award the contract to the qualified vendor offering the supply or service needed for the lowest price.
- The Director of Finance is responsible for soliciting and documenting these bids.
- The Board of Trustees will provide final approval after multiple bids are presented to them with recommendations.
- Award may be made to a vendor other than the low bidder in circumstances which the higher bid demonstrates best value to BRACS. In such situations, the CMO shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.
- If required by BBAC's Authorizer, BRACS will notify BRACS's Authorizer of any material or significant purchases, contracts and agreement in addition to obtaining Board of Trustee approval.



Purchase and Payments Approval

Guideline Processing Purchases Approval

No staff member may approve his/her own purchase requests. Each purchase must be approved as follows:

| Below \$5,000 | Above \$5,001 Up To \$35,000 | Above \$35,000 |
|---------------------------------|------------------------------|--|
| Director of Operations approval | Director of Finance | Director of Finance, Board Treasurer or Board Chair approval |

For recurring charges (such as rent, benefits, utilities, etc.) over \$35,000, annual approval is acceptable.

Purchase Orders Process

- Requests for purchases are submitted to the Director of Operations.
- The CMO Finance Office creates a Purchase Order (PO) per vendor and based on the total value of the Purchase Order, seeks approval based on the table above. All purchasing thresholds apply to the entire order, not single items.

BRACS procures only those items and services required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance, and price.

BRACS adheres to the following objectives:

- Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable considerations such as delivery, quantity and quality.
- BRACS will make all purchases in the best interests of BRACS and its funding sources and in accordance with any grant restrictions as applicable.
- BRACS will buy from reliable vendors.
- BRACS will not contract with vendors who have been suspended or debarred. <https://www.sam.gov/SAM/>
- BRACS will obtain maximum value for all expenditures.
- BRACS will be above suspicion of unethical behavior at all times and avoid any conflict of interest, transactions with related parties, or even the appearance of a conflict of interest in BRACS supplier relationships. BRACS's conflict of interest policies are described in its By-Laws.
- All contractors will possess the financial and technical resources necessary to provide service/goods.

Exemption from Sales Tax

BRACS is exempt from federal and state tax. As such, BRACS is exempt from sales taxes on goods purchased for their own internal use. BRACS Leader and Director of Operations is responsible for ensuring that all vendors have a copy of the sales tax exemption letter.

Competitive Bids and Quotes

A bid is a formal request to a vendor for a price for goods and services customized to BRACS. A quote is a widely available price for goods and services not necessarily specific to BRACS, e.g., a listed price on a website or other advertising.

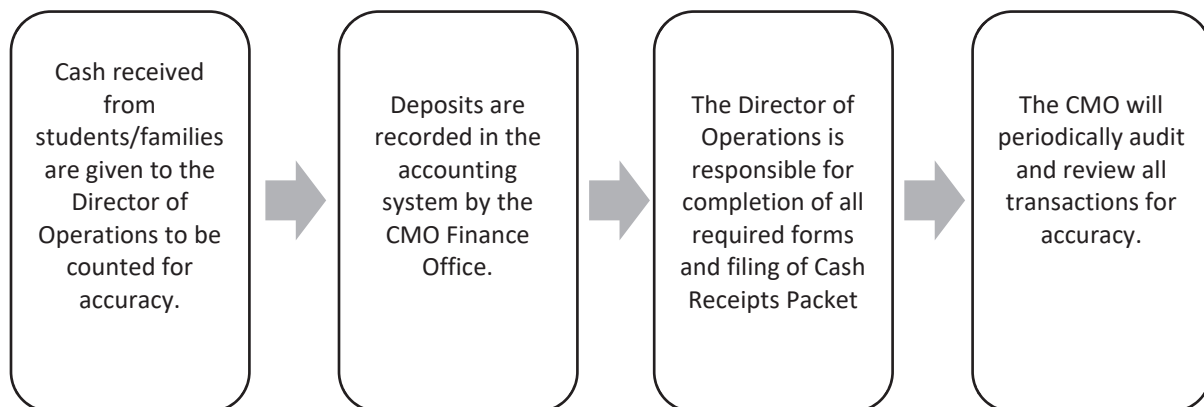
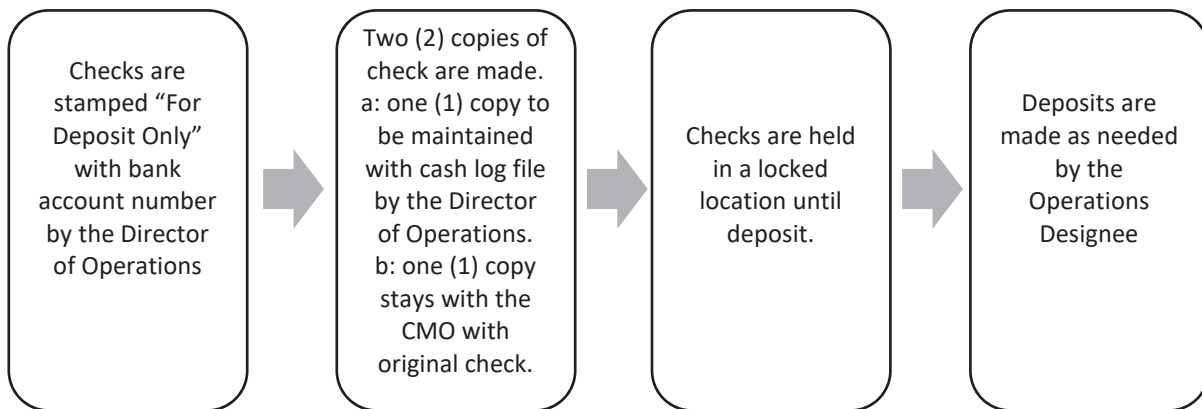
- For items purchased with Federal funding, three competitive quotes are required for goods and services over \$10,000
- For items purchased with non-Federal funding, competitive quotes are required for goods and services over \$20,000.
- The CMO Finance Office is responsible for soliciting and documenting these quotes.
- Competitive bidding will be based on the procedures outlined below.

Competitive Bidding Guidelines

| NO COMPETITIVE BIDS REQUIRED | COMPETITIVE BIDS REQUIRED |
|---|---|
| <ul style="list-style-type: none">• Preferred Vendor: has a contract with New York City, NY• Sole Vendor: provides a unique service or product not offered by other vendors.• Other Vendors: Below \$20,000 | <ul style="list-style-type: none">• Non-preferred or non-sole vendors: Above \$20,000 |

Competitive Bidding Procedure

- Payments received from students/families (for example, school lunch fees, uniforms, field trips) will be collected by designated staff and submitted to and counted for accuracy by the Operations Designee.
- The CMO Finance Office records the receipt of funds in the account system.
- The Director of Finance is responsible for ensuring the completion of filing of the Cash receipts packet which includes:
 - Copy of deposit slip
 - Deposit detail from accounting system
 - Bank-endorsed proof of deposit
 - Copy of all checks and cash receipt logs for currency; and
 - Additional documentation received with the check.
- The Chief Financial Officer will periodically audit and review all transactions for accuracy and proper supporting documentation.



PURCHASES, ACCOUNTS PAYABLE AND CASH DISBURSEMENTS

Background

that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise.”

Federal Cash Receipts

Drawdowns/advances will be disbursed within specified time and maintained in insured account. The funds will also be in interest bearing account, if:

- Aggregate federal awards are over \$120,000; and
- Account expected to earn in excess of \$500 in interest per year; and
- Bank required minimum balance is feasible for BRACS to maintain.

Interest amounts earned up to \$500 may be retained by BRACS for administrative purposes. Interest over \$500 will be returned to the granting agency.

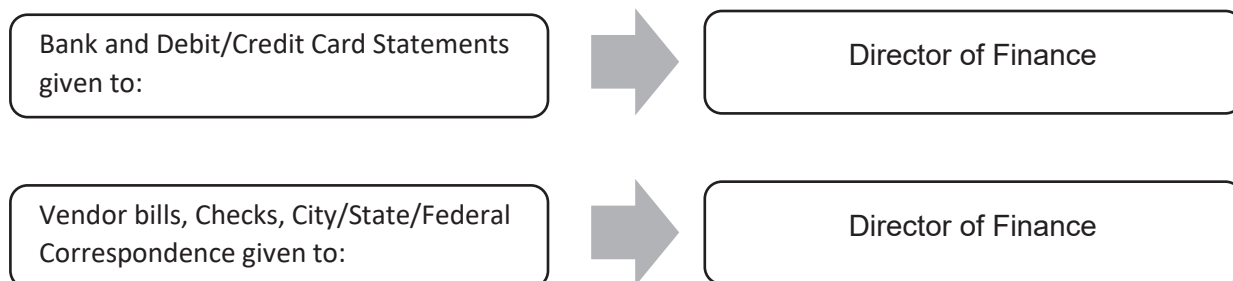
Payroll (Time and Effort Documentation)

Charges to Federal awards for salaries and wages will be based on records that accurately reflect the work performed. Such records may include employee certifications signed by the employee performing the work and their respective supervisor, please refer to Annex 2 for suggested sample certification.

Distribution of Mail

The Office Manager sorts and distributes all mail on a daily basis.

- Bank statements and debit/credit card statements are distributed to Director of Finance unopened for review.
- Vendor bills/statements, checks for deposit and city/state/federal agency correspondence are distributed to the Director of Finance unopened for review.
- Bank statements and debit/credit card statements are distributed to Director of Finance unopened for review.



Receiving, Processing and Recording Cash Receipts

- All checks will be stamped immediately in the designed endorsement area with "For Deposit Only" by the Director of Operations, with the appropriate bank account number and the name of the BRACS.
- The Director of Operations will make two copies of the check, one copy is to be maintained with the Check Log File and the other copy along with the check by the Finance Office.
- The Director of Operations is responsible for making all deposits. Checks will be secured in a locked location until deposited, and deposits will be made weekly, as needed.

Leader and/or Business Manager will review the accounts receivable aging monthly, determine which invoices are collectible, and follow the necessary requirements based on the type of funding, in order to collect. Accounts receivable that are deemed uncollectible will be written off once approved based on thresholds shown on the table below. If receivables go beyond a year, the amount recorded may be discounted to its present value.

| Below \$20,000 | Above \$20,000 |
|-------------------------|--|
| Chief Financial Officer | Chief Financial Officer, Board Treasurer or Board Chair approval |

Federal Awards

For funds received from the Federal Government such as Title Funding, BRACS is required to adhere to specific requirements. Below and throughout these manual references will be made to the specific requirements for those federal funds.

Allowability Procedures

Before any grant funds are budgeted and expended, staff are required to determine the cost eligibility based on the following factors:

- Necessary, reasonable and allocable
- Conform with federal law and grant terms.
- Consistent with state and local policies
- Consistently treated.
- In accordance with GAAP
- Not included as a match
- Net of applicable credits
- Adequately documented.

The following link will be used to determine specific cost eligibility: Office of Management and Budget, Circular No. A-122 Revised May 10, 2004.

https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/circulars/A122/a122_2004.pdf

Payments made for costs determined to be unallowable by either the Federal awarding agency or pass-through will be refunded (including interest) to the Federal government in accordance with instructions from the Federal agency that determined the costs are unallowable.

Single Audit Requirements

The link below can be referenced for Single Audit requirements related to each grant: Office of Management and Budget, Circular A-133 Compliance Supplements 2017 and 2018.

https://www.whitehouse.gov/sites/whitehouse.gov/files/omb/circulars/A133/2017/Compliance_Supplement_2017.pdf and

<https://www.whitehouse.gov/wp-content/uploads/2018/05/2018-Compliance-Supplement.pdf>

Report and Payment Request Certification

For all federal grants an official authorized to legally bind BRACS will be required to certify all reports and payment requests by signing and agreeing to a statement such as the following, either in writing or via an online portal:

“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware

to allow for accurate tracking of the applicable revenue, expenses, and assets based on the funding requirements.

- All grant expenditures/costs reported will be reconciled to the books by the Finance Consultant prior to the submission of any reports.
- BRACS will establish and document an annual cost allocation plan (for both direct and indirect costs), which is reviewed and approved by Charter Management and BRACS Leader.
- Expenses will not be charged over 100% against multiple grants.
- Charter Management Organization and BRACS Leaders will ensure that all reporting requirements and deadlines are met.

Revenue Recognition for Grants

Revenue is recognized when earned and when contributions are received or awarded in accordance with GAAP.

In-kind Contributions

Donated Goods and Services

Donated goods and services are recorded in the accounting system at fair value or at the cost that would have been incurred had BRACS had to purchase the goods or services. The donor may provide valuable information in regard to the fair value of the goods or service they are donating. It is BRACS's responsibility to ensure that the value determined is documented and reflects the fair market value of the goods or services provided.

Donated Securities

Publicly traded securities may be accepted. BRACS will sell all gifts of public securities as soon as reasonably possible with the cash from the sale transferred to BRACS's bank account. The securities will be valued at the closing price on the date of sale.

Contributions Acknowledgment Letter

When BRACS receives a donation or an unconditional pledge in excess of \$250, a contribution acknowledgement letter stating the value of the donation is drafted by the Director of Development, signed by CEO of Charter Management Organization, and sent to the donor. The acknowledgment will include:

- The amount of cash received, and a description of any other property contributed (for in-kind goods contributed in which donor determines fair value for their individual tax purposes, the donor provided fair value is included as contribution);
- A statement about whether any goods or services in return for the contribution were provided; and
- A description and an estimated value of what was provided if BRACS provided something in return for the contribution.

These rules do not apply on a cumulative basis. One contributor who makes separate donations, each of which is less than \$250 but in the aggregate is greater than \$250, is not required to receive an acknowledgment.

Accounts Receivable Aging

All outstanding accounts receivable are aged on a thirty, sixty, ninety, and over-ninety-day basis. BRACS

ANNUAL BUDGETING AND REPORTING

Annual Budgeting

Charter Management organization and BRACS is responsible for creating annual operating and capital budgets as well as updating the 5-year budget projections (as needed). The annual budget will be approved and passed by the Board of Trustees by June 30th before the start of the new fiscal year. Following this approval, any formal amendments to the budget will also be approved by the Board of Trustees.

Financial Reporting

Charter Management Organization and BRACS will complete, and present financial reports as required by the Board of Trustees, including but not limited to the following:

- (1) Budget vs. Actual report with projections for the operating and capital budgets.
- (2) Balance Sheet.
- (3) Statement of Cash Flows.
- (4) Cash Flow projections as needed; and
- (5) Federal grant reports as needed.

Annual Audit

BRACS will undergo an annual independent audit conducted by an audit firm engaged by the Board of Trustees. The audit will be performed shortly following the close of BRACS's fiscal year-end. Audited financial statements will be submitted to the New York State Education Department and BRACS's authorizer by November 1st of each fiscal year and will include a management letter, if applicable, along with any other required reports.

BRACS's Leadership and Board of Trustees will review any management or advisory letters issued as a result of the annual audit. A corrective action plan will be developed, documented and monitored by BRACS's Leadership and the Board of Trustees.

If total federal expenditures for the fiscal year should exceed \$750,000 (or current federal guidelines), an additional audit under the Uniform Guidance for Federal Awards (Title 2 of the CFR, Subtitle A, Chapter II, Part 200)¹ will be also conducted by the independent audit firm and filed with the Federal Government, New York State Education Department and BRACS's Authorizer by November 1st.

REVENUE, ACCOUNTS RECEIVABLE AND CASH RECEIPTS

Revenue Compliance

BRACS's accounting and documentation system will be capable of meeting the specific requirements imposed by grant agreements and donor designations and restrictions. Restriction parameters (such as job codes, donors, funds or classes) will be set up in the accounting system

¹ Uniform Guidance for Federal Awards http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Security of Financial Data: BRACS's accounting software is accessible only to BRACS Leader, Director of Operations, and the Finance Consultant. All hard and electronic copies of financial data, when not in use, will be secured in a designated area at BRACS.

Risk Assessment: BRACS has implemented policies and procedures designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. This includes mitigating risks involving internal and/or external factors that might adversely affect BRACS's ability to properly record, process, summarize and report financial data.

Fraud Prevention: BRACS's policies and procedures are designed to detect and deter fraud. These include policies such as purchasing approval thresholds, payroll processing approvals, as well as check signing requirements and thresholds.

4. Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of BRACS. BRACS will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recognized when obligations are incurred (goods transferred or services rendered).

The components of the accounting cycle fall into five primary functions:

A. Revenue, Accounts Receivable, and Cash Receipts

Key tasks in this area include:

- Processing and recording cash receipts and making deposits.
- Performing month-end reconciliation procedures; and
- Tracking grant compliance and private revenue restrictions.

B. Purchases, Accounts Payable, and Cash Disbursements

Key tasks in this area include:

- Authorizing the procurement of goods and/or services.
- Processing purchases and recording invoices and issuing checks; and
- Performing month-end reconciliation procedures.

C. Payroll

Key tasks in this area include:

- Maintaining and processing payroll information.
- Performing quarterly and year end reconciliations; and
- Preparing required federal, state and local tax filings.

D. General Ledger and Financial Statements

Key tasks in this area include:

- Reviewing and reconciling general ledger activity.
- Reconciling bank accounts; and
- Producing financial statements.

E. Budgets and Financial Reporting

Key tasks in this area include:

- Preparation of annual budget; and
- Preparing monthly budget vs. actual reports.

By implementing internal controls, BRACS establishes the importance of enforcing and maintaining accountability, transparency, and accuracy in its day-to-day financial transactions. Factors that impact the internal control environment can include School management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System

BRACS has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes were established to: (1) identify and record all of BRACS's fiscal transactions; (2) describe the transactions adequately, to allow proper classification for financial reporting, and (3) specify the time period in which transactions occurred, to record them in the proper accounting period.

3. Internal Control Procedures

BRACS has adopted a number of internal financial controls. These procedures are set up to strengthen BRACS's internal control structure in order to safeguard BRACS's assets. The internal financial controls consist of the following:

Segregation of Duties: A hierarchical structure of authority and responsibility has been developed at BRACS. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects BRACS from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at BRACS.

Restricted Access: Physical access to valuable and moveable assets is restricted to authorized personnel.

Document Control: To ensure that all documents are captured by the accounting system, all documents will either be signed, initialed, stamped or electronically accepted and dated when recorded and then filed appropriately.

Records Retention: Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, Single Audit requirements (if applicable) and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

Processing Controls: BRACS has implemented processes that are designed to identify any errors before they are posted to the general ledger. Common processing controls include: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

Reconciliation Controls: In order to identify any errors that have been posted to the general ledger, BRACS has implemented review and reconciliation procedures such as bank and credit/debit card reconciliations, and review and reconciliation of selected general ledger accounts.

Annual Independent Audit: BRACS's financial statements are audited annually by an independent audit firm selected by the Board of Trustees.

INTRODUCTION

Purpose of Manual

BRICK Rochester Academy Charter School (BRACS) is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practiced in the United States of America and the rules and regulations established by the Financial Accounting Standards Board (FASB). BRACS will follow all the relevant city, state and Federal laws and regulations that govern charter schools. As a nonprofit organization, BRACS is entrusted with funds granted by Federal, State, and City government agencies as well as Corporations, Philanthropic Foundations and Individual contributors. The policies and procedures outlined below will be part of BRACS's system of internal controls designed to safeguard assets, promote operational efficiency, minimize waste, fraud and theft, and ensure accurate accounting data.

Changes to the Financial Policies and Procedures Manual

BRACS's financial management team is responsible for periodically reviewing and revising the Manual as needed. The Board of Trustees will approve all amendments to the Manual.

Fiscal Year

The fiscal year of BRACS is from July 1st to June 30th.

Financial Leadership and Management

The financial management team of BRACS consists of:

- Board of Trustees
- Board Treasurer
- Board Chair
- Finance Committee of the Board of Trustees
- Chief Financial Officer (CMO)
- Director of Finance (CMO)
- Director of Operations
- Principal

The financial management team outlined above is accountable for the fiscal oversight of BRACS. The financial management team will collectively work to make certain that all financial matters of BRACS are properly addressed with care, integrity, and accuracy in the best interest of BRACS.

INTERNAL CONTROL STRUCTURE

Background

Internal controls have been established to provide reasonable assurance to achieve the following:

- Effectiveness and efficiency of operations.
- Accountability and transparency of operations and transactions.
- Reliability of financial reporting; and
- Compliance with applicable laws and regulations.

The internal control structure is composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

1. Internal Control Environment

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EXHIBIT A

Annual Assessment/Performance Evaluation

See attached.

DRAFT

- k. Survival. The provisions of Sections 6, 7, 8, this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement, *provided* that any provision that is stated to extend for a specific period of time shall survive only for such specified period of time.
- l. Confidentiality. The School shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third Party other than as required by applicable federal and State law and by the Authorizer.

[Signatures on the Following Page]

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

**BUILDING RESPONSIBLE INTELLIGENT
CREATIVE KIDS A NJ NONPROFIT
CORPORATION**

By: _____ Name: Dominique Lee
Title: Chief Executive
Officer Date:

**BRICK ROCHESTER ACADEMY CHARTER
SCHOOL**

By: _____ Name:
Title: Chairperson
Date:

- e. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the Parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.
- f. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto of any breach, of or default in, any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- g. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective Parties hereto.
- h. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer pursuant to the Charter and the Act.
- i. Form of Execution. This Agreement may be executed by facsimile, PDF, electronic signature (e.g. DocuSign) and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- j. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto, to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.

i.If to the School, to:

BRICK Rochester Academy Charter
School [Address]
Buffalo, NY _ Attn: Board
Chair

ii. If to BRICK to:
Antwan Barlow and Jeremy
Esposito Buffalo Regional
Directors
Building Responsible Intelligent Creative
Kids A NJ Nonprofit Corporation

[REDACTED]
[REDACTED]

a. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the law of the State of New York (other than the provisions thereof relating to conflicts of law).

b. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.

c. Section Headings. The headings in this Agreement are for the convenience of the Parties only and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

d. Conflict with Charter Agreement. To the extent there are any conflicts between the terms of the Charter Agreement and the terms of this Agreement, the terms of the Charter Agreement shall control.

12. **DISPUTE RESOLUTION.** As a condition precedent to any other legal recourse (unless such legal recourse seeks immediate injunctive relief, in which case the Parties agree to submit any such matter to the Supreme Court of the State of New York, County of Erie), BRICK and the Board shall work together in good faith on resolving disputes involving substantive issues affecting the operations of the Schools. Resolutions of substantive issues will be memorialized in memoranda which may include a written Corrective Action Plan. Minor, day-to-day concerns shall be resolved informally and a Corrective Action Plan is not required. In the event the Parties cannot resolve a disagreement on substantive issues affecting the School's operations as set forth above, BRICK and the Board shall submit the dispute to Mediation with an independent third party neutral Mediator acceptable to both Parties. An initial meeting for Mediation to resolve the dispute shall be conducted by the Parties at a meeting to be held at the School within fourteen (14) working days of a written request by either Party, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The Mediation meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of the dispute. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Should the Parties be unable to resolve a dispute through Mediation, the Parties agree to submit any dispute to the American Arbitration Association (the "AAA") before a single arbitrator in Buffalo, New York, to be adjudicated in accordance with AAA's expedited procedures, if available. The Parties agree that the Arbitrator will have authority to resolve disputes of all kinds and will be able to order injunctive relief as well as monetary damages.

13. **MISCELLANEOUS PROVISIONS**

i. Independent Contractor Status. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of BRICK shall be deemed to be the employee, agent or servant of the School except as expressly acknowledged in writing by BRICK.

ii. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

iii. Notices. All communications and notices relating to this Agreement are to be delivered in writing by recognized overnight courier (e.g. FedEx) or certified mail, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time, (as well as by email):

E. Procedures upon Expiration or Termination. Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:

i. The School shall have the right to use BRICK's Proprietary Works for the benefit of the School, as defined under Section 6 hereof, then currently in use by the School (including but not limited to the Trademarks), until the last day of the then current school year;

- ii. BRICK shall provide the Board with copies of all student records, financial reports, employee records, and other School data in BRICK's possession and not currently in the possession of the Board;
- iii. With respect to the use of school information software, BRICK shall provide the School with a reasonable period of time in which it may arrange for its own license with the SIS or migrate its data to another information system and to arrange for an interface other than school information software. The School shall transfer data to a new information system at its own cost and expense, but BRICK shall provide such reasonable assistance as may be necessary to complete such transfer;
- iv. BRICK shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to BRICK all fees, expenses and other costs of BRICK consultants and agents who may, from time to time, upon mutual agreement of the Parties, provide assistance to the School or the students of the School; and
- v. In the event that this Agreement is terminated or not renewed at a time when BRICK has guaranteed any debt or other financial obligation of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to BRICK until the first date on which such loan and such interest has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to BRICK, all in accordance with the term therein. Nothing in this paragraph will create an obligation on the part of the School to repay all or any of the start-up funds granted by BRICK to the School in accordance with the Charter Agreement.

(30) days after receipt of such written notice, fails to initiate and diligently pursue a cure for such breach or if the Board fails to accomplish a cure for such breach within ninety (90) days of such written notice.

Upon receipt of the notice of intent to terminate provided in the preceding paragraph, the cause for termination shall immediately be submitted to the Board Chair and BRICK's Chief Executive Officer, or their respective designees, for considerations and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with BRICK's termination notice unless the alleged default is cured within the applicable time period specified in the previous paragraph.

The Board shall pay BRICK for all services rendered through the termination date.

C. Revocation or Termination of Charter.

If the Board's Charter issued by the Authorizer is revoked or terminated or a new Charter is not issued to the Board after expiration of the Board's Charter, this Agreement shall automatically terminate on the same date as the Board's Charter is revoked, terminated, or expires without further action of the parties.

D. Additional Grounds for Termination.

BRICK may immediately terminate this Agreement if any of the following occurs:

- a. Notwithstanding anything contained in this Agreement to the contrary, the School materially breaches any of the material terms and conditions of this Agreement and such breach arises from the School's gross negligence or reckless or willful misconduct;
- b. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, has a material adverse effect on BRICK's ability to provide Services to the School in accordance with its budget or the Charter Agreement; or
- c. If, as a result of exercise by the School of its authority under 4.a(iii) of this Agreement, there occur irreconcilable differences with respect to the appointment or termination of the Principal or Director of Operations of the School, following good faith efforts by the Parties to agree upon mutually acceptable candidates.

11. TERMINATION

a. Termination by the School

The Board may terminate this agreement “for cause” by written notice of termination to BRICK prior to the end of the Term under the following conditions: if BRICK materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within thirty (30) days after receipt of written notice of such breach from the Board, unless such breach is incapable of being cured within thirty (30) days, but is capable of being cured within ninety (90) days, in which case this Agreement may be terminated if BRICK, within thirty (30) days after receipt of such written notice, fails to initiate and diligently pursue a cure for such breach or if BRICK fails to accomplish a cure for such breach within ninety (90) days of such written notice.

Upon receipt of the notice of intent to terminate provided in the preceding paragraph, the cause for termination shall immediately be submitted to BRICK for consideration and discussions to attempt to resolve the matter. If party representatives are unable to resolve the matter, then termination shall become effective in accordance with the Board’s termination notice unless the alleged default is cured within the applicable time period specified in the previous paragraph.

Should the Board terminate without cause, non-renew this Agreement before the natural expiration of the renewal term pursuant to Article 1, or if this Agreement is terminated by reason of the Board’s charter revocation or non-renewal, or otherwise terminated for any reason other than for cause, BRICK shall be entitled to payment for services rendered through the termination date.

If terminated for cause, the Board shall pay BRICK for all services rendered through the termination date. BRICK retains the right to contest a Board termination on the basis and existence of “cause”.

b. Termination by BRICK

BRICK may terminate the Agreement for cause prior to the end of the Term, for any of the reasons set forth in subparagraphs (i) or (ii) below:

- i. If the Board fails to pay when due any monetary obligation of the Board as required by the provisions of this Agreement, and such obligation remains unpaid for a period of thirty (30) days after receiving written notice of the delinquent payment from BRICK;
- ii. If the Board materially breaches any of the material non-monetary provisions of this Agreement and fails to remedy such breach within thirty (30) days after receipt of written notice of such breach from BRICK, unless such breach is incapable of being cured within thirty (30) days but is capable of being cured within ninety (90) days, in which case this Agreement may be terminated if the Board, within thirty

million per occurrence/\$2 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices insurance, automobile insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on its commercial general liability, automobile liability and crime insurance policies and the School shall name BRICK as an additional insured on its Employment Practices Liability insurance policy and School Leaders/Errors and Omissions insurance policy.

- b. BRICK shall require that its subcontractors, if any, shall maintain commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers compensation and disability insurance) and that such subcontractors name BRICK and the School as additional insureds (except on workers compensation and disability policies, which is not permitted by law).
- c. The School shall require that its contractors, if any, shall name BRICK and the School as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d. The insurance policies maintained by each Party and their subcontractors pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to BRICK and the School and should be further endorsed to include coverage for child molestation or other abuse and coverage for the defense of suits or claims seeking non-monetary or injunctive relief. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

10. PERFORMANCE EVALUATION. In accordance with the School's Charter, the Board shall at regular intervals throughout the Term evaluate BRICK's performance under the terms of this Agreement to ensure that BRICK is complying with its duties as set forth herein. In addition to routine, regular feedback and evaluation in day-to-day interactions and at Board meetings, the Board shall annually complete a formal written assessment of BRICK performance in substantially the form set forth in **Exhibit A** attached hereto and incorporated by reference herein (the "Annual Assessment") and meet with BRICK personnel to discuss the review and what changes to BRICK's performance, if any, are required to ensure that BRICK is meeting its responsibilities under the Law, the Charter and the terms of this Agreement. Failure of BRICK to perform its duties under this Agreement shall subject BRICK to the termination procedures set forth in Section 11 below.

8. INDEMNIFICATION

a. Indemnification. The School and BRICK do hereby agree that each Party shall be solely responsible for each Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys, from and against any and all claims, actions, damages, expenses, losses or awards, including any suits or claims seeking non-monetary or injunctive relief, which arise out of (i) the negligence of the indemnitor (ii) any action taken or not taken by the indemnitor or (iii) any noncompliance or breach by the indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement ("Claim"). Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Paragraph 9 or by such other means as the Parties may mutually agree.

b. Notice and Defense. The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third-Party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Paragraph 8 with respect to such Claim. The Indemnitee shall make available to the Indemnitor, or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitee of a release from all liability in respect of such Claim.

9. INSURANCE

a. Insurance Coverage. At all times during the Term of this Agreement, the School shall at a minimum maintain at its sole cost and expense in full force and effect the insurance coverage set forth in the Charter Application. The School shall also maintain such workers compensation and disability insurance as required by State law and School Leaders/Errors and Omissions insurance. BRICK shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including, at a minimum, general liability insurance of \$1

school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) BRICK, its employees, agents or subcontractors, or (ii) an individual employed or retained by the School within the scope of such employment or retention if such work of authorship, invention or work product utilizes ideas or products developed by BRICK (collectively, the “Proprietary Works”). BRICK hereby grants the School a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. The School shall cause all persons who create, invent or develop Proprietary Works, as defined herein, for the School to assign to BRICK in writing their intellectual property rights in such works. Upon BRICK’s reasonable request, the School will provide BRICK with copies of all Proprietary Works. This Section 6 shall survive termination of this Agreement, however (i) nothing herein shall be deemed to prevent the School from accessing curriculum or other materials that BRICK has published on line or otherwise made publicly available, subject only to the requirement that such curriculum or other materials be attributed to BRICK and (ii) BRICK shall inform BRICK BUFALO if any of the curriculum or other materials, including updates thereto, are not publicly available or will be withdrawn from public availability during the coming school year.

7. USE OF NAME. BRICK hereby grants the School a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use the names and trademarks BRICK and any logos provided to the School by BRICK (the “Trademarks”) in connection with the operation of the School and for the benefit of the School and all promotional activities in connection therewith, subject to the following conditions: the School agrees that it will (i) not use or register any domain name containing “BRICK”, (ii) use only any website, social, wireless, mobile or other media network or application provided by BRICK for the School or the School’s use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and YouTube) without prior written consent of BRICK; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by BRICK; and (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. The School shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with BRICK. BRICK shall have pre-approval rights for each form and manner of public display of the Trademarks. the School agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of BRICK and, at BRICK request, to provide BRICK with representative samples of materials used by the School bearing the Trademarks. If BRICK objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, the School will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, the School shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition the Authorizer to revise its Charter to change its name and the names of the School to remove any reference to BRICK and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, the School will cease all further use of the Trademarks and return all materials promptly to BRICK. This Section 7 shall survive the termination of this Agreement.

notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status.

- x. Engagement of Professional Service Providers. The Board shall directly select, retain, utilize (as needed) and compensate a law firm, accounting firm and auditing firm to provide services required by the School as may be required by Law, the Charter and as otherwise needed from time to time.
- xi. Board Meetings. The Board will invite BRICK to participate in all Board meetings, including, but not limited to, executive session, unless such executive session concerns a matter involving BRICK.

5. FEES. In consideration for the Services provided by BRICK to the School, BRICK shall be paid a management fee equal to eight percent (8%) in year one of operation and ten percent (10%) in each year of years two through five of Gross Revenues (the "Management Fee"). Gross Revenues shall be defined as all such funding provided by the State, federal, and local government (if applicable) to the School and the School but shall exclude any private grant funding or other charitable contribution awarded to the School or the School. The Management Fee shall be payable in monthly installments, beginning with July 1, 2023 (and each July 1 thereafter) and thereafter each month through June 30th of each year during the Term, unless a different arrangement is agreed to in writing between both Parties. BRICK shall impose an interest rate of ten percent (10%) per annum on all fees that remain unpaid fifteen (15) days after the aforesaid due dates, unless receipt of revenue by the School is delayed for reasons beyond the control of the School and the school notifies BRICK in writing of the delay at least five (5) days prior to the due date. In this event, the School shall make such payment no later than thirty (30) days after it receives a scheduled disbursement, the school shall be required to pay a ten percent (10%) interest per annum penalty for any amounts not paid within thirty (30) days of the receipt of the disbursement. Notwithstanding the foregoing, in the event that the School is unable to meet its financial obligations on a timely basis resulting from a demonstrated delay in receipt of Gross Revenues or expenses that exceed revenues for a period of time, BRICK shall consider deferring (but not waiving) its Management Fee (and waiving any interest associated with late payment). In these circumstances, a representative of BRICK would meet with the Board's Finance and Audit committee to attempt to create a mutually agreeable schedule for the payment of the management fees required under this agreement. Any such change to the schedule for payment of management fees must be agreed to by BRICK and the Board and memorialized in a written agreement/amendment to this Agreement.

6. PROPRIETARY WORKS. The School acknowledges that BRICK owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies,

- v. Fundraising. BRICK shall lead, with the assistance of the School, fundraising activities on behalf of the School. BRICK shall provide reasonable services with fundraising activities to benefit the School (including devising a fund-raising strategy and providing reasonable technical assistance as may be required from time to time and agreed to in advance between the Parties). Additionally, BRICK will assist with securing grants for which the School is entitled, and other such grants for which the School may qualify. Additionally, BRICK will launch a fundraising campaign to ensure the School is able to open with at least three (3) months of operating expenses on hand and that the School is able to maintain at least three (3) months of operating expenses in reserve until (at least) the end of the School's third school year. Should the School have less than three (3) months of operating expenses in reserve during this time frame, then BRICK will convene a meeting between its Chief Executive Officer and representatives of the BRICK Buffalo Board to discuss whether or not BRICK should temporarily delay collecting part of its management fee. In addition, BRICK agrees to support the Board's efforts to secure a line of credit with a bank prior to July 1, 2023.
- vi. Grants Offered by BRICK. The Parties acknowledge that nothing in this Agreement affords the School a right or entitlement to grants that may be awarded from time to time by BRICK on a competitive basis for special projects and that eligibility for such grants is established by BRICK at its sole discretion.
- vii. Providing Information and Documentation. The Board and the School's School Leadership Team shall furnish BRICK with documents, including litigation documents, records, and all other information necessary for BRICK to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.
- viii. Receipt and timely review of any complaints or grievances. The Board, with input from BRICK and the Principal and Director of Operations of the School, shall establish a procedure for the receipt and timely review of complaints or grievances by any parent, community individual or institution.
- ix. Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain the School's status as a tax-exempt organization under federal and State law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration, the Board and BRICK shall agree that,

- d. Restrictions on Trustees leaving the Board.** Any Trustee will not be permitted to attain employment at the School for a period of two (2) years after the end of the Trustee's term on the Board except through mutual written consent of the parties. Since it would be difficult to measure the damages BRICK would suffer in the event that Board hired a former Trustee in violation of this Article, the parties agree that the Board shall pay liquidated damages to BRICK in such event in the amount of twenty-five thousand dollars (\$25,000). The Board herein acknowledges the resources deployed by BRICK to attract and retain Trustees and that the covenants in this paragraph are fair and reasonable.

d. Duties and Obligations of the School.

- i. Approval of School Policies. With recommendations and guidance to be provided by BRICK and the School's School Leadership Team, the Board shall create and adopt policies for the School, which shall be consistent with the Charter and applicable law.

- ii. Approval of the School Budget. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently with BRICK to approve the annual budget within thirty (30) days of submission of the proposed budget by BRICK to the Board in accordance with this Agreement.
- iii. Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that the School is or may be in violation of its provisional Charter Agreement, or any applicable law or regulation governing the charter School it operates, the Board shall immediately notify BRICK of the alleged violation and shall thereafter work diligently with BRICK to investigate such alleged violation, to determine whether such alleged violation in fact exists, to promptly respond to the complaining Party and to correct any violation found to exist.
- iv. Use of Student Information System. The Board shall ensure that at all times during the Term of this Agreement, in accordance with Section 4.a (ii)(6) above, the School will utilize the Student Information System ("SIS") established by BRICK, and BRICK shall ensure that the SIS meets all applicable legal requirements.

a. All employees or contractors of BRICK who have direct, regular contact with students at the School, shall be subject to fingerprint- based criminal background investigations and checks in compliance with applicable State law.

b. BRICK intends to have at least two (2) full-time BRICK staff members, at any given time, to support the School, and in furtherance of the Services provided hereunder. These BRICK staff members shall include but not be limited to a BRICK Superintendent and Regional employee. Should a vacancy arise in either of these positions, BRICK will work with the School to recruit qualified candidates with the goal of filling any vacancy with a high- quality employee to ensure the ongoing delivery of the services provided hereunder. If additional local support is needed during the recruitment, selection and onboarding of a new Superintendent and/or Regional employee, a BRICK representative will meet with the Board to create a mutually agreeable plan for how to provide such services in the interim.

b. Any individuals visiting the School on behalf of BRICK will abide by the School's health and safety protocols/requirements. The School will provide suitable office space for any BRICK Buffalo regional staff as well as access to the use of general office supplies, including the School's Internet service and copy machines, at no cost. However, BRICK will remain responsible for the costs of salaries and benefits for these BRICK staff members as well as the costs to purchase computers for their use.

vii. Providing Information and Documentation.

a. BRICK shall furnish the Board with documents, including annual audits and financial statements of BRICK, and other information necessary for the Board to comply with the Charter Agreement.

c. **Restrictions on Soliciting BRICK Personnel.** During the term of this Agreement and any subsequent renewal terms and for one (1) year after its expiration or termination, the Board agrees that it shall not hire or attempt to hire any BRICK Personnel. Since it would be difficult to measure the damages BRICK would suffer in the event that Board hired any BRICK Personnel in violation of this Article, the parties agree that the Board shall pay liquidated damages to BRICK in such event in an amount equal to 200% of the employee's total annual compensation. The Board herein acknowledges the resources deployed by BRICK to attract and retain BRICK Personnel and that the covenants in this paragraph are fair and reasonable.

- c. Other informal financial statements or reports, as requested by the Board, to be shared at Board meetings;
 - d. BRICK shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the School. BRICK shall coordinate its work and the work of the auditors so as to allow for the delivery of such audited statements within one hundred twenty (120) days after the close of each fiscal year;
 - e. All financial reports provided or prepared by BRICK shall be presented in GAAP/FASB approved non-profit format.
 - f. BRICK will support the ongoing operation of the School and will help the school successfully navigate any initial financial challenge that is the direct result of the Buffalo City School District or other district from which the School's students are attending the School.
 - g. A member of BRICK's Finance and/or Operations team will, as requested, attend meetings of the Board's Finance and Audit committee to review financial records in preparation for a Board meeting.
- d. The School acknowledges that BRICK may enter into similar services agreements with other charter schools. In the event that BRICK advances an expense for a common project on behalf of more than one school which BRICK manages, BRICK shall ensure that it properly invoices the School (and each other school) for only its direct proportional share of any such expense, ensuring that the School shall not assume any part of an expense attributable to another school.

vi. Presence of BRICK employees or contractors at the School.

connected to the operation of the School. BRICK shall transmit the final Board approved budget to the Authorizer as required by the Charter Agreement.

- b. BRICK will provide financial services through its in-house team. Should BRICK elect to utilize the services of an external financial service provider, the Board must approve the external provider. The external financial service provider is required to have experience with charter schools within New York State and the related reporting requirements. Preferred experience would include Buffalo area charters and the residency requirements of surrounding districts and the per pupil aid billing and NYSED intercept process. The external financial service provider fees shall be paid directly from the management fee. The provider of all such financial management services as the School shall require, including the following: a) invoicing, receiving and depositing on behalf of the Board into the School's New York State bank account(s) controlled by the Board such revenues and per pupil funding to which the school is entitled; b) processing and issuing checks for all purchases and accounts payable (in accordance with the School's Financial Policies and Procedures); c) processing the School's payroll; and d) working with the School staff to review documentation submitted in support of employee vouchers for reimbursable expenses. In no event shall BRICK or any of its officers, directors, agents or employees, issue checks or make other payments to BRICK, or any of its officers, directors, agents or employees, on behalf of the School without the express permission of the Board or its designee.
- c. BRICK shall also provide other necessary financial statements and reports to the Board and Authorizer as may be required by the Charter Agreement or applicable law and regulations, in a timely manner sufficient to enable the School to file the required financial statements or reports prior to any applicable deadline. Such records may include:
 - a. Within sixty (60) days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;
 - b. A monthly financial statement that provides a comparison of budget to actual revenues and expenditures, with an explanation of significant variances;

b. BRICK will lead the recruitment and screening efforts of teachers, administrators and other personnel for the School. Specifically, BRICK will work to build a pool of qualified applicants through advertising, networking and other methods. BRICK will conduct preliminary screens of candidates and will forward the resumes of promising candidates to the Principal and the Director of Operations for consideration. The Principal will then be responsible for recommending which candidates to hire for instructional positions and the Director of Operations will be responsible for recommending which candidates to hire for operational positions. The BRICK Buffalo Superintendent and the Regional employee shall then determine which candidates to present to the Board to hire and/or retain and the Board will have the final authority to approve any such recommendations. BRICK will also support the Board by vetting potential employee benefit providers, recommending potential benefit contracts, and executing the ongoing administration of employee benefits. However, the Board shall retain the right to approve the School's selection of benefit providers and the terms of all benefit contracts.

v. Budgeting, Financial Services and Reports

a. On or before May 15th of each year during the Term, BRICK shall prepare an initial draft of the School budget for review with the Principal and Director of Operations of the School with the draft budget being submitted to the Board for final review and approval prior to the next fiscal year, with exception of through the School's planning year (through June 30, 2023), where the applicable budget is the budget included in the Charter Agreement. The budget shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to the projected cost of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the School's facilities (if applicable); maintenance and repairs to the School's facilities and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and start-up expenses, including costs of audits, Board expenses, and any other costs and expenses

student recruitment plan as well as the graphically designed digital files necessary to support student recruitment and advertising, the costs of physically printing materials such as fliers or publishing advertisements that use this content in the Buffalo area will be at the sole cost and expense of the School;

- k. Periodically, and as required by law or Charter Agreement, provide students, parents, faculty members and other stakeholders of the School with written information or materials regarding such School's programming and provide any such information at the request of the Board or its designee;
- l. Provide to the Board reports on the education, operational and financial performance of the School, as applicable, in the form of oral and summary reports at monthly Board meetings, as well as comprehensive quarterly written reports in a form mutually agreed upon by the Parties. Additionally, BRICK shall provide other such reports as may be reasonably required by the Board, the Authorizer or other third parties from time to time; and
- m. Encourage the establishment of a parents' association or parent-teacher association (a "PA") at the School and provide technical assistance and organizational support to such association(s); provided, however, that should a PA desire or be required to incorporate, it shall do so using its own counsel and, furthermore, BRICK shall not participate in the management of such PA's finances or be responsible for such PA's compliance with any rules, regulations, laws or statutes.

iv. Human Resources and Employment-Related Services

- a. BRICK will provide general human resources support, to the School, including but not limited to, assisting the Principal and the Director of Operations with the selection and training of the School's staff, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School leadership in setting compensation levels of the School's staff, and supporting the School in its development and training of administrative staff and consulting with the School in the establishment of procedures for hiring substitute staff.

- d. Collaborate with the Buffalo City School District (and other districts, if applicable) to ensure that the School's students requiring special education and transportation services receive such services;
- e. Arrange for contracts with providers of afterschool services on behalf of the School, at the School's cost and expense;
- f. Arrange for contracts, at the School's cost and expense, for any other services or the acquisition of any other supplies or equipment as set forth in the Budget and/or which BRICK and the School deem necessary or reasonable to the attainment of the educational goals of the School;
- g. Provide technology-related services (but not equipment, infrastructure, software, or internet or other services other than as specifically set forth herein, which shall be provided at the School's sole cost and expense) to support the School's use of technology in their operations;
- h. Identify a facility for use by the School, in consultation with the Board, provide such technical assistance as the School may require in negotiating a lease or purchase of such facility, and arrange and supervise any necessary improvements to such facility including such improvements to obtain a NYSED certificate of occupancy, which may require the procurement of architectural services, all consistent with the School's budget at the School's sole cost and expense;
- i. Manage the acquisition of materials, supplies, and equipment for use at the School. Materials, supplies and equipment purchased for the School shall become and remain the property of the School;
- j. Design and implement (with the School's Leadership Team) student recruitment and enrollment procedures, including an annual lottery for student enrollment, and further arrange for supervision of such lottery by an independent third party (e.g. accountant, auditor) compensated at the School's sole cost and expense. While the BRICK network will produce the annual

- b. Duties and Obligations of BRICK.** Throughout the Term of this Agreement, BRICK shall provide the following educational and operational services (the “Services”) in consultation with and in communication with the Board and/or the School Leadership Team and the external financial service provider where applicable):

i. Education and Instruction-Related Services

a. Design and maintain the educational programs and programs of instruction by adapting to the School’s needs the BRICK School Model, as such educational model is described in the Charter Application, and by recommending to the Board and School Leadership Team policies and procedures relating to student admissions, student records, student discipline, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs, and affiliation with other groups, clubs or associations;

b. Select and assist the School, as applicable, with acquiring instructional and curricular materials, equipment and supplies which shall be acquired at the expense of the School and shall remain property of the School; and

ii. Design, implement, and monitor professional development activities for the School’s instructional personnel and other personnel as required by law, the Charter or as deemed reasonably necessary by the Board.

iii. Business Operations

a. Support the business administration of the School, including the preparation and maintenance of operating procedures of the School and support the external financial service provider described below;

b. Support personnel administration and payroll functions of the School for employees of the School, as more specifically described in Section 4(a)(iii) below;

c. Assist with the identification, selection and contracting with providers of services required by the School, which shall include but not necessarily be limited to, auditing, custodial and food services, and which services shall be paid for in accordance with the School’s budget at the School’s sole cost and expense;

iv. Vacancies.

a. When a vacancy arises in a Principal or Director of Operations position, BRICK shall lead recruiting for qualified candidates to become the new Principal and/or Director of Operations. BRICK will conduct initial screening and interviews of candidates. With consultation from the Board, the pool of candidates will be narrowed to 1 finalist for either vacant leadership position. The Board will evaluate the finalist presented by BRICK and ultimately make the final decision as to the hiring of either leadership position.

b. BRICK and the Board also recognize that it is critical for the School to have an effective Principal and effective Director of Operations at all times. Should a vacancy in either position occur prior to the Board and BRICK being able to identify and on-board a new employee to assume the vacated role, in order to minimize any interruption to the School's operations, BRICK will use commercially reasonable efforts to assign one of its staff members on a temporary basis and only for so long as the search and on-boarding of a new School-based employee is completed.

v. Terms of employment. BRICK shall present the proposed terms of the Principal's and Director of Operations' employment to the Board including therein the duties and compensation of the Principal and Director of Operations. The Board of Trustees shall then vote on the approval of the terms of the new Principal's or Director of Operations' employment.

vi. The Principal and Director of Operations shall serve in an at-will capacity, pursuant to a year to-year employment agreement/offer letter, which may be renewed by the Board subject to approval of BRICK. If either the Board or BRICK wishes not to renew the Principal's or Director of Operations' contract it shall not be renewed. In that event, BRICK will recruit and present prospective new Principal and/or Director of Operations candidates to the Board according to the process outlined above. A decision on whether to renew the Principal and/or Director for the following school year must be made April 1st of the then-current school year.

Instruction-Related Services. Prior to entering into any such subcontract, BRICK shall advise the Board of its intent to enter into such subcontract.

- c. **Board Members.** BRICK and the Trustees must mutually agree on the candidates that will be submitted to the Charter School Institute. BRICK and the Trustees recognize that all new candidates must be approved by the Charter School Institute.

4. DUTIES AND OBLIGATIONS

a. **School Leadership**

- i. **Definitions.** The accountability of BRICK to the School is an essential foundation of the Parties' relationship, and the performance of the Principal and Director of Operations (together, the "School Leadership" or "School Leadership Team") is critical to the School's success. Therefore, BRICK shall have the authority and responsibility, to the maximum extent consistent with State Law, to recruit and supervise the Principal and Director of Operations and to hold them accountable for the success of the School. As part of its supervision responsibilities, BRICK retains the right to adjust the duties and responsibilities of the Principal and/or Director of Operations at any time and to provide additional support or intervention as needed upon prior notice to the Board.
- ii. **Role.** The Principal and Director of Operations shall jointly coordinate the management of the School and report on a day to day basis to BRICK. Notwithstanding the foregoing, the Principal and Director of Operations shall both be employees of the School.
- iii. **Support and evaluation.** BRICK will provide an intensive leadership training program for any new Principal and Director of Operations and will conduct formal evaluations of these staff members at least once per year, using a comprehensive performance assessment model. BRICK will also provide ongoing coaching and training for the Principal and Director of Operations. BRICK shall also provide to the Board an annual report regarding the Principal and Director of Operations' performance, and the Board will ultimately complete and approve the evaluations of the Principal and Director of Operations. BRICK will also provide coaching and training for all Trustees.

the preparation and retention of such records to ensure that, among other things, BRICK may perform all services and duties set forth in this Agreement. Except as so delegated to BRICK herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter.

3. DELEGATION AND RESPONSIBILITY

a. General. The School hereby authorizes BRICK to undertake on its behalf the functions specified in this Agreement with regard to the business, administrative and academic services of the School, it being understood that, at all times, BRICK shall remain accountable and subject to the oversight of the Board (and the Authorizer and other State authorities, if applicable) and the Board shall retain the ultimate rights and duties of oversight of the School

pursuant to the Charter and applicable law, including, but not limited to, retention of independent fiduciary oversight and authority over the School's budget. The Board further authorizes BRICK to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be implied as necessary in BRICK's judgment to properly and efficiently provide services to the School provided such actions are consistent with the Charter, applicable laws, and the annual School budget approved by the Board. Furthermore, the School hereby designates employees of BRICK, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access education records under 20 U.S.C.

§ 1232g, the Family Educational Rights and Privacy Act ("FERPA"). BRICK, its officers, and employees shall perform its duties in a manner consistent with the obligations of the School under FERPA.

b. Right to Subcontract. BRICK may subcontract any function or service it is obligated to provide hereunder, provided that subcontracts entered into on behalf of the School obligate the subcontractor to maintain confidentiality of Personally Identifiable Information ("PII"), confidential personnel information and education records in accordance with FERPA, and applicable law, and no such subcontract shall relieve or discharge BRICK from any obligation or liability under this Agreement except as set forth in the Charter Agreement or as approved by the Board, and in no event shall BRICK subcontract more than half of the functions or services it has undertaken to provide nor shall BRICK subcontract core Education and

- i. Organization and Tax-Exempt Status; Authority: The School is a not-for-profit education corporation with the legal authority to operate a charter school and contract for the educational services contemplated in this Agreement. Additionally, The School, with the assistance of BRICK, shall apply for and, after receiving, shall at all times maintain tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. The School is, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer.
- ii. Authority. The School possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding obligation of The School, enforceable against The School in accordance with its terms.
- iii. Litigation; Bankruptcy. There is no suit, claim, action, or proceeding now pending or, to the best of The School's knowledge, threatened against The School. The School further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.
- iv. Full Disclosure. No representation or warranty of the School herein and no statement, information, or certificate furnished or to be furnished by the School pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which BRICK would reasonably need to rely to perform its obligations under this Agreement.
- v. Conduct of the School and the Board. The School has materially complied, and at all times during the Term shall materially comply, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, New York State Education Law and regulations including the Charter School Act and implementing regulations, the Not-for-Profit Corporation Law, Public Officers Law and General Municipal Law, as well as its By-Laws, its Financial Policies and Procedures, as generally defined in Section III, J of the Charter Application, and other such policies and procedures as the Board may adopt. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide BRICK with copies of all such records and to allow BRICK to, at BRICK's discretion, assist with

negotiate

such

agreement by March 1, 2028. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.

2. REPRESENTATIONS AND WARRANTIES

a. Representations and Warranties of the Network. BRICK represents and warrants as follows:

- i. Organization and Tax-Exempt Status; Authority. BRICK is a not-for-profit corporation duly organized under the laws of New Jersey and was granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. BRICK possesses, or will take steps to secure, the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of BRICK, enforceable against BRICK in accordance with its terms.
- ii. Conduct of BRICK. The Services (defined in Section IV below) provided by BRICK under this Agreement shall comply with the Charter and all applicable local, State, and federal laws and regulations
- iii. Litigation; Bankruptcy. There is no suit, claim, action or proceeding now pending or, to the best of BRICK's knowledge, threatened against BRICK that would have a material adverse effect on BRICK's ability to perform the Services contemplated by this Agreement. BRICK further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.
- iv. Full Disclosure. No representation or warranty of BRICK herein and no statement, information, or certificate furnished or to be furnished by BRICK pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which the School would reasonably need to rely to perform its obligations under this Agreement.

b. Representations and Warranties of the School. The School represents and warrants as follows:

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the “Agreement”) is made and entered into as of the day of _____, 202_ (the “Effective Date”) by and between Building Responsible Intelligent Creative Kids A NJ Nonprofit Corporation, a New Jersey non-profit corporation authorized to do business in New York with its principal place of business located at 534 Clinton Avenue, Newark, NJ 07108 (“BRICK” or the “Network”), and BRICK Rochester Academy Charter School (the “School”), a New York not-for-profit education corporation having an address of _____. Together, BRICK and the School shall be referred to as the “Parties” and each individually- a “Party.”

WHEREAS, BRICK is a charter management organization (a “CMO”) with the qualifications, experience, and expertise necessary to effectively provide essential educational, operational, programming and management services (the “Services”) to charter schools;

WHEREAS, the Board of Trustees of the School (the “Board”) received a charter (the “Charter”) from the State University of New York (the “Authorizer” or “CSI”) to operate the School in the State of New York (the “State”) pursuant to certain terms and conditions set forth in that certain charter agreement (the “Charter Agreement”) between the School and CSI, which incorporate, among other things, the School’s Charter Application (the “Application”), as may be amended from time to time with CSI, which shall also be incorporated by reference into this Agreement;

WHEREAS, the School is entering into this Agreement with BRICK in order to meet its obligations under the Charter, specifically its commitment to providing a high-quality education for students enrolled at the School;

WHEREAS, it is the intention of the Parties to create a relationship based on trust, common educational objectives, and clear accountability, through which the Parties will work together to deliver an exceptional education program (the “BRICK Model”) and experience to the students enrolled at the School;

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

- 1. TERM AND RENEWAL.** This Agreement shall be effective as of the Effective Date and shall continue through June 30, 2028 (the “Term”) unless terminated prior to such date in accordance with Section 11 below. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before January 1, 2028 and should both Parties desire to renew the Agreement, they shall work diligently to

Educational Services Agreement

between

Building Responsible Intelligent Creative Kids A NJ Nonprofit

Corporation and

BRICK Rochester Academy Charter School

Efforts will be made to ensure that all students have access to remote instruction, regardless of their circumstances.

VIII. Attendance

All students are expected to attend synchronous instruction daily and complete all asynchronous work. Teachers will record attendance period by period to track attendance over the course of the established school day.

- Teachers will make daily phone calls to absent students; School Messenger will continue to auto-dial parents of absent students
- Culture team will continue monitoring attendance using PowerSchool and continue implementing the attendance plan by following up with students who accumulate absences
- Promise Success Mentors will continue to support chronically absent students and work to remove any barriers to their attending school

IX. Continuity of Learning

Regular updates will be provided on the status of the emergency and the resumption of in-person instruction when safe.

X. Plan Review and Updates

This plan will be reviewed and updated annually and after any significant emergency or event to ensure its effectiveness.

BRICK Buffalo Academy is committed to providing a safe and effective emergency remote instruction plan that complies with NYSED guidelines and prioritizes the education and well-being of our elementary students.

- Special Education Team members will continue to accept and process new and already received referrals for special education services.
- Meetings will be held virtually to plan for testing, find students eligible and develop or revise IEPs. Where testing has not yet been started, meetings will be held to identify the testing to be conducted and consent received.
- Special Education Team members will be available to connect daily with teachers and reach out to parents to assist with implementation of the IEP.

ELL & Bilingual Learners

- The ESL teachers will meet with students via Google Meet/Zoom for small group instruction sessions lasting 30-40 minutes.
- Google Classroom and other educational platforms will remain in use.
- The ELL families will continue to be contacted via email and phone calls.
- Staff members with Spanish speaking abilities will continue to serve and speak with EL families to translate digital communication for viewing in their home language.
- Professional development for staff members working with students who are ELL will continue in alignment with BRICK Buffalo Academy's Culturally Responsive Teaching plan along with healing centered engagement. This PD will be further enhanced by specifically exploring how BRICK Buffalo Academy students who may be affected by force migration are impacted.

Access to Meals

All eligible students will have access to meals in the event of a closure. Families will be able to pick up food on a regular basis from the school.

The Director of Operations will work with the food service provider to ensure meals are prepped and readily available based on the established schedule.

In the event that a student needs meals, but is unable to access the meals as a result of transportation, accommodations will be provided through to the greatest extent possible.

- Counseling and Mental Health Services: Virtual counseling available.

VII. Professional Development

Teachers and staff will receive training on remote instruction methods and tools to ensure they are well-prepared to deliver effective online education.

VIII. Accessibility and Equity

- Students will complete their regularly scheduled assessments using the Illuminate Platform; mCLASS can be delivered 1:1 through Zoom or Google Meets; teachers will continue to engage in data meetings to assess progress and respond to data
- Accelerated learning programs will continue as scheduled (Individualized Learning Time, Power-up, small group, etc.)
- Extended learning opportunities will be continued virtually during synchronous instruction (virtual field trips, etc.) as well as access to other enrichment activities for students
- BRICK Buffalo Academy's School Wide Title I services will continue as planned during synchronous instruction.
- During weekly town hall meetings, community organizations will be able to share information and other resources to parents and families to further support their individual needs
- Staff will also hold daily office hours via virtual conferencing for families and students who need additional support; this will include some mandatory conferences if a student is not fully participating to ensure a plan is co-created

VI. Support Services

In addition to academic instruction, BRICK Buffalo Academy will provide support services:

- **Special Education**
 - Special education instructors will support classroom teachers with creating and sharing differentiated and scaffolded learning opportunities for students.
 - The special education teacher will be available to support students with their work through online methods and provide feedback to students.
 - Special education teachers will proactively reach out to students with IEPs in their class as they may have challenges related to remote/virtual learning.
 - Students in resource replacement programs will receive live instruction via Google Meet/Zoom in addition to access to other educational platforms.
 - Teachers will schedule individual work sessions with students who are struggling with remote instruction and parents who are having difficulty assisting them. Teacher aides will attend and assist these sessions.
 - Accommodations include, but are not limited to graphic organizers, speech to text, text to speech, calculators, scientific calculators, spell check, rubrics and word prediction. These are accessed through technology.
 - Related services will be delivered via teletherapy both individually and in small groups. Services will be delivered in as close an alignment to student IEPs as is possible. Timesheets and attendance will be kept.
 - Teachers and related service providers will complete progress reports in accordance with regularly scheduled timelines.

- Website: Regularly updated with important information, resources, and links.
- Social Media: Utilizing school social media channels for updates and communication.
- Parent-Teacher Conferences: Virtual conferences to discuss student progress.

IV. Technology and Resources

Equitable Access to Technology and Opportunity for All - BRICK Buffalo is a 1:1 device district. In the event of a closure, all students will take their chromebook and charger home to engage in virtual learning. Kinder students have access to touchscreen devices that are developmentally appropriate.

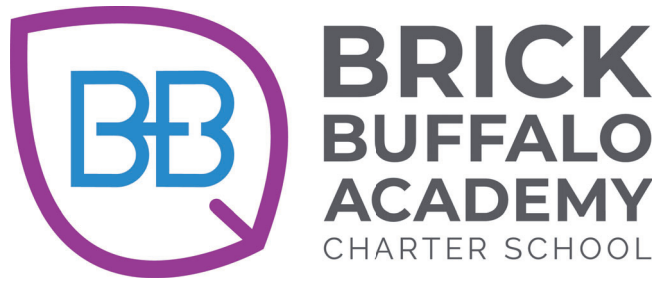
The following technology and resources are available for remote instruction:

- Learning Management System (LMS): Google Classroom, iREADY, Illuminate
- Student Devices: All students will be issued their chromebook to be taken home for extended closure
- Internet Access: Students who do not have Wifi at home can connect with the Director of Operations to secure a portable hotspot or to sign up for direct connection with an internet provider.
- Digital Curriculum: Access to digital learning materials via Google Classroom, iREADY
- Technical Support: A helpdesk for students, parents, and staff.
- Special Education and Accommodations: Ensure access and accommodations for all students.

V. Curriculum and Instruction

Remote instruction will align with the New York State Learning Standards. Teachers will adapt the curriculum to the online environment, focusing on essential content. For an extended closure, BRICK Buffalo Academy's Virtual Learning Site will launch and serve as the Hub for families, students and teachers to communicate and engage; schedule will allow students to connect virtually to their classes.

- BRICK Buffalo Academy's NY Standards Based Curriculum is designed to be delivered virtually by teachers and our online learning platforms can be used at home (platforms include but are not limited to CKLA Skills, Amplify Reading, Kami, Desmos, iReady, Epic, etc.)
- Students will engage in synchronous learning starting at 8:30 am with a Social Emotional Focused Morning Meeting (similar to in person learning)
- Students will then engage in their core classes until 11:30 am with breaks between content areas
- Enrichment classes will be held in the afternoon
- Asynchronous work will be completed by students in the afternoon



Emergency Remote Instruction Plan

SY 2023/2024

I. Introduction

This Emergency Remote Instruction Plan (ERIP) is designed to ensure that BRICK Buffalo Academy can continue providing quality education to elementary students in the event of an emergency or crisis that disrupts regular in-person learning for an extended period of time. This plan complies with New York State Education Department (NYSED) guidelines and aims to maintain the academic progress of our students during such emergencies. In the event of a short term closure, all students are provided remote instruction work and will be checked in with throughout the day to provide support to students.

II. Plan Development Team

A team responsible for the development, implementation, and oversight of this plan includes:

- Allison Salado, Interim Principal
- Nicole G., Director of Special Education
- Lacole Brumfield, Director of Operations
- Antwan Barlow, Executive Director
- Christopher Perpich, President

III. Communication

In the event of an emergency, effective communication is crucial. BRICK Buffalo Academy will communicate using the following methods:

- Email: Teachers, parents, and students will be contacted via email for updates and instructions.
- Phone Calls: Automated messages and direct calls to parents and staff.

Network - CMO Evaluation Tool - Draft 2021-2022

Part 3: Building a Sustainable Organization

| Committee | Criteria | Baseline Prior to CMO | Target | Actual | Criteria Met? | Commentary |
|-----------------------------|--|---|--------------------------------------|--------|---------------|---|
| Audit and Finance Committee | Days of Cash On Hand | N/A | 90 | | Yes | Aligns to goal named in the CMO agreement. |
| | Number of students enrolled | Number of students initially enrolled each year | Based on charter targets by year | | Yes | 10% or 15%. Ask DL. |
| | Number of students on the waiting list | | 10 per grade level | | Yes | |
| | Average daily attendance | From prior year state reporting | 95% | | Yes | |
| | % of students chronically absent | From prior year state reporting | less than 10% | | Yes | Team will define in a way that meets SUNY/NY expectations. |
| Academic Committee | Students persist at school | From prior year state reporting | 90% | | Yes | Team will define in a way that meets SUNY/NY expectations. |
| | % of minority students is at or above comparable schools | BPS average, Buffalo charter average | | | Yes | |
| | % eligible for free/reduced lunch is at or above comparable schools | BPS average, Buffalo charter average | | | Yes | |
| | % of students with disabilities is at or above comparable schools | BPS average, Buffalo charter average | | | Yes | |
| | % or students who are English Language Learners is at or above comparable schools | BPS average, Buffalo charter average | | | Yes | |
| | Number of student out of school suspensions | From prior year | Less than 5 per grade level per year | | Yes | |
| | % of families who respond to the annual survey designed to measure their satisfaction with the school's academic program. | From prior year | 75% | | Yes | |
| | % of families who "strongly agree" or "agree" with the statement: "I am satisfied with the academic program at BRICK Buffalo." | From prior year | 85% | | Yes | |
| Personnel | Staff retention during year | From prior year | 90% | | Yes | |
| | Staff retention from year to year | From prior year | 80% | | Yes | |
| | Staff satisfaction as measured by the "overall impressions" questions on staff survey | Fall survey | 90% | | Yes | |
| | All projected staff positions for next year filled by last day of current school year | Percent of positions by end of last year | 100% | | Yes | |
| | Average time to replace a midyear vacancy | Based on time last year | Less than 30 days | | Yes | |
| Development | Funds raised by the Board development committee | From prior year | 5,000 | | Yes | |
| District relationships | Number of students with IEPs | Representative population of BPS, charters | N/A | | Yes | |
| | Percentage of IEPs currently in compliance | From prior year | 100% | | Yes | |
| | Number of students receiving district transportation | | N/A | | Yes | |
| | Number of transportation challenges | | N/A | | Yes | Cumulative number of parent complaints regarding transportation service |

Network - CMO Evaluation Tool - Draft 2018

Part 3: Other Metrics

| Area | Criteria | Baseline Prior to CMO | Target | Actual | Criteria Met? | Commentary |
|------------------------------|--|-----------------------|--------|--------|---------------|------------|
| Financial - Short | 60 Day Cash Balance | | | | NA | |
| | Default Status: Not in default | | | | Yes | |
| Financial - Long-Term | >3% fund balance | | | | Yes | |
| | Lease/Mortgage is no more than 15% of budget | | | | Yes | |
| | Cash Flow is positive | | | | Yes | |
| Student Population Stability | 95% Enrollment | | | | Yes | |
| | % Student Persistence (returning year to year) | | | | No | |
| | % students demonstrating chronic absenteeism | | | | Yes | |
| Student Demographics | % Minority at or above district average | | | | Yes | |
| | % Free/Reduced Lunch at or above district average | | | | Yes | |
| | % Students with Disabilities at or above district average | | | | No | |
| | % English Language Learners at or above district average | | | | Yes | |
| Human Resources | ED/Superintendent evaluation above average | | | | NA | |
| | School leadership evaluation above average | | | | Yes | |
| | Staff attrition 85% | | | | No | |
| Recruitment | 95% open positions filled by last day of school | | | | | |
| Community Involvement | % of parents engaged through involvement, education, leadership/advocacy | | | | | |
| Compliance | Charter | | | | Yes | |
| | Federal Education Regulations | | | | Yes | |
| | State Education Regulations | | | | Yes | |
| | Attendance Reporting | | | | Yes | |
| | Financial Reporting | | | | Yes | |
| | GAAP | | | | Yes | |
| | Rights of ELL students and SPED students | | | | Yes | |
| | Employee Rights | | | | Yes | |
| | Teacher/Staff Credentials | | | | Yes | |
| | Background Checks | | | | Yes | |
| | Facilities | | | | Yes | |
| | Health and Safety | | | | Yes | |
| | Informational Handling | | | | Yes | |

| | | | | | | |
|--|--|---|--|--------------------------|----------|---|
| | SUNY: The school's median percent of Annual Typical Growth of all students on the I-Ready math assessment will be equal to or greater than 100%. | From prior year cohort and prior year grade level | | 100% | On Track | SUNY formally applies this measure to students in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. |
| | SUNY: The school's median percent progress to Annual Typical Growth of all students who were two or more grade levels below grade level in the fall will be equal to or greater than 110%. | From prior year cohort and prior year grade level | | 110% | On Track | SUNY formally applies this measure to students in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. |
| | SUNY: The school's median percent progress to Annual Typical Growth of all students with disabilities and who are English language learners will be greater than the percent progress for general education students. | From prior year cohort and prior year grade level | | TBD but greater than 100 | On Track | SUNY formally applies this measure to students in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. We also plan to focus on the performing of English language learners, even though SUNY focuses accountability on students with disabilities. |
| | STEP: 75% of students below their grade level benchmark on STEP Round 0 will grow at minimum 3+ STEPs by the end of the year. | From prior year cohort and prior year grade level | | 75% | On Track | |

| Relative Achievement | | | | | |
|---|---|--|-------------------------|----------|--|
| SUNY: The school's median growth percentile of all students will be greater than 50 on the NWEA math assessment. | From prior year cohort and prior year grade level | | 50.00 | On Track | SUNY formally applies this measure to students in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. |
| SUNY: Each year, the median growth percentile of students with disabilities and English Language Learners at the school will be equal to or greater than the median growth of general education students on the NWEA math assessment. | From prior year cohort and prior year grade level | | TBD but greater than 50 | On Track | SUNY formally applies this measure to students in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. We also plan to focus on the performing of English language learners, even though SUNY focuses accountability on students with disabilities. |
| SUNY: The median growth of students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring NWEA math administration. | From prior year cohort and prior year grade level | | 55.00 | On Track | |
| SUNY: The school's median growth percentile of all students will be greater than 50 on the NWEA reading assessment. | From prior year cohort and prior year grade level | | 50.00 | On Track | SUNY formally applies this measure to students in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. |
| SUNY: Each year, the median growth percentile of 3rd through 8th grade students with disabilities and English Language Learners at the school will be equal to or greater than the median growth of general education students on the NWEA reading assessment. | From prior year cohort and prior year grade level | | TBD but greater than 50 | On Track | SUNY formally applies this measure to students in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. We also plan to focus on the performing of English language learners, even though SUNY focuses accountability on students with disabilities. |
| SUNY: The median growth of students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring NWEA literacy administration. | From prior year cohort and prior year grade level | | 55.00 | On Track | |

Network - CMO Evaluation Tool - Draft 2021-2022

Part 2: Academic Performance -Students Graduate College, Career and Life Ready

| Area | Criteria | Baseline | Current | Target | Status | Commentary |
|----------------------|---|---|---------|--------|----------|--|
| Absolute Achievement | SUNY: 75% of students perform at or above grade level in NWEA math. | From Fall NWEA and SUNY target RIT | | 75% | On Track | SUNY formally applies this measure to students in their second year of attendance and in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. |
| | SUNY: 75% of students perform at or above grade level in NWEA literacy. | From Fall NWEA and SUNY target RIT | | 75% | On Track | SUNY formally applies this measure to students in their second year of attendance and in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one. |
| | SUNY: 75% of students score at the mid on-grade level or above scale score for the end of year I-Ready math assessment | From Fall I-Ready | | 75% | On Track | SUNY formally applies this measure to students in their second year of attendance. However, we would use this metric as an internal stretch goal for all students in year one. |
| | STEP: 75% of students are at or above their grade level benchmark on STEP Round 0 will meet their STEP mastery goal by the end of the year (K-4, 1-7, 2-9, 3-12) | % of students who have already achieved goal by round 0 | | 75% | On Track | |
| | Math Interims: 75% of students achieve the IA score that correlates with passing the NY state math test in grades 3-8. | % of students at internal cut score on first IA | | 75% | On Track | |
| | Literacy Interims: 75% of students in their second year achieve the IA score that correlates with passing the NY state ELA test in grades 3-8 | % of students at internal cut score on first IA | | 75% | On Track | |
| | Science Interims: 75% of students achieve the IA score that correlates with passing the NY state science test in grades 4 and 8 | % of students at internal cut score on first IA | | 75% | On Track | |

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Part 2: Academic Performance

| Area | Criteria | Baseline Prior to CMO | | | Actual | Criteria Met? | Commentary |
|---------------------------------|---|-----------------------|--------|--|--------|---------------|------------|
| | | | Target | | | | |
| Students Graduate College Ready | % High School graduates who matriculate to college, military or certificate program | | | | | Yes | |
| | % 12th grade students with college ready SAT score 1019 | | | | | No | |
| | % students enrolled in AP and/or dual enrollment classes | | | | | No | |
| | % of students who Meets or Exceeds on _____ (Math) | | | | | No | |
| | % of students who Meets or Exceeds on _____ (ELA) | | | | | Yes | |
| | % of PK-3rd grade students End the Year On/Above Grade Level in Reading | | | | | No | |
| | % 3rd-8th students are in the 50th Growth Percentile on ELA Math NWEA | | | | | NA | |
| Building Holistic Children | # Suspensions | | | | | Yes | |
| | % of students level 2 or 3 DREAMERS | | | | | Yes | |
| | % students connected to in/out-of-school co-curricular activities | | | | | No | |

BRICK Buffalo Academy Charter School - CMO Evaluation Tool - DRAFT 2021-2022
Part 1: CMO Agreement Compliance

| Area | Criteria | Status | Discussion | Notes and Commentary |
|---|---|-----------------|--|--|
| Human Resources and Employment of School Services | CMO shall recommend finalists for hire for the Principal and Director of Operations positions. | Full Compliance | When needed | Personnel Committee collaborates with CMO on recruitment and selection process and reviews proposed terms of employment. Full Board votes to formally approve terms of employment. |
| | CMO shall effectively supervise the Principal and Director of Operations. | Full Compliance | Ongoing | Personnel Committee collaborates with CMO on developing the evaluation process and finalizing the formal evaluations of each staff member in July of each year. |
| | CMO shall provide an intensive leadership program for the school's Principal and Director of Operations. | Full Compliance | July | Academic Committee reviews annual leadership development plans for both leaders. |
| | CMO shall recruit and recommend qualified personnel for all open positions. | Full Compliance | Monthly from January through September | Personnel Committee reviews annual talent plan, including projected openings based on five year projections in charter, as well as proposed recruitment strategies. Dashboard of hires made relative to open positions is shared with Full Board from January through September. |
| | CMO shall provide general human resources support, including but not limited to, assisting the Principal and the Director of Operations with the selection and training of the School's staff; determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School leadership in setting compensation levels of the School's staff, and supporting the School in its development and training of administrative staff and consulting with the School in the establishment of procedures for hiring substitute staff. | Full Compliance | July | Personnel Committee reviews the Talent and Human Resources Guidebook, which is updated annually, and includes comprehensive information on the CMO's approach to staff selection, training, and supervision. In addition, the Personnel Committee reviews the staff salary assumptions as part of each year's budgeting process and provides feedback before the budget is finalized. The Buffalo RSD and RSD will meet with the Audit and Finance Committee to collaboratively determine the budget template and presentation/narrative form that will be used to share the draft budget with the Board in January. The draft budget will then be presented to the Audit and Finance Committee in April in preparation for a formal presentation to the full Board in May to secure final. |
| Budgeting, Financial Services and Reports | CMO shall provide the board with an annual projected budget with reasonable detail as requested by the Board for Board approval prior to the state report date by the authorizer (or May 15th, whichever is earlier). | Full Compliance | January, April, May | The Audit and Finance Committee will review the school's annual budget and estimated budget expenditures vs actual expenditures each month during its regular meetings. |
| | CMO shall regularly report to the board on budget vs. actual performance throughout the year. | Full Compliance | Monthly | |
| | CMO shall provide all such financial management services as the School shall require, including the following: a) invoicing, receiving and depositing on behalf of the Board into the School's bank account(s) controlled by the Board such revenues and per pupil funding to which the School is entitled; b) processing and issuing checks for all purchases and accounts payable (in accordance with the School's Financial Policies and Procedures); c) processing the School's payroll; and d) working with the School staff to review documentation submitted in support of employee vouchers for reimbursable expenses. | Full Compliance | Monthly | The Audit and Finance Committee will review the school's execution of financial management services each month during its regular meetings. In addition, this committee will take the lead on securing an external auditing firm to conduct a comprehensive financial audit each year. |
| | CMO shall provide other necessary financial statements and reports to the Board and Authorizer as may be required by the Charter Agreement or applicable law and regulations, in a timely manner sufficient to enable the School to file the required financial statements or reports prior to any applicable deadline. | Full Compliance | Monthly | The Audit and Finance Committee will review the following at its monthly meetings: Unaudited financial statements of the School for the fiscal quarter most recently ended Quarterly financial statements that provide a comparison of budget to actual revenues and expenditures, with an explanation of significant variances; Informal monthly financial statements. |
| | CMO shall provide all resources necessary to the auditing firm contracted by the Board and deliver a clean financial audit each year. | Full Compliance | May, June, July, August and September | The Audit and Finance Committee will dedicate time during its monthly meetings to secure an outside auditor and to ensure that the auditor is receiving any documentation and support necessary for its audit. |
| Education Related Services | CMO shall support the school in managing revenues and expenditures throughout the year. | Full Compliance | Monthly | The Audit and Finance Committee will dedicate time during its monthly meetings to discussing current revenues and expenditures and, when necessary, will request that the BRICK Director of Finance join such meetings to help manage revenues and expenditures. |
| | CMO shall provide information on the BRICK School Model, as described in the Charter Application, and recommend to the Board and School Leadership Team relevant academic policies and procedures. | Full Compliance | September | Academic Committee receives comprehensive information related to the BRICK model, including relevant guidebooks (such as the School Leader Guidebook, Teaching and Learning Guidebook, School Culture Guidebook and Content Area Guidebooks). Academic committee receives, at a minimum, updates on the the specific policies named in the CMO agreement, including "student admissions, student records, student discipline, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs, and affiliation with other groups, clubs or associations." |
| | CMO shall assist the school with acquiring instructional and curricular materials, equipment and supplies which shall be acquired at the expense of the School and shall remain property of the School. | Full Compliance | May | Audit and Finance Committee reviews the list of curricular materials, equipment and supplies needed as part of finalizing the next year's budget. |
| | CMO shall design, implement, and monitor professional development activities for the School's instructional and non-instructional personnel. | Full Compliance | September | Academic Committee reviews the annual PD scope and sequence, including what PDs are scheduled to be provided by the CMO. |
| | CMO shall establish and maintain a procedure for the receipt and timely review of complaints or grievances by any parent, community individual or institution. | Full Compliance | July | Academic Committee reviews state required Family Handbook to provide feedback on the grievance procedure each year and ensures that it is posted on the school's Web site. |
| Business Management | CMO shall encourage the establishment of a parents' association or parent-teacher association at the School and provide technical assistance and organizational support to such association. | Full Compliance | Monthly | Beginning in January of the first year of operation, the school's parent association will begin making monthly reports to the Board of Trustees. |
| | CMO shall assist school in providing for daily nursing services at each school location. | Full Compliance | July | Academic Committee reviews school-based policies related to nursing each July. |
| | CMO shall support the business administration of the School, including the preparation and maintenance of operating procedures for the School. | Full Compliance | September | Audit and Finance Committee reviews the School Operations guidebook, which outlines the operating procedures for the school. |
| | CMO shall support personnel administration and payroll functions of the School. | Full Compliance | Ongoing | Audit and Finance Committee verifies that the school has correctly established procedures for payroll each year and reviews the monthly payroll of the school at its monthly committee meetings. |
| | CMO shall assist with the identification, selection and contracting with providers of services required by the School, which shall include but not necessarily be limited to, auditing, custodial and food services. | Full Compliance | Ongoing; Audit in April. Food service and Custodial Service in May | Audit and Finance Committee has ongoing access to all contracts and specifically reviews high-leverage contracts throughout the year, including those for the financial audit, custodial services, and food services. |
| Business Management | CMO shall collaborate with Buffalo Public Schools (and other districts, if applicable) to ensure that the School's students requiring special education and transportation services receive such services. | Full Compliance | Ongoing | Executive Committee receives a monthly update regarding the provision of special education and transportation services from the district. During the first year of operation, the Executive Committee will receive this information weekly during the first few months of operation. |
| | CMO shall arrange for contracts with providers of after-school services on behalf of the School. | Full Compliance | May | Academic Committee reviews this contract annually. |
| | CMO shall provide technology-related services to support the School's use of technology in their operations. | Full Compliance | August, September, October | Academic Committee receives the school's annual technology plan prior to the start of the school year and receives monthly updates at the start of the school year to verify that technology is in place, ready to use, and is maintained appropriately. |
| | CMO shall identify a facility for use by the School, provide such technical assistance as the School may require in negotiating a lease or purchase of such facility, and arrange and supervise any necessary improvements to such facility. | Full Compliance | Monthly | Audit and Finance Committee reviews facility progress during its monthly meetings, including by collaborating with the CMO on negotiating a lease, purchasing a facility or making necessary improvements to the site. |
| | CMO shall manage the acquisition of materials, supplies, and equipment for use at the School. | Full Compliance | August | Academic Committee receives an update at its August meeting describing which needed materials, supplies and equipment are already in place and highlighting any challenges in acquisition and related contingency plans. |
| Board Collaboration | CMO shall design and implement (with the School's Leadership Team) student recruitment and enrollment procedures, including an annual lottery for student enrollment, and further arrange for supervision of such lottery by an independent third party (e.g. accountant, auditor). | Full Compliance | Monthly | Academic Committee receives the school's annual Recruitment and Enrollment Plan. In addition, the Board reviews comprehensive student enrollment information at each monthly meeting (including the number of students who are enrolled in each grade, any open seats available, the status of the school's waiting list, the status of students who are newly offered admission, and the school's current recruitment efforts to attract more students). |
| | CMO shall ensure all corporate documents and requirements are in good order, allowing school to legally operate according to Charter agreement. | Full Compliance | June | Board's attorney verifies that this requirement is met annually. |
| | CMO shall effectively maintain federal and state tax exemption. | Full Compliance | June | Board's attorney verifies that this requirement is met annually. |
| | CMO shall comply with all requirements from Charter Authorizer. | Full Compliance | June | As part of the Board's annual self-evaluation process, the Board will review the terms of its charter to verify compliance. In addition, the Board will reach out to SUNY's Charter Schools Institute to verify that requirements have been met and to correct any deficiencies or to act on any feedback. |
| | CMO shall encourage the establishment of a parents' association or parent-teacher association at the School and provide technical assistance and organizational support to such association. | Full Compliance | Monthly | Beginning in January of the first year of operation, the school's parent association will begin making monthly reports to the Board of Trustees. |
| Board Collaboration | CMO shall procure insurance, benchmarked to industry standards, in the following areas: general liability, directors and officers, property, and other areas deemed necessary or as otherwise described in the CMO agreement. | Full Compliance | June | Board's attorney verifies that this requirement is met annually. |
| | CMO shall manage all potential and actual insurance claims on behalf of the school. | Full Compliance | June | Board's attorney verifies that this requirement is met annually. |
| | CMO shall schedule, coordinate and prepare for monthly board meetings throughout the year. | Full Compliance | Ongoing | This topic is addressed through the mechanism of monthly Board meetings. |
| | CMO shall provide all reasonably requested information to the board in a timely manner, including comprehensive quarterly reports as well as ongoing informal reports related to student academic performance and stakeholder satisfaction. | Full Compliance | Ongoing | This topic is addressed through the mechanism of monthly Board meetings. |
| | CMO maintains on the ground support in Buffalo, including through the presence of a Regional Director of Instruction/Superintendent and a Regional Director of Operations to ensure effective delivery of CMO support. | Full Compliance | Ongoing | This topic is addressed through the mechanism of monthly Board meetings, where both of these CMO staff members attend and deliver reports. |
| Board Collaboration | CMO shall ensure CMO staff members attend Board committees when requested by the Board (such as having the network finance director attend the Board's Audit and Finance Committee meetings). | Full Compliance | Ongoing | This topic is addressed through the mechanism of Board committee meetings. |
| | CMO shall provide reasonable assistance with fundraising activities on behalf of the school, including devising a fundraising strategy and providing reasonable technical assistance as may be required from time to time. In addition, BRICK has launched and maintained a fundraising campaign to ensure that the School is able to maintain at least three months of operating expenses until at least the end of the School's third year. | Full Compliance | Ongoing | This topic is addressed through the mechanism of Board Development committee meetings. |

Network - CMO Evaluation Tool - 2019-2020

Part 1: CMO Agreement Compliance

| Area | Criteria | In Compliance | Notes and Commentary |
|---------------------------------|--|-----------------|----------------------|
| Personnel | CMO shall effectively hire and supervise the ED/Superintendent, and CMO and the Board shall review the ED. | Full Compliance | |
| | CMO shall effectively supervise the ED/Superintendent. | Full Compliance | |
| | CMO shall recruit and recommend qualified personnel for all open positions. | Full Compliance | |
| | CMO, together with the ED/Superintendent, shall provide training and professional development to teaching and non-instructional personnel. | Full Compliance | |
| | CMO shall support all school personnel in other areas deemed necessary by the ED/Superintendent and the Board. | Full Compliance | |
| Business Administration | CMO shall ensure all corporate documents and requirements are in good order, allowing school to legally operate according to Charter agreement. | Full Compliance | |
| | CMO shall effectively maintain federal and state tax exemption. | Full Compliance | |
| | CMO shall comply with all requirements from Charter Authorizer. | Full Compliance | |
| Finance and Accounting | CMO shall provide the board with an annual projected budget for board approval prior to the state report date by the authorizer. | Full Compliance | |
| | CMO shall regularly report to the board on budget vs. actual performance throughout the year. | Full Compliance | |
| | CMO shall deliver a clean financial audit each year. | Full Compliance | |
| | CMO shall support school staff in managing revenues and expenditures throughout the year. | Full Compliance | |
| Food, Transportation and Health | CMO shall assist school in providing for daily delivery of healthy school food to students. | Full Compliance | |
| | CMO shall assist school in providing necessary transportation services for students. | Full Compliance | |
| | CMO shall assist school in providing for daily nursing services at each school location. | Full Compliance | |
| Insurance | CMO shall procure insurance, benchmarked to industry standards, in the following areas: general liability, directors and officers, property, and other areas deemed necessary. | Full Compliance | |
| | CMO shall manage all potential and actual insurance claims on behalf of the school. | Full Compliance | |
| Student Recruitment | Jointly with school leadership, CMO shall ensure that annual student outreach is conducted such that there is a waiting list. | Full Compliance | |
| | Jointly with school leadership, CMO shall ensure that all budgeted enrollment targets are met. | Full Compliance | |
| School Performance Evaluations | CMO shall implement and oversee regular school performance evaluations, and report all findings to the board. | Full Compliance | |
| | CMO shall analyze and report on student academic performance on State Exams, NWEA Map tests, and other assessments. | Full Compliance | |
| | CMO shall provide academic performance reports and analysis to board. | Full Compliance | |
| | CMO shall assist school leaders in identifying measures of and goals for school performance, including parent satisfaction. | Full Compliance | |
| Board Management | CMO shall schedule, coordinate and prepare for monthly board meetings throughout the year. | Full Compliance | |
| | CMO shall provide all reasonably requested information to the board in a timely manner. | Full Compliance | |

| | | | | |
|---------------------------------|---|---|---|---|
| Indicator 8.5: Do It | <p>Plan the Reteach: Leader always leads the Student Support Team in identifying examples for intervention implementation.</p> <p>Leader always leads the Student Support Team to identify a school-wide structures that will address the culture gaps identified in the See It. SST actions embedded in the plan lead to a conceptual understanding</p> <p>Practice: Leader always uses efficient prompts and feedback to keep participants on track and focused on addressing the school-wide culture gaps</p> <p>Practice always leverages existing resources and leads to a strong fine tuning of the plan for intervention</p> <p>Follow-up: The leader always locks in a highly effective follow-up plan</p> | <p>Plan the Reteach: Leader consistently leads the Student Support Team in identifying examples for intervention implementation.</p> <p>Leader consistently leads the Student Support Team to identify a school-wide structures that will address the culture gaps identified in the See It. SST actions embedded in the plan lead to a conceptual understanding</p> <p>Practice: Leader consistently uses efficient prompts and feedback to keep participants on track and focused on addressing the school-wide culture gaps</p> <p>Practice consistently leverages existing resources and leads to a strong fine tuning of the plan for intervention</p> <p>Follow-up: The leader consistently locks in a highly effective follow-up plan</p> | <p>Plan the Reteach: Leader inconsistently leads the Student Support Team in identifying examples for intervention implementation.</p> <p>Leader inconsistently leads the Student Support Team to identify a school-wide structures that will address the culture gaps identified in the See It. SST actions embedded in the plan lead to a conceptual understanding</p> <p>Practice: Leader inconsistently uses efficient prompts and feedback to keep participants on track and focused on addressing the school-wide culture gaps</p> <p>Practice inconsistently leverages existing resources and leads to a strong fine tuning of the plan for intervention</p> <p>Follow-up: The leader inconsistently locks in a highly effective follow-up plan</p> | <p>Plan the Reteach: Leader rarely leads the Student Support Team in identifying examples for intervention implementation.</p> <p>Leader rarely leads the Student Support Team to identify a school-wide structures that will address the culture gaps identified in the See It. SST actions embedded in the plan lead to a conceptual understanding</p> <p>Practice: Leader rarely uses efficient prompts and feedback to keep participants on track and focused on addressing the school-wide culture gaps</p> <p>Practice rarely leverages existing resources and leads to a strong fine tuning of the plan for intervention</p> <p>Follow-up: The leader rarely locks in a highly effective follow-up plan</p> |
| Not Scored | | | | |
| Indicator 8.5: Do It | <p>Plan the Reteach: The network leader always leads the group/participants in scripting an exemplar for the next applicable problem/question/prompt.</p> <p>Practice: The network leader always uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error</p> <p>Follow-up: The network leader always locks in a highly effective follow-up plan</p> | <p>Plan the Reteach: The network leader consistently leads the group/participants in scripting an exemplar for the next applicable problem/question/prompt.</p> <p>Practice: The network leader consistently uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error</p> <p>Follow-up: The network leader consistently locks in a highly effective follow-up plan</p> | <p>Plan the Reteach: The network leader inconsistently leads the group/participants in scripting an exemplar for the next applicable problem/question/prompt.</p> <p>Practice: The network leader inconsistently uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error</p> <p>Follow-up: The network leader inconsistently locks in a highly effective follow-up plan</p> | <p>Plan the Reteach: The network leader does not lead the group/ teacher in scripting an exemplar for the next applicable problem/question/prompt.</p> <p>Practice: The network leader does not use efficient prompts or feedback to keep participants on track and focused on addressing the conceptual error</p> <p>Follow-up: The network leader does not lock in a highly effective follow-up plan</p> |

| Indicator 8.4: Name It | Name the Error and Conceptual | Name the Error and Conceptual | Name the Error and Conceptual | Name the Error and Conceptual |
|---------------------------|--|--|--|---|
| | Understanding: Leader always prompts Student Support Team to clearly and concisely name the precise culture gaps and conceptual misunderstanding before planning the intervention | Understanding: Leader consistently prompts Student Support Team to clearly and concisely name the precise culture gaps and conceptual misunderstanding before planning the intervention | Understanding: Leader inconsistently prompts Student Support Team to clearly and concisely name the precise culture gaps and conceptual misunderstanding before planning the intervention | Understanding: Leader rarely prompts Student Support Team to clearly and concisely name the precise culture gaps and conceptual misunderstanding before planning the intervention |
| Not Scored | Name the Error: The network leader always prompts participants to clearly and concisely name the precise error, naming the root of the error | Name the Error: The network leader consistently prompts participants to clearly and concisely name the precise error, naming the root of the error | Name the Error: The network leader inconsistently prompts participants to clearly and concisely name the precise error, naming the root of the error | Name the Error: The network leader does not prompt participants to clearly and concisely name the precise error, naming the root of the error |
| Indicator 8.4: Name It | 4-HIGHLY EFFECTIVE | | | |
| | Plan the Reteach: The leader always leads the group/teacher in scripting an exemplar for the next applicable problem/question/prompt. The leader always leads the group/teacher to identify a reteach structure that will address the error identified in the See It. Teacher actions embedded in the plan lead to a conceptual understanding Practice: The leader always uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error Practice always leverages existing resources and leads to a strong fine tuning of the plan for reteach Follow-up: The leader always locks in a highly effective follow-up plan | Plan the Reteach: The leader consistently leads the group/teacher in scripting an exemplar for the next applicable problem/question/prompt. The leader consistently leads the group/teacher to identify a reteach structure that will address the error identified in the See It. Teacher actions embedded in the plan lead to a conceptual understanding Practice: The leader consistently uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error Practice consistently leverages existing resources and leads to a strong fine tuning of the plan for reteach Follow-up: The leader consistently locks in a highly effective follow-up plan | Plan the Reteach: The leader inconsistently leads the group/teacher in scripting an exemplar for the next applicable problem/question/prompt. The leader inconsistently leads the group/teacher to identify a reteach structure that will address the error identified in the See It. Teacher actions embedded in the plan lead to a conceptual understanding Practice: The leader inconsistently uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error Practice inconsistently leverages existing resources and leads to a strong fine tuning of the plan for reteach Follow-up: The leader inconsistently locks in a highly effective follow-up plan | Plan the Reteach: The leader does not lead the group/ teacher in scripting an exemplar for the next applicable problem/question/prompt. The leader does not lead the group/ teacher to identify a reteach structure that will address the error identified in the See It. Teacher actions embedded in the plan do not lead to a conceptual understanding Practice: The leader does not use efficient prompts or feedback to keep participants on track and focused on addressing the conceptual error Practice does not leverage existing resources and leads to a strong fine tuning of the plan for reteach Follow-up: The leader does not lock in a highly effective follow-up plan |
| Indicator 8.5: Do It | 1 - INEFFECTIVE | | | |
| | 2 – PARTIALLY EFFECTIVE | | | |
| Indicator 8.5: Do It | 3 - EFFECTIVE | | | |
| | 4-HIGHLY EFFECTIVE | | | |

| | | | | |
|---------------------------|--|--|--|--|
| Not Scored | Network and school PD calendar are aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs All principals participate in assessment analysis meetings (IA, SWYK/unit, performance, etc.) with network leadership weekly | Network and School's PD calendars are aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs All principals participate in assessment analysis meetings (IA, SWYK/unit, performance, etc.) with network leadership bi-weekly | Network and school's PD calendars include some but not all of the items needed for proficient analysis and action All principals participate in assessment analysis meetings (IA, SWYK/unit, performance, etc.) with network leadership monthly | Network and School's PD calendar includes few or none of the items needed for proficient implementation All principals participate in assessment analysis meetings (IA, SWYK/unit, performance, etc.) with network leadership periodically but not monthly |
| | 4-HIGHLY EFFECTIVE | | | |
| Indicator 8.3: See It | See Past Success: The leader always connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. See the Exemplar: The leader always leads the group/teacher to interpret the standard(s) and unpack the teacher and student exemplars See the Gap: The leader always guides participants to see the conceptual and procedural gap(s) | See Past Success: The leader consistently connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. See the Exemplar: The leader consistently leads the group/teacher to interpret the standard(s) and unpack the teacher and student exemplars See the Gap: The leader consistently guides participants to see the conceptual and procedural gap(s) | See Past Success: The leader inconsistently connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. See the Exemplar: The leader inconsistently leads the group/teacher to interpret the standard(s) and unpack the teacher and student exemplars See the Gap: The leader inconsistently guides participants to see the conceptual and procedural gap(s) | See Past Success: The leader does not connect authentic, data-based praise to academic goals already met nor provides an authentic moment for reflection. See the Exemplar: The leader does not lead the group/teacher to interpret the standard(s) or unpack the teacher and student exemplars See the Gap: The leader does not guide participants to see the conceptual and procedural gap(s) |
| | I&RS/504 Student Intervention Plans (SIP) are always created using SMART goals based on quantitative data. I&RS/504 Plan completion, monitoring and review meet mandated timelines 90% of I&RS plan development meetings occur with parent input | I&RS/504 Student Intervention Plans (SIP) are consistently created using SMART goals based on quantitative data. I&RS/504 Plan completion, monitoring and review meet mandated timelines 80% of I&RS plan development meetings occur with parent input | I&RS/504 Student Intervention Plans (SIP) are sometimes created using SMART goals based on quantitative data. I&RS/504 Plan completion, monitoring and review sometimes meet mandated timelines 70% of I&RS plan development meetings occur with parent input | I&RS/504 Student Intervention Plans (SIP) are rarely created using SMART goals based on quantitative data. I&RS/504 Plan completion, monitoring and review rarely meet mandated timelines Less than 70% of I&RS plan development meetings occur with parent input |
| | Not Scored | See Past Success: The network leader always connects authentic, data-based praise to goals already met and provides an authentic moment for reflection. See the Exemplar: The network leader always leads the group/participants to interpret the standard(s) and unpack the teacher and student exemplars See the Gap: The network leader always guides participants to see the conceptual and procedural gap(s) | See Past Success: The network leader consistently connects authentic, data-based praise to goals already met and provides an authentic moment for reflection. See the Exemplar: The network leader consistently leads the group/participants to interpret the standard(s) and unpack the teacher and student exemplars See the Gap: The network leader consistently guides participants to see the conceptual and procedural gap(s) | See Past Success: The network leader inconsistently connects authentic, data-based praise to goals already met and provides an authentic moment for reflection. See the Exemplar: The network leader inconsistently leads the group/participants to interpret the standard(s) and unpack the teacher and student exemplars See the Gap: The network leader inconsistently guides participants to see the conceptual and procedural gap(s) |
| | 3 - EFFECTIVE | | | |
| Indicator 8.4: Name It | Name the Error and Conceptual Understanding: o The leader always prompts participants to clearly and concisely name the precise student error and conceptual misunderstanding before planning the re•teach. | Name the Error and Conceptual Understanding: o The leader consistently prompts participants to clearly and concisely name the precise student error and conceptual misunderstanding before planning the re•teach. | Name the Error and Conceptual Understanding: o The leader inconsistently prompts participants to clearly and concisely name the precise student error and conceptual misunderstanding before planning the re•teach. | Name the Error and Conceptual Understanding: o The leader does not prompt participants to clearly and concisely name the precise student error and conceptual misunderstanding before planning the re•teach. |
| | 2 - PARTIALLY EFFECTIVE | | | |
| | 1 - INEFFECTIVE | | | |

| COMPETENCY 3 DRIVE RESULTS | | | | |
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| Behavior 8: Data-Driven Culture - Define the roadmap for rigor and adapt teaching to meet the students' needs | | | | |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 8.1: Results | IA and other network data predict that school will meet or surpass the network performance goal | IA and other network data predict that school will meet the network performance goal | IA and other network data predict that school will be slightly below the network performance goal | IA and other network data predict that school will be significantly below the network performance goal |
| | 100% of classes score within 5 percentage points of the network average for same subject classes | 90% of classes score within 5 percentage points of the network average for same subject classes | A number classes score below 5 percentage points of the network average for same subject classes | The school is regularly at the bottom of performance on the network average for same subject classes |
| Indicator 8.1: Tier I | 90% of student completed climate surveys meet the network performance bar | 80% of student completed climate surveys meet the network performance bar | 70% of student completed climate surveys meet the network performance bar | Less than 70% of student completed climate surveys meet the network performance bar |
| Not Scored | 90% of teacher completed climate surveys meet the network performance bar | 80% of teacher completed climate surveys meet the network performance bar | 70% of teacher completed climate surveys meet the network performance bar | Less than 70% of teacher completed climate surveys meet the network performance bar |
| | District meet or surpass the network performance goal | District meets the network performance goal | District is slightly below the network performance goal | District is significantly below the network performance goal |
| Indicator 8.1: Results | 100% of schools score within 5 percentage points of the network average | 90% of schools score within 5 percentage points of the network average | A number of schools score below 5 percentage points of the network average | The district is regularly at the bottom of performance on the network average |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 8.2: Data-Driven Culture | All instructional leaders have participated in DDI PD on leading analysis meetings and supervising teachers for implementing action plans | All instructional leaders have participated in DDI PD on leading analysis meetings and supervising teachers for implementing action plans | Most instructional leaders have participated in DDI PD on leading analysis meetings and supervising teachers for implementing action plans | Some/few instructional leaders have participated in DDI PD on leading analysis meetings and supervising teachers for implementing action plans |
| | All Instructional leaders preview assessments, identify student learning gaps, model how to do analysis with a teacher, review action plans, and ensure 100% implementation of action plans. | Most instructional leaders preview assessments, identify student learning gaps, model how to do analysis with a teacher, review action plans, and ensure 100% implementation of action plans. | Some instructional leaders preview assessments, identify student learning gaps, model how to do analysis with a teacher, review action plans, and ensure 100% implementation of action plans. | Few instructional leaders preview assessments, identify student learning gaps, model how to do analysis with a teacher, review action plans, and ensure 100% implementation of action plans. |
| | School's PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs | School's PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs | School's PD calendar includes some but not all of the items needed for proficient analysis and action | School's PD calendar includes few or none of the items needed for proficient implementation |
| | All leaders create and implement testing expectations that lead to 95+-% of students being tested. | All leaders create and implement testing expectations that lead to at least 90% of students being tested. | All leaders create and implement testing expectations that lead to 80-89% of students being tested. | All leaders create and implement testing expectations that lead to less than 80% of students being tested. |
| | All teachers participate in assessment analysis meetings (IA, SWYK/unit, performance, etc.) with an instructional leader | 85% teachers participate in assessment analysis meetings (IA, SWYK/unit, performance, etc.) with an instructional leader | 70% teachers participate in assessment analysis meetings (IA, SWYK/unit, performance, etc.) with an instructional leader | Less than 70% teachers participate in assessment analysis meetings (IA, SWYK/unit, performance, etc.) with an instructional leader |
| | Leader always follows up on PD for culture teams with additional targeted PD that supports culture teams to meet Tier II student needs | Leader consistently follows up on PD for culture teams with additional targeted PD that supports culture teams to meet Tier II student needs | Leader sometimes follows up on PD for culture teams with additional targeted PD that supports culture teams to meet Tier II student needs | Leader rarely follows up on PD for culture teams with additional targeted PD that supports culture teams to meet Tier II student needs |
| | School always has eligibility criteria for Tier II supports | School consistently has eligibility criteria for Tier II supports | School sometimes has eligibility criteria for Tier II supports | School rarely has eligibility criteria for Tier II supports |
| Indicator 8.2: Tier II | Detailed school year calendar includes time for Tier II groups | Detailed school year calendar includes time for Tier II groups | Detailed school year calendar includes time for Tier II groups | Detailed school year calendar includes time for Tier II groups |
| | Data-driven PD for culture team members always ensures that they are effectively versed in data-driven interventions | Data-driven PD for culture team members consistently ensures that they are effectively versed in data-driven interventions | Data-driven PD for culture team members sometimes ensures that they are effectively versed in data-driven interventions | Data-driven PD for culture team members rarely ensures that they are effectively versed in data-driven interventions |

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| Indicator 7.5: Explicit Social- Emotional Learning | Leader creates a school wide culture where at least 90% of students demonstrate the following: | Leader creates a school wide culture where at least 70% of students demonstrate the following: | Leader creates a school wide culture where at least 50% of students demonstrate the following: | Leader creates a school wide culture where less than 50% of students demonstrate the following: |
| | Understanding of concepts taught during explicit SEL lessons | Understanding of concepts taught during explicit SEL lessons | Understanding of concepts taught during explicit SEL lessons | Understanding of concepts taught during explicit SEL lessons |
| | Ability to communicate their thoughts and/or feelings about an explicit SEL topic | Ability to communicate their thoughts and/or feelings about an explicit SEL topic | Ability to communicate their thoughts and/or feelings about an explicit SEL topic | Ability to communicate their thoughts and/or feelings about an explicit SEL topic |
| | Ability to identify at least one caring adult at school | Ability to identify at least one caring adult at school | Ability to identify at least one caring adult at school | Ability to identify at least one caring adult at school |
| | Usage of precise SEL vocabulary to explain their thinking | Usage of precise SEL vocabulary to explain their thinking | Usage of precise SEL vocabulary to explain their thinking | Usage of precise SEL vocabulary to explain their thinking |
| Indicator 7.6: Student Discussion | Demonstration of both content recall and conceptual understanding of social emotional learning competencies. | Demonstration of both content recall and conceptual understanding of social emotional learning competencies. | Demonstration of both content recall and conceptual understanding of social emotional learning competencies. | Demonstration of both content recall and conceptual understanding of social emotional learning competencies. |
| | Not Scored | Not Scored | Not Scored | Not Scored |
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| | Not Scored | Not Scored | Not Scored | Not Scored |
| | Not Scored | Not Scored | Not Scored | Not Scored |
| Indicator 7.6: Student Discussion | Leader creates a school wide culture where students in at least 90% of classrooms are showing the following in their discourse: | Leader creates a school wide culture where students in at least 70% of classrooms are showing the following in their discourse: | Leader creates a school wide culture where students in at least 50% of classrooms are showing the following in their discourse: | Leader has a school wide culture where students in less than 50% of classrooms are showing the following in their discourse: |
| | When turn and talk is used, all students engage in purposeful, on topic, and rigorous discussion. | When turn and talk is used, all students engage in purposeful, on topic, and rigorous discussion. | When turn and talk is used, all students engage in purposeful, on topic, and rigorous discussion. | When turn and talk is used, all students engage in purposeful, on topic, and rigorous discussion. |
| | At least 90% of the talk ratio is student voice | At least 90% of the talk ratio is student voice | At least 90% of the talk ratio is student voice | At least 90% of the talk ratio is student voice |
| | Class discussion represents student voice from high, medium, and low students. | Class discussion represents student voice from high, medium, and low students. | Class discussion represents student voice from high, medium, and low students. | Class discussion represents student voice from high, medium, and low students. |
| | Strong habits of discussion by using evidence to justify their thinking and "learning to build" statements. | Strong habits of discussion by using evidence to justify their thinking and "learning to build" statements. | Strong habits of discussion by using evidence to justify their thinking and "learning to build" statements. | Strong habits of discussion by using evidence to justify their thinking and "learning to build" statements. |
| Indicator 7.6: Student Leadership | Usage of precise academic vocabulary & complete sentences. | Usage of precise academic vocabulary & complete sentences. | Usage of precise academic vocabulary & complete sentences. | Usage of precise academic vocabulary & complete sentences. |
| | Leader creates a school wide culture where students in at least 90% of classrooms are showing the following in their discourse: | Leader creates a school wide culture where students in at least 70% of classrooms are showing the following in their discourse: | Leader creates a school wide culture where students in at least 50% of classrooms are showing the following in their discourse: | Leader creates a school wide culture where students in less than 50% of classrooms are showing the following in their discourse: |
| | Student voice is leveraged 90% of the time during culture events. | Student voice is leveraged 90% of the time during culture events. | Student voice is leveraged 90% of the time during culture events. | Student voice is leveraged 90% of the time during culture events. |
| | At least 90% of the talk ratio is student voice. | At least 90% of the talk ratio is student voice. | At least 90% of the talk ratio is student voice. | At least 90% of the talk ratio is student voice. |
| | School wide events reflect student feedback. | School wide events reflect student feedback. | School wide events reflect student feedback. | School wide events reflect student feedback. |
| Indicator 7.6: Student Leadership | SEL advisory committee is student-majority led and meets regularly to inform school culture and SEL curriculum decisions | SEL advisory committee is student-majority led and meets regularly to inform school culture and SEL curriculum decisions | SEL advisory committee is student-majority led and meets regularly to inform school culture and SEL curriculum decisions | SEL advisory committee is student-majority led and meets regularly to inform school culture and SEL curriculum decisions |
| | 100% of students have an opportunity to have their voices heard in school-wide culture decisions. | 100% of students have an opportunity to have their voices heard in school-wide culture decisions. | 100% of students have an opportunity to have their voices heard in school-wide culture decisions. | 100% of students have an opportunity to have their voices heard in school-wide culture decisions. |
| | Not Scored | Not Scored | Not Scored | Not Scored |
| | Not Scored | Not Scored | Not Scored | Not Scored |
| | Not Scored | Not Scored | Not Scored | Not Scored |

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| Indicator 7.4: Building an Operational Culture of Data | Director of Operations always plays an effective leadership role in ensuring that the school has data informed culture with respect to operational data because they have: - Led initial professional development to introduce and build investment in the school's operational goals - Provided updates on the status to goals frequently to teachers (including through the school's weekly memos and at staff professional development meetings) - Completed a thorough reflection of operational performance each quarter that identifies strengths to celebrate and any root causes for areas of improvement - Analyzed operational data by subgroups to ensure equitable outcomes and differentiated responses - Generated an action plan that is effectively aligned to improve performance throughout the next quarter - Strategically rolled out their plan to improve performance to the staff and built shared investment. Director of Operations is always able to achieve at least one targeted, ambitious improvement goal that is established at the end of each quarterly operations step back. | Director of Operations consistently plays an effective leadership role in ensuring that the school has data informed culture with respect to operational data because they have: - Led initial professional development to introduce and build investment in the school's operational goals - Provided updates on the status to goals consistently to teachers (including through the school's weekly memos and at staff professional development meetings) - Completed a reflection of operational performance each quarter that identifies strengths to celebrate and any root causes for areas of improvement - Analyzed operational data by subgroups to ensure equitable outcomes and differentiated responses - Generated an action plan that is aligned to improve performance throughout the next quarter - Rolled out their plan to improve performance to the staff and built shared investment. Director of Operations is consistently able to achieve at least one targeted, ambitious improvement goal that is established at the end of each quarterly operations step back. | Director of Operations inconsistently plays an effective leadership role in ensuring that the school has data informed culture with respect to operational data because they have: - Led insufficient professional development to introduce and build investment in the school's operational goals - Provided infrequent updates on the status to goals consistently to teachers (including through the school's weekly memos and at staff professional development meetings) - Completed a reflection of operational performance each quarter that may not fully identify strengths to celebrate or any root causes for areas of improvement - Inconsistently analyzed operational data by subgroups to ensure equitable outcomes and differentiated responses - Generated an action plan that is not fully aligned to improve performance throughout the next quarter - Rolled out their plan to improve performance to the staff and built shared investment. Director of Operations is inconsistently able to achieve at least one targeted, ambitious improvement goal that is established at the end of each quarterly operations step back. | Director of Operations does not play an effective leadership role in ensuring that the school has data informed culture with respect to operational data because they have not: - Led sufficient professional development to introduce and build investment in the school's operational goals - Provided updates on the status to goals consistently to teachers (including through the school's weekly memos and at staff professional development meetings) - Completed a reflection of operational performance each quarter. - Analyzed operational data by subgroups to ensure equitable outcomes and differentiated responses - Generated an action plan that is aligned to improve performance throughout the next quarter - Rolled out their plan to improve performance to the staff and built shared investment. Director of Operations is not able to achieve at least one targeted, ambitious improvement goal that is established at the end of each quarterly operations step back. |
| | Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district. This includes regular, bi-weekly, meetings with district union leadership. All CBAs, sidebars, or agreements are passed ahead of the deadline. | Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district. This includes regular meetings with district union leadership. Some CBAs, sidebars, or agreements are passed after the deadline. | Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district. This includes regular meetings with district union leadership. Some CBAs, sidebars, or agreements are passed after the deadline. | Ineffectively works with district bargaining units, infrequently meets with district union leadership. All CBAs, sidebars, or agreements are passed well after the deadline. |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| | Leader creates a school wide culture where students in at least 90% of classrooms are showing the following in their writing: Logically organized notes that make their thinking clear to them and the observer. Strong academic habits: pen in hand, purposefully annotating, planning before writing, using evidence. Working within 3 seconds of the directions and for the duration of time Usage of precise academic vocabulary to explain their thinking Demonstration of both content-recall and conceptual understanding. | Leader creates a school wide culture where students in at least 70% of classrooms are showing the following in their writing: Logically organized notes that make their thinking clear to them and the observer. Strong academic habits: pen in hand, purposefully annotating, planning before writing, using evidence. Working within 3 seconds of the directions and for the duration of time Usage of precise academic vocabulary to explain their thinking Demonstration of both content-recall and conceptual understanding. | Leader creates a school wide culture where students in at least 50% of classrooms are showing the following in their writing: Logically organized notes that make their thinking clear to them and the observer. Strong academic habits: pen in hand, purposefully annotating, planning before writing, using evidence. Working within 3 seconds of the directions and for the duration of time Usage of precise academic vocabulary to explain their thinking Demonstration of both content-recall and conceptual understanding. | Leader has a school wide culture where students in less than 50% of classrooms are showing the following in their writing: Logically organized notes that make their thinking clear to them and the observer. Strong academic habits: pen in hand, purposefully annotating, planning before writing, using evidence. Working within 3 seconds of the directions and for the duration of time Usage of precise academic vocabulary to explain their thinking Demonstration of both content-recall and conceptual understanding. |
| Indicator 7.5: Student Writing | | | | |

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| <p>Indicator 7.3: Operational Support for Data Informed Instruction</p> | <p>Director of Operations always ensures that instructional staff have the operational support necessary to utilize instructional technology, administer assessments, and generate reports to assist with data informed instruction because:</p> <ul style="list-style-type: none"> - All students are appropriately enrolled in/credentialed to use all instructional technology within 24 hours of enrolling - All required online assessments are appropriately available to teachers in shared technology platforms at least 48 hours in advance - All errors in enrollment in instructional technology or assessment administration submitted via Smartsheets are resolved within 24 hours - All staff receive high-quality, comprehensive professional development regarding the use of instructional technology, assessment administration and report generation | <p>Director of Operations consistently ensures that instructional staff have the operational support necessary to utilize instructional technology, administer assessments, and generate reports to assist with data informed instruction because:</p> <ul style="list-style-type: none"> - All students are appropriately enrolled in/credentialed to use all instructional technology within 48 hours of enrolling - All required online assessments are appropriately available to teachers in shared technology platforms at least 24 hours in advance - All errors in enrollment in instructional technology or assessment administration submitted via Smartsheets are resolved within 48 hours - All staff receive comprehensive professional development regarding the use of instructional technology, assessment administration and report generation | <p>Director of Operations inconsistently ensures that instructional staff have the operational support necessary to utilize instructional technology, administer assessments, and generate reports to assist with data informed instruction because:</p> <ul style="list-style-type: none"> - All students are appropriately enrolled in/credentialed to use all instructional technology within 72 hours of enrolling - All required online assessments are appropriately available to teachers in shared technology platforms before 7:30 a.m. on the morning of those assessments - All errors in enrollment in instructional technology or assessment administration submitted via Smartsheets are resolved within 72 hours - All staff receive professional development regarding the use of instructional technology, assessment administration and report generation | <p>Director of Operations does not ensure that instructional staff have the operational support necessary to utilize instructional technology, administer assessments, and generate reports to assist with data informed instruction because:</p> <ul style="list-style-type: none"> - All students are not appropriately enrolled in/credentialed to use all instructional technology within 72 hours of enrolling - All required online assessments are not available to teachers in shared technology platforms before 7:30 a.m. on the morning of those assessments - All errors in enrollment in instructional technology or assessment administration submitted via Smartsheets are not resolved within 72 hours - All staff do not receive professional development regarding the use of instructional technology, assessment administration and report generation |
| <p>Indicator 7.3 Strategic Financial Planning</p> | <p>Always aligns and adjusts resources accordingly to meet district priorities and annual goals/objectives operating within budget and fiscal guidelines</p> | <p>Regularly aligns and adjusts resources accordingly to meet district priorities and annual goals/objectives operating within budget and fiscal guidelines</p> | <p>Sometimes aligns and adjusts resources accordingly to meet district priorities and annual goals/objectives operating within budget and fiscal guidelines</p> | <p>Rarely aligns and adjusts resources accordingly to meet district priorities and annual goals/objectives operating within budget and fiscal guidelines</p> |
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| <p>Indicator 7.4: Response to Data Culture</p> | <p>Leader creates a school wide culture where at least 90% of classrooms are leveraging the following core response-to-data practices:</p> <ul style="list-style-type: none"> Stops the Show if needed to fix error trends in the room. Uses Show-Call to guide discourse Charts key concepts or terms to reference and interact with during the discourse. Stamps the key understanding with students | <p>Leader creates a school wide culture where at least 70% of classrooms are leveraging the following core response-to-data practices:</p> <ul style="list-style-type: none"> Stops the Show if needed to fix error trends in the room. Uses Show-Call to guide discourse Charts key concepts or terms to reference and interact with during the discourse. Stamps the key understanding with students | <p>Leader creates a school wide culture where at least 50% of classrooms are leveraging the following core response-to-data practices:</p> <ul style="list-style-type: none"> Stops the Show if needed to fix error trends in the room. Uses Show-Call to guide discourse Charts key concepts or terms to reference and interact with during the discourse. Stamps the key understanding with students | <p>Leader has a school wide culture where less than 50% of classrooms are leveraging the following core response-to-data practices:</p> <ul style="list-style-type: none"> Stops the Show if needed to fix error trends in the room. Uses Show-Call to guide discourse Charts key concepts or terms to reference and interact with during the discourse. Stamps the key understanding with students |
| <p>Indicator 7.4: Response to Data Culture</p> | <p>Leader creates a school wide culture where at least 90% of culture team members leverage the following core responses to data practices:</p> <ul style="list-style-type: none"> Use real time data to make culture activities responsive to the school's needs Engages student voice in decision making Creates opportunities for students and staff to learn and practice key concepts in culture Stamps the key understanding with students | <p>Leader creates a school wide culture where at least 70% of culture team members leverage the following core responses to data practices:</p> <ul style="list-style-type: none"> Use real time data to make culture activities responsive to the school's needs Engages student voice in decision making Creates opportunities for students and staff to learn and practice key concepts in culture Stamps the key understanding with students | <p>Leader creates a school wide culture where at least 50% of culture team members leverage the following core responses to data practices:</p> <ul style="list-style-type: none"> Use real time data to make culture activities responsive to the school's needs Engages student voice in decision making Creates opportunities for students and staff to learn and practice key concepts in culture Stamps the key understanding with students | <p>Leader creates a school wide culture where less than 50% of culture team members leverage the following core responses to data practices:</p> <ul style="list-style-type: none"> Use real time data to make culture activities responsive to the school's needs Engages student voice in decision making Creates opportunities for students and staff to learn and practice key concepts in culture Stamps the key understanding with students |

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| Indicator 7.2: Instructional Supplies Material Readiness | <p>Director of Operations always ensures that the teacher supply closet provides ongoing access to the materials that teachers need for their daily lessons because:</p> <ul style="list-style-type: none"> - A standard list of available materials is always readily accessible to teachers - All approved teacher supply requests submitted via SmartSheets are fulfilled within 24 hours. - Proactive ordering ensures that standard supplies are always available in the supply room. - At least 95% of teachers answer strongly agree or agree to the question "I have the supplies and materials that I need to do my job." | <p>Director of Operations consistently ensures that the teacher supply closet provides ongoing access to the materials that teachers need for their daily lessons because:</p> <ul style="list-style-type: none"> - A standard list of available materials is always accessible to teachers - All approved teacher supply requests submitted via SmartSheets are fulfilled within 48 hours. - Proactive ordering ensures that standard supplies are consistently available in the supply room. - At least 90% of teachers answer strongly agree or agree to the question "I have the supplies and materials that I need to do my job." | <p>Director of Operations inconsistently ensures that the teacher supply closet provides ongoing access to the materials that teachers need for their daily lessons because:</p> <ul style="list-style-type: none"> - A standard list of available materials is inconsistently accessible to teachers - All approved teacher supply requests submitted via SmartSheets are fulfilled within 72 hours. - Ordering inconsistently ensures that standard supplies are consistently available in the supply room. - At least 80% of teachers answer strongly agree or agree to the question "I have the supplies and materials that I need to do my job." | <p>Director of Operations does not ensure that the teacher supply closet provides ongoing access to the materials that teachers need for their daily lessons because:</p> <ul style="list-style-type: none"> - A standard list of available materials is not accessible to teachers - Approved teacher supply requests submitted via SmartSheets frequently take longer than 72 hours to fulfill. - Ordering challenges ensure that standard supplies are frequently not available in the supply room. - Less than 80% of teachers answer strongly agree or agree to the question "I have the supplies and materials that I need to do my job." |
| | <p>Indicator 7.2 Board Communication</p> | <p>Has a positive working relationship with the board. Keeps the board weekly informed with data, reports and information which enables them to make effective timely decisions</p> | <p>Has a positive working relationship with the board. Keeps the board monthly informed with data, reports and information which enables them to make effective timely decisions</p> | <p>Does not have a positive working relationship with the board. Irregularly or inconsistently keeps informs the board with data, reports and information which enables them to make effective timely decisions</p> |
| Indicator 7.3: Assessing Student Data | <p>4-HIGHLY EFFECTIVE</p> <p>Leader creates a school wide culture where at least 90% of classrooms are leveraging the following core monitoring practices: Monitors student practice using an intentional pathway to reach key students</p> <p>Uses an effective system for collecting student data during IP.</p> <p>Monitors in laps with a specific feedback focus that is announced to the class</p> <p>Provides highly effective feedback through all of these techniques: narration, prompting, and coding papers.</p> | <p>3 - EFFECTIVE</p> <p>Leader creates a school wide culture where at least 70% of classrooms are leveraging the following core monitoring practices: Monitors student practice using an intentional pathway to reach key students</p> <p>Uses an effective system for collecting student data during IP.</p> <p>Monitors in laps with a specific feedback focus that is announced to the class</p> <p>Provides highly effective feedback through all of these techniques: narration, prompting, and coding papers.</p> | <p>2 - PARTIALLY EFFECTIVE</p> <p>Leader creates a school wide culture where at least 50% of classrooms are leveraging the following core monitoring practices: Monitors student practice using an intentional pathway to reach key students</p> <p>Uses an effective system for collecting student data during IP.</p> <p>Monitors in laps with a specific feedback focus that is announced to the class</p> <p>Provides highly effective feedback through all of these techniques: narration, prompting, and coding papers.</p> | <p>1 - INEFFECTIVE</p> <p>Leader has a school wide culture where less than 50% of classrooms are leveraging the following core monitoring practices: Monitors student practice using an intentional pathway to reach key students</p> <p>Uses an effective system for collecting student data during IP.</p> <p>Monitors in laps with a specific feedback focus that is announced to the class</p> <p>Provides highly effective feedback through all of these techniques: narration, prompting, and coding papers.</p> |
| | <p>Indicator 7.3: Assessing Student Data</p> | <p>Leader creates a school wide culture where at least 90% of SST meetings are leveraging the following core monitoring practices: Student Attendance: Monitors student attendance using an intentional pathway to reach key students</p> <p>Discipline: Consistently monitoring trends in behavioral infractions and school response practices to ensure equity in response</p> <p>Culture Survey: Monitors progress of climate surveys to ensure school is meeting SGO</p> <p>Provides highly effective feedback through various techniques</p> | <p>Leader creates a school wide culture where at least 50% of SST meetings are leveraging the following core monitoring practices: Student Attendance: Monitors student attendance using an intentional pathway to reach key students</p> <p>Discipline: Consistently monitoring trends in behavioral infractions and school response practices to ensure equity in response</p> <p>Culture Survey: Monitors progress of climate surveys to ensure school is meeting SGO</p> <p>Provides highly effective feedback through various techniques</p> | <p>Leader creates a school wide culture where less than 50% of SST meetings are leveraging the following core monitoring practices: Student Attendance: Monitors student attendance using an intentional pathway to reach key students</p> <p>Discipline: Consistently monitoring trends in behavioral infractions and school response practices to ensure equity in response</p> <p>Culture Survey: Monitors progress of climate surveys to ensure school is meeting SGO</p> <p>Provides highly effective feedback through various techniques</p> |

| COMPETENCY 3 DRIVE RESULTS Behavior 7: Instructional Culture - Prevent problems and guarantee strong lessons | | | | |
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| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| | Leader always ensures that all teachers have posted up-to-date lesson plans and exemplars aligned to pacing calendar and the school calendar. | Leader consistently ensures that of teachers have posted up-to-date lesson plans and exemplars aligned to pacing calendar and the school calendar. | Leader inconsistently ensures that teachers have posted up-to-date lesson plans and exemplars aligned to pacing calendar and the school calendar. | Leader rarely ensures that teachers have posted up-to-date lesson plans and exemplars aligned to pacing calendar and the school calendar. |
| Indicator 7.1: Lesson Fidelity | Leader always meets with teachers who are not proficient with lesson plan internalization and execution. | Leader consistently meets with teachers who are not proficient with lesson plan internalization and execution. | Leader inconsistently meets with teachers who are not proficient with lesson plan internalization and execution. | Leader rarely meets with teachers who are not proficient with lesson plan internalization and execution. |
| | Leader always observes with annotated lesson plan/exemplars in hand | Leader consistently observes annotated lesson plan/exemplars in hand | Leader inconsistently observes with annotated lesson plan/exemplars in hand | Leader rarely observes with annotated lesson plan/exemplars in hand |
| Indicator 7.1: School-wide Culture Activity | Leader always ensures that school-wide culture activities are aligned to monthly observances, SEL themes, and school-wide goals | Leader consistently ensures that school-wide culture activities are aligned to monthly observances, SEL themes, and school-wide goals | Leader inconsistently ensures that school-wide culture activities are aligned to monthly observances, SEL themes, and school-wide goals | Leader rarely ensures that school-wide culture activities are aligned to monthly observances, SEL themes, and school-wide goals |
| | Leader always meets with culture team members who are not proficient with concepts related to SEL themes, monthly observances and school-wide goals. | Leader consistently meets with culture team members who are not proficient with concepts related to SEL themes, monthly observances and school-wide goals. | Leader inconsistently meets with culture team members who are not proficient with concepts related to SEL themes, monthly observances and school-wide goals. | Leader rarely meets with culture team members who are not proficient with concepts related to SEL themes, monthly observances and school-wide goals. |
| | Leader always observes with current action plan in mind. | Leader consistently observed with current action plan in mind. | Leader inconsistently observes with current action plan in mind. | Leader rarely observes with current action plan in mind. |
| Indicator 7.1: Shared Lesson Materials Readiness | Director of Operations always ensures that all teachers have ongoing access to the college preparatory curriculum materials necessary for instruction because: - All instructional materials for the next quarter are available for teachers before the start of each upcoming quarter, ensuring teachers have access to materials at least one month in advance - All additional teacher copier requests submitted via SmartSheets are fulfilled within 24 hours. - Copy machines function effectively because gaps in services are resolved within 24 hours. | Director of Operations consistently ensures that all teachers have ongoing access to the college preparatory curriculum materials necessary for instruction because: - All instructional materials for the next instructional unit are available for teachers before the start of each instructional unit, ensuring teachers have access to materials at least two weeks in advance - All additional teacher copier requests submitted via SmartSheets are fulfilled within 48 hours. - Copy machines function effectively because gaps in services are resolved within 48 hours. | Director of Operations inconsistently ensures that all teachers have ongoing access to the college preparatory curriculum materials necessary for instruction because: - All instructional materials for the next instructional unit are available for teachers before the start of each instructional unit, ensuring teachers have access to materials at least one week in advance - All additional teacher copier requests submitted via SmartSheets are fulfilled within 72 hours. - Copy machines function effectively because gaps in services are resolved within 72 hours. | Director of Operations does not ensure that all teachers have ongoing access to the college preparatory curriculum materials necessary for instruction because: - All instructional materials for the next unit are not available to teachers at least one week in advance. - All additional teacher copier requests submitted via SmartSheets are not fulfilled within 72 hours. - Copy machines function ineffectively because gaps in services are not resolved within 72 hours. |
| Indicator 7.1 Annual Goal and Priority Setting | Sets annual goals and priorities. Performance on goals and priorities are reported on, reflected on, and action planned regularly, at least bi-weekly. | Sets annual goals and priorities. Performance on goals and priorities are reported on, reflected on, and action planned monthly. | Sets annual goals and priorities. Performance on goals and priorities are reported on, reflected on, and action planned quarterly. | Sets annual goals and priorities. Performance on goals and priorities are irregularly reported on, reflected on, and action planned . |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 7.2: Lesson Prep | Leader always sets expectations and holds teachers accountable for having materials fully prepared and in hand during instruction. At least 90% of teachers show evidence of effective implementation of internalization protocols. | Leader consistently sets expectations and holds teachers accountable for having materials fully prepared and in hand during instruction. At least 70% of teachers show evidence of effective implementation of internalization protocols. | Leader inconsistently sets expectations and holds teachers accountable for having materials fully prepared and in hand during instruction. At least 50% of teachers show evidence of effective implementation of internalization protocols. | Leader rarely sets expectations and holds teachers accountable for having materials fully prepared and in hand during instruction. Less than 50% of teachers show evidence of effective implementation of internalization protocols. |
| Indicator 7.2: Lesson Prep | Leader always sets expectations and hold culture team members accountable for having materials fully prepared and in hand during school-wide culture activities | Leader always sets expectations and hold culture team members accountable for having materials fully prepared and in hand during school-wide culture activities | Leader always sets expectations and hold culture team members accountable for having materials fully prepared and in hand during school-wide culture activities | Leader always sets expectations and hold culture team members accountable for having materials fully prepared and in hand during school-wide culture activities |
| | At least 90% of culture team members show evidence of effective implementation and internalization of protocols | At least 70% of culture team members show evidence of effective implementation and internalization of protocols | At least 50% of culture team members show evidence of effective implementation and internalization of protocols | Less than 50% of culture team members show evidence of effective implementation and internalization of protocols |

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| Indicator 6.6 Human Resources | Operations Leader is well informed of, and properly implements, all school and network policies and procedures relating to human resources and providing staff with accurate information and assistance regarding personnel matters and benefits resulting in 90% success rate and high satisfaction In collaboration with the network director of human resources, ensure that 90% staff hold and renew credentials required by law, complete necessary fingerprinting, and pass background checks as well as complete any other necessary requirements required for their position on time. Keeps the school director and network director of human resources up to date with personnel and benefits matters 90% of the time | Operations Leader is well informed of, and properly implements, all school and network policies and procedures relating to human resources and providing staff with accurate information and assistance regarding personnel matters and benefits resulting in 70% success rate and average satisfaction In collaboration with the network director of human resources, ensure that 70% staff hold and renew credentials required by law, complete necessary fingerprinting, and pass background checks as well as complete any other necessary requirements required for their position on time. Keeps the school director and network director of human resources up to date with personnel and benefits matters 70% of the time | Operations Leader is well informed of, and properly implements, all school and network policies and procedures relating to human resources and providing staff with accurate information and assistance regarding personnel matters and benefits resulting in 50% success rate and average satisfaction In collaboration with the network director of human resources, ensure that 50% staff hold and renew credentials required by law, complete necessary fingerprinting, and pass background checks as well as complete any other necessary requirements required for their position on time. Keeps the school director and network director of human resources up to date with personnel and benefits matters 50% of the time | Operations Leader is well informed of, and properly implements, all school and network policies and procedures relating to human resources and providing staff with accurate information and assistance regarding personnel matters and benefits resulting less than 50% success rate and below satisfaction In collaboration with the network director of human resources, ensure that less than 50% staff hold and renew credentials required by law, complete necessary fingerprinting, and pass background checks as well as complete any other necessary requirements required for their position on time Keeps the school director and network director of human resources up to date with personnel and benefits matters less than 50% of the time . |
| Indicator 6.6: In-the- Moment Feedback/ Real-time Coaching | Leader always chooses appropriate moments for a intervention 90% of interventions are modeled in way that supports the flow Leader always effectively uses nonverbal signals to cue them to the error Leader always gives staff member clear “What to Do” Leader always follows up with staff member to ensure implementation | Leader consistently chooses appropriate moments for a intervention 70% of interventions are modeled in a strategic moment that supports the flow Leader consistently use nonverbal signals to cue them to the error Leader consistently gives staff member clear “What to Do” Leader consistently follows up with staff member to ensure implementation | Leader inconsistently chooses appropriate moments for a intervention 50% of interventions are modeled in a strategic moment that supports the flow Leader inconsistently use nonverbal signals to cue them to the error Leader inconsistently gives staff member clear “What to Do” Leader inconsistently follows up with staff member to ensure implementation | Leader does not choose appropriate moments for a intervention Less than 50% of interventions are modeled in a strategic moment that supports the flow Leader does not use nonverbal signals to cue them to the error Leader does not give staff member clear “What to Do” Leader does not follow up with staff member to ensure implementation |
| Indicator 6.7 Technology | 4 - HIGHLY EFFECTIVE In close collaboration with the network IT team to ensure that the school's information systems are operative and meet the requirements of BEN educational program; Ensures that staff have technical support for IT issues with a success rate 90% of the time | 3 - EFFECTIVE In close collaboration with the network IT team to ensure that the school's information systems are operative and meet the requirements of BEN educational program; Ensures that staff have technical support for IT issues with a success rate 70% of the time | 2 – PARTIALLY EFFECTIVE In close collaboration with the network IT team to ensure that the school's information systems are operative and meet the requirements of BEN educational program; Ensures that staff have technical support for IT issues with a success rate 50% of the time | 1 - INEFFECTIVE In close collaboration with the network IT team to ensure that the school's information systems are operative and meet the requirements of BEN educational program; Ensures that staff have technical support for IT issues with a success rate less than 50% of the time |

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| Indicator 6.5: Effectiveness of Feedback | 90% of culture team members effectively implement weekly action steps | 75% of culture team members effectively implement weekly action steps | 50% of culture team members effectively implement weekly action steps | Less than 50% of culture team members effectively implement weekly action steps |
| | Culture team members meet at least 2 of 3 personal PD goals Leader always adapts frequency of observations/meetings based on culture team members needs | Culture team members meet 1 of 3 personal PD goals Leader consistently adapts frequency of observations/meetings based on Culture team members needs | Culture team members do not consistently meet PD goals Leader inconsistently adapts frequency of observations/meetings based on culture team members needs | Culture team members do not meet personal PD goals Leader does not adapt frequency of observations/meetings based on culture team member needs |
| Indicator 6.5 Finance | Ensures proper cash management at the school level including timely and accurate deposits, record keeping and receipts 90 % success rate Collaborates with the school director and network finance team to ensure proper asset management; Creates and ensures adherence to the school's budget. with 90% success rate | Ensures proper cash management at the school level including timely and accurate deposits, record keeping and receipts 70 % success rate Collaborates with the school director and network finance team to ensure proper asset management; Creates and ensures adherence to the school's budget. with 70% success rate | Ensures proper cash management at the school level including timely and accurate deposits, record keeping and receipts 50 % success rate Collaborates with the school director and network finance team to ensure proper asset management; Creates and ensures adherence to the school's budget. with 50% success rate | Ensures proper cash management at the school level including timely and accurate deposits, record keeping and receipts less than 50 % minimum success rate Collaborates with the school director and network finance team to ensure proper asset management; Creates and ensures adherence to the school's budget. with less than 50% success rate |
| | Ensure that all financial reports are submitted accurately and on time; Provide necessary information and clear accurate reports to auditors and authorizers as requested. Consistently communicating with both the Principal and Network finance team about the financial health of the school and adherence to the budget with a 90% success rate of adhering to said policies | Ensure that all financial reports are submitted accurately and on time; Provide necessary information and clear accurate reports to auditors and authorizers as requested. Consistently communicating with both the Principal and Network finance team about the financial health of the school and adherence to the budget with a 70% success rate of adhering to said policies | Ensure that all financial reports are submitted accurately and on time; Provide necessary information and clear accurate reports to auditors and authorizers as requested. Consistently communicating with both the Principal and Network finance team about the financial health of the school and adherence to the budget with a 50% success rate of adhering to said policies | Ensure that all financial reports are submitted accurately and on time; Provide necessary information and clear accurate reports to auditors and authorizers as requested. Consistently communicating with both the Principal and Network finance team about the financial health of the school and adherence to the budget with less than a 50% success rate of adhering to said policies |
| Indicator 6.5: Effectiveness of Feedback | 90% of principals effectively implement weekly action steps Leader always adapts frequency of observations/meetings based on principal needs | 75% of principals effectively implement weekly action steps Leader consistently adapts frequency of observations/meetings based on principal needs | 50% of principals effectively implement weekly action steps Leader inconsistently adapts frequency of observations/meetings based on principal needs | Less than 50% of principals effectively implement weekly action steps Leader does not adapt frequency of observations/meetings based on principal needs |
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| 4-HIGHLY EFFECTIVE | | | | |
| Indicator 6.6: In-the-Moment Feedback/ Real-time Coaching | Leader always chooses appropriate moments for a classroom intervention | Leader consistently chooses appropriate moments for a classroom intervention | Leader inconsistently chooses appropriate moments for a classroom intervention | Leader does not choose appropriate moments for a classroom intervention |
| | 90% of interventions are modeled in way that supports the flow of the class | 70% of interventions are modeled in a strategic moment that supports the flow of the class | 50% of interventions are modeled in a strategic moment that supports the flow of the class | Less than 50% of interventions are modeled in a strategic moment that supports the flow of the class |
| | Leader always effectively uses nonverbal signals to cue them to the error | Leader consistently use nonverbal signals to cue them to the error | Leader inconsistently use nonverbal signals to cue them to the error | Leader does not use nonverbal signals to cue them to the error |
| | Leader always gives teacher clear "What to Do" | Leader consistently gives teacher clear "What to Do" | Leader inconsistently gives teacher clear "What to Do" | Leader does not give teacher clear "What to Do" |
| | Leader always follows up with teacher to ensure implementation | Leader consistently follows up with teacher to ensure implementation | Leader inconsistently follows up with teacher to ensure implementation | Leader does not follow up with teacher to ensure implementation |
| Indicator 6.6: In-the-Moment Feedback/ Real-time Coaching | Leader always chooses appropriate moments for a Tier II or Tier III intervention | Leader consistently chooses appropriate moments for a Tier II or Tier III intervention | Leader sometimes chooses appropriate moments for a Tier II or Tier III intervention | Leader rarely chooses appropriate moments for a Tier II or Tier III intervention |
| | 90% of interventions are modeled in a way that supports the individualized needs of the student | 70% of interventions are modeled in a way that supports the individualized needs of the student | 50% of interventions are modeled in a way that supports the individualized needs of the student | Less than 50% of interventions are modeled in a way that supports the individualized needs of the student |
| | Leader always effectively uses SchoolMint to provide actionable items | Leader effectively uses SchoolMint to provide actionable items | Leader sometimes effectively uses SchoolMint to provide actionable items | Leader rarely effectively uses SchoolMint to provide actionable items |
| | Leader always gives culture team members clear "What to Do" | Leader gives culture team members clear "What to Do" | Leader sometimes gives culture team members clear "What to Do" | Leader rarely gives culture team members clear "What to Do" |
| | Leader always follows up with culture team member to ensure implementation | Leader follows up with culture team member to ensure implementation | Leader sometimes follows up with culture team member to ensure implementation | Leader rarely follows up with culture team member to ensure implementation |

| | Plan before Practice: Network leader always has Principal/Operations Leader script changes into an upcoming lesson plan Network leader always perfects the plan by pushing for precision, modeling, or adding Practice: Network leader always uses the following strategies to ensure highly effective practice: Ensures that Principal/Operations Leader practices what is most important for the action step | Plan before Practice: Network leader consistently has Principal/Operations Leader script changes into an upcoming lesson plan Network leader consistently perfects the plan by pushing for precision, modeling, or adding Practice: Network leader consistently uses the following strategies to ensure highly effective practice: Ensures that Principal/Operations Leader practices what is most important for the action step | Plan before Practice: Network leader inconsistently has Principal/Operations Leader script changes into an upcoming lesson plan Network leader inconsistently perfects the plan by pushing for precision, modeling, or adding Practice: Network leader does not use the following strategies to ensure highly effective practice: Ensures that Principal/SOM practices what is most important for the action step | Plan before Practice: Network leader does not have Principal/SOM script changes into an upcoming lesson plan Network leader does not perfect the plan by pushing for precision, modeling, or adding Practice: Network leader does not use the following strategies to ensure highly effective practice: Ensures that Principal/SOM practices what is most important for the action step |
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| Indicator 6.3: Do It | Always picks appropriate moment to stop the practice and give quick feedback, and has Principal/Operations Leader re-do the practice until effective Picks right moments to model live if Principal/Operations Leader is struggling with practice Uses "Stretch It"—adds layers of complexity to role play as Principal/Operations Leader masters the action step Follow-up: All deliverables always have clear dates and are written into the Network leader's and Principal/Operations Leader's meeting binders or calendar Network leader always has clear plan to hold Principal/Operations Leader accountable to implementation | Always picks appropriate moment to stop the practice and give quick feedback, and has Principal/Operations Leader re-do the practice until effective Picks right moments to model live if Principal/Operations Leader is struggling with practice Uses "Stretch It"—adds layers of complexity to role play as PPrincipal/Operations Leader masters the action step Follow-up: All deliverables consistently have clear dates and are written into the Network leader's and Principal/Operations Leader's meeting binders or calendar Network leader consistently has clear plan to hold Principal/Operations Leader accountable to implementation | Always picks appropriate moment to stop the practice and give quick feedback, and has Principal/Operations Leader re-do the practice until effective Picks right moments to model live if Principal/Operations Leader is struggling with practice Uses "Stretch It"—adds layers of complexity to role play as Principal/Operations Leader masters the action step Follow-up: All deliverables inconsistently have clear dates and are written into the Network leader's and Principal/Operations Leader's meeting binders or calendar Network leader inconsistently has clear plan to hold Principal/Operations Leader accountable to implementation | Always picks appropriate moment to stop the practice and give quick feedback, and has Principal/SOM re-do the practice until effective Picks right moments to model live if Principal/SOM is struggling with practice Uses "Stretch It"—adds layers of complexity to role play as Principal/SOM masters the action step Follow-up: Deliverables do not have clear dates and are written into the Network leader's and Principal/SOM's meeting binders or calendar Network leader does not have clear plan to hold Principal/SOM accountable to implementation |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 - PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 6.4: Freq. of Observations | Ensures that all teachers are observed by an IL 3-4 times per month Maintains own observations in SchoolMint consistently on a weekly basis throughout the entire year | Ensures that teachers are observed by IL 2 times per month Maintains 80% of observations in SchoolMint updated on a bi-weekly basis Ensures that culture team members are observed by IL 2 times per month Maintains 80% of observations in SchoolMint updated on a bi-weekly basis | Teachers are observed once per month Maintains 60% of observations in SchoolMint Culture team members are observed once per month Maintains 60% of observations in SchoolMint | Does not maintain regular observations of teachers Maintains 50% of observations in SchoolMint Does not maintain regular observations of culture team members Maintains 50% of observations in SchoolMint |
| Indicator 6.4: Freq. of Observations | Ensures that all culture team members are observed 3-4 times per month Maintains own observations in SchoolMint consistently on a weekly basis throughout the entire year | Ensures that principals are observed 2 times per month Maintains 80% of observations in SchoolMint updated on a bi-weekly basis | Ensures principals are observed once per month Maintains 60% of observations in SchoolMint | Does not maintain regular observations of principals Maintains 50% of observations in SchoolMint |
| Indicator 6.4 Enrollment | Operations Leader Collaborates with the network team to manage enrollment to ensure that the school consistently remains at target; Ensures that month over month and year over year trends are taken into account to ensure enrollment meets 90% target levels. Ensures that all principals are observed 3-4 times per month Maintains own observations in SchoolMint consistently on a weekly basis throughout the entire year | Operations Leader Collaborates with the network team to manage enrollment to ensure that the school consistently remains at target; Ensures that month over month and year over year trends are taken into account to ensure enrollment meets 70% target levels. Ensures that principals are observed 2 times per month Maintains 80% of observations in SchoolMint updated on a bi-weekly basis | Operations Leader Collaborates with the network team to manage enrollment to ensure that the school consistently remains at target; Ensures that month over month and year over year trends are taken into account to ensure enrollment meets 50% target levels. Ensures principals are observed once per month Maintains 60% of observations in SchoolMint | Operations Leader has not collaborated with the network team to manage enrollment to ensure that the school consistently remains at target; SOM did not ensure that month over month and year over year trends are taken into account to ensure enrollment met at least 50 % target levels. Does not maintain regular observations of principals Maintains 50% of observations in SchoolMint |
| Indicator 6.4: Freq. of Observations | Ensures that all principals are observed 3-4 times per month Maintains own observations in SchoolMint consistently on a weekly basis throughout the entire year | Ensures that principals are observed 2 times per month Maintains 80% of observations in SchoolMint updated on a bi-weekly basis | Ensures principals are observed once per month Maintains 60% of observations in SchoolMint | Does not maintain regular observations of principals Maintains 50% of observations in SchoolMint |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 - PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 6.5: Effectiveness of Feedback | 90% of teachers effectively implement weekly action steps Leader always adapts frequency of observations/meetings based on teacher needs | 75% of teachers effectively implement weekly action steps Leader consistently adapts frequency of observations/meetings based on teacher needs | 50% of teachers effectively implement weekly action steps Leader inconsistently adapts frequency of observations/meetings based on teacher needs | Less than 50% of teachers effectively implement weekly action steps Leader does not adapt frequency of observations/meetings based on teacher needs |

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| Indicator 6.3: Do It | <p>Plan before Practice: Leader always has culture team members develop an agenda (run of show) for culture activities, including SEL sessions, school-wide meetings, celebrations</p> <p>Leader always perfects the plan by pushing for precision, modeling, or adding</p> <p>Practice: Leader always uses the following strategies to ensure highly effective practice: Ensures that culture team member practices what is most important for the action step Always picks appropriate moment to stop the practice and give quick feedback, and has culture team member re-do the practice until effective Picks right moments to model if culture team member is struggling with practices Uses layers of complexity to role play as culture team members masters the action step Follow-up: All deliverables always have clear dates and are written into the leader's and culture team member's meeting binders or calendar Leader always has clear plan to hold culture team members accountable to implementation</p> | <p>Plan before Practice: Leader consistently has culture team members develop an agenda (run of show) for culture activities, including SEL sessions, school-wide meetings, celebrations</p> <p>Leaders consistently perfects the plan by pushing for precision, modeling, or adding</p> <p>Practice: Leader consistently uses the following strategies to ensure highly effective practice: Ensures that culture team member practices what is most important for the action step Always picks appropriate moment to stop the practice and give quick feedback, and has teacher re-do the practice until effective Picks right moments to model if culture team member is struggling with practices Uses layers of complexity to role play as culture team members masters the action step Follow-up: All deliverables consistently have clear dates and are written into the leader's and culture team member's meeting binders or calendar Leader consistently has clear plan to hold culture team members accountable to implementation</p> | <p>Plan before Practice: Network leader does not have Principal/Operations Leader script changes into an upcoming lesson plan</p> <p>Network leader does not perfect the plan by pushing for precision, modeling, or adding</p> <p>Practice: Network leader does not use the following strategies to ensure highly effective practice: Ensures that Principal/Operations Leader practices what is most important for the action step Always picks appropriate moment to stop the practice and give quick feedback, and has Principal/Operations Leader re-do the practice until effective Picks right moments to model live if PPrincipal/Operations Leader is struggling with practice Uses "Stretch it"—adds layers of complexity to role play as Principal/Operations Leader masters the action step Follow-up: Deliverables do not have clear dates and are written into the Network leader's and Principal/Operations Leader's meeting binders or calendar Network leader does not have clear plan to hold Principal/Operations Leader accountable to implementation</p> | <p>Plan before Practice: Leader rarely has culture team members develop an agenda (run of show) for culture activities, including SEL sessions, school-wide meetings, celebrations</p> <p>Leader rarely perfects the plan by pushing for precision, modeling, or adding</p> <p>Practice: Leader rarely uses the following strategies to ensure highly effective practice: Ensures that culture team member practices what is most important for the action step Always picks appropriate moment to stop the practice and give quick feedback, and has teacher re-do the practice until effective Picks right moments to model if culture team member is struggling with practices Uses layers of complexity to role play as culture team members masters the action step Follow-up: Deliverables rarely have clear dates and are written into the leader's and culture team member's meeting binders or calendar Leader rarely has clear plan to hold culture team members accountable to implementation</p> |
| | <p>Indicator 6.3: Student and Family Services</p> | <p>Oversees the school's meal programs and is responsible for the at least achieving 90% of the school's goal of serving healthy, fresh, and appealing meals in consumption numbers</p> <p>Operations Leader in collaboration with the network operations team, established systems and procedures are created and maintained for enrollment, discharge, lottery, and waitlist; Ensure that these systems comply with charter law and other regulations. Have 90% execution success rate</p> | <p>Oversees the school's meal programs and is responsible for the at least achieving 70% of the school's goal of serving healthy, fresh, and appealing meals in consumption numbers</p> <p>Operations Leader in collaboration with the network operations team, established systems and procedures are created and maintained for enrollment, discharge, lottery, and waitlist; Ensure that these systems comply with charter law and other regulations. Have 70% execution success rate</p> | <p>Oversees the school's meal programs and is responsible for the at least achieving 50% of the school's goal of serving healthy, fresh, and appealing meals in consumption numbers</p> <p>Operations Leader in collaboration with the network operations team, established systems and procedures are created and maintained for enrollment, discharge, lottery, and waitlist; Ensure that these systems comply with charter law and other regulations. Have 50% execution success rate</p> |

| Indicator 6.2: Name It | Name the Action Step: Correctly identifies the highest lever issue in the class 90% of the time | Name the Action Step: Correctly identifies the best action step 70% of the time | Name the Action Step: Correctly identifies the best action step 50% of the time | Name the Action Step: Correctly identifies the highest lever less than 50% of the time |
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| | 90% of actions steps are measurable, observable and bite-sized Punch It: Leader always checks for principal/operations lead understanding of the action step | 70% of actions steps are measurable, observable and bite-sized Punch It: Leader consistently checks for principal/operations lead understanding of the action step | 50% of actions steps are measurable, observable and bite-sized Punch It: Leader inconsistently checks for principal/operations lead understanding of the action step | Less than 50% of actions steps are measurable, observable and bite-sized Punch It: Leader does not check for principal/operations lead understanding of the action step |
| Indicator 6.3: Do It | | | | |
| | 4 - HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 - PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| | Plan before Practice: Leader always has IL/teacher script changes into an upcoming lesson plan Leader always perfects the plan by pushing for precision, modeling, or adding Practice: Leader always uses the following strategies to ensure highly effective practice: Ensures that IL/teacher practices what is most important for the action step | Plan before Practice: Leader consistently has IL/teacher script changes into an upcoming lesson plan Leader consistently perfects the plan by pushing for precision, modeling, or adding Practice: Leader consistently uses the following strategies to ensure highly effective practice: Ensures that IL/teacher practices what is most important for the action step | Plan before Practice: Leader inconsistently has IL/teacher script changes into an upcoming lesson plan Leader inconsistently perfects the plan by pushing for precision, modeling, or adding Practice: Leader inconsistently uses the following strategies to ensure highly effective practice: Ensures that IL/teacher practices what is most important for the action step | Plan before Practice: Leader does not have IL/teacher script changes into an upcoming lesson plan Leader does not perfect the plan by pushing for precision, modeling, or adding Practice: Leader does not use the following strategies to ensure highly effective practice: Ensures that IL/teacher practices what is most important for the action step |
| | Always picks appropriate moment to stop the practice and give quick feedback, and has teacher re-do the practice until effective Picks right moments to model live if teaching is struggling with practice Uses "Stretch It"—adds layers of complexity to role play as teacher masters the action step Follow-up: All deliverables always have clear dates and are written into the leader's and teacher's meeting binders or calendar | Always picks appropriate moment to stop the practice and give quick feedback, and has teacher re-do the practice until effective Picks right moments to model live if teaching is struggling with practice Uses "Stretch It"—adds layers of complexity to role play as teacher masters the action step Follow-up: All deliverables consistently have clear dates and are written into the leader's and teacher's meeting binders or calendar | Always picks appropriate moment to stop the practice and give quick feedback, and has teacher re-do the practice until effective Picks right moments to model live if teaching is struggling with practice Uses "Stretch It"—adds layers of complexity to role play as teacher masters the action step Follow-up: All deliverables inconsistently have clear dates and are written into the leader's and teacher's meeting binders or calendar | Always picks appropriate moment to stop the practice and give quick feedback, and has teacher re-do the practice until effective Picks right moments to model live if teaching is struggling with practice Uses "Stretch It"—adds layers of complexity to role play as teacher masters the action step Follow-up: Deliverables do not have clear dates and are written into the leader's and teacher's meeting binders or calendar |
| | Leader always has clear plan to hold teacher accountable to implementation | Leader consistently has clear plan to hold teacher accountable to implementation | Leader inconsistently has clear plan to hold teacher accountable to implementation | Leader does not have clear plan to hold teacher accountable to implementation |

| COMPETENCY 3 DRIVE RESULTS | | | | |
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| Behavior 6: Observation & Feedback - Coach teachers to improve the learning | | | | |
| Indicator 6.1: See It | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| | See Past Success: The leader always connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. | See Past Success: The leader connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. | See Past Success: The leader inconsistently connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. | See Past Success: The leader does not connect authentic, data-based praise to academic goals already met nor provides an authentic moment for reflection. |
| | See the Exemplar: Leader always prompts the teacher to name the exemplar, or shows the model if needed | See the Exemplar: Leader consistently prompts the teacher to name the exemplar, or shows the model if needed | See the Exemplar: Leader inconsistently prompts the teacher to name the exemplar, or shows the model if needed | See the Exemplar: Leader does not prompt the teacher to name the exemplar, nor shows the model if needed |
| | See the Gap: The leader always prompts the teacher to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader consistently prompts the teacher to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader inconsistently prompts the teacher to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader does not prompt the teacher to identify the gaps between the model/exemplar and their own practice |
| | See Past Success: The leader always connects authentic, data-based praise to culture goals already met and provides an authentic moment for reflection. | See Past Success: The leader consistently connects authentic, data-based praise to culture goals already met and provides an authentic moment for reflection. | See Past Success: The leader inconsistently connects authentic, data-based praise to culture goals already met and provides an authentic moment for reflection. | See Past Success: The leader does not connect authentic, data-based praise to culture goals already met and provides an authentic moment for reflection. |
| Indicator 6.1: See It | See the Exemplar: Leader always prompts the culture team members to name the exemplar, or shows the model if needed | See the Exemplar: Leader consistently prompts the culture team members to name the exemplar, or shows the model if needed | See the Exemplar: Leader inconsistently prompts the culture team members to name the exemplar, or shows the model if needed | See the Exemplar: Leader does not prompt the culture team members to name the exemplar, or shows the model if needed |
| | See the Gap: The leader always prompts the culture team members to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader consistently prompts the culture team members to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader inconsistently prompts the culture team members to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader does not prompt the culture team members to identify the gaps between the model/exemplar and their own practice |
| | Director of Operations always implements an effective "plan-do-monitor-respond" cycle to ensure strong school-based operations by: - Proactively reviewing the criteria for success described in the network's monthly deep dive checklists - Raising any questions needed to ensure strong alignment with the network/regional vision of excellence - Building a plan that invests relevant stakeholders in ensuring targeted outcomes are achieved - Conducting a strategic cycle of walkthroughs or audits to monitor progress | Director of Operations consistently implements an effective "plan-do-monitor-respond" cycle to ensure strong school-based operations by: - Proactively reviewing the criteria for success described in the network's monthly deep dive checklists - Raising any questions needed to ensure strong alignment with the network/regional vision of excellence - Building a plan that invests relevant stakeholders in ensuring targeted outcomes are achieved - Conducting a strategic cycle of walkthroughs or audits to monitor progress | Director of Operations inconsistently implements an effective "plan-do-monitor-respond" cycle to ensure strong school-based operations by: - Proactively reviewing the criteria for success described in the network's monthly deep dive checklists - Raising any questions needed to ensure strong alignment with the network/regional vision of excellence - Building a plan that invests relevant stakeholders in ensuring targeted outcomes are achieved - Conducting a strategic cycle of walkthroughs or audits to monitor progress | Director of Operations does not implement effective "plan-do-monitor-respond" cycles to ensure strong school-based operations by: - Proactively reviewing the criteria for success described in the network's monthly deep dive checklists - Raising any questions needed to ensure strong alignment with the network/regional vision of excellence - Building a plan that invests relevant stakeholders in ensuring targeted outcomes are achieved - Conducting a strategic cycle of walkthroughs or audits to monitor progress |
| | Responding to the data collected by taking effective steps to respond (for example, by adjusting the cycle of walkthroughs, naming progress to goal or having accountability conversations). | Responding to the data collected by taking effective steps to respond (for example, by adjusting the cycle of walkthroughs, naming progress to goal or having accountability conversations). | Responding to the data collected by taking effective steps to respond (for example, by adjusting the cycle of walkthroughs, naming progress to goal or having accountability conversations). | Responding to the data collected by taking effective steps to respond (for example, by adjusting the cycle of walkthroughs, naming progress to goal or having accountability conversations). |
| | Director of Operations always ensures that these "plan-do-monitor-respond" cycles lead to meeting all of the criteria named in the monthly deep dive documents. | Director of Operations consistently ensures that these "plan-do-monitor-respond" cycles lead to meeting all of the criteria named in the monthly deep dive documents (at least 90% of the time, no critical deficits). | Director of Operations inconsistently ensures that these "plan-do-monitor-respond" cycles lead to meeting all of the criteria named in the monthly deep dive documents (less than 90% of the time, no more than 1 critical deficit on any audit). | Director of Operations does not ensure that these "plan-do-monitor-respond" cycles lead to meeting all of the criteria named in the monthly deep dive documents (less than 80% of the time, more than 1 critical deficit on any audit). |
| Indicator 6.1: See It | See Past Success: The leader always connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. | See Past Success: The leader connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. | See Past Success: The leader inconsistently connects authentic, data-based praise to academic goals already met and provides an authentic moment for reflection. | See Past Success: The leader does not connect authentic, data-based praise to academic goals already met nor provides an authentic moment for reflection. |
| | See the Exemplar: Leader always prompts the principal to name the exemplar, or shows the model if needed | See the Exemplar: Leader consistently prompts the principal to name the exemplar, or shows the model if needed | See the Exemplar: Leader inconsistently prompts the principal to name the exemplar, or shows the model if needed | See the Exemplar: Leader does not prompt the principal to name the exemplar, nor shows the model if needed |
| | See the Gap: The leader always prompts the principal to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader consistently prompts the principal to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader inconsistently prompts the principal to identify the gaps between the model/exemplar and their own practice | See the Gap: The leader does not prompt the principal to identify the gaps between the model/exemplar and their own practice |
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| 4-HIGHLY EFFECTIVE | | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |

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| Indicator 5.3 Talent Management | Retains at least 90% effective and highly effective staff through individualized retention efforts | Retains at least 85% effective and highly effective staff through individualized retention efforts | Retains at least 80% effective and highly effective staff through individualized retention efforts | Retains at least 75% effective and highly effective staff through individualized retention efforts |
| | Consistently selects and supports staff with maintaining a strong culture that pushes one another for optimal results | Selects and support staff with maintaining a strong culture that pushes one another for optimal results | Sometimes selects and support staff with maintaining a strong culture that pushes one another for optimal results | Rarely selects and support staff with maintaining a strong culture that pushes one another for optimal results |
| | Consistently values diversity and maintains at least a 3:1 ratio for staff that look like the community they serve | Values diversity and maintains at least a 3:1 ratio for staff that look like the community they serve | Sometimes values diversity and sometimes maintains at least a 3:1 ratio for staff that look like the community they serve | Rarely values diversity to maintain at least a 3:1 ratio for staff that look like the community they serve |
| | Strategically staffs buildings to get optimal student achievement results, meeting the goal of 100% staffed by July 1 each year | Strategically staffs buildings to get optimal student achievement results, striving to be 100% staffed by July 1 each year | Sometimes strategically staffs buildings to get optimal student achievement results, striving to be 100% staffed by July 1 each year | Rarely strategically staffs buildings to get optimal student achievement results, striving to be 100% staffed by July 1 each year |
| Indicator 5.3 Talent Management | Retains at least 90% effective and highly effective staff through individualized retention efforts | Retains at least 85% effective and highly effective staff through individualized retention efforts | Retains at least 80% effective and highly effective staff through individualized retention efforts | Retains at least 75% effective and highly effective staff through individualized retention efforts |
| | Weekly 1-hour meeting or two weekly 30-minute meetings are held between DoO and all direct reports 85% of the time | 1-hour meeting or two 30- minute meetings are held between DoO and direct reports in 3 weeks of every month | 1-hour meeting or two 30- minute meetings with direct reports every other week | Rarely meets with direct reports |
| | Requires direct reports to send meeting agenda 24 hours before the meeting 85% of the time | Requires direct reports to send meeting agenda 24 hours before the meeting 70% of the time | Requires direct reports to send meeting agenda 24 hours before the meeting 50% of the time | Rarely holds direct reports accountable for sending meeting agenda 24 hrs before meeting with topics to cover |
| | Ensures deliverables are met for each direct report 85% of the time | Ensures deliverables are met for each direct report 70% of the time | Ensures deliverables are met for each direct report 50% of the time | Rarely ensures deliverables are met for direct reports |
| Indicator 5.3 Talent Management | Proactively works to build a positive co- leader relationship, including establishing and following communication norms and supporting direct report growth and success | Proactively works to build a positive relationship, including establishing and following communication norms and supporting direct report growth and success | Inconsistently works to build a positive direct report relationship | Rarely messages a Co-Leader mindset to school staff, resulting in staff who do not treat co-leaders as equal |
| | Always brings concerns to direct reports in a timely fashion and engages enthusiastically in action planning around improving relationship | Generally brings concerns to direct reports in a timely fashion and engage enthusiastically in action planning around improving relationship | Sometimes brings concerns to direct reports in a timely fashion and engages in action planning around improving relationship | Rarely brings concerns to direct reports and/or is resistant to action planning to improve relationship |
| | Retains at least 90% effective and highly effective staff through individualized retention efforts | Retains at least 85% effective and highly effective staff through individualized retention efforts | Retains at least 80% effective and highly effective staff through individualized retention efforts | Retains at least 75% effective and highly effective staff through individualized retention efforts |
| | Consistently selects and supports staff with maintaining a strong culture that pushes one another for optimal results | Selects and support staff with maintaining a strong culture that pushes one another for optimal results | Sometimes selects and support staff with maintaining a strong culture that pushes one another for optimal results | Rarely selects and support staff with maintaining a strong culture that pushes one another for optimal results |
| Indicator 5.3 Talent Management | Consistently values diversity and maintains at least a 3:1 ratio for staff that look like the community they serve | Values diversity and maintains at least a 3:1 ratio for staff that look like the community they serve | Sometimes values diversity and sometimes maintains at least a 3:1 ratio for staff that look like the community they serve | Rarely values diversity to maintain at least a 3:1 ratio for staff that look like the community they serve |
| | Strategically staffs buildings to get optimal student achievement results, meeting the goal of 100% staffed by July 1 each year | Strategically staffs buildings to get optimal student achievement results, striving to be 100% staffed by July 1 each year | Sometimes strategically staffs buildings to get optimal student achievement results, striving to be 100% staffed by July 1 each year | Rarely strategically staffs buildings to get optimal student achievement results, striving to be 100% staffed by July 1 each year |

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| <p>Indicator 5.1: Leadership Traits</p> | <p>Results form direct supervisor observation find the leader: Is always willing to do whatever it takes to get the work done right. Always accepts responsibility and apologizes for problems and mistakes Carefully manages tasks and time, is well-organized, and is detail-oriented: proactively manages self and others on projects/ initiatives Always demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Functions well as a team player; cares about others' successes as much as their own, including supporting every schools' growth and improvement Engages in effective "difficult conversations", proactively seeking them out when necessary. Provides clear, direct, and respectful feedback to colleagues and stakeholders Always manages effective decision making protocols Always exhibits strong work attendance (punctuality and daily attendance)</p> | <p>Results from direct supervisor observation find the leader: Is willing to do whatever it takes to get the work done right. Accepts responsibility and apologizes for problems and mistakes Manages tasks and time, is well- organized, and is detail-oriented: doesn't drop the ball on projects/initiatives Demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Functions well as a team player; cares about others' successes as much as their own, including supporting every schools' growth and improvement Engages effectively in "difficult conversations" and occasionally seeks them out when necessary. Provides clear, direct, and respectful feedback to colleagues and stakeholders Exhibits strong work attendance (punctuality and daily attendance)</p> | <p>Results from direct supervisor observation find the leader: Is somewhat willing to do whatever it takes to get the work done right. Occasionally does not accept responsibility or apologize for problems and mistakes Somewhat manages tasks and time, is somewhat organized, occasionally drops the ball on projects/initiatives Somewhat demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Occasionally functions well as a team player; somewhat cares about others' successes as much as their own, including occasionally supporting every schools' growth and improvement Occasionally engages in effective "difficult conversations" when prompted Feedback to colleagues and stakeholders is somewhat clear and respectful and/or sometimes is not provided in a timely fashion Work attendance is inconsistent (punctuality and daily attendance)</p> | <p>Results from direct supervisor observation find the leader: Is not willing to do whatever it takes to get the work done right. Does not accept responsibility and apologizes for problems and mistakes Does not manages tasks and time. lacks organization: frequently drops the ball on projects/initiatives Lacks strong, positive, professional interpersonal skills with manager, colleagues, families and students Does not function well as a team player; does not care about others' successes as much as their own, including supporting every schools' growth and improvement Avoids "difficult conversations" and does not provide clear and respectful feedback to colleagues and stakeholders Poor work attendance (punctuality and daily attendance)</p> |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| <p>Indicator 5.2: Progress towards Personal Goals</p> | <p>Continuously reflects on the strengths and weaknesses of his/her own performance Almost always seeks opportunities for personal and organizational improvement. Always engages in action planning to address gaps in performance and shares action plan with manager. Consistent evidence of changing behaviors and changing strategies when performance results are not meeting expected outcomes</p> | <p>Reflects on the strengths and weaknesses of his/her own performance Continuously seeks opportunities for personal and organizational improvement. Engages in action planning to address gaps in performance and shares action plan with manager. Evidence of changing behaviors and changing strategies when performance results are not meeting expected outcomes</p> | <p>Occasionally reflects on the strengths and weaknesses of his/her own performance Sometimes seeks opportunities for personal and organizational improvement. Occasionally engages in action planning to address gaps in performance and sometimes shares action plan with manager. Some evidence of changing behaviors and changing strategies when performance results are not meeting expected outcomes</p> | <p>Does not reflect on the strengths and weaknesses of his/her own performance Rarely seeks opportunities for personal and organizational improvement. Does not engage in action planning to address gaps in performance and sometimes shares action plan with manager. Limited or no evidence of changing behaviors and changing strategies when performance results are not meeting expected outcomes</p> |

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| <p>Indicator 5.1: Operations Leadership Traits</p> | <p>Results from staff culture survey, and manager observation find the leader:</p> <ul style="list-style-type: none"> - Is always willing to do whatever it takes to get the work done right. - Always accepts responsibility and apologizes for problems and mistakes - Always carefully manages tasks and time, is well-organized, and is detail-oriented - Always proactively manages self and others on projects/ initiatives - Always demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students - Always functions well as a team player on the School Leadership Team; cares about others' successes as much as their own, including supporting the school's growth and improvement - Always engages in effective "difficult conversations", proactively seeking them out when necessary. - Always provides clear, direct, and respectful feedback to their co-leader and fellow school leadership team members - Always manages effective decision making protocols | <p>Results from staff culture survey, and manager observation find the leader:</p> <ul style="list-style-type: none"> - Is willing to do whatever it takes to get the work done right. - Accepts responsibility and apologizes for problems and mistakes - Carefully manages tasks and time, is well-organized, and is detail-oriented - Proactively manages self and others on projects/ initiatives - Demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students - Functions well as a team player on the School Leadership Team; cares about others' successes as much as their own, including supporting the school's growth and improvement - Engages in effective "difficult conversations", proactively seeking them out when necessary. - Provides clear, direct, and respectful feedback to their co-leader and fellow school leadership team members - Manages effective decision making protocols | <p>Results from staff culture survey, and manager observation find the leader:</p> <ul style="list-style-type: none"> - Is inconsistently willing to do whatever it takes to get the work done right. - Inconsistently accepts responsibility and apologizes for problems and mistakes - Inconsistently manages tasks and time, is inconsistently well-organized, and is inconsistently detail-oriented - Inconsistently proactively manages self and others on projects/ initiatives - Inconsistently demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students - Inconsistently functions well as a team player on the School Leadership Team; inconsistently caring about others' successes as much as their own, and inconsistently supporting the school's growth and improvement - Inconsistently engages in effective "difficult conversations". - Inconsistently provides clear, direct, and respectful feedback to their co-leader and fellow school leadership team members - Inconsistently manages effective decision making protocols | <p>Results from staff culture survey, and manager observation find the leader:</p> <ul style="list-style-type: none"> - Does not do whatever it takes to get the work done right. - Does not accept responsibility or apologize for problems and mistakes - Does not manage tasks and time, is not well-organized, and is not detail-oriented - Does not proactively manages self and others on projects/ initiatives - Does not demonstrate strong, positive, professional interpersonal skills with manager, colleagues, families and students - Does not function well as a team player on the School Leadership Team; does not care about others' successes as much as their own, and does not support the school's growth and improvement - Does not engage in effective "difficult conversations". - Does not provide clear, direct, and respectful feedback to their co-leader and fellow school leadership team members - Does not manage effective decision making protocols |
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| Indicator 5.1: Leadership Traits | Results from direct supervisor observation find the leader: Is always willing to do whatever it takes to get the work done right. Always accepts responsibility and apologizes for problems and mistakes Carefully manages tasks and time, is well-organized, and is detail-oriented: proactively manages self and others on projects/ initiatives Always demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Functions well as a team player in the campus Leadership Team; cares about others' successes as much as their own, including supporting every schools' growth and improvement Engages in effective "difficult conversations", proactively seeking them out when necessary. Provides clear, direct, and respectful feedback to fellow school leaders. Always manages effective decision making protocols Always exhibits strong work attendance (punctuality and daily attendance) | Results from direct supervisor observation find the leader: Is willing to do whatever it takes to get the work done right. Accepts responsibility and apologizes for problems and mistakes Manages tasks and time, is well- organized, and is detail-oriented: doesn't drop the ball on projects/initiatives Demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Functions well as a team player in the campus Leadership Team; cares about others' successes as much as their own, including supporting every schools' growth and improvement Engages effectively in "difficult conversations" and occasionally seeks them out when necessary. Provides clear, direct, and respectful feedback to fellow school leaders when prompted Exhibits strong work attendance (punctuality and daily attendance) | Results from direct supervisor observation find the leader: Is somewhat willing to do whatever it takes to get the work done right. Occasionally does not accept responsibility or apologize for problems and mistakes Somewhat manages tasks and time, is somewhat organized, occasionally drops the ball on projects/initiatives Somewhat demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Occasionally functions well as a team player in the campus Leadership Team; somewhat cares about others' successes as much as their own, including occasionally supporting every schools' growth and improvement Occasionally engages in effective "difficult conversations" when prompted Feedback to school leaders is somewhat clear and respectful and/or sometimes is not provided in a timely fashion Work attendance is inconsistent (punctuality and daily attendance) | Results from direct supervisor observation find the leader: Is not willing to do whatever it takes to get the work done right. Does not accept responsibility and apologizes for problems and mistakes Does not manages tasks and time, lacks organization: frequently drops the ball on projects/initiatives Lacks strong, positive, professional interpersonal skills with manager, colleagues, families and students Does not function well as a team player in the campus Leadership Team; does not care about others' successes as much as their own, including supporting every schools' growth and improvement Avoids "difficult conversations" and does not provide clear and respectful feedback to fellow school leaders. Poor work attendance (punctuality and daily attendance) |
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| COMPETENCY 2 LEAD SELF AND OTHERS Behavior 5: School Leadership - Embody leadership traits and is reflective of strengths/growth areas | | | | |
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| | 4 - HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 - PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 5.1: Leadership Traits | Results form direct supervisor observation find the leader: Is always willing to do whatever it takes to get the work done right. Always accepts responsibility and apologizes for problems and mistakes Carefully manages tasks and time, is well-organized, and is detail-oriented: proactively manages self and others on projects/ initiatives Always demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Always proactively engages with the local community to fulfill the school's mission (Principal) Functions well as a team player in the campus Leadership Team; cares about others' successes as much as their own, including supporting every schools' growth and improvement Engages in effective "difficult conversations", proactively seeking them out when necessary. Provides clear, direct, and respectful feedback to fellow school leaders. Always manages effective decision making protocols Always exhibits strong work attendance (punctuality and daily attendance) | Results from direct supervisor observation find the leader: Is willing to do whatever it takes to get the work done right. Accepts responsibility and apologizes for problems and mistakes Manages tasks and time, is well- organized, and is detail-oriented: doesn't drop the ball on projects/initiatives Demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Engages with the local community to fulfill the school's mission (Principal) Functions well as a team player in the campus Leadership Team; cares about others' successes as much as their own, including supporting every schools' growth and improvement Engages effectively in "difficult conversations" and occasionally seeks them out when necessary. Provides clear, direct, and respectful feedback to fellow school leaders when prompted Exhibits strong work attendance (punctuality and daily attendance) | Results from direct supervisor observation find the leader: Is somewhat willing to do whatever it takes to get the work done right. Occasionally does not accept responsibility or apologize for problems and mistakes Somewhat manages tasks and time, is somewhat organized, occasionally drops the ball on projects/initiatives Somewhat demonstrates strong, positive, professional interpersonal skills with manager, colleagues, families and students Occasionally engages with the local community to fulfill the school's mission (Principal) Occasionally functions well as a team player in the campus Leadership Team; somewhat cares about others' successes as much as their own, including occasionally supporting every schools' growth and improvement Occasionally engages in effective "difficult conversations" when prompted Feedback to school leaders is somewhat clear and respectful and/or sometimes is not provided in a timely fashion Work attendance is inconsistent (punctuality and daily attendance) | Results from direct supervisor observation find the leader: Is not willing to do whatever it takes to get the work done right. Does not accept responsibility and apologizes for problems and mistakes Does not manages tasks and time, lacks organization: frequently drops the ball on projects/initiatives Lacks strong, positive, professional interpersonal skills with manager, colleagues, families and students Rarely engages with the local community to fulfill the school's mission (Principal) Does not function well as a team player in the campus Leadership Team; does not care about others' successes as much as their own, including supporting every schools' growth and improvement Avoids "difficult conversations" and does not provide clear and respectful feedback to fellow school leaders. Poor work attendance (punctuality and daily attendance) |

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| Indicator 4.4: Pacing and Time Management | Leader not only follows the planned agenda but also makes good on-the-fly adjustments to the agenda based on the pulse of needs of the group | Leader follows the planned agenda and makes a good attempt at adjusting the agenda when necessary even if it doesn't work perfectly | Leader follows the planned agenda but either struggles to stick to the times or doesn't know how to address unanticipated challenges | Pacing and timing are way off: leader struggles to hold on to any of the original agenda items |
| | PD maintains the perfect illusion of speed due to tightly managed transitions, sharing and clear instructions for each activity | PD maintains a decent illusion of speed due to well managed transitions, sharing and fairly clear instructions for each activity | PD components, sharing and/or transitions drag at times | PD starts significantly late (where leader could have controlled the start time) or ends much later than expected |
| | PD starts and ends on time and participants arrive promptly | PD ends within 5 min of planned end & participants arrive fairly promptly | PD starts and/or ends more than 10 minutes late; some participants arrive late without justification | |
| Indicator 4.4: Pacing and Time Management | Leader not only follows the planned agenda but also makes good on-the-fly adjustments to the agenda based on the pulse of needs of the group | Leader follows the planned agenda and makes a good attempt at adjusting the agenda when necessary even if it doesn't work perfectly | Leader follows the planned agenda but either struggles to stick to the times or doesn't know how to address unanticipated challenges | Pacing and timing are way off: leader struggles to hold on to any of the original agenda items |
| | PD maintains the perfect illusion of speed due to tightly managed transitions, sharing and clear instructions for each activity | PD maintains a decent illusion of speed due to well managed transitions, sharing and fairly clear instructions for each activity | PD components, sharing and/or transitions drag at times | PD starts or ends more than 10 min off schedule or less than 80% of staff are prepared to engage at the scheduled start time |
| | PD starts and ends on time and at least 95% of staff are prepared to engage at the scheduled start time | PD starts and ends within 5 min of schedule and at least 90% of staff are prepared to engage at the scheduled start time | PD starts and ends within 10 min of schedule and less than 90% of staff are prepared to engage at the scheduled start time | |
| Indicator 4.4: Pacing and Time Management | Leader not only follows the planned agenda but also makes good on-the-fly adjustments to the agenda based on the pulse of needs of the group | Leader follows the planned agenda and makes a good attempt at adjusting the agenda when necessary even if it doesn't work perfectly | Leader follows the planned agenda but either struggles to stick to the times or doesn't know how to address unanticipated challenges | Pacing and timing are way off: leader struggles to hold on to any of the original agenda items |
| | PD maintains the perfect illusion of speed due to tightly managed transitions, sharing and clear instructions for each activity | PD maintains a decent illusion of speed due to well managed transitions, sharing and fairly clear instructions for each activity | PD components, sharing and/or transitions drag at times | PD starts significantly late (where leader could have controlled the start time) or ends much later than expected |
| | PD starts and ends on time and participants arrive promptly | PD ends within 5 min of planned end & participants arrive fairly promptly | PD starts and/or ends more than 10 minutes late; some participants arrive late without justification | |
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| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 4.5: Follow-Up | Leader has clearly planned how to hold staff accountable for outcomes | Leader has planned how to hold staff accountable for outcomes | Leader lacks clear indications as to how hold staff accountable for outcomes | Leader lacks any planning to hold staff accountable for outcomes |
| | Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance |
| Indicator 4.5: Follow-Up | Leader has clearly planned how to hold staff accountable for outcomes | Leader has planned how to hold staff accountable for outcomes | Leader lacks clear indications as to how hold staff accountable for outcomes | Leader lacks any planning to hold staff accountable for outcomes |
| | Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance |
| Indicator 4.5: Follow-Up | Leader has clearly planned how to hold staff accountable for outcomes | Leader has planned how to hold staff accountable for outcomes | Leader lacks clear indications as to how hold staff accountable for outcomes | Leader lacks any planning to hold staff accountable for outcomes |
| | Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance |
| Indicator 4.5: Follow-Up | Leader has clearly planned how to hold staff accountable for outcomes | Leader has planned how to hold staff accountable for outcomes | Leader lacks clear indications as to how hold staff accountable for outcomes | Leader lacks any planning to hold staff accountable for outcomes |
| | Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance | Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance |

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| Indicator 4.2: Planning: Do It | Practice is clearly aligned to what operations most need to implement the PD objective There is sufficient time to plan, practice and re-do each action that the participant needs to master Participants are well-guided to give each other effective feedback (e.g., cheatsheet, one-pager, etc.) | Practice is aligned to what operations most need to implement the PD objective There is sufficient time to plan and practice each action that the participant needs to master Participants receive feedback on their practice (from peers or PD leaders) | Practice covers only part of what participants need to master in the session There is insufficient time to plan and practice each action There is insufficient or nonexistent feedback on their practice | Practice is nonexistent and/or unaligned to the PD objective |
| Indicator 4.2: Planning: Do It | Practice is clearly aligned to what staff most need to implement the PD objective There is sufficient time to plan, practice and re-do each action that the participant needs to master Participants are well-guided to give each other effective feedback (e.g., cheatsheet, one-pager, etc.) | Practice is aligned to what staff most need to implement the PD objective There is sufficient time to plan and practice each action that the participant needs to master Participants receive feedback on their practice (from peers or PD leaders) | Practice covers only part of what participants need to master in the session There is insufficient time to plan and practice each action There is insufficient or nonexistent feedback on their practice | Practice is nonexistent and/or unaligned to the PD objective |
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| 4-HIGHLY EFFECTIVE | | | | |
| Indicator 4.3: Facilitation | Small/large group facilitation skillfully leads participants so that they reach the right conclusions mostly on their own; leader is highly skilled in asking the appropriate scaffolded questions when needed Leader talk is 30% or less of the PD | Small/large group facilitation leads participants to the right conclusions; leader uses appropriate scaffolded questions when needed and intervenes to pull the group on track if they are off task Leader talk is 40% or less of the PD | 2 – PARTIALLY EFFECTIVE Small/large group facilitation often veers off track, and leader pulls them back on point but only after some lost time Leader talks more often than s/he needs | 1 - INEFFECTIVE Small/large group activities are mostly off task, and leader struggles to bring them back to a productive place Leader talk predominates |
| Indicator 4.3: Facilitation | Small/large group facilitation skillfully leads participants so that they reach the right conclusions mostly on their own; leader is highly skilled in asking the appropriate scaffolded questions when needed Leader talk is 30% or less of the PD | Small/large group facilitation leads participants to the right conclusions; leader uses appropriate scaffolded questions when needed and intervenes to pull the group on track if they are off task Leader talk is 40% or less of the PD | Small/large group facilitation often veers off track, and leader pulls them back on point but only after some lost time Leader talks more often than s/he needs | Small/large group activities are mostly off task, and leader struggles to bring them back to a productive place Leader talk predominates |
| Indicator 4.3: Facilitation | Small/large group facilitation skillfully leads participants so that they reach the right conclusions mostly on their own; leader is highly skilled in asking the appropriate scaffolded questions when needed Leader talk is 30% or less of the PD | Small/large group facilitation leads participants to the right conclusions; leader uses appropriate scaffolded questions when needed and intervenes to pull the group on track if they are off task Leader talk is 40% or less of the PD | Small/large group facilitation often veers off track, and leader pulls them back on point but only after some lost time Leader talks more often than s/he needs | Small/large group activities are mostly off task, and leader struggles to bring them back to a productive place Leader talk predominates |
| Indicator 4.3: Facilitation | Small/large group facilitation skillfully leads participants so that they reach the right conclusions mostly on their own; leader is highly skilled in asking the appropriate scaffolded questions when needed Leader talk is 30% or less of the PD | Small/large group facilitation leads participants to the right conclusions; leader uses appropriate scaffolded questions when needed and intervenes to pull the group on track if they are off task Leader talk is 40% or less of the PD | Small/large group facilitation often veers off track, and leader pulls them back on point but only after some lost time Leader talks more often than s/he needs | Small/large group activities are mostly off task, and leader struggles to bring them back to a productive place Leader talk predominates |
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| 4-HIGHLY EFFECTIVE | | | | |
| Indicator 4.4: Pacing and Time Management | Leader not only follows the planned agenda but also makes good on-the-fly adjustments to the agenda based on the pulse of needs of the group PD maintains the perfect illusion of speed due to tightly managed transitions, sharing and clear instructions for each activity PD starts and ends on time and teachers arrive promptly | Leader follows the planned agenda and makes a good attempt at adjusting the agenda when necessary even if it doesn't work perfectly PD maintains a decent illusion of speed due to well managed transitions, sharing and fairly clear instructions for each activity PD ends within 5 min of planned end & teachers arrive fairly promptly | 2 – PARTIALLY EFFECTIVE Leader follows the planned agenda but either struggles to stick to the times or doesn't know how to address unanticipated challenges PD components, sharing and/or transitions drag at times PD starts and/or ends more than 10 minutes late; some teachers arrive late without justification | 1 - INEFFECTIVE Pacing and timing are way off: leader struggles to hold on to any of the original agenda items PD starts significantly late (where leader could have controlled the start time) or ends much later than expected |

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| Indicator 4.1: PLANNING See it/Name it/Do It Framework | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is not always apparent from the practice component | Objective/outcome is unclear |
| | Objective is directly aligned with the most important needs of the school at the time of the workshop | Objective is aligned with important needs of the school at the time of the workshop | Objective is aligned with important needs of the school at the time of the workshop | Objective is partially aligned with important needs of the school at the time of the workshop | Objective not aligned with school's needs |
| | Agenda includes airtight activities that are tightly planned and 100% relevant to the core objective | Agenda includes airtight activities that are well planned and relevant to the core objective | Agenda includes airtight activities that are well planned and relevant to the core objective | Agenda has some activities, but they lack tight planning | Discussion questions are not scripted |
| | High quality discussion questions are scripted | Quality discussion questions are scripted | Quality discussion questions are scripted | Discussion questions are not of consistent quality | Agenda lacks detailed organization and there is little variety in activities/presentation |
| Indicator 4.1: PLANNING See it/Name it/Do It Framework | Highly effective balance of time for see it/name it/ do it | There is an effective balance of time for see it/name it/ do it | There is an effective balance of time for see it/name it/ do it | There is an imbalance in the time for see it/name it/ do it | Reflection time is not provided |
| | Reflection time is well used to capture big takeaways and help participants write their action steps | Reflection time is used to capture big takeaways and/or help participants capture their action steps | Reflection time is used to capture big takeaways and/or help participants capture their action steps | Reflection time is utilized, but workshop could use a little more or a little less of it | Framing component of the session either does not sum up the right takeaways for teachers or causes confusion around the key takeaways |
| | Framing component of the session concisely and articulately sums up the key takeaways for teachers | Framing component of the session sums up the key takeaways for teachers | Framing component of the session sums up the key takeaways for teachers | Framing component of the session doesn't fully sum up the key takeaways for teachers | |
| | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is not always apparent from the practice component | |
| Indicator 4.1: PLANNING See it/Name it/Do It Framework | Objective is directly aligned with the most important needs at the time of the workshop | Objective is aligned with important needs at the time of the workshop | Objective is aligned with important needs at the time of the workshop | Objective is partially aligned with important needs at the time of the workshop | Objective/outcome is unclear |
| | Agenda includes airtight activities that are tightly planned and 100% relevant to the core objective | Agenda includes airtight activities that are well planned and relevant to the core objective | Agenda includes airtight activities that are well planned and relevant to the core objective | Agenda has some activities, but they lack tight planning | Objective not aligned with needs |
| | High quality discussion questions are scripted | Quality discussion questions are scripted | Quality discussion questions are scripted | Discussion questions are not of consistent quality | Discussion questions are not scripted |
| | Highly effective balance of time for see it/name it/ do it | There is an effective balance of time for see it/name it/ do it | There is an effective balance of time for see it/name it/ do it | There is an imbalance in the time for see it/name it/ do it | Agenda lacks detailed organization and there is little variety in activities/presentation |
| Indicator 4.2: Planning: Do It | Reflection time is well used to capture big takeaways and help participants write their action steps | Reflection time is used to capture big takeaways and/or help participants capture their action steps | Reflection time is used to capture big takeaways and/or help participants capture their action steps | Reflection time is utilized, but workshop could use a little more or a little less of it | Reflection time is nonexistent |
| | Framing component of the session concisely and articulately sums up the key takeaways | Framing component of the session sums up the key takeaways | Framing component of the session sums up the key takeaways | Framing component of the session doesn't fully sum up the key takeaways | Framing component of the session either does not sum up the right takeaways or causes confusion around the key takeaways |
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| 4 - HIGHLY EFFECTIVE | | | | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| | Practice is clearly aligned to what teachers most need to implement the PD objective | Practice is aligned to what teachers most need to implement the PD objective | Practice is aligned to what teachers most need to implement the PD objective | Practice covers only part of what participants need to master in the session | |
| Indicator 4.2: Planning: Do It | There is sufficient time to plan, practice and re-do each action that the participant needs to master | There is sufficient time to plan and practice each action that the participant needs to master | There is sufficient time to plan and practice each action that the participant needs to master | There is insufficient time to plan and practice each action | Practice is nonexistent and/or unaligned to the PD objective |
| | Participants are well-guided to give each other effective feedback (e.g., cheatsheet, one-pager, etc.) | Participants receive feedback on their practice (from peers or PD leaders) | Participants receive feedback on their practice (from peers or PD leaders) | There is insufficient or nonexistent feedback on their practice | |
| Indicator 4.2: Planning: Do It | Practice is clearly aligned to what culture teams most need to implement the PD objective | Practice is aligned to what culture teams most need to implement the PD objective | Practice is aligned to what culture teams most need to implement the PD objective | Practice covers only part of to what culture teams need to implement the PD objective | |
| | There is sufficient time to plan, practice and re-do each action that the participant needs to master | There is sufficient time to plan and practice each action that the participant needs to master | There is sufficient time to plan and practice each action that the participant needs to master | There is insufficient time to plan and practice each action | Practice is nonexistent and/or unaligned to the PD objective |
| | Participants are well-guided to give each other effective feedback (e.g., cheatsheet, one-pager, etc.) | Participants receive feedback on their practice (from peers or PD leaders) | Participants receive feedback on their practice (from peers or PD leaders) | There is insufficient or nonexistent feedback on their practice | |

| COMPETENCY 2 LEAD SELF AND OTHERS | | | | |
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| Behavior 4: Professional Development - Strengthen culture and instruction with hands-on training that sticks | | | | |
| | 4 - HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 4.1: PLANNING See it/Name it/Do It Framework | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is not always apparent from the practice component | Objective/outcome is unclear |
| | Objective is directly aligned with the most important needs of the school at the time of the workshop | Objective is aligned with important needs of the school at the time of the workshop | Objective is partially aligned with important needs of the school at the time of the workshop | Objective not aligned with school's needs |
| | Agenda includes airtight activities that are tightly planned and 100% relevant to the core objective | Agenda includes airtight activities that are well planned and relevant to the core objective | Agenda has some activities, but they lack tight planning | Discussion questions are not scripted |
| | High quality discussion questions are scripted | Quality discussion questions are scripted | Discussion questions are not of consistent quality | Agenda lacks detailed organization and there is little variety in activities/presentation |
| | Highly effective balance of time for see it/name it/ do it | There is an effective balance of time for see it/name it/ do it | There is an imbalance in the time for see it/name it/ do it | Reflection time is nonexistent |
| | Reflection time is well used to capture big takeaways and help participants write their action steps | Reflection time is used to capture big takeaways and/or help participants capture their action steps | Reflection time is utilized, but workshop could use a little more or a little less of it | Framing component of the session either does not sum up the right takeaways for teachers or causes confusion around the key takeaways |
| | Framing component of the session concisely and articulately sums up the key takeaways for teachers | Framing component of the session sums up the key takeaways for teachers | Framing component of the session doesn't fully sum up the key takeaways for teachers | |
| | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is directly tied to the practice component | Objective/outcome of the workshop is not always apparent from the practice component | Objective/outcome is unclear |
| | Objective is directly aligned with the most important needs of the school at the time of the workshop | Objective is aligned with important needs of the school at the time of the workshop | Objective is partially aligned with important needs of the school at the time of the workshop | Objective not aligned with school's needs |
| Indicator 4.1: PLANNING See it/Name it/Do It Framework | Agenda includes airtight activities that are tightly planned and 100% relevant to the core objective | Agenda includes airtight activities that are well planned and relevant to the core objective | Agenda has some activities, but they lack tight planning | Discussion questions are not scripted |
| | High quality discussion questions are scripted | Quality discussion questions are scripted | Discussion questions are not of consistent quality | Agenda lacks detailed organization and there is little variety in activities/presentation |
| | Highly effective balance of time for see it/name it/ do it | There is an effective balance of time for see it/name it/ do it | There is an imbalance in the time for see it/name it/ do it | Reflection time is nonexistent |
| | Reflection time is well used to capture big takeaways and help participants write their action steps | Reflection time is used to capture big takeaways and/or help participants capture their action steps | Reflection time is utilized, but workshop could use a little more or a little less of it | Framing component of the session either does not sum up the right takeaways for participants or causes confusion around the key takeaways |
| | Framing component of the session concisely and articulately sums up the key takeaways for participants. | Framing component of the session sums up the key takeaways for participants. | Framing component of the session doesn't fully sum up the key takeaways for participants. | |

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| Indicator 3.6: NOT SCORED | | | | | |
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| <p>Indicator 3.6: School Social Worker Management</p> <p>School Counselor Management</p> | <p>Always has a formal weekly check-in with the School Social Worker / School Counselor, using a structured agenda that focuses on developing SW/SC around PD goals</p> | <p>Consistently has a formal weekly check-in with the School Social Worker / School Counselor, using a structured agenda that focuses on developing SW/SC around PD goals</p> | <p>Sometimes has a formal weekly check-in with the School Social Worker / School Counselor, using a structured agenda that focuses on developing SW/SC around PD goals</p> | <p>Rarely has a formal weekly check-in with the School Social Worker / School Counselor, using a structured agenda that focuses on developing SW/SC around PD goals</p> |
| | <p>Always ensures that Tier II Groups use quantitative and qualitative data and develops student SEL competency and that Tier III interventions are individualized to meet specific needs of each student..</p> | <p>Consistently ensures that Tier II Groups use quantitative and qualitative data and develops student SEL competency and that Tier III interventions are individualized to meet specific needs of each student..</p> | <p>Sometimes ensures that Tier II Groups use quantitative and qualitative data and develops student SEL competency and that Tier III interventions are individualized to meet specific needs of each student..</p> | <p>Rarely ensures that Tier II Groups use quantitative and qualitative data and develops student SEL competency and that Tier III interventions are individualized to meet specific needs of each student..</p> |
| | <p>Always ensures that Anti-bullying Specialist (ABS) conducts HIB interviews and documentation in accordance with Anti-bullying Rights Act (ABR)</p> | <p>Consistently ensures that Anti-bullying Specialist (ABS) conducts HIB interviews and documentation in accordance with Anti-bullying Rights Act (ABR)</p> | <p>Sometimes ensures that Anti-bullying Specialist (ABS) conducts HIB interviews and documentation in accordance with Anti-bullying Rights Act (ABR)</p> | <p>Rarely ensures that Anti-bullying Specialist (ABS) conducts HIB interviews and documentation in accordance with Anti-bullying Rights Act (ABR)</p> |
| | <p>Always ensures that ABS conducts 2 School Safety Committee Meetings per year</p> | <p>Consistently ensures that ABS conducts 2 School Safety Committee Meetings per year</p> | <p>Sometimes ensures that ABS conducts 2 School Safety Committee Meetings per year</p> | <p>Rarely ensures that ABS conducts 2 School Safety Committee Meetings per year</p> |
| | <p>Always supports SW/SC to secure resources needed to respond to student SEL needs</p> | <p>Consistently supports SW/SC to secure resources needed to respond to student SEL needs</p> | <p>Sometimes supports SW/SC to secure resources needed to respond to student SEL needs</p> | <p>Rarely supports SW/SC to secure resources needed to respond to student SEL needs</p> |
| | <p>Always ensures that monthly statistical reports are computed and submitted to Sr. Director of Student Supports on time.</p> | <p>Consistently ensures that monthly statistical reports are computed and submitted to Sr. Director of Student Supports on time.</p> | <p>Sometimes ensures that monthly statistical reports are computed and submitted to Sr. Director of Student Supports on time.</p> | <p>Rarely ensures that monthly statistical reports are computed and submitted to Sr. Director of Student Supports on time.</p> |
| | <p>Always ensures that a weekly co-leadership meeting is held between the Director of Operations and Principal.</p> | <p>Consistently ensures that a weekly co-leadership meeting is held between the Director of Operations and Principal.</p> | <p>Inconsistently ensures that a weekly co-leadership meeting is held between the Director of Operations and Principal.</p> | <p>Does not ensure that a weekly co-leadership meeting is held between the Director of Operations and Principal.</p> |
| | <p>Always ensures that weekly co-leader meetings address critical monthly topics outlined by their region and stamp clear take-aways related to role clarity (for example, how both co-leaders work together to ensure strong student enrollment).</p> | <p>Consistently ensures that weekly co-leader meetings address critical monthly topics outlined by their region and stamp clear take-aways related to role clarity (for example, how both co-leaders work together to ensure strong student enrollment).</p> | <p>Inconsistently ensures that weekly co-leader meetings address critical monthly topics outlined by their region and stamp clear take-aways related to role clarity (for example, how both co-leaders work together to ensure strong student enrollment).</p> | <p>Does not ensure that weekly co-leader meetings address critical monthly topics outlined by their region and stamp clear take-aways related to role clarity (for example, how both co-leaders work together to ensure strong student enrollment).</p> |
| | <p>Always updates co-leader agenda items at least 24 hours before each meeting with topics to cover</p> | <p>Consistently updates co-leader agenda items at least 24 hours before each meeting with topics to cover</p> | <p>Inconsistently updates co-leader agenda items at least 24 hours before each meeting with topics to cover</p> | <p>Does not update co-leader agenda items at least 24 hours before each meeting with topics to cover</p> |
| | <p>Always facilitates a "3-week Look Ahead" to discuss the Ops support needed for major school events</p> | <p>Consistently facilitates a "3-week Look Ahead" to discuss the Ops support needed for major school events</p> | <p>Inconsistently facilitates a "3-week Look Ahead" to discuss the Ops support needed for major school events</p> | <p>Does not facilitate a "3-week Look Ahead" to discuss the Ops support needed for major school events</p> |
| <p>Indicator 3.6: Operations Communication with Academics</p> | <p>Always clearly messages a Co-Leader mindset to school staff, ensuring that staff see Principal and Director of Operations as equals</p> | <p>Consistently works to clearly message a Co-Leader mindset to school staff, ensuring that staff see Principal and Director of Operations as equals</p> | <p>Inconsistently works to clearly message a Co-Leader mindset to school staff, ensuring that staff see Principal and Director of Operations as equals</p> | <p>Does not clearly message a Co-Leader mindset to school staff, ensuring that staff see Principal and Director of Operations as equals</p> |
| | <p>Proactively works to build a positive co-leader relationship, including establishing and following communication norms and supporting the Principal's growth and success</p> | <p>Consistently works to build a positive co-leader relationship, including establishing and following communication norms and supporting the Principal's growth and success</p> | <p>Inconsistently works to build a positive co-leader relationship, including establishing and following communication norms and supporting the Principal's growth and success</p> | <p>Does not work to build a positive co-leader relationship, including establishing and following communication norms and supporting the Principal's growth and success</p> |
| | <p>Always brings concerns related to instructional staff to the Principal in a timely fashion and engages enthusiastically in action planning around appropriate follow up actions</p> | <p>Consistently brings concerns related to instructional staff to the Principal in a timely fashion and engages enthusiastically in action planning around appropriate follow up actions</p> | <p>Consistently brings concerns related to instructional staff to the Principal in a timely fashion and engages enthusiastically in action planning around appropriate follow up actions</p> | <p>Does not bring concerns related to instructional staff to the Principal in a timely fashion and engages enthusiastically in action planning around appropriate follow up actions</p> |

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| Indicator 3.5: District Management | Always holds formal weekly check-ins with district non-instructional leadership, using a structured agenda that focuses on development around PD goals | Usually holds formal weekly check-ins with district non-instructional leadership, using a structured agenda that focuses on development around PD goals | Sometimes holds formal weekly check-ins with district non-instructional leadership, using a structured agenda that focuses on development around PD goals | Rarely holds formal weekly check-ins with district non-instructional leadership, using a structured agenda that focuses on development around PD goals |
| | Consistently/always reviews district wide academic, SEL, and operational data to ensure optimal performance | Usually reviews district wide academic, SEL, and operational data to ensure optimal performance | Sometimes reviews district wide academic, SEL, and operational data to ensure optimal performance | Rarely reviews district wide academic, SEL, and operational data to ensure optimal performance |
| Indicator 3.6: Communication with Operations Leader | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| | <p>Always ensures that a weekly 1-hour meeting or two weekly 30-minute meetings are held between principal and Operations Leader</p> <p>Always updates agenda items at least 24 hours before meeting with topics to cover</p> <p>Always facilitates a “3-week Look Ahead” to name the Ops support needed for major school events</p> <p>Always clearly messages a Co-Leader mindset to school staff, ensuring that staff see principal and Operations Leader as equals</p> <p>Proactively works to build a positive co-leader relationship, including establishing and following communication norms and supporting Operations Leaders growth and success</p> <p>Always brings concerns around Operations Leader communication to manager(s) in a timely fashion and engages enthusiastically in action planning around improving relationship</p> <p>Instructional Leader Always communicates operational impact on instruction and always relies on the expertise of the Operations Leader.</p> | <p>Ensure that a 1-hour meeting or two 30- minute meetings are held between principal and Operations Leader in 3 weeks of every month</p> <p>Generally updates agenda items at least 24 hours before meeting with topics to cover</p> <p>Facilitates a “3-week Look Ahead” to name the Ops support needed for major school events</p> <p>Consistently messages a Co-Leader mindset to school staff, working to ensure that staff see principal and Operations Leader as equals</p> <p>Proactively works to build a positive co-leader relationship, including establishing and following communication norms and supporting Operations Leader’s growth and success</p> <p>Generally brings concerns around Operations Leader communication to manager(s) in a timely fashion and engages enthusiastically in action planning around improving relationship</p> <p>Instructional Leader Consistently communicates operational impact on instruction and consistently relies on the expertise of the Operations Leader.</p> | <p>Holds a 1-hour meeting or two 30- minute meetings with Operations Leader every other week</p> <p>Occasionally updates agenda items at least 24 hours before meeting with topics to cover</p> <p>Occasionally facilitates a “look ahead” to outline Ops support needed for major school events</p> <p>Inconsistently messages a Co-Leader mindset to school staff</p> <p>Inconsistently works to build a positive co-leader relationship</p> <p>Sometimes brings concerns around Operations Leader communication to manager(s) in a timely fashion and engages in action planning around improving relationship</p> <p>Instructional Leader Sometimes communicates operational impact on instruction and sometimes relies on the expertise of the Operations Leader.</p> | <p>Rarely meets with Operations Leader</p> <p>Rarely updates agenda before meeting with topics to cover</p> <p>Rarely facilitates a “look ahead” to outline Ops support needed for major school events, resulting in miscommunication and poorly executed events</p> <p>Rarely messages a Co-Leader mindset to school staff, resulting in staff who do not treat co-leaders as equal</p> <p>Fails to proactively build a positive co-leader relationship and doesn’t effectively respond to tension in relationship</p> <p>Rarely brings concerns around Operations Leader communication to manager(s) and/or is resistant to action planning to improve relationship</p> <p>Instructional Leader Rarely communicates operational impact on instruction and rarely relies on the expertise of the Operations Leader</p> |

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| Indicator 3.5: Culture Management | Always has a formal weekly check-in with who they directly supervise, using a structured agenda that focuses on developing around PD goals | Holds a formal check-in with the who they directly supervise three times per month, using a structured agenda that focuses on developing who they directly supervise around PD goals based in the who they directly supervise rubric | Holds a formal check-in with the who they directly supervise twice a month, generally using a structured agenda that focuses on developing who they directly supervise around PD goals based in the who they directly supervise rubric | Rarely holds formal check-in with the who they directly supervise twice a month to develop who they directly supervise around PD goals |
| | Consistently ensures that who they directly supervise is accomplishing all daily aspects of role, including closing the loop with staff communication around student SEL and sharing SIS and Kickboard data, and gives immediate, actionable feedback when any task is not met | Ensures that who they directly supervise is accomplishing all daily aspects of role, including closing the loop with staff communication around student behavior and sharing Kickboard data, and gives actionable feedback when any task is not met | Sporadically ensures that who they directly supervise is accomplishing all daily aspects of role, including closing the loop with staff communication around student behavior and sharing Kickboard data, but does not consistently give feedback around unmet tasks | Frequently fails to ensure who they directly supervise is accomplishing all daily aspects of role or give feedback around unmet tasks |
| | Seamlessly works with who they directly supervise throughout the day, as needed, to manage crisis situations and make real-time decisions around tough SEL situations | Works effectively with who they directly supervise throughout the day, as needed, to manage crisis situations and make real-time decisions around tough behavioral situations | Inefficiencies are frequent in working with who they directly supervise on managing crisis situations and making real-time decisions around tough behavioral situations during the school day | Struggles to manage crisis situations and make real-time decisions around tough behavioral situations with who they directly supervise during the school day, resulting in crisis situations escalating and/or principal time being dominated by student behavior |
| | Consistently observes the who they directly supervise usage of procedural practices to ensure that expectations for culture systems structures are met at high quality | Observes the who they directly supervise 1-2 times per week to ensure that expectations for office structures are met | Irregularly observes the who they directly supervise to ensure that expectations for office structures are met | Rarely observes the who they directly supervise, resulting in who they directly supervise Office expectations frequently going unmet |
| Indicator 3.5: Operations Management | Consistently reviews discipline data to ensure use of progressive discipline framework and that suspensions are used as a last resort | Reviews discipline data to ensure use of progressive discipline framework and that suspensions are used as a last resort | Irregularly reviews discipline data to ensure use of progressive discipline framework and that suspensions are used as a last resort | Rarely reviews discipline data to ensure use of progressive discipline framework and that suspensions are used as a last resort |
| | Completes at least one school walkthrough each week with who they directly supervise to ensure shared vision for student culture and to create action plan to remedy negative culture trends | Completes at least one school walkthrough every other week with who they directly supervise to ensure shared vision for student culture and to create action plan to remedy negative culture trends | Irregularly completes school walkthroughs with who they directly supervise to ensure shared vision for student culture and to create action plan to remedy negative culture trends | Rarely completes school walkthroughs with who they directly supervise |
| | Always has a formal weekly check-in with operational staff as required by the region using a structured agenda that focuses on developing those staff members around PD goals based in the evaluation rubric. | Consistently has a formal weekly check-in with operational staff as required by the region using a structured agenda that focuses on developing those staff members around PD goals based in the evaluation rubric. | Inconsistently has a formal weekly check-in with operational staff as required by the region using a structured agenda that focuses on developing those staff members around PD goals based in the evaluation rubric. | Does not have a formal weekly check-in with operational staff as required by the region using a structured agenda that focuses on developing those staff members around PD goals based in the evaluation rubric. |
| | Always leverages the annual task planning document that outline the responsibilities of operational staff members throughout the year to ensure staff members are successfully executing their roles and contributes to the ongoing improvement of this document. | Consistently leverages the annual task planning document that outline the responsibilities of operational staff members throughout the year to ensure staff members are successfully executing their roles and contributes to the ongoing improvement of this document. | Inconsistently leverages the annual task planning document that outline the responsibilities of operational staff members throughout the year to ensure staff members are successfully executing their roles and contributes to the ongoing improvement of this document. | Does not leverage the annual task planning document that outline the responsibilities of operational staff members throughout the year to ensure staff members are successfully executing their roles and contributes to the ongoing improvement of this document. |
| Indicator 3.5: Operations Management | Always leverages the daily/weekly/monthly role checklist document that outline the ongoing responsibilities of operational staff members ensure staff members are successfully executing their roles and contributes to the ongoing improvement of this document. | Consistently leverages the daily/weekly/monthly role checklist document that outline the ongoing responsibilities of operational staff members ensure staff members are successfully executing their roles and contributes to the ongoing improvement of this document. | Inconsistently leverages the daily/weekly/monthly role checklist document that outline the ongoing responsibilities of operational staff members ensure staff members are successfully executing their roles and contributes to the ongoing improvement of this document. | Does not leverage the daily/weekly/monthly role checklist document that outline the ongoing responsibilities of operational staff members ensure staff members are successfully executing their roles and contributes to the ongoing improvement of this document. |
| | Always addresses any gaps in role execution to ensure ongoing operational excellence. | Consistently addresses any gaps in role execution to ensure ongoing operational excellence. | Inconsistently addresses any gaps in role execution to ensure ongoing operational excellence. | Does not address any gaps in role execution to ensure ongoing operational excellence. |

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| <p>Indicator 3.5: Culture Leader Coaching and Management</p> | <p>Principal</p> <p>Always has a formal weekly check-in with Culture Lead using a structured agenda that focuses on developing Culture Lead around PD goals based in the evaluation rubric</p> <p>Principal audits SchoolMint action steps bi-weekly and provides high</p> <p>Principal audits incident reporting bi-weekly to ensure 100% completion rate</p> <p>Consistently ensures that Culture Lead is accomplishing all daily aspects of role including closing the loop with staff communication around student behavior and sharing Kickboard data, and gives actionable feedback when any task is not met</p> <p>Seamlessly works with Culture Lead throughout the day, as needed, to manage crisis situations and make real-time decisions around tough behavioral situations</p> <p>Consistently observes the Culture Lead Office at least three times per week to ensure that expectations for office structures are met</p> <p>Consistently reviews Culture Lead letters and observes meetings Culture Lead has with families, as needed based on Culture Lead proficiency, to ensure they're top quality</p> <p>Completes at least one school walkthrough each week with Culture Lead to ensure shared vision for student culture and to create action plan to remedy negative culture trends</p> <p>Instructional Leader</p> <p>Always leverages the expertise of the Culture Lead to drive Tier 1 implementation when support is needed.</p> | <p>Principal</p> <p>Holds a formal check-in with the Culture Lead three times per month, using a structured agenda that focuses on developing Culture Lead around PD goals based in the Culture Lead rubric</p> <p>Principal audits SchoolMint action steps monthly and provides high quality feedback on action steps</p> <p>Principal audits incident reporting monthly to ensure 100% completion rate</p> <p>Ensures that Culture Lead is accomplishing all daily aspects of role, including communication around student behavior and sharing Kickboard data, and gives actionable feedback when any task is not met</p> <p>Works effectively with Culture Lead throughout the day, as needed, to manage crisis situations and make real-time decisions around tough behavioral situations</p> <p>Observes the Culture Lead Office 1-2 times per week to ensure that expectations for office structures are met</p> <p>Reviews Culture Lead letters and observes meetings Culture Lead has with families, as needed based on Culture Lead proficiency, to ensure they're top quality</p> <p>Completes at least one school walkthrough every other week with Culture Lead to ensure shared vision for student culture and to create action plan to remedy negative culture trends</p> <p>Instructional Leader</p> <p>Leverages the expertise of the Culture Lead to drive Tier 1 implementation when support is needed.</p> | <p>Principal</p> <p>Holds a formal check-in with the Culture Lead twice a month, generally using a structured agenda that focuses on developing Culture Lead around PD goals based in the Culture Lead rubric</p> <p>Principal audits SchoolMint action steps monthly but doesn't always provide high quality feedback on action steps</p> <p>Principal audits incident reporting monthly and may not consistently meet 100% completion rate</p> <p>Sporadically ensures that Culture Lead is accomplishing all daily aspects of role, including closing the loop with staff communication around student behavior and sharing Kickboard data, but does not consistently give feedback around unmet tasks</p> <p>Inefficiencies are frequent in working with Culture Lead on managing crisis situations and making real-time decisions around tough behavioral situations during the school day</p> <p>Irregularly observes the Culture Lead Office to ensure that expectations for office structures are met</p> <p>Irregularly reviews OSS letters and observes meetings Culture Lead has with families to ensure they're top quality</p> <p>Irregularly completes school walkthroughs with Culture Lead to ensure shared vision for student culture and to create action plan to remedy negative culture trends</p> <p>Instructional Leader</p> <p>Sometimes leverages the expertise of the Culture Lead to drive Tier 1 implementation when support is needed.</p> | <p>Principal</p> <p>Rarely holds formal check-in with the Culture Lead twice a month to develop Culture Lead around PD goals</p> <p>Principal does not audit SchoolMint regularly for quality of action steps</p> <p>Principal does not audit incident reporting monthly and does not meet 100% completion rate</p> <p>Frequently fails to ensure Culture Lead is accomplishing all daily aspects of role or give feedback around unmet tasks</p> <p>Struggles to manage crisis situations and make real-time decisions around tough behavioral situations with Culture Lead during the school day, resulting in crisis situations escalating and/or principal time being dominated by student behavior</p> <p>Rarely observes the Culture Lead Office, resulting in Culture Lead Office expectations frequently going unmet</p> <p>Rarely reviews OSS letters and observes meetings Culture Lead has with families, resulting in ineffective communication between Culture Lead and families</p> <p>Rarely completes school walkthroughs with Culture Lead</p> <p>Instructional Leader</p> <p>Rarely leverages the expertise of the Culture Lead to drive Tier 1 implementation when support is needed.</p> |
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| Indicator 3.4: Coaching and Management | Director of Operations always provides operational staff members with the coaching support they need to develop and thrive. As a result, at least 95% of operations staff agree with the following survey statements: - "I feel supported in my growth as a professional." - "There is a career development path for all employees at BRICK." | Director of Operations consistently provides operational staff members with the coaching support they need to develop and thrive. As a result, at least 90% of operations staff agree with the following survey statements: - "I feel supported in my growth as a professional." - "There is a career development path for all employees at BRICK." | Director of Operations inconsistently provides operational staff members with the coaching support they need to develop and thrive. As a result, at least 80% of operations staff agree with the following survey statements: - "I feel supported in my growth as a professional." - "There is a career development path for all employees at BRICK." | Director of Operations does not provide operational staff members with the coaching support they need to develop and thrive. As a result, less than 80% of operations staff agree with the following survey statements: - "I feel supported in my growth as a professional." - "There is a career development path for all employees at BRICK." |
| | Director of Operations always leads internal weekly and monthly systems audits to evaluate the effectiveness of operational systems. | Director of Operations consistently leads internal weekly and monthly systems audits to evaluate the effectiveness of operational systems. | Director of Operations inconsistently leads internal weekly and monthly systems audits to evaluate the effectiveness of operational systems. | Director of Operations does not lead internal weekly and monthly systems audits to evaluate the effectiveness of operational systems. |
| | Director of Operations always messages internal audits as learning opportunities, conducts step backs to learn from the results (for example, using the SWOT framework) and positively motivates the team to address any areas of growth. | Director of Operations consistently messages internal audits as learning opportunities, conducts step backs to learn from the results (for example, using the SWOT framework) and positively motivates the team to address any areas of growth. | Director of Operations inconsistently messages internal audits as learning opportunities, conducts step backs to learn from the results (for example, using the SWOT framework) and positively motivates the team to address any areas of growth. | Director of Operations does not message internal audits as learning opportunities, conducts step backs to learn from the results (for example, using the SWOT framework) and positively motivates the team to address any areas of growth. |
| | Director of Operations always approaches professional development opportunities enthusiastically and identifies specific take aways to strengthen their practice and the practices of their team. | Director of Operations consistently approaches professional development opportunities enthusiastically and identifies specific take aways to strengthen their practice and the practices of their team. | Director of Operations inconsistently approaches professional development opportunities enthusiastically and identifies specific take aways to strengthen their practice and the practices of their team. | Director of Operations does not approach professional development opportunities enthusiastically and identifies specific take aways to strengthen their practice and the practices of their team. |
| | Director of Operations always works to provide professional development opportunities that are aligned to the team's goals and priorities as well as team member areas of growth. | Director of Operations consistently works to provide professional development opportunities that are aligned to the team's goals and priorities as well as team member areas of growth. | Director of Operations inconsistently works to provide professional development opportunities that are aligned to the team's goals and priorities as well as team member areas of growth. | Director of Operations does not work to provide professional development opportunities that are aligned to the team's goals and priorities as well as team member areas of growth. |
| | Network leader meets with each Principal/Operations Lead 2-3 times per month using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric | Network leader meets with each Principal/Operations Lead 1-2 times per month using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric | Network leader meets with each Principal/Operations Lead at least once per month using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric | Network leader rarely meets with each Principal/Operations Lead using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric |
| | Network leader audits SchoolMint action steps bi-weekly and provides high quality feedback on action steps | Network leader audits SchoolMint action steps bi-weekly and provides high quality feedback on action steps | Network leader audits SchoolMint action steps at least monthly and provides high quality feedback on action steps | Network leader infrequently audits SchoolMint action steps and provides high quality feedback on action steps |
| | Network leader conducts co-observations with Principals/Operations Leads every week | Network leader conducts co-observations with Principals/Operations Leads bi-weekly | Network leader conducts co-observations with Principals/Operations Leads at least monthly | Network leader infrequently conducts co-observations with Principals/Operations Leads |
| | Network leader assesses Principals/Operations Leads on evaluation rubric at mid-year and annual | Network leader assesses Principals/Operations Leads on evaluation rubric at mid-year and annual | Network leader assesses Principals/Operations Leads on evaluation rubric at mid-year and annual | Network leader infrequently assesses Principals/Operations Leads on evaluation rubric |
| | Network leader always prepares and conducts efficient PD sessions (PLI, VPLI, etc.) | Network leader usually prepares and conducts efficient PD sessions (PLI, VPLI, etc.) | Network leader sometimes prepares and conducts efficient PD sessions (PLI, VPLI, etc.) | Network leader rarely prepares and conducts efficient PD sessions (PLI, VPLI, etc.) |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |

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| <p>Indicator 3.4: Instructional Leader Coaching and Management</p> | <p>Principal meets with each IL 2-3 times per month using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric</p> <p>Principal audits SchoolMint action steps bi-weekly and provides high quality feedback on action steps</p> <p>Principal conducts co-observations with ILs every week</p> <p>Principal assesses ILs on evaluation rubric at mid-year and annual</p> <p>Principal always prepares and conducts efficient leadership meetings.</p> <p>Principal identifies potential future ILs and develops their leadership through well-designed stretch projects</p> <p>Principal turnkeys information and PD shared during PLI to ILs</p> <p>Instructional Leader IL is always prepared with materials, ideas, solutions and any other necessary items for check-in with principal</p> <p>IL always audits SchoolMint action steps weekly to assess if meeting network Observation Feedback expectations and provides action plan to address gaps.</p> <p>Always shares professional development opportunities focused on goals and priorities</p> | <p>Principal meets with each IL 1-2 times per month using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric</p> <p>Principal audits SchoolMint action steps monthly and provides high quality feedback on action steps</p> <p>Principal conducts co-observations with ILs biweekly</p> <p>Principal assesses ILs on evaluation rubric at mid-year and annual</p> <p>Principal identifies potential future leaders and develops their leadership through stretch projects</p> <p>Principal usually prepares and conducts efficient leadership meetings.</p> <p>Principal turnkeys information and PD shared during PLI to ILs</p> <p>Instructional Leader IL is mostly prepared with materials, ideas, solutions and any other necessary items for check-in with principal</p> <p>IL mostly audits SchoolMint action steps weekly to assess if meeting network Observation Feedback expectations and provide action plan to address gaps.</p> <p>Mostly shares professional development opportunities focused on goals and priorities</p> | <p>Principal meets with each IL less frequently than once per month generally using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric</p> <p>Principal audits SchoolMint action steps monthly but doesn't always provide high quality feedback on action steps</p> <p>Principal conducts co-observations with ILs monthly</p> <p>Principal annually assesses ILs on evaluation rubric</p> <p>Principal identifies potential future leaders but does not provide stretch projects</p> <p>Principal sometimes prepares and sometimes conducts efficient leadership meetings.</p> <p>Principal sometimes turnkeys information and PD shared during PLI to ILs</p> <p>Instructional Leader IL is sometimes prepared with materials, ideas, solutions and any other necessary items for check-in with principal</p> <p>IL sometimes audits SchoolMint action steps weekly to assess if meeting network Observation Feedback expectations and provide action plan to address gaps.</p> <p>Sometimes shares professional development opportunities focused on goals and priorities</p> | <p>Principal does not have regular IL check-ins</p> <p>Principal does not audit SchoolMint regularly for quality of action steps</p> <p>Principal inconsistently conducts co-observations with ILs</p> <p>Principal annually assesses ILs on evaluation rubric</p> <p>Principal does not identify potential future leaders</p> <p>Principal does not prepare and conduct efficient leadership meetings.</p> <p>Principal rarely turnkeys information and PD shared during PLI to ILs</p> <p>Instructional Leader IL is rarely prepared with materials, ideas, solutions and any other necessary items for check-in with principal</p> <p>IL rarely audits SchoolMint action steps weekly to assess if meeting network Observation Feedback expectations and provide action plan to address gaps.</p> <p>Rarely shares professional development opportunities focused on goals and priorities</p> |
| <p>Indicator 3.4: Coaching</p> <p>Deans Social Workers School Counselors Student Support Coordinator</p> | <p>Leader meets with each culture team member 2-3 times per month</p> <p>Leader always audits SchoolMint action steps bi-weekly and provides high quality feedback on action steps</p> <p>Leader annually assess culture team members on the evaluation rubric</p> <p>Leader identifies potential future Culture Leaders and develops their leadership through well-designed stretch projects</p> <p>Leader meets with Student Support Team at least bi-weekly and provides high quality follow up</p> | <p>Leader meets with each culture team member 2-3 times per month</p> <p>Leader consistently audits SchoolMint action steps bi-weekly and provides high quality feedback on action steps</p> <p>Leader consistently annually assess culture team members on the evaluation rubric</p> <p>Leader consistently identifies potential future Culture Leaders and develops their leadership through well-designed stretch projects</p> <p>Leader consistently meets with Student Support Team at least bi-weekly and provides high quality follow up</p> | <p>Leader sometimes meets with each culture team member 2-3 times per month</p> <p>Leader sometimes audits SchoolMint action steps bi-weekly and provides high quality feedback on action steps</p> <p>Leader sometimes annually assess culture team members on the evaluation rubric</p> <p>Leader sometimes identifies potential future Culture Leaders and develops their leadership through well-designed stretch projects</p> <p>Leader sometimes meets with Student Support Team at least bi-weekly and provides high quality follow up</p> | <p>Leader rarely meets with each culture team member 2-3 times per month</p> <p>Leader rarely audits SchoolMint action steps bi-weekly and provides high quality feedback on action steps</p> <p>Leader rarely annually assess culture team members on the evaluation rubric</p> <p>Leader rarely identifies potential future Culture Leaders and develops their leadership through well-designed stretch projects</p> <p>Leader rarely meets with Student Support Team at least bi-weekly and provides high quality follow up</p> |

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| Indicator 3.3: Time & Task Management | Instructional leader meets all the following goals: Meets all required deadlines | Instructional leader meets the following goals: Meets 90% of required deadlines Successfully manage responsibilities of teaching and instructional leadership, maintaining high quality in both areas | Instructional leader meets the following goals: Meets 75% of required deadlines Maintains proficient teacher with their instructional leadership responsibilities | Instructional leader does not meet the goals listed in the previous columns |
| | Leader meets the following goals: Meet all required deadlines Successfully manages responsibilities of culture team members, complete tiered interventions and supports maintaining the highest quality in both areas | Leader meets the following goals: Meet 90% required deadlines Successfully manages responsibilities of culture team members, complete tiered interventions and supports maintaining the highest quality in both areas | Leader meets some of the following goals: Meet 90% required deadlines Successfully manages responsibilities of culture team members, complete tiered interventions and supports maintaining the highest quality in both areas | Leader rarely meets the following goals: Meet 90% required deadlines Successfully manages responsibilities of culture team members, complete tiered interventions and supports maintaining the highest quality in both areas |
| | Always ensures that critical weekly meetings take place to ensure ongoing operational excellence (including an Ops Tactical Meeting, a Co-Leader check in and a check in with your supervisor). Always ensures agendas for meetings are available 24 hours before a meeting and that participants know how to add items for discussion. | Consistently ensures that critical weekly meetings take place to ensure ongoing operational excellence (including an Ops Tactical Meeting, a Co-Leader check in and a check in with your supervisor). Consistently ensures agendas for meetings are available 24 hours before a meeting and that participants know how to add items for discussion. | Inconsistently ensures that critical weekly meetings take place to ensure ongoing operational excellence (including an Ops Tactical Meeting, a Co-Leader check in and a check in with your supervisor). Inconsistently ensures agendas for meetings are available 24 hours before a meeting and that participants know how to add items for discussion. | Does not ensure that critical weekly meetings take place to ensure ongoing operational excellence (including an Ops Tactical Meeting, a Co-Leader check in and a check in with your supervisor). Does not ensure agendas for meetings are available 24 hours before a meeting and that participants know how to add items for discussion. |
| Indicator 3.3: Operations Leader Time and Task Management | Always facilitates a “4-week Look Ahead” with the Operations team to clarify the support needed for major school events and the expectations of the next month’s priority deep dive. Always leverages appropriate Togetherness tools to serve as a model of organization (such as an annual priority plan, a monthly map, a weekly worksheet, a daily to do list, a later list and people boxes). Always maintains an updated Google calendar with appropriate visibility settings for the team to support effective collaboration with school and network staff. | Consistently facilitates a “4-week Look Ahead” with the Operations team to clarify the support needed for major school events and the expectations of the next month’s priority deep dive. Consistently leverages appropriate Togetherness tools to serve as a model of organization (such as an annual priority plan, a monthly map, a weekly worksheet, a daily to do list, a later list and people boxes). Consistently maintains an updated Google calendar with appropriate visibility settings for the team to support effective collaboration with school and network staff. | Inconsistently facilitates a “4-week Look Ahead” with the Operations team to clarify the support needed for major school events and the expectations of the next month’s priority deep dive. Inconsistently leverages appropriate Togetherness tools to serve as a model of organization (such as an annual priority plan, a monthly map, a weekly worksheet, a daily to do list, a later list and people boxes). Inconsistently maintains an updated Google calendar with appropriate visibility settings for the team to support effective collaboration with school and network staff. | Does not facilitate a “4-week Look Ahead” with the Operations team to clarify the support needed for major school events and the expectations of the next month’s priority deep dive. Does not leverage appropriate Togetherness tools to serve as a model of organization (such as an annual priority plan, a monthly map, a weekly worksheet, a daily to do list, a later list and people boxes). Does not maintain an updated Google calendar with appropriate visibility settings for the team to support effective collaboration with school and network staff. |
| | Always proactively identifies operational needs sufficiently far in advance to allow for any planning, collaboration, approvals necessary to ensure strong implementation. | Consistently proactively identifies operational needs sufficiently far in advance to allow for any planning, collaboration, approvals necessary to ensure strong implementation. | Inconsistently proactively identifies operational needs sufficiently far in advance to allow for any planning, collaboration, approvals necessary to ensure strong implementation. | Does not proactively identify operational needs sufficiently far in advance to allow for any planning, collaboration, approvals necessary to ensure strong implementation. |
| | Meets all required deadlines | Meets 90% required deadlines | Meets 75% of required deadlines | Meets 74% or below of required deadlines |
| 4-HIGHLY EFFECTIVE | | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |

| Indicator 3.2: Effectiveness of Cultural Feedback | Leader meets the following goals: | Leader meets the following goals: | Leader meets the following goals: | Leader meets the following goals: |
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| | Their culture team members meet 2 of 3 PD goals established at the beginning of each semester, making substantial progress over the course of the year 95% of culture team members consistently implement their feedback Always adapts frequency of observations/ meetings based on culture member needs and culture lead's feedback | Their culture team members meet 1 or 2 PD goals established at the beginning of each semester, making substantial progress over the course of the year 90% of culture team members consistently implement their feedback Adapts frequency of observations/ meetings based on culture member needs and culture lead's feedback | Some culture team members meet 1 or 2 PD goals established at the beginning of each semester, making substantial progress over the course of the year 80% of culture team members consistently implement their feedback Sometimes adapts frequency of observations/ meetings based on culture member needs and lead's culture feedback | Few culture team members meet 1 or 2 PD goals established at the beginning of each semester, making substantial progress over the course of the year 70% of culture team members consistently implement their feedback Rarely adapts frequency of observations/ meetings based on culture member needs and lead culture feedback |
| Indicator 3.2: Effectiveness of Operational Feedback | Director of Operations always maintains standard network systems for tracking feedback over time (including the standard Operations team tactical agenda template and individual weekly check in templates with each staff member they supervisor). | Director of Operations consistently maintains standard network systems for tracking feedback over time (including the standard Operations team tactical agenda template and individual weekly check in templates with each staff member they supervisor). | Director of Operations inconsistently maintains standard network systems for tracking feedback over time (including the standard Operations team tactical agenda template and individual weekly check in templates with each staff member they supervisor). | Director of Operations does not maintain standard network systems for tracking feedback over time (including the standard Operations team tactical agenda template and individual weekly check in templates with each staff member they supervisor). |
| | Director of Operations has completed an Individual Performance and Development Plan for all BRICK staff members that they will supervise. Each IPDP identifies at least one area of growth and outlines specific strategies to help the staff member develop in that area. At least 95% of staff members consistently implement the feedback they receive related to the effective execution of the school's operational systems. | Director of Operations has completed an Individual Performance and Development Plan for all BRICK staff members that they will supervise. Each IPDP identifies at least one area of growth and outlines strategies to help the staff member develop in that area. At least 90% of staff members consistently implement the feedback they receive related to the effective execution of the school's operational systems. | Director of Operations has completed an Individual Performance and Development Plan for all BRICK staff members that they will supervise. However, Each IPDP may not have clear areas of growth or relevant support strategies. At least 80% of staff members consistently implement the feedback they receive related to the effective execution of the school's operational systems. | Director of Operations has not completed Individual Performance and Development Plan for all BRICK staff members that they will supervise. Less than 80% of staff members consistently implement the feedback they receive related to the effective execution of the school's operational systems. |
| Indicator 3.2: Effectiveness of Principal Feedback | Director of Operations always adapts the frequency of standard support structures (such as observations/walkthroughs/check in meetings) to best support the performance of their team members. Director of Operations leads an operational team where each staff member is always performing at a level of "effective" or higher. | Director of Operations consistently adapts the frequency of standard support structures (such as observations/walkthroughs/check in meetings) to support the performance of their team members. Director of Operations leads an operational team where each staff member is consistently performing a level of "effective" or higher. | Director of Operations inconsistently adapts the frequency of standard support structures (such as observations/walkthroughs/check in meetings) to support the performance of their team members. Director of Operations leads an operational team where staff members are inconsistently performing a level of "effective" or higher. | Director of Operations does not adapt the frequency of standard support structures (such as observations/walkthroughs/check in meetings) to support the performance of their team members. Director of Operations leads an operational team where staff members are consistently performing at the level of "working towards" or "needs improvement." |
| | Nearly all Principals meet SchoolMint action steps, making substantial progress over the course of the year At least 95% of Principals consistently implement their feedback (lesson plans, observations, data, etc.) Network leader always adapts frequency of observations/ meetings based on Principal needs and manager feedback | Most Principals meet SchoolMint action steps, making notable progress over the course of the year At least 85-94% of Principals consistently implement their feedback (lesson plans, observations, data, etc.) Network leader usually adapts frequency of observations/ meetings based on Principal needs and manager feedback | Some Principals meet SchoolMint action steps; some notable areas of improvement remain At least 75%-84% of principals implement feedback (lesson plans, observations, data, etc.) Network leader sometimes adapts frequency of observations/ meetings based on Principal needs and manager feedback | Few Principals meet SchoolMint action steps; some notable areas of improvement remain Less than 75% of Principals implement feedback (lesson plans, observations, data, etc.) Network leader rarely adapts frequency of observations/ meetings based on Principal needs and manager feedback |
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| 4 - HIGHLY EFFECTIVE | | | 3 - EFFECTIVE | 2 - PARTIALLY EFFECTIVE |
| | | | 1 - INEFFECTIVE | |

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| Indicator 3.1: Modeling Core Beliefs of BRICK Leaders | The Director of Operations always embodies all of the core beliefs of BRICK school leaders: - 100% committed to the students and the school - Humble and reflective, open to feedback, and committed to developing in their areas of growth - Optimistic, caring and committed to creating a positive organizational culture - Willing to accept responsibility for all of the operational results of the school - Strong communicators who openly express any concerns to their co-leader - Committed to modeling the appropriate use of school systems - Always publicly supportive of all school initiatives | The Director of Operations almost always embodies all of the core beliefs of BRICK school leaders: - 100% committed to the students and the school - Humble and reflective, open to feedback, and committed to developing in their areas of growth - Optimistic, caring and committed to creating a positive organizational culture - Willing to accept responsibility for all of the operational results of the school - Strong communicators who openly express any concerns to their co-leader - Committed to modeling the appropriate use of school systems - Always publicly supportive of all school initiatives | The Director of Operations inconsistently embodies all of the core beliefs of BRICK school leaders: - 100% committed to the students and the school - Humble and reflective, open to feedback, and committed to developing in their areas of growth - Optimistic, caring and committed to creating a positive organizational culture - Willing to accept responsibility for all of the operational results of the school - Strong communicators who openly express any concerns to their co-leader - Committed to modeling the appropriate use of school systems - Always publicly supportive of all school initiatives | The Director of Operations does not embody all of the core beliefs of BRICK school leaders: - 100% committed to the students and the school - Humble and reflective, open to feedback, and committed to developing in their areas of growth - Optimistic, caring and committed to creating a positive organizational culture - Willing to accept responsibility for all of the operational results of the school - Strong communicators who openly express any concerns to their co-leader - Committed to modeling the appropriate use of school systems - Always publicly supportive of all school initiatives |
| | The network leader embodies all of the core beliefs of BEN leaders: 100% committed to the students, district, and network Humble and reflective in openness to feedback and own areas of growth Always optimistic and caring and responsible for positivity of the community and all its members Own staff results as his/her own Openly communicates concerns to stakeholders Always models appropriate use of school, district, and network systems Always publicly supports all school, district, and network initiatives | The network leader embodies nearly all of the core beliefs of BEN leaders: 100% committed to the students, district, and network Humble and reflective in openness to feedback and own areas of growth Always optimistic and caring and responsible for positivity of the community and all its members Own staff results as his/her own Openly communicates concerns to stakeholders Always models appropriate use of school, district, and network systems Always publicly supports all school, district, and network initiatives | The school leader inconsistently implements the core beliefs of BEN leaders: 100% committed to the students, district, and network Humble and reflective in openness to feedback and own areas of growth Always optimistic and caring and responsible for positivity of the community and all its members Own staff results as his/her own Openly communicates concerns to stakeholders Always models appropriate use of school, district, and network systems Always publicly supports all school, district, and network initiatives | The network leader does not embody the core beliefs of BEN leaders: 100% committed to the students, district, and network Humble and reflective in openness to feedback and own areas of growth Always optimistic and caring and responsible for positivity of the community and all its members Own staff results as his/her own Openly communicates concerns to school leaders Always models appropriate use of school, district, and network systems Always publicly supports all school, district, and network initiatives |
| Indicator 3.1: Core Beliefs of BEN Leaders | The network leader embodies all of the core beliefs of BEN leaders: 100% committed to the students, district, and network Humble and reflective in openness to feedback and own areas of growth Always optimistic and caring and responsible for positivity of the community and all its members Own staff results as his/her own Openly communicates concerns to stakeholders Always models appropriate use of school, district, and network systems Always publicly supports all school, district, and network initiatives | The network leader embodies nearly all of the core beliefs of BEN leaders: 100% committed to the students, district, and network Humble and reflective in openness to feedback and own areas of growth Always optimistic and caring and responsible for positivity of the community and all its members Own staff results as his/her own Openly communicates concerns to stakeholders Always models appropriate use of school, district, and network systems Always publicly supports all school, district, and network initiatives | The school leader inconsistently implements the core beliefs of BEN leaders: 100% committed to the students, district, and network Humble and reflective in openness to feedback and own areas of growth Always optimistic and caring and responsible for positivity of the community and all its members Own staff results as his/her own Openly communicates concerns to stakeholders Always models appropriate use of school, district, and network systems Always publicly supports all school, district, and network initiatives | The network leader does not embody the core beliefs of BEN leaders: 100% committed to the students, district, and network Humble and reflective in openness to feedback and own areas of growth Always optimistic and caring and responsible for positivity of the community and all its members Own staff results as his/her own Openly communicates concerns to school leaders Always models appropriate use of school, district, and network systems Always publicly supports all school, district, and network initiatives |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 3.2: Effectiveness of Instructional Feedback | Nearly all teachers meet SchoolMint action steps, making substantial progress over the course of the year At least 95% of teachers consistently implement their feedback (lesson plans, observations, data, etc.) School leader always adapts frequency of observations/ meetings based on teacher needs and principal/principal manager feedback | Most teachers meet SchoolMint action steps, making notable progress over the course of the year At least 85-94% of teachers consistently implement their feedback (lesson plans, observations, data, etc.) School leader usually adapts frequency of observations/ meetings based on teacher needs and principal/principal manager feedback | Some teachers meet SchoolMint action steps; some notable areas of improvement remain in their teaching At least 75%-84% of teachers implement feedback from instructional leader (lesson plans, observations, data, etc.) School leader sometimes adapts frequency of observations/ meetings based on teacher needs and principal/principal manager feedback | Few teachers meet SchoolMint action steps; some notable areas of improvement remain in their teaching Less than 75% of teachers implement feedback from instructional leader (lesson plans, observations, data, etc.) School leader rarely adapts frequency of observations/ meetings based on teacher needs and principal/principal manager feedback |
| | Indicator 3.2: Effectiveness of Instructional Feedback | Indicator 3.2: Effectiveness of Instructional Feedback | Indicator 3.2: Effectiveness of Instructional Feedback | Indicator 3.2: Effectiveness of Instructional Feedback |

| COMPETENCY 2 LEAD SELF AND OTHERS Behavior 3: Managing Others - Train instructional leaders to expand your impact across the school | | | | |
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| | 4 - HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 3.1: Modeling Core Beliefs of School Leaders | The school leader embodies all of the core beliefs of the school leaders: 100% committed to the students and the school | The school leader embodies nearly all of the core beliefs of school leaders: 100% committed to the students and the school | The school leader inconsistently implements the core beliefs of school leaders: 100% committed to the students and the school | The school leader does not embody the core beliefs: 100% committed to the students and the school |
| | Humble and reflective in openness to feedback and own areas of growth | Humble and reflective in openness to feedback and own areas of growth | Humble and reflective in openness to feedback and own areas of growth | Humble and reflective in openness to feedback and own areas of growth |
| | Always optimistic and caring and responsible for positivity of the community and all its members | Always optimistic and caring and responsible for positivity of the community and all its members | Always optimistic and caring and responsible for positivity of the community and all its members | Always optimistic and caring and responsible for positivity of the community and all its members |
| Indicator 3.1: Growing from Student Support to Culture Leader | Own teachers' results as his/her own | Own teachers' results as his/her own | Own teachers' results as his/her own | Own teachers' results as his/her own |
| | Openly communicates concerns to school leaders | Openly communicates concerns to school leaders | Openly communicates concerns to school leaders | Openly communicates concerns to school leaders |
| | Always models appropriate use of school systems | Always models appropriate use of school systems | Always models appropriate use of school systems | Always models appropriate use of school systems |
| | Always publicly supports all school initiatives | Always publicly supports all school initiatives | Always publicly supports all school initiatives | Always publicly supports all school initiatives |
| | The school leader embodies all of the core beliefs of the school leaders: | The school leader embodies nearly all of the core beliefs of the school leaders: | The school leader inconsistently embodies the core beliefs of the school leaders: | The school leader does not embody the core beliefs: |
| | 100% committed to the students and the school | 100% committed to the students and the school | 100% committed to the students and the school | 100% committed to the students and the school |
| | Humble and reflective in openness to feedback and own areas of growth | Humble and reflective in openness to feedback and own areas of growth | Humble and reflective in openness to feedback and own areas of growth | Humble and reflective in openness to feedback and own areas of growth |
| | Optimistic and caring and responsible for positivity of the community and all its members | Optimistic and caring and responsible for positivity of the community and all its members | Optimistic and caring and responsible for positivity of the community and all its members | Optimistic and caring and responsible for positivity of the community and all its members |
| | Always owns culture team members' results as his/her own | Always owns culture team members' results as his/her own | Always owns culture team members' results as his/her own | Always owns culture team members' results as his/her own |
| | Openly communicates concerns to school leaders | Openly communicates concerns to school leaders | Openly communicates concerns to school leaders | Openly communicates concerns to school leaders |
| | Always models appropriate use of school systems | Always models appropriate use of school systems | Always models appropriate use of school systems | Always models appropriate use of school systems |
| | Always publicly supports all school initiatives | Always publicly supports all school initiatives | Always publicly supports all school initiatives | Always publicly supports all school initiatives |

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| Indicator 2.5: Board Management | Leader has systematized district and network events for stakeholder management. This includes school leadership, board management, community partnerships, and other needed rituals to keep the village strong. | Leader has systematized district and network events for stakeholder management. This includes school leadership, board management, community partnerships, and other needed rituals to keep the village strong. | Leader has a somewhat systematized district and network events for stakeholder management. This includes school leadership, board management, community partnerships, and other needed rituals to keep the village strong. | Leader does not have systematized district and network events for stakeholder management. This includes school leadership, board management, community partnerships, and other needed rituals to keep the village strong. |
| | Leader always participates in district and network rituals. | Leader consistently participates in district and network rituals. | Leader sometimes participates in district and network rituals. | Leader rarely participates in district and network rituals. |
| | Leader always celebrates staff, board, and stakeholder contributions to upholding a positive village culture. | Leader consistently celebrates staff, board, and stakeholder contributions to upholding a positive village culture. | Leader sometimes celebrates staff, board, and stakeholder contributions to upholding a positive village culture. | Leader irregularly celebrates staff, board, and stakeholder contributions to upholding a positive village culture. |
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| Indicator 2.4: Leader Communication | Weekly stakeholder communications are always inspiring, informative, and mission driven. This includes board communication, staff communication and community communication. | Weekly stakeholder communications are usually inspiring, informative, and mission driven. This includes board communication, staff communication and community communication. | Weekly stakeholder communications are sometimes inspiring, informative, and mission driven. This includes board communication, staff communication and community communication. | Weekly stakeholder communications are rarely inspiring, informative, and mission driven. This includes board communication, staff communication and community communication. |
| | Leader is always proactive about communicating important decisions. | Leader is usually proactive about communicating important decisions. | Leader is occasionally proactive about communicating important decisions. | Leader is reactive about communicating important decisions. |
| | Leader always chooses the appropriate form of communication (one on one, email, staff meeting) with staff, does not shy away from direct conversations, and follows up on resolution. | Leader consistently chooses the appropriate form of communication (one on one, email, staff meeting) with staff, does not shy away from direct conversations, and follows up on resolution. | Leader inconsistently chooses the appropriate form of communication (one on one, email, staff meeting). | Leader does not choose the appropriate form of communication (one on one, email, staff meeting). |
| | Almost always writes clearly, concisely and persuasively. Almost always correct grammar, vocabulary and a tone that is always appropriate to the message and audience. | Consistently writes clearly, concisely and persuasively. Consistently correct grammar, vocabulary and a tone that is always appropriate to the message and audience. | Sometimes writes clearly, concisely and persuasively. Sometimes correct grammar, vocabulary and a tone that is always appropriate to the message and audience. | Rarely writes clearly, concisely and persuasively. Rarely correct grammar, vocabulary and a tone that is always appropriate to the message and audience. |
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| 4-HIGHLY EFFECTIVE | | | | |
| Indicator 2.5: Staff Rituals | Leader has systematized school cultural events (sunshine breakfast, birthday buddies, J-factor) and empowered staff in implementation | Leader has school cultural events (sunshine breakfast, birthday buddies, J-factor) and empowered staff in implementation | Leader has minimum amount of school cultural events (sunshine breakfast, birthday buddies, J-factor) | Leader lacks school cultural events(sunshine breakfast, birthday buddies, J-factor) and does not have an owner of the events |
| | Leader always participates in staff rituals | Leader usually participates in staff rituals | Leader occasionally participates in staff rituals | Leader rarely participates in staff rituals |
| | Leader always celebrates teachers' contributions to student achievement and growth after each data round | Leader usually celebrates student achievement and growth after each data round | Leader occasionally celebrates student achievement and growth after each data round | Leader irregularly celebrates student achievement and growth after each data round |
| | Leader has a systematized school cultural events (sunshine breakfast, birthday buddies, joy factor) and empowered staff in implementation | Leader has a systematized school cultural events (sunshine breakfast, birthday buddies, joy factor) and empowered staff in implementation | Leader has a somewhat systematized school cultural events (sunshine breakfast, birthday buddies, joy factor) and empowered staff in implementation | Leader does not have a systematized school cultural events (sunshine breakfast, birthday buddies, joy factor) and empowered staff in implementation |
| Indicator 2.5: Staff Rituals | Leader always participates in staff rituals | Leader consistently participates in staff rituals | Leader sometimes participates in staff rituals | Leader rarely participates in staff rituals |
| | Leader always celebrates teachers' contributions to upholding a positive school culture (Culture Walkthrough, Kickboard, Culture Surveys) | Leader consistently celebrates teachers' contributions to upholding a positive school culture (Culture Walkthrough, Kickboard, Culture Surveys) | Leader sometimes celebrates teachers' contributions to upholding a positive school culture (Culture Walkthrough, Kickboard, Culture Surveys) | Leader rarely celebrates teachers' contributions to upholding a positive school culture (Culture Walkthrough, Kickboard, Culture Surveys) |
| | Leader has created exemplary annual planning documents for the school (including an Operations Timeline) and has taken effective steps to ensure ongoing implementation. | Leader has created annual planning documents for the school (including an Operations Timeline) and has taken effective steps to ensure ongoing implementation. | Leader has created annual planning documents for the school (including an Operations Timeline) but has taken inconsistent steps to ensure ongoing implementation. | Leader has not created all annual planning documents necessary for the school and/or has not taken steps to ensure ongoing implementation. |
| | Leader has systematized staff culture rituals (for example, establishing a rotating breakfast club, birthday buddies, sunshine committee, etc...) and empowered staff in implementation. | Leader has systematized staff culture rituals (for example, establishing a rotating breakfast club, birthday buddies, sunshine committee, etc...). | Leader has systematized staff culture rituals (for example, establishing a rotating breakfast club, birthday buddies, sunshine committee, etc...) but they are executed inconsistently. | Leader has not systematized staff culture rituals (for example, establishing a rotating breakfast club, birthday buddies, sunshine committee, etc...). |
| Indicator 2.5: Staff Rituals Operations | Leader always participates in staff rituals. | Leader almost always participates in staff rituals. | Leader inconsistently participates in staff rituals. | Leader rarely participates in staff rituals. |
| | Leader always honors wellness days and communicates their importance to staff. | Leader almost always honors wellness days and communicates their importance to staff. | Leader inconsistently honors wellness days and communicates their importance to staff. | Leader rarely honors wellness days and rarely communicates their importance to staff. |
| | Leader always celebrates staff contributions to student achievement and growth after each data round | Leader almost always celebrates staff contributions to student achievement and growth after each data round | Leader inconsistently celebrates staff contributions to student achievement and growth after each data round | Leader rarely celebrates staff contributions to student achievement and growth after each data round |
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| 3 - EFFECTIVE | | | | |
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| 2 – PARTIALLY EFFECTIVE | | | | |
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| 1 - INEFFECTIVE | | | | |

| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
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| Indicator 2.4: Leader Communication | Weekly staff communications are always inspiring, informative, and mission driven. Leader is always proactive about communicating important school/ departmental staff decisions. Leader always chooses the appropriate form of communication (one on one, email, staff meeting) with staff, does not shy away from direct conversations, and follows up on resolution. Almost always writes clearly, concisely and persuasively. Almost always correct grammar, vocabulary and a tone that is always appropriate to the message and audience. | Weekly staff communications are usually inspiring, informative, and mission driven. Leader is usually proactive about communicating important school/ departmental staff decisions. Leader consistently chooses the appropriate form of communication (one on one, email, staff meeting) with staff, rarely shies away from direct conversations, and consistently follows up on resolution. Consistently writes clearly, concisely and persuasively. Consistently uses correct grammar, vocabulary and a tone that is appropriate to the message and audience. | Weekly staff communications are sometimes inspiring, informative, and mission driven. Leader is occasionally proactive about communicating important school/ departmental staff decisions. Leader inconsistently chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. Leader inconsistently employs multiple methods of communication with staff, occasionally shies away from direct conversations, and inconsistently follows up on resolution. Sometimes writes clearly, concisely and persuasively. Sometimes uses correct grammar, vocabulary and a tone that is appropriate to the message and audience | Weekly staff communications are rarely inspiring, informative, and mission driven. Leader is reactive about communicating important school/departmental staff decisions. Leader does not choose the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. Leader does not employ multiple methods of communication with staff and shies away from direct conversations, and rarely follows up on resolution. Rarely writes clearly, concisely and persuasively. Rarely uses correct grammar, vocabulary and appropriate tone. |
| | Weekly culture team emails are always inspiring, informative, and mission driven Leader is always proactive about communicating important staff decisions. Leader always chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. | Weekly culture team emails are consistently inspiring, informative, and mission driven Leader is consistently proactive about communicating important staff decisions. Leader consistently chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. | Weekly culture team emails are sometimes inspiring, informative, and mission driven Leader is sometimes proactive about communicating important staff decisions. Leader sometimes chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. | Weekly culture team emails are rarely inspiring, informative, and mission driven Leader is rarely proactive about communicating important staff decisions. Leader rarely chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. |
| Indicator 2.4: Leader Communication Operations | The Weekly Staff Newsletter is always inspiring, informative, and mission driven. Daily morning operational emails always provide staff with a brief summary of critical information that may be needed that day (such as sharing information about a visitor that day or resharing logistical information for an important school event happening that day). Leader is always proactive about communicating logistical information for upcoming staff events (such as parent teacher conferences). Leader always chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. Leaders does not shy away from direct accountability conversations, following up as needed to ensure sustained operational excellence. Leader always writes clearly, concisely and persuasively with correct grammar and vocabulary as well as a tone that is always appropriate to the message and audience. | The Weekly Staff Newsletter is almost always inspiring, informative, and mission driven. Daily morning operational emails almost always provide staff with a brief summary of critical information that may be needed that day (such as sharing information about a visitor that day or resharing logistical information for an important school event happening that day). Leader is almost always proactive about communicating logistical information for upcoming staff events (such as parent teacher conferences). Leader almost always chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. Leaders usually does not shy away from direct accountability conversations, following up as needed to ensure sustained operational excellence. | The Weekly Staff Newsletter is inconsistently inspiring, informative, and mission driven. Daily morning operational emails inconsistently provide staff with a brief summary of critical information that may be needed that day (such as sharing information about a visitor that day or resharing logistical information for an important school event happening that day). Leader is inconsistently proactive about communicating logistical information for upcoming staff events (such as parent teacher conferences). Leader inconsistently chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. Leader sometimes avoids direct accountability conversations. | The Weekly Staff Newsletter is not inspiring, informative, and mission driven. Daily morning operational emails do not provide staff with a brief summary of critical information that may be needed that day (such as sharing information about a visitor that day or resharing logistical information for an important school event happening that day). Leader is not proactive about communicating logistical information for upcoming staff events (such as parent teacher conferences). Leader frequently does not choose the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues. Leader avoids direct accountability conversations or has them inappropriately. Leader does not write clearly, concisely or persuasively. Leader does not use correct grammar and vocabulary or may use a tone that is inappropriate to the message and audience. |

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| Indicator 2.2: Relationships with Teachers and Staff Operations | Always approaches the staff they lead with a positive tone | Usually approaches the staff they lead with a positive tone | Sometimes approaches the staff they lead with a positive tone | Irregularly approaches the staff they lead with a positive tone |
| | Always monitors and proactively addresses staff stress levels | Usually monitors, reacts to, and addresses staff stress levels | Occasionally monitors, reacts to, and addresses staff stress levels | Intermittently monitors, reacts to, and addresses staff stress levels |
| | Always communicates professional demeanor & emotional constancy | Consistently communicates professional demeanor & emotional constancy | Inconsistently communicates professional demeanor & emotional constancy | Irregularly communicates professional demeanor & emotional constancy |
| Indicator 2.2: Relationships with Staff | Always approaches the staff they lead with a positive tone | Usually approaches the staff they lead with a positive tone | Sometimes approaches the staff they lead with a positive tone | Irregularly approaches the staff they lead with a positive tone |
| | Always monitors and proactively addresses staff stress levels | Usually monitors, reacts to, and addresses staff stress levels | Occasionally monitors, reacts to, and addresses staff stress levels | Intermittently monitors, reacts to, and addresses staff stress levels |
| | Always communicates professional demeanor & emotional constancy | Consistently communicates professional demeanor & emotional constancy | Inconsistently communicates professional demeanor & emotional constancy | Irregularly communicates professional demeanor & emotional constancy |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 2.3: Building a Positive Staff Culture | Leader always holds meeting times sacred with no interruptions. | Leader holds meeting times sacred with few interruptions. | Leader sometimes holds meeting times sacred with some interruptions. | Leader sometimes holds meeting times sacred with some interruptions. |
| | Staff morale at the school is positive. | Staff morale at the school is positive. | Staff morale at the school is somewhat positive. | Staff morale at the school is not generally positive. |
| | Leader recognizes and praises good teacher/staff work. | Leader recognizes and praises good teacher/staff work. | Leader sometimes recognizes and praises good teacher/staff work. | Leader rarely recognizes and praises good teacher/staff work. |
| Indicator 2.3: Building a Positive Staff Culture | Leader always holds meeting times sacred with no interruptions. | Leader holds meeting times sacred with few interruptions. | Leader sometimes holds meeting times sacred with few interruptions. | Leader rarely holds meeting times sacred with few interruptions. |
| | Leader always meets with coaching team at least 2-3 times/month to give feedback on tiered supports to students, plan for the upcoming week, or do a general check-in. | Leader meets with coaching team at least 2-3 times/month to give feedback on tiered supports to students, plan for the upcoming week, or do a general check-in. | Leader sometimes meets with coaching team at least 2-3 times/month to give feedback on tiered supports to students, plan for the upcoming week, or do a general check-in. | Leader rarely meets with coaching team at least 2-3 times/month to give feedback on tiered supports to students, plan for the upcoming week, or do a general check-in. |
| | Staff morale at the school is positive. | Staff morale at the school is positive. | Staff morale at the school is somewhat positive. | Staff morale at the school is not generally positive. |
| Indicator 2.3: Staff Survey Results Operations | Leader recognizes and praises good teacher/staff work. | Leader recognizes and praises good teacher/staff work. | Leader sometimes recognizes and praises good teacher/staff work. | Leader rarely recognizes and praises good teacher/staff work. |
| | 95% of staff answer positively (agree or strongly agree) to the following questions: "This is a positive place to work." "I would recommend this school to other education professionals (as a place to work)." "I would recommend this school to families (as a place to send their children)." "Operational systems at my school run smoothly to maximize student learning time." "My Director of Operations is an inspiring leader." | 90% of staff answer positively (agree or strongly agree) to the following questions: "This is a positive place to work." "I would recommend this school to other education professionals (as a place to work)." "I would recommend this school to families (as a place to send their children)." "Operational systems at my school run smoothly to maximize student learning time." "My Director of Operations is an inspiring leader." | 80% of staff answer positively (agree or strongly agree) to the following questions: "This is a positive place to work." "I would recommend this school to other education professionals (as a place to work)." "I would recommend this school to families (as a place to send their children)." "Operational systems at my school run smoothly to maximize student learning time." "My Director of Operations is an inspiring leader." | Less than 80% of staff answer positively (agree or strongly agree) to the following questions: "This is a positive place to work." "I would recommend this school to other education professionals (as a place to work)." "I would recommend this school to families (as a place to send their children)." "Operational systems at my school run smoothly to maximize student learning time." "My Director of Operations is an inspiring leader." |
| | Leader always holds meeting times sacred with no interruptions. | Leader holds meeting times sacred with few interruptions. | Leader sometimes holds meeting times sacred with some interruptions. | Leader sometimes holds meeting times sacred with some interruptions. |
| Indicator 2.3: Building a Positive Staff Culture | Staff morale in the district/network is positive. | Staff morale in the district/network is positive. | Staff morale in the district/network is somewhat positive. | Staff morale in the district/network is not generally positive. |
| | Leader recognizes and praises good staff work. | Leader recognizes and praises good staff work. | Leader sometimes recognizes and praises good staff work. | Leader rarely recognizes and praises good staff work. |

| COMPETENCY 1 BUILD RELATIONSHIPS Behavior 2: Staff Culture - Build and support the right team | | | | |
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| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 - PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 2.1: Leader Presence | Leader is pervasively present throughout the school and only in office and in meetings as absolutely necessary Leader always models the all hands on deck mentality. | Leader is present throughout the school and only in office and in meetings as absolutely necessary Leader consistently models the all hands on deck mentality. | Leader is occasionally throughout the school but gets regularly side-tracked Leader sometimes models all hands on deck mentality. | Leader is fairly absent from the school, spending most of the time in the office Leader inconsistently models all hands on deck mentality. |
| Indicator 2.1 : Leader Presence | Leader is pervasively present throughout the school and only in office and in meetings as absolutely necessary Leader always models the all hands on deck mentality. | Leader is present throughout the school and only in office and in meetings as absolutely necessary Leader consistently models the all hands on deck mentality. | Leaders is occasionally throughout the school but gets regularly side-tracked Leader sometimes models all hands on deck mentality. | Leader is fairly absent from the school, spending most of the time in the office Leader inconsistently models all hands on deck mentality. |
| Indicator 2.1 : Operations Leader Presence | Operations Leader demonstrates a highly effective campus leadership presence during high-leverage parts of the day (such as morning arrival, lunch, dismissal and community meeting/convocation). Operations Leader always strategically plans their time so that they can conduct important operational meetings and maintain a visible leadership presence across the building that supports highly effective daily operations. Operations Leader always models the all hands on deck mentality. | Operations Leader demonstrates an effective campus leadership presence during high-leverage parts of the day (such as morning arrival, lunch, dismissal and community meeting/convocation). Operations Leader consistently plans their time so that they can conduct important operational meetings and maintain a visible leadership presence across the building that supports highly effective daily operations. Operations Leader consistently models the all hands on deck mentality. | Operations Leader inconsistently demonstrates a campus leadership presence during high-leverage parts of the day (such as morning arrival, lunch, dismissal and community meeting/convocation). Operations Leader inconsistently plans their time so that they can conduct important operational meetings and maintain a visible leadership presence across the building that supports highly effective daily operations. Operations Leader inconsistently models the all hands on deck mentality. | Operations Leader does not demonstrate a campus leadership presence during high-leverage parts of the day (such as morning arrival, lunch, dismissal and community meeting/convocation). Operations Leader does not plan their time so that they can conduct important operational meetings and maintain a visible leadership presence across the building that supports highly effective daily operations. Operations Leader does not model the all hands on deck mentality. |
| Indicator 2.1: Leader Presence | Leader is pervasively present throughout the network and only in office and in meetings as absolutely necessary Leader always models the all hands on deck mentality. | Leader is present throughout the network and only in office and in meetings as absolutely necessary Leader consistently models the all hands on deck mentality. | Leader is occasionally throughout the network but gets regularly side-tracked Leader sometimes models all hands on deck mentality. | f |
| Indicator 2.2: Relationships with Teachers | Always approaches the teachers they lead with a positive tone Always monitors and proactively addresses teacher stress levels Always communicates professional demeanor & emotional constancy | Usually approaches the teachers they lead with a positive tone Usually monitors, reacts to, and addresses teacher stress levels Consistently communicates professional demeanor & emotional constancy | Sometimes approaches the teachers they lead with a positive tone Occasionally monitors, reacts to, and addresses teacher stress levels Inconsistently communicates professional demeanor & emotional constancy | 1 - INEFFECTIVE Irregularly approaches the teachers they lead with a positive tone Intermittently monitors, reacts to, and addresses teacher stress levels Irregularly communicates professional demeanor & emotional constancy |
| Indicator 2.2: Relationships with Teachers and Staff | Always approaches culture team members with a positive tone Always conducts regular pulse checks with culture team members Always communicates professional demeanor & emotional constancy | Frequently approaches culture team members with a positive tone Frequently conducts regular pulse checks with culture team members Frequently communicates professional demeanor & emotional constancy | Sometimes approaches culture team members with a positive tone Sometimes conducts regular pulse checks with culture team members Sometimes communicates professional demeanor & emotional constancy | Rarely approaches culture team members with a positive tone Rarely conducts regular pulse checks with culture team members Rarely communicates professional demeanor & emotional constancy |

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| | <p>Leader is always motivational and inspiring</p> <p>Leader is able to capture the attention of their audience 100% of the time</p> <p>Leader communication is consistently respectful, professional, warm and uses affective statements</p> <p>Leader facilitates whole school moments using economy of language.</p> <p>During Culture Leader facilitation of whole school moments, 100% students are actively listening and engaged</p> <p>Leader always models SEL competencies and BRICK iDREAM core values</p> <p>Leader is able to deftly work a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p> | <p>Leader is consistently motivational and inspiring</p> <p>Leader is able to achieve 100% compliance 90% of the time</p> <p>Leader tone is usually urgent, respectful, professional, warm and uses affective statements</p> <p>Leader facilitates whole school moments using economy of language.</p> <p>During Culture Leader facilitation of whole school moments, 90% students are actively listening and engaged</p> <p>Leader models SEL competencies and BRICK iDREAM core values</p> <p>Leader is able to consistently work a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p> | <p>Leader is inconsistently motivational and inspiring</p> <p>Leader is able to achieve 90% compliance 90% of the time</p> <p>Leader tone is sometimes urgent, respectful, professional, warm and uses affective statements</p> <p>Leader facilitates whole school moments using economy of language.</p> <p>During Culture Leader facilitation of whole school moments, 85% students are silent and engaged.</p> <p>Leader sometimes models SEL competencies and BRICK iDREAM core values</p> <p>Leader sometimes works a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p> | <p>Leader is not motivational and inspiring</p> <p>Leader is not able to achieve at least 90% compliance OR leader achieves compliance less than 90% of the time</p> <p>Leader tone is infrequently urgent, respectful, professional, warm and uses affective statements</p> <p>Leader facilitates whole school moments using economy of language.</p> <p>During Culture Leader facilitation of whole school moments, fewer than 85% students are silent and engaged.</p> <p>Leader rarely models SEL competencies and BRICK iDREAM core values</p> <p>Leader infrequently works a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p> |
| Indicator 1.9: Culture Leader Strong Voice | | | | |
| Indicator 1.9 Confident Presence Operations | <p>Leader is always... - Motivational and inspiring</p> <p>- Able to capture the attention of their audience (whether that is students, families, staff or a combination of stakeholders)</p> <p>- Communicating in ways that are respectful, professional, warm and use affective statements ("I statements")</p> <p>- Facilitating whole school moments with appropriate taxonomy techniques (such as using economy of language).</p> <p>- Successfully de-escalating families and/or students who are frustrated or upset when they enter the main office.</p> | <p>Leader is almost always... - Motivational and inspiring</p> <p>- Able to capture the attention of their audience (whether that is students, families, staff or a combination of stakeholders)</p> <p>- Communicating in ways that are respectful, professional, warm and use affective statements ("I statements")</p> <p>- Facilitating whole school moments with appropriate taxonomy techniques (such as using economy of language).</p> <p>- Successfully de-escalating families and/or students who are frustrated or upset when they enter the main office.</p> | <p>Leader is inconsistently... - Motivational and inspiring</p> <p>- Able to capture the attention of their audience (whether that is students, families, staff or a combination of stakeholders)</p> <p>- Communicating in ways that are respectful, professional, warm and use affective statements ("I statements")</p> <p>- Facilitating whole school moments with appropriate taxonomy techniques (such as using economy of language).</p> <p>- Successfully de-escalating families and/or students who are frustrated or upset when they enter the main office.</p> | <p>Leader does not model confident presence because they are not... - Motivational and inspiring</p> <p>- Able to capture the attention of their audience (whether that is students, families, staff or a combination of stakeholders)</p> <p>- Communicating in ways that are respectful, professional, warm and use affective statements ("I statements")</p> <p>- Facilitating whole school moments with appropriate taxonomy techniques (such as using economy of language).</p> <p>- Successfully de-escalating families and/or students who are frustrated or upset when they enter the main office.</p> |
| Indicator 1.9: Leader Strong Voice | <p>Leader is always motivational and inspiring</p> <p>Leader is able to capture the attention of their audience 100% of the time</p> <p>Leader communication is consistently respectful, professional, warm and uses affective statements</p> <p>Leader always models SEL competencies and BRICK iDREAM core values</p> <p>Leader is able to deftly work a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p> | <p>Leader is consistently motivational and inspiring</p> <p>Leader is able to achieve 100% compliance 90% of the time</p> <p>Leader tone is usually urgent, respectful, professional, warm and uses affective statements</p> <p>Leader models SEL competencies and BRICK iDREAM core values</p> <p>Leader is able to consistently work a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p> | <p>Leader is inconsistently motivational and inspiring</p> <p>Leader is able to achieve 90% compliance 90% of the time</p> <p>Leader tone is sometimes urgent, respectful, professional, warm and uses affective statements</p> <p>Leader sometimes models SEL competencies and BRICK iDREAM core values</p> <p>Leader sometimes works a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p> | <p>Leader is not motivational and inspiring</p> <p>Leader is not able to achieve at least 90% compliance OR leader achieves compliance less than 90% of the time</p> <p>Leader tone is infrequently urgent, respectful, professional, warm and uses affective statements</p> <p>Leader rarely models SEL competencies and BRICK iDREAM core values</p> <p>Leader infrequently works a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p> |

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| Indicator 1.6: Schoolwide Environment | The general tone of the school is efficient, respectful and positive. | The general tone of the school is efficient, respectful and positive. | The general tone of the school is inconsistent in efficiency, respectfulness, and positivity. | The general tone of school is inefficient and/or negative. |
| | Incentive programs and opportunities are always posted for students to see. | Incentive programs and opportunities are posted for students to see. | Incentive programs and opportunities are sometimes posted for students to see. | Incentive programs and opportunities are rarely posted for students to see. |
| | School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity. | School has a functioning multidisciplinary student support team and sub-committees that meet at least bi-weekly, with fidelity. | School has a multidisciplinary student support team and sub-committees that sometimes meet bi-weekly | School has a multidisciplinary student support team and sub-committees that rarely meet bi-weekly |
| Indicator 1.6: Classroom Operations | Students and staff always greet one another in a warm and professional manner. | Students and staff greet one another in a warm and professional manner. | Students and staff sometimes greet one another in a warm and professional manner. | Students and staff rarely greet one another in a warm and professional manner. |
| | IDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations. | IDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations. | IDREAM Values, Social emotional learning and character traits anchor charts are sometimes posted and visible from various locations. | IDREAM Values, Social emotional learning and character traits anchor charts are rarely posted and visible from various locations. |
| | 95-100% of classrooms reflect the network's expectations for classroom visual culture and organization including expectations related to: - Providing a visually affirming culture for students - Displaying student work - Ongoing cleanliness and organization | 90-95% of classrooms reflect the network's expectations for classroom visual culture and organization including expectations related to: - Providing a visually affirming culture for students - Displaying student work - Ongoing cleanliness and organization | 80-90% of classrooms reflect the network's expectations for classroom visual culture and organization including expectations related to: - Providing a visually affirming culture for students - Displaying student work - Ongoing cleanliness and organization | Less than 80% of classrooms reflect the network's expectations for classroom visual culture and organization including expectations related to: - Providing a visually affirming culture for students - Displaying student work - Ongoing cleanliness and organization |
| Indicator 1.6: Network Wide Environment | The general tone of 100% of school campus' is efficient, respectful and positive as measured by: -Incentive programs and opportunities are always posted for students to see. | The general tone of 90% of school campus' is efficient, respectful and positive as measured by: -Incentive programs and opportunities are always posted for students to see. | The general tone of 80% of school campus' is efficient, respectful and positive as measured by: -Incentive programs and opportunities are always posted for students to see. | The general tone of less than 80% of school campus' is efficient, respectful and positive as measured by: -Incentive programs and opportunities are always posted for students to see. |
| | -School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity. | -School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity. | -School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity. | -School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity. |
| | -Students and staff always greet one another in a warm and professional manner. | -Students and staff always greet one another in a warm and professional manner. | -Students and staff always greet one another in a warm and professional manner. | -Students and staff always greet one another in a warm and professional manner. |
| Indicator 1.7: Student Joy & Engagement | IDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations. | IDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations. | IDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations. | IDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations. |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| | Students are visibly joyful and excited to be in school | Most students are visibly joyful and excited to be in school | Some students are visibly joyful, there are notable instances of student arguments and/or lack of joy | Most students are visibly not invested and seem disinterested in school |
| Indicator 1.7: School Pride & Spirit | 90-100% of students are engaged in classroom activities. | 80-85% of students are engaged in classroom activities. | 70-79% of students are engaged in classroom activities. | Less than 70% of students are engaged in classroom activities. |
| | Based on developmental stage, students internalize and model behavioral expectations without teacher supervision. | Based on developmental stage, students internalize and model behavioral expectations with minimal teacher supervision. | Based on developmental stage, students have not internalized behavioral expectations and are resistant to those expectations. | Based on developmental stage, students have not internalized behavioral expectations and are more resistant to those expectations than younger students |
| | 90-100% of students exhibit ready position/academic posture | 80-85% of students exhibit ready position/academic posture | 70-79% of students exhibit ready position/academic posture | Less than 70% of students exhibit ready position/academic posture |
| Indicator 1.7: Schoolwide Environment Operations | School-wide celebrations are offered on a recurring basis. | School-wide celebrations are offered on a recurring basis. | School-wide celebrations occur but are not consistent. | School-wide celebrations rarely occur |
| | 90-100% of students are engaged in school-wide culture activities. | 80-85% of students are engaged in school-wide culture activities. | 70-79% of students are engaged in school-wide culture activities. | Less than 70% of students are engaged in school-wide culture activities. |
| | Students internalize and model IDREAM core values and SEL competencies without adult supervision. | Students internalize and model IDREAM core values and SEL competencies without adult supervision. | Students inconsistently internalize and model IDREAM core values and SEL competencies without adult supervision. | Students inconsistently internalize and model IDREAM core values and SEL competencies without adult supervision. |
| Indicator 1.7: Network N/A | 90-100% of students surveyed are proud to attend their school. | 80-85% of students surveyed are proud to attend their school. | 70-79% of students surveyed are proud to attend their school. | Less than 70% of students surveyed are proud to attend their school. |
| | School consistently scores "4" or higher on each major section of the facilities rubric: General Cleanliness, Orderliness, Signage and Communication, Lighting/Electrical, Safety and Regionally Developed Criteria. | School consistently scores "3" or higher on each major section of the facilities rubric: General Cleanliness, Orderliness, Signage and Communication, Lighting/Electrical, Safety and Regionally Developed Criteria. | School inconsistently scores "3" or higher on each major section of the facilities rubric: General Cleanliness, Orderliness, Signage and Communication, Lighting/Electrical, Safety and Regionally Developed Criteria. | School consistently scores below "3" on major sections of the facilities rubric: General Cleanliness, Orderliness, Signage and Communication, Lighting/Electrical, Safety and Regionally Developed Criteria. |
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| Indicator 1.4: Participation at Forum and/or Events | Leader is always motivational and inspiring | Leader is consistently motivational and positive | Leader is inconsistently motivational and positive | Leader is negative Leader does not model taxonomy techniques (cold call, CFU, positive framing) Less than 80% of teachers/staff participate |
| | Leader consistently encourages student participation through relevant questions and/or student presentation. | Leader often encourages student participation through relevant questions and/or student presentation. | Leader inconsistently encourage student participation with questions or student presentation. | |
| | Leader always models behavioral and academic taxonomy techniques (e.g. cold call, CFU, positive framing) | Leader consistently models taxonomy techniques (cold call, CFU, positive framing) | Leader occasionally models taxonomy techniques (cold call, CFU, positive framing) | |
| | 100% of teachers/staff participate | 90% of teachers/staff participate | 80% of teachers/staff participate | |
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| Indicator 1.5: Whole School Transitions (Breakfast, Lunch, Dismissal, Hallways) | 4-HIGHLY EFFECTIVE | | 2 – PARTIALLY EFFECTIVE | |
| | 95% - 100% of teachers ensure students transition to destinations within the given amount of time. | 85-94% of teachers ensure students make transition to destinations within the given amount of time. | 75–84% of teachers ensure students make transitions to their destination within the given amount of time. | 1 - INEFFECTIVE Less than 75% of students make transitions to destinations within the given amount of time. |
| | Teachers facilitate transition using economy of language | Teacher facilitate transition by narrating | Teacher has to repeat directions | Teacher has to repeat directions |
| | Students begin task immediately after transition | After the transition teachers narrate the next direction. | After the transition, students are off task. | After the transition, students are off task. |
| Indicator 1.5: Whole School Transitions (Breakfast, Lunch, Dismissal, Hallways) | 100% of students make transition to destinations within the given amount of time. | 90% of students make transition to destinations within the given amount of time. | 80% of students make transitions to destination within the given amount of time. | Less than 80% of students make transitions to destinations within the given amount of time. |
| | Teachers facilitate transition using economy of language. | Teachers facilitate transition using economy of language. | Teachers have to repeat directions. | Teachers have to repeat directions. |
| | Teachers facilitate transition from the hallway to the classroom by standing in the threshold | Teachers facilitate transition from the hallway to the classroom by standing in the threshold | Some teachers facilitate transition from the hallway to the classroom by standing in the threshold | Teachers rarely facilitate transition from the hallway to the classroom by standing in the threshold |
| | Breakfast/lunch systems guarantee that students leave the eating area clean. | Breakfast/lunch systems guarantee that students leave most of eating area clean. | Some students clean up in eating area, but cafeteria is left somewhat messy. | Cafeteria is left messy. |
| Indicator 1.5: Whole School Transitions (Breakfast, Lunch, Dismissal, Hallways) | 95% - 100% of teachers ensure students transition to destinations within the given amount of time. | 85-94% of teachers ensure students make transition to destinations within the given amount of time. | 75–84% of teachers ensure students make transitions to their destination within the given amount of time. | Less than 75% of students make transitions to destinations within the given amount of time. |
| | Teachers facilitate transition using economy of language | Teacher facilitate transition by narrating | Teacher has to repeat directions | Teacher has to repeat directions |
| | Students begin task immediately after transition | After the transition teachers narrate the next direction. | After the transition, students are off task. | After the transition, students are off task. |
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| Indicator 1.6: In- Class Behavior | 4-HIGHLY EFFECTIVE | | 2 – PARTIALLY EFFECTIVE | |
| | The general tone of classrooms is efficient, respectful and positive. | The general tone of classrooms is efficient, respectful and positive. | The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity. | 1 - INEFFECTIVE The general tone of the classroom is inefficient and/or negative. |
| | 90-100% of teachers narrate positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students. | 75-89% of teachers narrate positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students. | 60-75% of teachers do not use positive framing OR narrate negative student behaviors as often as positive, OR teachers do not use positive framing inconsistently using praise, challenge or aspiration to motivate students. | Less than 60% of teachers do not use positive framing and do not work to motivate students. |
| | Directions are specific, concrete, sequential, observable steps: steps are small enough that every student easily complies | Directions are specific, concrete, sequential, observable steps: sometimes more specific steps need to be offered if a few students do not comply on first attempt | Directions are sometimes not specific, concrete, sequential and/or observable. | Directions are vague and difficult to follow/understand. |
| Indicator 1.6: In- Class Behavior | 90-100% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance. | 75-90% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance. | 60-75% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance. | Fewer than 60% of teachers use non- verbal authority, economy of language, and quiet power to gain compliance. |
| | Adults never engage student excuses/distractions during correction of student misbehavior | Adults are rarely engage student excuses/distractions during correction of student misbehavior | Adults sometimes engage student excuses/distractions during correction of student misbehavior | Adults often engage student excuses/distractions during correction of student misbehavior |
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| Indicator 1.4: Forum (Community Meetings, Assemblies) | 90% of teachers monitor and model high level of engagement Leader is always motivational and inspiring The tone of forum is consistently urgent, respectful, professional, and warm All Forum topics address core values, college, or community needs 95-100% staff/ teachers ensure students are silent and tracking the speaker when necessary Leader consistently encourages student participation through relevant questions and/or student presentation. Leader always models behavioral and academic taxonomy techniques (e.g. cold call, CFU, positive framing) 100% of teachers/staff participate | 70% of teachers monitor and model high level of engagement Leader is consistently motivational and positive The tone of forum is respectful, professional, and warm Almost all Forum topics address core values, college, or community needs 85%-94% of teachers/staff ensure students are silent and tracking the speaker when necessary Leader often encourages student participation through relevant questions and/or student presentation. Leader consistently models taxonomy techniques (cold call, CFU, positive framing) 90% of teachers/staff participate | 50% of teachers monitor and model high level of engagement Leader is inconsistently motivational and positive The tone of forum is somewhat respectful, professional, and warm Forum topics may not be connected to core values, college, or community needs 75-84% of staff/ teachers ensure students are silent and tracking when necessary. There are some side conversations and not all students are tracking the speaker. Leader inconsistently encourages student participation with questions or student presentation. Leader occasionally models taxonomy techniques (cold call, CFU, positive framing) 80% of teachers/staff participate | Less than 50% of teachers monitor and model high level of engagement Leader is negative The tone of forum is cold and disrespectful or unprofessional Forum topics are not connected to core values, college, or community needs Side conversations disrupt the flow of Circle/Forum. Leader does not model taxonomy techniques (cold call, CFU, positive framing) Less than 80% of teachers/staff participate |
| | 90% of teachers monitor and model high level of engagement. Leader is always motivational and inspiring. The tone of forum is consistently efficient, respectful, professional, and warm. All Forum topics address iDREAM core values, student identity, college, or school community needs. Forums always promote positive relationships between students and staff and all school community members. Leader always encourages student leadership opportunities through planning and/or facilitation. Leader always models SEL competencies (self-awareness, self-management, social-awareness, relationship skills, responsible decision making). | 70% of teachers monitor and model high level of engagement. Leader is consistently motivational and inspiring. The tone of forum is efficient, respectful, professional, and warm. Almost all Forum topics address iDREAM core values, student identity, college, or school community needs. Forums promote positive relationships between students and staff and all school community members. Leader encourages student leadership opportunities through planning and/or facilitation. Leader models SEL competencies (self-awareness, self-management, social-awareness, relationship skills, responsible decision. | 50% of teachers monitor and model high level of engagement Leader is inconsistently motivational and inspiring The tone of forum is somewhat efficient, respectful, professional, and warm Forum topics may not be connected to iDREAM core values, student identity, college, or school community needs Forums sometime promote positive relationships between students and staff and all school community members. Leader sometimes encourage student leadership opportunities through planning and/or facilitation Leader sometimes models SEL competencies (self-awareness, self-management, social-awareness, relationship skills, responsible decision | Less than 50% of teachers monitor and model high level of engagement Leader is negative The tone of forum is inefficient, cold, and disrespectful or unprofessional Forum topics are not connected to iDREAM core values, student identity, college, or school community needs Forums rarely promotes positive relationships between students and staff and all school community members. Leader rarely encourages student leadership opportunities through planning and/or facilitation Leader rarely models SEL competencies (self-awareness, self-management, social-awareness, relationship skills, responsible decision |
| | Indicator 1.4: Convocation/Community Meeting Operations | Director of Operations always attends Convocation/Community Meeting and plays a leadership role related to their areas of responsibility (such as leading recognitions for student attendance). Director of Operations is always motivational and inspiring when addressing scholars at Convocation/Community Meeting. Director of Operations always ensures the high-quality implementation of the logistical plans for Convocation/Community (including, for example, the execution of protocols to ensure families can attend, facilitating transitions to Convocation/Community Meeting and back to class, and the successful use of audio and visual equipment). | Director of Operations inconsistently attends Convocation/Community Meeting and plays a leadership role related to their areas of responsibility (such as leading recognitions for student attendance). Director of Operations is inconsistently motivational and inspiring when addressing scholars at Convocation/Community Meeting. Director of Operations inconsistently ensures the high-quality implementation of the logistical plans for Convocation/Community Meeting (including, for example, the execution of protocols to ensure families can attend, facilitating transitions to Convocation/Community Meeting and back to class, and the successful use of audio and visual equipment). | Director of Operations does not attend Convocation/Community Meeting or does not play a leadership role related to their areas of responsibility (such as leading recognitions for student attendance). Director of Operations is not motivational or inspiring when addressing scholars at Convocation/Community Meeting. Director of Operations does not ensure the high-quality implementation of the logistical plans for Convocation/Community Meeting (including, for example, the execution of protocols to ensure families can attend, facilitating transitions to Forum and back to class, and the successful use of audio and visual equipment) and/or such plans are not developed. |

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| Indicator 1.3: Monitor and Follow Through | Leader is always present and seen during high-leverage times of the day (such as arrival, lunch, visiting classrooms, during hallways transitions, at dismissal, at community meetings, etc...). Leader strategically plays a leadership role in these events, communicating verbally and non-verbally with staff to ensure sustained excellence. | Leader is consistently present and seen during high-leverage times of the day (such as arrival, lunch, visiting classrooms, during hallways transitions, at dismissal, at community meetings, etc...). DO strategically plays a leadership role in these events, communicating verbally and non-verbally with staff to ensure sustained excellence. | Leader is inconsistently present and seen during high-leverage times of the day (such as arrival, lunch, visiting classrooms, during hallways transitions, at dismissal, at community meetings, etc...). DO inconsistently plays a leadership role in these events, communicating verbally and non-verbally with staff to ensure sustained excellence. | Leader is not present or seen during high-leverage times of the day (such as arrival, lunch, visiting classrooms, during hallways transitions, at dismissal, at community meetings, etc...). DO inconsistently plays a leadership role in these events, communicating verbally and non-verbally with staff to ensure sustained excellence. |
| | Leader is always present and seen during high-leverage school events (such as the Back to School Barbecue, Parent Teacher Night, Report Card Nights, etc...). Leader strategically plays a leadership role in these events, communicating verbally and non-verbally with staff to ensure sustained excellence. | Leader is consistently present and seen during high-leverage school events (such as the Back to School Barbecue, Parent Teacher Night, Report Card Nights, etc...). DO strategically plays a leadership role in these events, communicating verbally and non-verbally with staff to ensure sustained excellence. | Leader is inconsistently present and seen during high-leverage school events (such as the Back to School Barbecue, Parent Teacher Night, Report Card Nights, etc...). DO inconsistently plays a leadership role in these events, communicating verbally and non-verbally with staff to ensure sustained excellence. | Leader is not present and seen during high-leverage school events (such as the Back to School Barbecue, Parent Teacher Night, Report Card Nights, etc...). DO inconsistently plays a leadership role in these events, communicating verbally and non-verbally with staff to ensure sustained excellence. |
| | Leader ensures 100% of staff implement school operational systems and logistical plans. | Leader ensures 90% of staff implement school operational systems and logistical plans. | Leader ensures 80% of staff implement school operational systems and logistical plans. | Leader ensures 80% of staff implement school operational systems and logistical plans. |
| | Leader always provides immediate feedback by modeling, addressing noncompliance, following-up with teachers, and using precise praise or a plan to address difficult conversations | Leader consistently provides immediate feedback by modeling, addressing noncompliance, following-up with teachers, and using precise praise or a plan to address difficult conversations | Leader inconsistently provides immediate feedback by modeling, addressing noncompliance, following-up with teachers, and using precise praise or a plan to address difficult conversations | Leader inconsistently provides immediate feedback by modeling, addressing noncompliance, following-up with teachers, and using precise praise or a plan to address difficult conversations |
| | Leader always evaluates progress by doing walkthroughs, scoring on a rubric, and discussing progress towards goals with the team/individuals | Leader consistently evaluates progress by doing walkthroughs, scoring on a rubric, and discussing progress towards goals with the team/individuals | Leader inconsistently evaluates progress by doing walkthroughs, scoring on a rubric, and discussing progress towards goals with the team/individuals | Leader inconsistently evaluates progress by doing walkthroughs, scoring on a rubric, and discussing progress towards goals with the team/individuals |
| Indicator 1.3: Monitor and Follow- Through | Network Leader manages principals to be always present and seen in designated key areas (arrival, lunch, classrooms, hallways, transitions, dismissal, etc.) after launch initiative, communicating verbal and non-verbal | Network Leader manages principals to be consistently present and seen in designated key areas (arrival, lunch, classrooms, hallways, transitions, dismissal, etc.) after launch initiative, communicating verbal and non-verbal | Network Leader manages principals to be inconsistently present and seen in designated key areas (arrival, lunch, classrooms, hallways, transitions, dismissal, etc.) after launch initiative, communicating verbal and non-verbal | Network Leader manages principals to not be present and seen in designated key areas (arrival, lunch, classrooms, hallways, transitions, dismissal, etc.) after launch initiative, communicating verbal and non-verbal |
| | Leader ensures 100% of classrooms implement Tier 1 SEL curriculum | Leader ensures 90% of classrooms implement Tier 1 SEL curriculum | Leader ensures at least 75% of classrooms implement Tier 1 SEL curriculum | Less than 75% of classrooms implement Tier 1 SEL curriculum |
| | Leader always provides immediate feedback by modeling, addressing noncompliance, following-up with staff, and using precise praise or a plan to address difficult conversations | Leader consistently provides immediate feedback by modeling, addressing noncompliance, following-up with teachers, and using precise praise or a plan to address difficult conversations | Leader inconsistently provides immediate feedback by modeling, addressing noncompliance, following-up with teachers, and using precise praise or a plan to address difficult conversations | Leader does not provide immediate feedback by modeling, addressing noncompliance, following-up with teachers, or using precise praise or a plan to address difficult conversations |
| | Leader consistently has difficult conversations with struggling school admin | Leader consistently has difficult conversations with struggling school admin | Leader inconsistently has difficult conversations with struggling school admin | Leader does not have difficult conversations with struggling school admin |
| | Leader always evaluates progress by doing walkthroughs, grading on a rubric, and discussing progress towards goals with campus admin | Leader consistently evaluates progress by doing walkthroughs, grading on a rubric, and discussing progress towards goals with campus admin | Leader inconsistently evaluates progress by doing walkthroughs, grading on a rubric, and discussing progress towards goals with campus admin | Leader does not evaluate progress by doing walkthroughs, grading on a rubric, or discussing progress towards goals with campus admin |
| 4 - HIGHLY EFFECTIVE | | | | 1 - INEFFECTIVE |
| 3 - EFFECTIVE | | | | 2 - PARTIALLY EFFECTIVE |

| COMPETENCY 1 BUILD RELATIONSHIPS | | | | |
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| Behavior 1: Student Culture – Create a strong culture where learning can thrive. | | | | |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| | Before the start of the school year, leader has facilitated and reviewed a complete and detailed plan for “what to do” if there is a gap in student culture | Before the start of the school year, leader has a complete plan for “what to do” if there is a gap in student culture | Before the start of the school year, leader has a basic plan for “what to do” if there is a gap in student culture | Before the start of the school year, leader does not have a plan for “what to do” if there is a gap in student culture |
| Indicator 1.1: Name the Gap | Leader always uses weekly school walkthroughs/classroom observations/ school climate survey to assess student culture and identify gaps Leader always determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced | Leader consistently uses weekly school walkthroughs/classroom observations/school climate survey to assess student culture and identify gaps Leader consistently determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced | Leader inconsistently uses weekly school walkthroughs/classroom observations/school climate survey to assess student culture and identify gaps Leader inconsistently determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced | Leader rarely uses weekly school walkthroughs/classroom observations/school climate survey to assess student culture and identify gaps Leader does not determine the highest leverage routines and procedures that need to be tightened, relaunched, or introduced |
| Indicator 1.1: Name the Gap | Before the start of the school year, leader has a complete and detailed plan for “what to do” if there is a gap in school culture. Leader always uses weekly school walkthroughs to assess school culture and identify gaps. Leader always determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced. | Before the start of the school year, leader has a complete plan for “what to do” if there is a gap in student culture. Leader consistently uses weekly school walkthroughs to assess student culture and identify gaps. Leader consistently determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced. | Before the start of the school year, leader has a basic plan for “what to do” if there is a gap in student culture. Leader inconsistently uses weekly school walkthroughs to assess student culture and identify gaps. Leader inconsistently determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced. | Before the start of the school year, leader does not have a plan for “what to do” if there is a gap in student culture. Leader rarely uses weekly school walkthroughs to assess student culture and identify gaps. Leader does not determine the highest leverage routines and procedures that need to be tightened, relaunched, or introduced. |
| Indicator 1.1: Name the Gap | Before the start of the school year, leader has created and reviewed a detailed plan for “what to do” if there is a gap in school operational systems Leader always uses weekly system audits/school walkthroughs/classroom observations/school climate survey data to assess system excellence and identify gaps Leader always determines the highest leverage school operational systems that need to be tightened, relaunched, or introduced | Before the start of the school year, leader has a complete plan for “what to do” if there is a gap in school operational systems Leader consistently uses weekly system audits/school walkthroughs/classroom observations/school climate survey data to assess system excellence and identify gaps Leader consistently determines the highest leverage school operational systems that need to be tightened, relaunched, or introduced | Before the start of the school year, leader has a basic plan for “what to do” if there is a gap in school operational systems Leader inconsistently uses weekly school system audits/school walkthroughs/classroom observations/school climate survey data to assess system excellence and identify gaps Leader inconsistently determines the highest leverage school operational systems that need to be tightened, relaunched, or introduced | Before the start of the school year, leader does not have a plan for “what to do” if there is a gap in school operational systems Leader rarely uses weekly school walkthroughs/classroom observations/school climate survey to assess system excellence and identify gaps Leader does not determine the highest leverage school operational systems that need to be tightened, relaunched, or introduced |
| Indicator 1.1: Name the Gap | Before the start of the school year, network leader has facilitated and reviewed a complete and detailed plan for “what to do” if there is a gap in student culture Network Leader always uses weekly school walkthroughs/classroom observations/ school climate survey to assess student culture and identify gaps Network Leader always determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced | Before the start of the school year, network leader has a complete plan for “what to do” if there is a gap in student culture Network Leader consistently uses weekly school walkthroughs/classroom observations/school climate survey to assess student culture and identify gaps Network Leader consistently determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced | Before the start of the school year, network leader has a basic plan for “what to do” if there is a gap in student culture Network Leader inconsistently uses weekly school walkthroughs/classroom observations/school climate survey to assess student culture and identify gaps Network Leader inconsistently determines the highest leverage routines and procedures that need to be tightened, relaunched, or introduced | Before the start of the school year, network leader does not have a plan for “what to do” if there is a gap in student culture Network Leader rarely uses weekly school walkthroughs/classroom observations/school climate survey to assess student culture and identify gaps Network Leader does not determine the highest leverage routines and procedures that need to be tightened, relaunched, or introduced |
| | 4-HIGHLY EFFECTIVE | 3 - EFFECTIVE | 2 – PARTIALLY EFFECTIVE | 1 - INEFFECTIVE |
| Indicator 1.2: Plan and Roll Out | Leader always designs highly effective plans for the roll out by scripting a hook and scripting how they will show the execution of the procedure Leader always designs highly effective plans for the modeling and staff practice of the routine/procedure Leader always designs highly effective plans for the roll out by scripting how they will show the execution of the procedure. | Leader consistently design effective plans for the roll out by scripting a hook and scripting how they will show the execution of the procedure Leader consistently designs effective plans for the modeling and staff practice of the routine/procedure Leader consistently designs highly effective plans for the roll out by scripting a hook and scripting how they will show the execution of the procedure. | Leader inconsistently designs a effective plans for the roll out by scripting a hook and scripting how they will show the execution of the procedure Leader inconsistently designs effective plans for the modeling and staff practice of the routine/procedure Leader inconsistently designs highly effective plans for the roll out by scripting a hook and scripting how they will show the execution of the procedure. | Leader does not design effective plans for the roll out by scripting a hook and scripting how they will show the execution of the procedure Leader does not design effective plans for the modeling and staff practice of the routine/procedure Leader does not design highly effective plans for the roll out by scripting a hook and scripting how they will show the execution of the procedure. |
| Indicator 1.2: Plan and Roll Out | Leader always designs highly effective plans for the modeling and staff practice of the routine/procedure. | Leader consistently designs highly effective plans for the modeling and staff practice of the routine/procedure. | Leader inconsistently designs highly effective plans for the modeling and staff practice of the routine/procedure | Leader does not design highly effective plans for the modeling and staff practice of the routine/procedure. |

| Breaking Down Barriers - Performance | | | |
|---|---|---|--|
| | | | |
| Highly Effective (4) | Effective (3) | Partially Effective (2) | Ineffective (1) |
| <ul style="list-style-type: none"> 75%+ students meet the performance goal(s) for the year | <ul style="list-style-type: none"> 60% - 74% of students meet the performance goal(s) for the year | <ul style="list-style-type: none"> 40% - 59% of students meet the performance goal(s) for the year | <ul style="list-style-type: none"> 39% or less students meet the performance goal(s) for the year |

BEN School & Network Leader Evaluation Rubric

The BRICK School Leader evaluation tool is a performance management tool that drives excellent school leader performance and development. The evaluation is designed around eight core behaviors of school leadership. By focusing on these behaviors, leaders are able to leverage considerably more student learning from every unit of time they invest in their work. Implementing the systems and following rubrics drive consistent, transformational, and replicable growth in schools. Fundamentally, each of these behaviors answers the central questions of school leadership: what should an effective leader do, and how and when should he or she do it.

COMPETENCY 1| BUILD RELATIONSHIPS

Student Culture – Create a strong culture where learning can thrive

Staff Culture – Build and support the right team

COMPETENCY 2 | LEAD SELF & OTHERS

Managing Teams – Train instructional leaders to expand your impact across the school

Professional Development – Strengthen culture and instruction with hands-on training that sticks.

School Leadership – Embody leadership traits and is reflective of strengths/growth areas

COMPETENCY 3 | DRIVE RESULTS

Observation & Feedback – Coach teachers to improve the learning

Instructional Culture – Prevent problems and guarantee strong lessons

Data-Driven Culture – Define the roadmap for rigor and adapt teaching to meet the students' needs

The rubrics use a four-level rating scale with the following labels:

4-Highly Effective

3-Effective.

2-Partially Effective

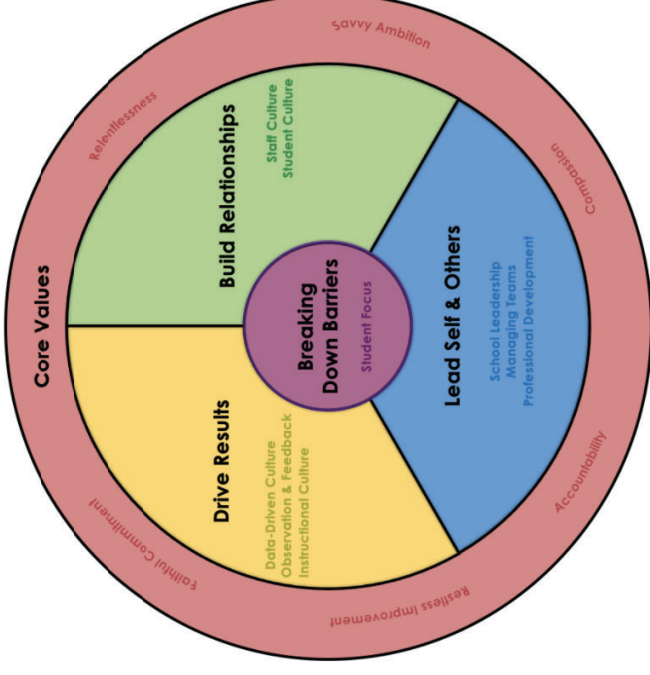
1-ineffective

To score, read across the four levels of performance for each standard, find the level that best describes the school leader's performance and circle or highlight it. After evaluating for the entire rubric, summarize the best level that describes the leader's proficiency.

Determine the overall rating by selecting the category: highly effective, effective, partially effective, ineffective that best fits based on the lever rubric scores. Not all indicators will apply to all leadership roles within the organization; total points will vary.

KEY

| | |
|----------------|-------|
| Instruction | White |
| Culture | Gray |
| Operations | Blue |
| Network Leader | Green |







PROFESSIONALISM: Are you showing up to serve the students, families, and larger community?

| | Exemplary (5) | Highly Effective (4) | Effective (3) | Partially Effective (2) | Ineffective (1) |
|------------------|--|--|---|---|---|
| Attendance | Has perfect or near-perfect attendance (98-100%). | Has very good attendance (95-97%). | Has moderate absences (6-10%). If there are extenuating circumstances, insert a comment. | Has many absences (11% or more). If there are extenuating circumstances, insert a comment. | Has completely unacceptable attendance. |
| Language | In professional contexts, speaks and writes correctly, succinctly, and eloquently. | Uses correct grammar, syntax, usage, and spelling in professional contexts. | Periodically makes errors in grammar, syntax, usage, and/or spelling in professional contexts. | Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts. | Uses completely unprofessional or anti-academic language. |
| Reliability | Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. | Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. | Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. | Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. | Behaves completely unreliably. |
| Professionalism | Presents as a consummate professional and always observes appropriate boundaries. | Demonstrates professional demeanor and maintains appropriate boundaries. | Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries. | Frequently acts and/or dresses in an unprofessional manner and violates boundaries. | Makes completely unprofessional decisions. |
| Judgment | Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality. | Is ethical and forthright, uses good judgment, and maintains confidentiality with student information. | Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information. | Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information. | Demonstrates terrible judgment. |
| Above-and-Beyond | Is an important member of teacher teams and committees and frequently volunteers for extra activities. | Shares responsibility for grade-level and schoolwide activities and takes part in extra activities. | When asked, will serve on a committee and attend an extra activity. | Declines invitations to serve on committees and attend extra activities. | Never makes sacrifices for the good of the school. |
| Leadership | Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results. | Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school. | Occasionally suggests an idea aimed at improving the school. | Rarely if ever contributes ideas that might help improve the school. | Shows negative leadership. |
| Openness | Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance. | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. | Is somewhat defensive but does listen to feedback and suggestions. | Is very defensive about criticism and resistant to changing classroom practice. | Is completely defensive and resistant to feedback. |
| Collaboration | Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments. | Collaborates with colleagues to plan units, share teaching ideas, and look at student work. | Meets occasionally with colleagues to share ideas about teaching and students. | Meets infrequently with colleagues, and conversations lack educational substance. | Never collaborates productively. |
| Growth | Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best. | Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well. | Can occasionally be persuaded to try out new classroom practices. | Is not open to ideas for improving teaching and learning. | Shows no desire to improve. |



- Providing choices for how students engage in content.

Checking for Understanding of Content

- Leveraging Cold Call to engage all students in meaningful checks for understanding.
- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g., during the inquiry cycle, before independent practice, at a transition and with an exit ticket at the end of a lesson).
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards.
- Utilizing a daily assessment that allows the teacher to determine whether students mastered all elements of the daily objective., reveals common misunderstandings, and is effectively differentiated when appropriate for individual student.

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective and clarifies misunderstood content.
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding while building and maintaining a culture of error.
- Using *No Opt Out* to cycle back to students, when doing so would be the right instructional move.

PERFORMANCE: What are your outcomes on your performance goals?

| Exemplary (5) | Highly Effective (4) | Effective (3) | Partially Effective (2) | Ineffective (1) |
|--|---|---|---|--|
| <ul style="list-style-type: none"> • At least 90% of students meet the performance goal(s) for the year | <ul style="list-style-type: none"> • 75% - 89% of students meet the performance goal(s) for the year | <ul style="list-style-type: none"> • 60% - 74% of students meet the performance goal(s) for the year | <ul style="list-style-type: none"> • 40% - 59% of students meet the performance goal(s) for the year | <ul style="list-style-type: none"> • 39% or less students meet the performance goal(s) for the year |



DEMONSTRATION OF LEARNING: Do all students demonstrate that they are learning?

| Exemplary (5) | Highly Effective (4) | Effective (3) | Partially Effective (2) | Ineffective (1) |
|---|---|---|---|--|
| <ul style="list-style-type: none"> All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: <ul style="list-style-type: none"> Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Students monitor their own progress, identify their own errors and seek additional opportunities for practice. | <ul style="list-style-type: none"> Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals. | <ul style="list-style-type: none"> Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals. Students have some opportunities to express learning through academic writing and/or explanations using academic language. Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals. | <ul style="list-style-type: none"> Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals. Students have few opportunities to express learning through academic writing and/or explanations using academic language. Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals. | <ul style="list-style-type: none"> Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals. Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals. Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals. |

Core Teacher Skills

Leading Instruction

- Conveying or providing accurate and necessary content for students to achieve the learning goal(s).
- Using explanations of content that are clear, coherent and support student understanding of content.
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support.



| | | | | |
|--|----------------------------------|--|--|--|
| | even if the work is challenging. | | | |
|--|----------------------------------|--|--|--|

Core Teacher Skills

Maintaining High Academic Expectations

- Promoting students' persistence to get correct, defended responses.
- Using an appropriate tone (warm, kind, direct) when responding to student answers.
- Requiring that students use complete sentences, correct grammar and academic language, explain key content and concepts they are learning in their own words, provide evidence/rationale, and demonstrate grade appropriate use of academic language and content specific vocabulary.
- Using Right is Right to set and defend a high standard of correctness for student oral responses.

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson.
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking.
- Providing opportunities for students to stretch it by responding to and building on their own ideas and their peers' ideas.
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills.
- Providing individualized instruction so that all students can access content and participate in the class



ACADEMIC OWNERSHIP: Are all students responsible for doing the thinking in this classroom?

| Exemplary (5) | Highly Effective (4) | Effective (3) | Partially Effective (2) | Ineffective (1) |
|--|--|--|--|--|
| <ul style="list-style-type: none"> All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content. | <ul style="list-style-type: none"> All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any cognitive work students could own. All or almost all students provide meaningful oral or written evidence to support their thinking. All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions. Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. All or almost all students consistently try hard to complete academic work and answer questions, | <ul style="list-style-type: none"> Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own. Most students provide meaningful oral or written evidence to support their thinking. Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions. Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates. Most students try hard to complete academic work and answer questions, even if the work is challenging. | <ul style="list-style-type: none"> Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. Some students provide meaningful oral or written evidence to support their thinking. Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions. Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback. Some students try hard to complete challenging academic work and answer questions. | <ul style="list-style-type: none"> Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work. Very few or no students provide meaningful oral or written evidence to support their thinking. Very few or no students are using knowledge and evidence to form, articulate, and defend their answers and opinions. Students respond negatively to their peers' thinking, ideas, or answers. No students or very few students try hard to complete challenging academic work or answer questions. |



Core Teacher Skills

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course.
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson that meets the criteria of the 4 Ms and is written in student friendly language.
- By the end of the lesson, teacher and students can explain what they are doing, why, and how it ties to what they are learning more broadly.
- Delivering lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students.
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course.
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards.
- Developing and providing the necessary scaffolds and supports as needed to ensure all students are able to attain learning goals.
- Considering students' language development, literacy levels, and/or IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
- Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.



ESSENTIAL CONTENT: Are all students engaged in content aligned to the appropriate standards for their subject and grade?

| Exemplary (5) | Highly Effective (4) | Effective (3) | Partially Effective (2) | Ineffective (1) |
|--|---|--|---|---|
| <ul style="list-style-type: none"> • All descriptors for Level 4 are met, and the following evidence is demonstrated: • Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives. • Students independently connect lesson content to real-world situations. • The teacher intentionally teaches cultural competence and provides many opportunities to interact with difference. | <ul style="list-style-type: none"> • The lesson focuses on content that advances students toward grade-level standards, expectations, and/or IEP goals. • All activities students engage in are aligned to the stated or implied learning goal(s), are well sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals. • All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text). • All instructional materials represent a diverse representation of varying cultures, ethnicities, and histories. | <ul style="list-style-type: none"> • The lesson focuses on content that advances students toward grade-level standards, expectations, and/or IEP goals. • Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s). • Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text). | <ul style="list-style-type: none"> • The lesson partially focuses on content that advances students toward grade-level standards, expectations, and/or IEP goals. • Only some activities students engage in are aligned to the stated or implied learning goal(s). • Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text). | <ul style="list-style-type: none"> • The lesson does not focus on content that advances students toward grade level standards or expectations and/or IEP goals. • Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other. • Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text). |



- Using the five principles of “Teacher Voice” to modulate tone, volume, body language, and posture to lead students to engage in the lesson fully.
- Providing specific, concrete, sequential, and observable directions for behavior and academics.
- Redirecting students who lose focus immediately and in a way that does not slow or disrupt lesson momentum.
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior. • Using voice and presence to maintain engagement and convey caring for students.
- Investing time in knowing individual students and in forming relationships to best support their learning.
- Developing an active interest in students’ well-being and demonstrating that interest through his/her engagement with students.
- “Sweating the small stuff” without having an impact on lesson pacing through the use of efficient verbal and non-verbal cues and corrections.
- Leveraging school-wide systems like scoreboards, communications home, and logging props and demerits to ensure students feel seen, heard, and accountable.

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons, including Threshold, a Do Now that activates prior knowledge, reviews relevant and necessary content, and/or creates engagement for the inquiry cycle, Summarizer, Exit Ticket, and Zero Trace.
- Using efficient routines and procedures.
- Responding to student requests without interrupting instruction (e.g. effectively using hand signals and non-verbals)
- Strategically (right component/right time) implementing the components of Positive Framing (Narration, Challenge, Assume the Best) to increase motivation, positivity, and sense of urgency for all students.
- Planning for and providing work for students to “say yes to” and using strategies to maintain a quick pace throughout the lesson.



CULTURE OF LEARNING: Are all students engaged in the work of the lesson from start to finish?

| Exemplary (5) | Highly Effective (4) | Effective (3) | Partially Effective (2) | Ineffective (1) |
|---|---|---|---|---|
| <ul style="list-style-type: none"> All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self directed manner, requiring no direction or narration from the teacher. Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. | <ul style="list-style-type: none"> All or almost all students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. All or almost all students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. | <ul style="list-style-type: none"> Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. Most students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. | <ul style="list-style-type: none"> Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. Some students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time. | <ul style="list-style-type: none"> Very few or no students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions. Very few or no students follow behavioral expectations and/or directions. Students do not execute transitions, routines and procedures in an orderly manner. Students are left without work to do for a significant portion of the class period. |

Core Teacher Skills

Maintaining a Safe Space

- Creating and maintaining an inclusive classroom space that is physically, mentally, and emotionally safe.

Maintaining High Behavior Expectations

- Creating a culture of positive interdependence through shared goals and experiences of collective success
- Always remaining emotionally constant.



The BRICK Education Network's instructional rubric is built on and adapted from the TNTP Core Teaching Rubric. For further information and context, [refer to this linked online resource](#).

| | Teacher to become <u>GLL</u> , <u>ILT</u> , or <u>Course Lead</u> (criteria that a <u>teacher</u> should demonstrate to move into a teacher leader role) | Teacher Leader to become <u>novice AP</u> (criteria that a <u>teacher leader</u> should demonstrate to move into an Assistant Principal role) | Novice AP to become <u>Experienced AP</u> (criteria that a <u>novice AP</u> should demonstrate to be characterized as 1-year-away from school leadership) | To become <u>Principal School Leader</u> (criteria that an <u>experienced AP</u> should demonstrate to move into the <u>School Leader</u> role) |
|---|--|---|---|--|
| 5) Attract, hire and retain the best talent | (will not be focus in this role) | <input type="checkbox"/> Retains the highest performers on his/her grade/department team | <input type="checkbox"/> Retains the highest performers across multiple grades/departments he/she manages <input type="checkbox"/> Interviews and hires high-quality teachers with School Leader support | <input type="checkbox"/> Leads the hiring process, including recruiting, interviewing and hiring a team of high-quality teachers; selects for team composition and dynamics as well as individual teachers' strengths |
| 6) Build expertise in instructional design (methods, time, curriculum) and standards | <input type="checkbox"/> Builds expertise in own classroom's content standards and how they are assessed | <input type="checkbox"/> Builds proficiency across own department's/grade's content standards and how they are assessed | <input type="checkbox"/> Builds expertise across the entire grade/department's standards and how student mastery will be assessed; develops an understanding of instructional design (methods, time) | <input type="checkbox"/> Builds understanding of how entire school's standards map to curriculum and assessment of student mastery; demonstrates expertise in instructional methods (e.g. Guided Reading, CGI, Conceptual Understanding, etc.) |
| 7) Develop teachers to provide rigorous and high-quality instruction through the enabling systems | <input type="checkbox"/> Demonstrates student achievement results in own classroom (ideally in tested subject) <input type="checkbox"/> Analyzes own classroom achievement data daily and plans effective remediation | <input type="checkbox"/> Drives student achievement results through others (direct reports have improved student achievement results) ¹ <input type="checkbox"/> Analyzes teachers' student achievement data across his/her grade/department weekly and identifies needed team/individual teacher adjustments to instruction | <input type="checkbox"/> Demonstrates results from all teachers he/she manages; demonstrates ability to grow a low-performing or new-to-teaching teacher <input type="checkbox"/> Holds teachers accountable for their results <input type="checkbox"/> Analyzes teachers' student achievement data across entire school (all content/grades) and identifies needed adjustments to instruction <input type="checkbox"/> Develops teachers in DDI practices (teacher's ability to analyze standards mastery data, identify student errors, and determine intervention plan) | <input type="checkbox"/> Demonstrates results from teachers and leaders that he/she manages; grows an excellent teacher towards further instructional mastery <input type="checkbox"/> Analyzes school-wide student achievement and teacher performance data and determines high-impact actions to improve school's instruction <input type="checkbox"/> Develops other leader's ability to analyze student achievement data and determine action steps <input type="checkbox"/> Develops systems to ensure teachers and leaders have access to data to make timely adjustments to instruction, and that teacher data analysis and intervention plans are high-quality |

What evidence do you have that your team member has met their relevant readiness criteria?

What evidence do you have that your team member has NOT met a readiness criterion? Has this team member been given the opportunity to demonstrate the criterion? How might you provide additional support to ensure that the team member can meet the criterion?

| | | |
|---------------------|---------------|----------------------|
| Team Members' Name: | Current Role: | Potential Next Role: |
|---------------------|---------------|----------------------|

| THE 7 LEADING FOR LEARNING ACTIONS OF HIGHLY EFFECTIVE SCHOOL LEADERS | Teacher to become GLL, ILTL, or Course Lead <i>(criteria that a teacher should demonstrate to move into a teacher leader role)</i> | Teacher Leader to become novice AP <i>(criteria that a teacher leader should demonstrate to move into an Assistant Principal role)</i> | Novice AP to become Experienced AP <i>(criteria that a novice AP should demonstrate to be characterized as 1-year-away from school leadership)</i> | To become Principal School Leader <i>(criteria that an experienced AP should demonstrate to move into the School Leader role)</i> |
|---|---|--|---|---|
| | Aspiration and Self-Awareness | <input type="checkbox"/> Expresses interest in leading a team <input type="checkbox"/> Sets ambitious student achievement goals for his/her own classroom | <input type="checkbox"/> Expresses interest in being in a School Leadership role <input type="checkbox"/> Leads a grade/departement team to reach its vision and goals | <input type="checkbox"/> Displays passion for being a Principal and commitment to the school community <input type="checkbox"/> Demonstrates success in leading a group of stakeholders around a school-wide initiative that demonstrates impact on student achievement requiring him/her to establish a school-wide vision, create a strategy, and measure outcomes |
| | 1) Set vision and goals | <input type="checkbox"/> Creates strong lesson plans for his/her classroom; consistently meets deadlines | <input type="checkbox"/> Plans and prioritizes a grade/departement team's work | <input type="checkbox"/> Project plans and manages multiple priorities <input type="checkbox"/> Plans school-wide change management despite resistance <input type="checkbox"/> Demonstrates fortitude in handling a major set-back and ability to regroup and still accomplish goals |
| | 2) Relentlessly plan and prioritize | | | |
| | 3) Develop other Leaders (Teach and Insist) | <i>(will not be focus in this role)</i> | <i>(will not be focus in this role)</i> | <input type="checkbox"/> With School Leader support, develops leadership capacity in others and grows an emerging leader |
| 4) Lead school culture | <input type="checkbox"/> Manages students in own classroom <input type="checkbox"/> Builds relationships with his/her students and their families; models warm and demanding | <input type="checkbox"/> Manages entire grade of students (e.g. lunch, field lessons) <input type="checkbox"/> Builds relationships with families and successfully navigates parent concerns and difficult conversations; demonstrates knowledge of and respect for the cultures of the community served <input type="checkbox"/> Earners respect of school-wide staff | <input type="checkbox"/> Manages multiple grades of students even with students who present challenging behaviors <input type="checkbox"/> Builds relationships with students and families across the school; ensures an inclusive school environment that respects the culture of students served <input type="checkbox"/> Develops relationships across the school, even through conflict | <input type="checkbox"/> Manages and engages entire school's students (e.g. assemblies) <input type="checkbox"/> Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed <input type="checkbox"/> Develops relationships across school stakeholders (staff, regional office, community, etc.) and parlayes relationships into a positive learning culture |



School Leadership Progression and Readiness Criteria

What are Readiness Criteria?

Readiness Criteria prioritize the experiences, skills and competencies that a leader will need to take on the next level of leadership. Purposefully not comprehensive, the Readiness Criteria attempts to focus Talent Assessment and Talent Review conversations on what matters most upon entry into the role. (As an example, while it is critically important for all leaders to demonstrate a Student Focus, our assumption is that virtually all candidates will have demonstrated this or we would not be considering them for leadership.)

Intended Use:

- Guide discussions to **determine whether a team member has demonstrated excellence required to advance in leadership**
- **Backwards plan development opportunities** that prepare leaders for both current and future roles
- Not intended to automatically disqualify a team member from consideration if all criteria are not met, rather pinpoint where greater discussion may be needed
- Not intended to be comprehensive list of attributes to consider, therefore, someone may meet all of the criteria and still not be considered ready due to other factors

Directions for School and Regional Leaders to Use Readiness Criteria:

1. Determine the team member you will be diagnosing. Identify the column that is the relevant readiness criteria for this team member.
2. Check the boxes next to each criterion that you believe your team member has demonstrated.
3. Discuss as a group (School Leaders, School Leader Managers, Talent) what evidence you have that the team member has met the checked criteria.
4. Discuss as a group (School Leaders, School Leader Managers, Talent) what evidence may be missing for the criteria that was not checked and what opportunities should be made available to this team member to ensure that they have the ability to check the box.

Next Steps:

- Create a 70/20/10 development plan to shore up any gaps in readiness using the Individual Development Plan Template.

learn into a career in education, first as a tutor and then as a teacher. She has taught various grades (K-6) and subjects for 12 years before transitioning to the director role. Kelly holds a BS in Liberal Studies with an Emphasis in Mathematics and a MA in Curriculum and Instruction with an Emphasis in Math from California State University of Long Beach. Kelly is dedicated to the work at BRICK and its mission to knock down all barriers to students' success with holistic supports for students, families, and the community. Kelly is passionate about math and helping others understand the "why" behind the math and not just learning tricks or memorizing steps to solve. Conceptual understanding with critical thinking and grappling with math problems is essential for students to learn to help them be successful in the future and overcome obstacles in everyday life. Kelly continues to strive to help people overcome their fear of math, find their identity in math, and learn to love math like her.

Jasmine Hardesty,

Academic Director of 5-8 Math/4-8 Science: Jasmine leads the development and implementation of the middle school math and science program. She is a proud Newark native and has worked within her community as an educator since 2013. Throughout her career, she has served as an elementary teacher, grade-level leader, math coach, vice principal, and educational consultant. Her diverse leadership experience working in both the traditional public and charter sector brings a refreshing lens to the work and professional skill sets necessary to strive toward BRICK's mission. Jasmine graduated with a Bachelor's degree from Howard University, and a Master's in Educational Leadership from Montclair State University. She is passionate about demystifying false narratives, and challenging systems that stump the academic success of black and brown students.

Justin Snead, Director of Program Evaluation: Justin Snead manages BEN's federal grant programs, and supports the Academic Leadership Team in developing student success metrics and analyzing student outcomes. In 2005, Justin joined the Teach for America Newark corps and served as an ELA teacher, data coach, and teacher coach for ten years at Weequahic High School in Newark's South Ward. Since 2015 he has served as ELA curriculum director and history director for BRICK schools. Justin graduated with a Bachelor's degree from the University of Iowa, and a Master's degree in Teacher Development from Seton Hall University.

BRICK Academic Director Prior Experience

Sabrina Meah, Managing Director of Academics: Ms. Meah oversees the development of BRICK's academic content and supports the Academic Leadership Team to meet the network's priority goal(s). Raised by immigrants and freedom fighters in their home countries, Sabrina embraced the value that education is our most powerful weapon to fight for the common good. This core value underlies the 20+ years she has served the students and families of the Newark community. She began her career as a Teach for America corps member, teaching for three years as a 5th and 6th-grade teacher and then for ten years as an 8th-grade math teacher. During her tenure as a math teacher, her students achieved some of the highest math test scores, outperforming nearly all local high-performing traditional and charter schools. After spending 13 years in the classroom, Sabrina transitioned to school leadership, serving as the Supervisor of Curriculum and Instruction at Greater Newark Charter School. More recently, she assumed the role of Chief Innovation Officer of Instruction at Peshine Avenue School (a BRICK school) for 7 years, where students were recognized by district and state for record Student Growth Percentiles in ELA and Math. Ms. Meah holds a Bachelor's degree in Political Science from Barnard College, Columbia University, and a Master's degree in School Leadership from the Harvard Graduate School of Education.

Dana Carr-Ford, Academic Director of K-4 ELA:: Mrs. Carr-Ford oversees the Literacy program in grades K-4. Dana is a Newark native and was very active in her community growing up. She participated in programs with the local Boy's and Girl's Club and SEEDS organization. After graduating from a small boarding school in Western Massachusetts, Dana graduated from The University of Richmond with a Bachelor of Arts in Biology. After college, Dana joined Teach For America as a 2012 Metro Atlanta corps member where she taught 4th grade math and science. Dana then transitioned to New York to teach 1st grade and kindergarten for the next four years. She completed her Master of Arts degree in Curriculum and Teaching at Columbia University Teachers College in 2015 and a Master of Arts degree in Language and Literacy at Harvard University Graduate School of Education in 2021.

Erin Davis, Academic Director of 5-8 ELA/4-8 Social Studies literacy: Erin leads the development and implementation of the middle school ELA and SS program. Before joining the network team, Erin worked with BRICK for 8 years in the capacity of Teacher Coach of Literacy at Peshine Avenue School in Newark, where she received the award of Educational Support Staff Member of the Year in 2014. She graduated from The College of New Jersey and worked as a 4th and 5th grade teacher and Math Coach for Roselle Public Schools before landing in Newark. A quote that drives Erin's work comes from the phenomenal Maya Angelou- "Do the best you can until you know better. Then when you know better, do better." To this end, Erin is continually committed to learning more to better serve the amazing scholars of our network.

Kelly Koopman, Academic Director of K-4 Math/K-3 Science/SS: Kelly leads the development and implementation of the elementary school Math, Science, and Social Studies programs. Kelly's love for education and helping others learn began in the fourth grade when she volunteered to help the Kindergarten students at school during her recess. She turned this love of helping others

Teacher: Grade:

БЛОК В ТЕМЕ ТИПОВ

TEXTILE LEVEL

[illegible]

EXPEDITIONARY LEARNING

EXPEDITIONARY LEARNING

| | | | | |
|---|--|--|--|--|
| 2 | | | | |
|---|--|--|--|--|

WRITING

WRITING

| | |
|--|--|
| | |
|--|--|

#2

Title I Requirements & Reporting

The Title I program unit provides technical assistance, resources, and guidance to LEAs to ensure economically disadvantaged children receive a fair, equitable, and high-quality education, by helping to close academic achievement gaps. Achieve is considered as a Title I Whole School Program. As such, there are specific positions and other resources paid for using Title I money and required ongoing tracking and reporting.

The following actions need to be taken in order to ensure we are in compliance with Title I requirements.

Before First Day of School

- Identify staff allocated to Title I funding (may include a % of salary) <Finance Office>
- Identify schedule of staff allocated to Title I funding <DoO>
 - Place the schedule on the [Title I Timesheet Template](#) and save for each individual staff member
- Place all staff member templates in the [Title I folder](#) for current fiscal year

Monthly

The following actions must be completed by the 10th of each month. The Director of Operations is responsible for ensuring the school stays in compliance with Title I requirements.

1. By first day of the next month, update previous month's timesheets for each staff member to include the month and other relevant information
 - a. Example: September timesheets should be finalized by 10/1; October timesheets should be finalized by 11/1 or the next business day
2. On the first day of the next month (or next business day), use docusign or other method to have staff sign off on timesheet; this includes the supervisor or record
3. By the 10th of the month, collect and organize in the respective folder - include both the word document and the signed PDF

The Title I folder will be audited regularly by the finance department to ensure compliance.

OPRA Requests

In the event that a school leader receives a written OPRA request, the following action should be taken:

- Immediately reach out to the school/board lawyer sharing the OPRA request with him/her
- Based on response from the lawyer, proceed accordingly.
- For any requests for emails or documents within the Google platform, work directly with the technology firm to secure any related documents
- Ensure that all deadlines are met

Newark Region Specific Information (Achieve)

Home Instruction

In the event that a student requires home instruction due to a health condition preventing him/her from attending in person learning, home instruction can be arranged (see Achieve Policy #2412).

The school partners with Essex Regional Educational Services Commission for Home Instruction. A yearly contract must be signed each year. Home instruction is typically 2 hours per day for 5 days per week using the school based curriculum.

| Process for Securing Home Instruction | Contract Information |
|---|--|
| <ul style="list-style-type: none"> • Ensure an updated Home Instruction contract is in place for the current school year (this must be approved by the board and the signed contract and resolution sent to ERESC). <ul style="list-style-type: none"> ◦ A PO can also be issued at the beginning of the year based on approximate number of hours (i.e. a \$5000 PO will cover 45 two-hour days of home instruction at \$55/hour); this allows home instruction to begin quickly if needed • Principal completes the Home Instruction Referral Form and email to ERESC • Principal or designee contacts family to explain the process and that a representative from ERESC will contact them to get home instruction set up. • ERESC will contact school/Principal to inform them of the home instructor assignment and to coordinate pick-up of materials <p>Securing Curricular Materials:</p> <ul style="list-style-type: none"> • The principal should direct VPs on their roles/responsibilities for any students on home instruction • The vice principals of instruction for the grade and subject of the student being served should coordinate with teachers to secure materials for the home instructor • Students should keep up with assignments so that when they return they have not fallen behind their peers <p>Attendance Records</p> <ul style="list-style-type: none"> • All students who are on home instruction should be marked "Home Instruction"; office staff can update as needed and/or mark a student for all days expected to be on home instruction | <p>Tracy Stewart Program Manager [REDACTED] [REDACTED] [REDACTED]</p> <p>Iris Butler Quality Control Assistant Home Instruction Department [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> |

Summer Student Work

All scholars in K-12 will receive **summer learning packets** in June with content practice and reinforcement in preparation for the next grade (these activities will not be daily or day-by-day). Each scholar will be responsible for completing and returning this packet upon arrival in the upcoming school year (packets will be graded and completed packets may grant student admission to 1st Fun Friday event). Schools may choose to supplement the summer learning packets but it is not required. Unlike holiday vacation packets, summer packets will be network-created.

Note: Regions may add additional requirements

| Grade Level(s) | Subjects | Type of Assignment |
|------------------------|--|--------------------|
| Students entering PK | ELA/Math/Network SEL Project | Paper Packet |
| Students entering K-4 | ELA/Math/Science/Network SEL Project | Paper Packet |
| Students entering 5-8 | ELA (novel study) /Math/Science/Social Studies/Network SEL Project | Paper Packet |
| Students entering 9-12 | ELA (novel study) /Math/Science/History/Network SEL Project | Google Classroom |

Schools must operationalize the distribution of paper packets for grades K-8 during the last week of school. For students in HS, Summer Learning Work will be organized on a network created site that will be linked to a school's website in the month of June. Google classroom codes will be shared on the site; it is the responsibility of school leaders to add the corresponding instructional staff to each gClassroom.

Report Cards, Progress Reports, and Promotion in Doubt/Retention

Gradebook Audits

Gradebook audits must occur weekly by individual school administrators.

- Gradebooks should be current and updated weekly (parents/students will have access to PowerSchool)
- Assessment grades should be entered within 72 hours.
- All other assignments should be inserted by the end of the school week.
- Gradebook audits will occur weekly by individual school administrators.

Report Card/Progress Report Expectations

All Instructional Leaders are responsible for reviewing report cards and progress reports. When reviewing, be sure that the following is adhered to:

- K-8 Progress Reports and Report Cards require current grades and narratives. HS Progress Reports and Report Cards require current grades and comments (can use the comment bank).
- Keep comments clear and concise. Use specific language - "Sophie has mastered adding two digit numbers together, but struggles when there is regrouping."
- Be specific on strategy in the growth area- rather than "she needs to remember her strategies", it should be "at home, make sure she is sounding out words when she is stuck - she can use the pictures to help as well as..."
- Remember - these are legal documents so please ensure you proofread your writing and ensure your sentences are clear, concise, and make sense.

Grade Changes in PowerSchool

If a grade must be changed after quarter grades have been stored, the teacher must email their direct supervisor and the principal with the request and reasoning for the change. Teachers are required to complete a [grade change form](#). Once the principal approves the change, the SOM will make the necessary change in PowerSchool.

Visual and Performing Arts Continuum

| | Visual Art | Music | Dance | Theater |
|------------------------|---|---------------------------------|----------------------|----------------------|
| Grade K | 2 Quarters | 2 Quarters | | |
| Grade 1 | 2 Quarters | 2 Quarters | | |
| Grade 2 | 1 Trimester | <i>Integration with Theater</i> | 1 Trimester | 1 Trimester |
| Grade 3 | <i>Integration with Music 1x week</i> | 1 Trimester | 1 Trimester | 1 Trimester |
| Grade 4 | <i>Integration with Theater 1x week</i> | 1 Trimester | 1 Trimester | 1 Trimester |
| Elective 5/6 Year 1 | 2 Quarters or 1 year | 2 Quarters or 1 year | 2 Quarters or 1 year | 2 Quarters or 1 year |
| Elective 5/6 Year 2 | 2 Quarters or 1 year | 2 Quarters or 1 year | 2 Quarters or 1 year | 2 Quarters or 1 year |
| Elective 7/8 Year 1 | 1 year | 1 year | 1 year | 1 year |
| Elective 7/8 Year 2 | 1 year | 1 year | 1 year | 1 year |

Physical Education

In quarter 2, students will engage in their health unit of study. This will coincide with weather and the potential need to be indoors or have the gym be used for indoor recess.

| Grades K-1 Half Year | | | |
|-------------------------|-------------|-------------|-------------|
| | Q1 & Q2 | Q3 & Q4 | |
| Kinder | Art | Music | |
| 1st Grade | Music | Art | |
| Grades 2-4 Trimester | | | |
| | Trimester 1 | Trimester 2 | Trimester 3 |
| 2nd Grade | Art | Dance * | Theater |
| 3rd Grade | Dance | Theater | Music |
| 4th Grade | Dance | Theater | Music |

*Denotes art or music integration

| Grades 5-8 Full or Half-Year | | | |
|---------------------------------|----------|----------|----------|
| | Choice 1 | Choice 2 | Choice 3 |
| 5/6 A | Dance | Theater | Art |
| 5/6 B | Dance | Theater | Music |
| | | | |
| | Choice 1 | Choice 2 | Choice 3 |
| 7/8 A | Dance | Theater | Art |
| 7/8 B | Dance | Theater | Music |

**7th and 8th grade are in elective for the entire year
** 5th and 6th grade may switch electives at the mid-year

*Denotes art or music integration

Visual and Performing Arts Continuum (where applicable)

It is important that students are provided with opportunities to explore the visual and performing arts. These opportunities allow students to not only learn critical content and knowledge but to also explore their identity within these disciplines. To the greatest extent possible, schools should schedule students into VPA classes as outlined below. In schools where sufficient staffing is not available, modifications can be made.

Connection to High School Programming

Upon matriculation into high school, ninth students may have the opportunity to spend a quarter exploring the different pathways available to study. Students are immersed into introductory courses in culinary, music, dance and theater where they learn of the multi-facets of the discipline and are explained the course of study in grades 10-12. This pathway is alongside a rigorous academic program. Note: schools may not have the opportunity to offer culinary instruction in grades 3-8.

Programming in Grades K-8

| Grade Span | Programming | Rationale | Scheduling |
|------------|---|--|---|
| K-1 | Assigned classes <i>Students receive general studies in music and art for ½ the year in each discipline.</i> | Visual Arts and Music <i>Students begin to build a strong foundation in music and visual art.</i> | <ul style="list-style-type: none"> • K begins with art and ends the year with Music • G1 begins with music and ends with art • K/1 schedules are switched after Q2 |
| 2-4 | Assigned classes <i>Students spend 1/3 of the year in a specific discipline and are taught how the trajectory will unfold over grades 5-8 if they decide to focus in that discipline.</i> | Visual Art (grade 2), Dance, Music and Theater <i>Students continue to build their art and music foundation and dance, music and theater are layered in. In grades 3 & 4, Visual Arts integration is included during one trimester of music</i> | <ul style="list-style-type: none"> • Trimester dates are set • Grade level schedules rotate each trimester (3-A becomes 3-B, etc.) |
| 5-6 | Elective classes (½ year) <i>Students have the option of switching their elective at the mid-year but also have the opportunity to study their elective for the whole year.</i> | Visual Art, Dance, Music and Theater <i>Students have the opportunity to study their elective for the duration of the year or can sample other electives throughout 5th and 6th grade. By the end of 6th grade, students should have selected a discipline to study for 7th and 8th.</i> | <ul style="list-style-type: none"> • 5/6 elective A (includes art) • 5/6 elective B (includes music) • Q1/Q2 - 3 days per week • Q3/Q4 - 4 days per week |
| 7-8 | Elective classes (full year) <i>Students spend the full year in grades 7 and 8 studying their selected discipline.</i> | Visual Art, Dance, Music and Theater <i>Students select an elective to study for the entire year.</i> | <ul style="list-style-type: none"> • 7/8 elective A (includes art) • 7/8 elective B (includes music) • Q1/Q2 - 3 days per week • Q3/Q4 - 4 days per week |

Revised Schedule Expectations

In order to ensure maximal instructional time for subject areas, schools are expected to create revised schedules on certain days. The network may help arrange these schedules to ensure norming can occur.

- K-8 MAP Testing (2 times per year)
- K-12 Interim Testing (3-4 times per year)
 - Subject areas should have part of the afternoon to begin scoring their assessments on their day(s) of testing
- Content PD (if applicable)
 - Grade band content PD in areas like 5-8 ELA or 5-8 math, etc.

Science and Social Studies Scheduling

It is critical that students build content knowledge as well as discipline related vocabulary in both science and social studies. Most research says that students' reading ability is mostly determined by their level of content knowledge. As such, BRICK strives to ensure that students in grades K-12 have significant access to rigorous, engaging and relevant science and social studies instruction.

Grades K-2 | Students have science or social studies 4 days per week. Typically, students have 2 quarters of science and then 2 quarters of social studies

Grade 3 | students have science and social studies 4 days per week for 40 minutes

Grades 4-8 | Students have science and social studies 4 days per week for 60 minutes and 3 Fridays per month

K-4 Fun Friday/iDREAM Dollar Store

All schedules include the Fun Friday/iDREAM Dollar Store time weekly - this ensures that instructional time is not compromised for BRICK's positive behavior system. SEL teams will work to plan these events and roll out to staff and students.


All staff members are available to assist with Fun Friday and/or iDREAM Dollar Store.

| | |
|-------|--|
| 11:25 | Transition |
| 11:30 | Lunch 11:30-11:50 |
| 11:35 | |
| 11:40 | |
| 11:45 | |
| 11:50 | |
| 11:50 | Transition |
| 11:55 | Fun Friday! 11:55 -12:40 45 minutes |
| 12:00 | |
| 12:05 | |
| 12:10 | |
| 12:15 | |
| 12:20 | |
| 12:25 | |
| 12:30 | |
| 12:35 | |
| 12:40 | |
| 12:40 | Transition |
| 12:45 | Pack - Up & Dismiss 12:40 - 1:00 |
| 12:50 | |
| 12:55 | |

The schedule to the left is an example of a Friday that includes Fun Friday/iDREAM Dollar Store. Times may vary based on region.


All students who achieve Level 2 or 3 iDREAM status are invited to participate in Fun Friday or the iDREAM Dollar Store. Students should be grouped based on participation during the end of the lunch period (K-3) and ready for pick-up or are escorted to the event.

Schools are advised to alternate their K-2 and 3/4 events to maximize their schedule. On a week when K-2 is having Fun Friday, grades 3/4 should have an iDREAM Dollar Store.

- MBMs must be completed by SEL/OPs for all Fun Friday/Dollar Store events
- Classes arrive to the event by the time listed on the schedule and leave promptly when the event ends.
-  **<Operations & Culture Action>** Create a calendar of alternating events (using provided templates)

5-8 Fun Fridays

All schedules in grades 5-8 include a period devoted to Fun Friday. The schedule in grades 5-8 is flexible and can be tweaked to provide different times for Fun Friday events (although the gym might not be available). For example, grades 5/6 might have Fun Friday period 3 and 7/8 might have it period 4. Schedules should account for enrichment teachers being able to participate. Students in grades 5-8 have more investment in free time or open gym rather than iDREAM Dollar Store and schools are encouraged to plan based on student feedback.

-  **<Operations & Culture Action>** Work to create the best option to maximize the Fun Friday events
 - Additional guidance will be provided for 5-8 Fun Fridays

End of Day

| | | | | | | | | | | | |
|---|----------------------|----------------------|------|----------------|------|------------------|------------------|---|------|------|---|
| <table> <tr> <td>3:45</td><td><i>iDREAM Scores</i></td></tr> <tr> <td>3:50</td><td rowspan="2">Pack-Up</td></tr> <tr> <td>3:55</td></tr> <tr> <td>4:00</td><td rowspan="4">Dismissal</td></tr> <tr> <td>4:05</td></tr> <tr> <td>4:10</td></tr> <tr> <td>4:55</td></tr> </table> | 3:45 | <i>iDREAM Scores</i> | 3:50 | Pack-Up | 3:55 | 4:00 | Dismissal | 4:05 | 4:10 | 4:55 | Grades K-3 <ul style="list-style-type: none"> “Pack-Up” from 3:50 to 4:00 is when teachers should be leading pack-up (homework, bags, etc.). Pack-up should not begin before 3:50 pm. “Dismissal” - all classes should be at their dismissal point by 4:00pm for a quick dismissal. Doors should not open before 4:00 pm |
| 3:45 | <i>iDREAM Scores</i> | | | | | | | | | | |
| 3:50 | Pack-Up | | | | | | | | | | |
| 3:55 | | | | | | | | | | | |
| 4:00 | Dismissal | | | | | | | | | | |
| 4:05 | | | | | | | | | | | |
| 4:10 | | | | | | | | | | | |
| 4:55 | | | | | | | | | | | |
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| 3:50 | <i>iDREAM Scores</i> | | | | | | | | | | |
| 3:55 | Pack-Up | | | | | | | | | | |
| 4:00 | Dismissal | | | | | | | | | | |
| 4:05 | | | | | | | | | | | |

Lunch Periods

| | | |
|---|-------|---------------------------------------|
| Transition | 10:55 | Transition |
| Period 4 11:00-11:45 (45 min) | 11:00 | [Lunch/Recess] 11:00-11:20 |
| | 11:05 | |
| | 11:10 | |
| | 11:15 | |
| | 11:20 | [Lunch/Recess] 11:20 -11:40 |
| | 11:25 | |
| | 11:30 | |
| | 11:35 | |
| | 11:40 | Transition |
| Transition | 11:45 | Transition |
| Period 5 11:50-12:35 (45 min) | 11:50 | [Lunch/Recess] 11:50-12:10 |
| | 11:55 | |
| | 12:00 | |
| | 12:05 | |
| | 12:10 | [Lunch/Recess] 12:10-12:30 |
| | 12:15 | |
| | 12:20 | |
| | 12:25 | |
| | 12:30 | Transition |
| Transition | 12:35 | Transition |
| Period 6 12:40-1:25 (45 min) | 12:40 | [Lunch/Recess] 12:40-1:00 |
| | 12:45 | |
| | 12:50 | |
| | 12:55 | |
| | 1:00 | [Lunch/Recess] 1:00-1:20 |
| | 1:05 | |
| | 1:10 | |
| | 1:15 | |
| | 1:20 | Transition |
| Transition | 1:25 | Transition |

All staff members on the school's SEL team (Social Workers to observe student dynamics and build relationships) and selected Ops team will be responsible for leading and running lunch and recess according to the expectations and procedures outlined in the individual school's culture plan. Instructional Admin may be assigned and/or serve as substitutes on an as-needed basis but schools are encouraged to develop a plan to avoid this option. Schools may also assign instructional staff, including enrichment staff members, to assist with lunch.

Lunch/Recess times have been allocated in the schedule and should not be adjusted. At full scale, a maximum of 9 classes will have lunch at any one time.

Recess is mandated 20 minutes/day by the state (except on early dismissal days). Schools can determine which classes should go to lunch and which should go to recess first. Each class' schedule should be adjusted accordingly. Keep in mind that your MBM for lunch/recess should include the timing to get from the playground to the lunch room, etc.

Early Dismissal Days

Students in grades K-3 eat in their classrooms from 11:30 to 11:50 am and are supervised by their homeroom teachers. The lunches should be bagged and easy to clean up.

Students in grades 4-8 are provided a "Grab-n-Go" lunch on their way out of the school building.

Breakfast

All students must be offered a breakfast (“Breakfast After the Bell”), despite their arrival time. After 8am, arriving students should be able to pick up breakfast before arriving to class. Teachers should build a system to ensure students can quickly eat their breakfast and then join instruction.


-  **<Operations Action>** Build system for breakfast procedure, including supervision

Morning Meetings

All K-8 classrooms begin the day with Morning Meeting from 8:00 - 8:30 am four days per week. This time should be held sacred and all students should be engaged in the lesson beginning promptly at 8:00 am.

Community Meetings

All grades engage in a Community Meeting/Town Hall on Fridays. The goal of these weekly community meetings are to celebrate success (iDREAMers, honor roll, etc.) as well as build community and roll out SEL related themes and priority messages. Community meetings are organized by the grade level leaders and the culture team and led in conjunction with other grade level admin.

-  **<Operations & Culture Action>** Identify when each grade band will host their Community Meeting; build school wide procedures to ensure efficient arrival and dismissal within the time constraints.

Convocations

Schools may elect to host a Monthly Convocation where multiple grade bands come together (K-4 and 5-8). During these Convocations, the focus may be on recognizing attendance, honor roll or some other school wide initiative.

-  **<Operations & Culture Action>** Identity purpose and cadence of Convocation Meetings

Schedule Guidance | K-8

The BEN schedule is designed to ensure that the BEN instructional model can be implemented with fidelity. BEN has created a blueprint schedule that schools may slightly tweak to meet their individual staffing needs and constraints. All school schedules are reviewed by the regional and network leads to ensure consistency.

Structure of Schedule:

The schedule is built in 5 minute increments and blocks are timed to ensure the curriculum is able to be taught within the timeframe. Schools can use discretion to set expectations for transitions to add additional minutes to each class period.

| | |
|-------|-------------------------------|
| 12:15 | <i>iDREAM Scores</i> |
| 12:20 | Transition |
| 12:25 | Recess 12:25 -12:45 |
| 12:30 | |
| 12:35 | |
| 12:40 | |
| 12:45 | Lunch 12:45-1:05 |
| 12:50 | |
| 12:55 | |
| 1:00 | |
| 1:05 | Transition |
| 1:10 | Lit Core Lesson |

Transitions & Timing

Transitions have been built into the schedule in 5 minute increments to provide travel time to/from destinations.

- The example below means that between 12:15 and 12:20 iDREAM scores are put in.
- From 12:20 to 12:25, the class is transitioning to Recess. The class **MUST** arrive at recess by the next time increment, in this case 12:25.
- The class must arrive in the lunch room by 12:45 and finish eating by 1:05.
- The class transitions to next period/location from 1:05 to 1:10; at 1:10 the Lit Core Lesson must begin

“iDREAM Scores” (BLUE)

The schedule must include 5 minutes throughout the day at the conclusion of a subject or period of time where the teacher records the iDREAM score in Kickboard. Teachers **MUST** use the time allocated in the schedule to record iDREAM scores to ensure 100% of scores are put in. The example above means that between 12:15 and 12:20 iDREAM scores are put in. Once the school schedule has been established, the number of iDREAM scores required for each day can be identified and factored into the school culture plan.

| | |
|--------------|---|
| 9-12 History | Annotated lesson readings (all documents or sources that students read in the lesson) Annotated lesson plan Exemplars for exit tickets |
| K-8/RCO | Annotated lesson plans [resources attached to digital] Slide deck w/ notes Differentiated instruction plan [1:1, center, independent practice, whole group] |

Posting of Lesson Plans

Teachers are required to make a second copy of their final annotated lesson plans (including annotated texts, etc.) and make them available outside their classroom door on a daily basis. Refer to the [Instructional Guidebook](#) for more details. Leaders must check that all listed items below are posted outside the classroom.

Rationale: Annotated LPs allow for any coach (IL or director) to effectively support and develop based on the current material being presented. Prior to providing feedback, any coach should first look over the day's lesson plan to get an overview of the student activities and exemplars.

| Grade/Subject | Items to be Posted Outside Classroom |
|-----------------|--|
| Morning Meeting | N/A |
| PK | Schedule Annotated theme plan Lesson plan |
| K-4 Math | Annotated lesson plan Exemplars for students work and exit tickets |
| K-4 ELA | Annotated lesson plans Exemplars for all Wit & Wisdom/CKLA Skills embedded assessments |
| K-3 Sci/SS | Student work exemplars (workbook pages) |
| 5-8 Math | Annotated lesson plan Slides Exemplars for exit tickets |
| 5-8 ELA | Annotated text Annotated lesson plan Exemplars for exit tickets |
| 4-8 Science | Printed slide deck with speaker notes OR Printed lesson plan doc Student work exemplars (including exit tickets) |
| 4-8 History | Annotated lesson readings (all documents or sources that students read in the lesson) Annotated lesson plan Exemplars for exit tickets |
| 9-12 Math | Lesson planning cover sheets Teacher edited/annotated lesson plans Student work exemplars |
| 9-12 ELA | Annotated lesson plan Student work exemplars |
| 9-12 Science | Lesson planning cover sheets Teacher edited/annotated lesson plans Student work exemplars |

| Grade/Subject | Lesson Plan Deliverables |
|-----------------------|---|
| Morning Meeting (K-8) | K-4 teachers are expected to add the SEL lesson number on the lesson pacing sheet 5-8 teachers are expected to write the SEL lesson number on the board |
| PK | Annotated theme plan Lesson plan |
| K-4 Math | Lesson pacing sheet (lesson numbers and plans for small group instruction) Annotated lesson plan Exemplars for students work and exit tickets |
| K-4 ELA | Lesson pacing sheet (lesson numbers and plans for small group instruction) Annotated lesson plans Exemplars for all Wit & Wisdom/CKLA Skills embedded assessments |
| K-3 Sci/SS | Student work exemplars (workbook pages) |
| 5-8 Math | Annotated lesson plan Teacher Monitoring Document (Student Work Exemplars that meet CFS) Exemplars for exit tickets |
| 5-8 ELA | Annotated text Slide deck with notes Exemplars for exit tickets Active Monitoring Tracker |
| 4-8 Science | Printed slide deck with speaker notes OR Printed lesson plan doc Student work exemplars (including exit tickets) |
| 4-8 History | Annotated lesson readings (all documents or sources that students read in the lesson) Annotated lesson plan Exemplars for exit tickets |
| 9-12 Math | Lesson planning cover sheets Teacher edited/annotated lesson plans Student work exemplars |
| 9-12 ELA | Annotated lesson plan Student work exemplars |
| 9-12 Science | Lesson planning cover sheets Teacher edited/annotated lesson plans Student work exemplars |
| 9-12 History | Annotated lesson readings (all documents or sources that students read in the lesson) Annotated lesson plan Exemplars for exit tickets |
| K-8/RCO | Annotated lesson plans [resources attached to digital] Slide deck w/ notes Differentiated instruction plan [1:1, center, independent practice, whole group] |
| K-8/RCI | Annotated lesson plan [specific student needs addressed] |

Intellectual Prep & Feedback

Teachers are required to annotate lessons and complete exemplars for every day of instruction as designated by each department. These steps will provide teachers the opportunity to internalize high-quality lessons before delivering them.

Scope and Sequence/Pacing

Scope and sequence pacing documents are linked to the [BEN Resource Page](#) and teachers/IL should refer to it on a daily/weekly basis. Since unit unpacks and lesson unpacks are scheduled on the network level, it is crucial that teachers adhere to network pacing guidelines. If a teacher falls behind, he/she should work with their direct IL to get back on track, whether it is to use flex days or combine lessons. ILs will closely monitor pacing expectations at their respective schools within the network to ensure fidelity.

Teachers are required to use a pacing Google Sheet (if applicable) to plot out lessons to organize and plan for small group instruction. This document should be completed using the pacing guide provided by the department. Co-teachers should use this document to organize their plans and keep up to date (K-2 ELA and Math Leads - complete one document per team). These files should be kept in each teacher's Google Drive [Teacher Documentation Folder](#) is shared with their IL. **ILs should check for completion.**

Lesson and Unit Unpack Prep

For lesson and unit unpack prework, teachers are required to submit pre-work to the IL (cc course lead/department course lead). Admin should follow up with the teacher if prework has not been submitted, not the course lead/department lead.

Intellectual Prep Submission

With most lessons already created, weekly annotated lesson plans are to be submitted via scan or copied to your direct IL and placed in the [Teacher Documentation Folder](#). Lesson plans are due (at least) by 8am on Wednesdays before implementation (may be adjusted by school). Adhering to this due date will allow all teachers to be prepared for Lesson Unpacks while also allowing for sufficient time to make adjustments based on feedback prior to execution. *Follow progressive discipline protocol for late or no submission of LPs.*

Lesson plan submission will be recorded weekly in SchoolMint, where teachers will receive three equally weighted rubric scores:

- Submission score for completion
 - 3 - All LP submission guidelines have been met and is on time
 - 2 - Most LP submission guidelines have been met and/or is late by 1 day
 - 1 - Some LP submission guidelines have been met and/or is late by 2-3 days
 - 0 - Little or no LP submission guidelines have been met and/or is late by 4+ days
- Score for scaffolds and accommodations that include student names/initials.
 - 1 - Yes
 - 0 - No
- Score for adherence to pacing expectations according to Scope and Sequence
 - 3 - on pace
 - 2 - one lesson off pace
 - 1 - two-three lessons off pace
 - 0 - four+ lessons off pace

| | |
|--|---|
| <p>Lesson Planning and Delivery <i>Planning and delivering effective specialized instruction</i></p> | <p>Teachers:</p> <ul style="list-style-type: none"> Choose the most effective co-teaching models based on the lesson content and format, student needs, and teacher skill. Determine their roles and the students they will work with based on teacher skill and student need. This means certification should <u>not</u> pre-determine teacher roles in each lesson. Both teachers are building teaching skills and establish themselves as classroom leaders to achieve ambitious results with students. <p>Coaching Support:</p> <ul style="list-style-type: none"> Coach holds IPP meetings with both teachers to plan individual roles and get feedback on implementation. |
| <p>Data Collection & Feedback <i>Maximizing both teachers</i></p> | <p>Teachers strategically plan how they will collect and respond to data.</p> <ul style="list-style-type: none"> Teachers plan their response to data collected during the previous day's lesson of what to review, scaffold, or re-teach. Collect data on content mastery to review in weekly meetings for subsequent lessons. Collect data in-the-moment that can be quickly reviewed during or after the lesson. Use a common/shared data capture system that allows both teachers to analyze and respond to trends. <p>Coaching Support:</p> <ul style="list-style-type: none"> Assess teachers on their data collection and analysis skills to tailor Looking at Student Work (Data0 meeting and skill-building). |

| | |
|--|--|
| <p>Unit Unpacking <i>Deepen content understanding, prioritize skills & knowledge, and plan access and rigor for access</i></p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Unpack the unit together. • Respond to data analysis through differentiation. <p>Coaching Support:</p> <ul style="list-style-type: none"> • Lead unit unpacking protocol with co-teachers. • Monitor the effectiveness of planned supports for Exceptional Learner through observation and subpopulation data analysis. |
| <p>Weekly Co-planning Meeting <i>Develop the partnership & planning instruction</i></p> | <p>Teachers:</p> <ul style="list-style-type: none"> • Share positive and constructive feedback with one another. • Review prior week's data to plan response. • Preview upcoming lessons to plan the most effective flow-of-the-block and accommodations based on the demands of the lesson and student needs. • Ensure teachers know the preparation and instruction they are responsible for each day. <p>Coaching Support:</p> <ul style="list-style-type: none"> • Join a co-planning meeting as needed to share feedback (may reduce/increase over the course of the year). • If weekly meetings are overly tactical, consider more frequent touchpoints for teachers to reflect on lessons and make adjustments. |
| <p>Feedback <i>Developing partnership & instruction</i></p> | <p>Teachers give one another candid feedback that improves the quality of instruction and strengthens relationships.</p> <ul style="list-style-type: none"> • Teachers share and implement feedback in the moment and during weekly meetings. • Feedback on the working relationship and instruction is specific, names the action and impact, and assumes the best. • Feedback is given and received with the purpose of improving instruction and spirit of gratitude. <p>Coaching Support:</p> <ul style="list-style-type: none"> • Provide feedback on the quality of feedback between co-teachers. • Set up a mini-stepback between co-teachers as needed. |
| <p>Inclusive Classroom Environment <i>Respect for difference and a conducive learning environment</i></p> | <p>Teachers closely collaborate with one another and with students to build a culture of inclusivity.</p> <ul style="list-style-type: none"> • Groupings and support are flexible, based on the needs of scholars NOT solely whether they have an IEP. • Teachers and students use inclusive language that matches our values to ensure that all scholars are embraced in the classroom. • Students comfortably direct questions to either teacher and view all as classroom leaders. • Both teachers support all students equitably (note: not equally). <p>Coaching Support:</p> <ul style="list-style-type: none"> • Conduce classroom environment walkthroughs and share feedback. |

- **Math/Science/SS Teacher** | When not co-teaching, the Math teacher plans and preps the Math Power-Up (30 min.) and Math Core Block (60 min.) for Homeroom A and B. Plans and preps Science/Social Studies block (45 min) and Morning Meetings, and review plans for ELA Core Block (45 minutes)

Co-planning is a time when co-teachers plan together to prepare for lessons throughout the week for co-teaching blocks. Co-Planning should happen during scheduled enrichment periods and should include:

| ELA Content | Math Content | Culture |
|---|---|---|
| <p>Both ELA Teachers</p> <ul style="list-style-type: none"> ● complete IPP and exemplars for lessons ● Look at student work from the Core Block to identify trends ● Plan for small group based on skills, assessments, and interims ● Review assessment data to develop a plan for targeted skills review in small group instruction | <p>Both Math Teachers</p> <ul style="list-style-type: none"> ● complete IPP and exemplars for lessons ● use data to identify pathways for aggressive monitoring, ● focus on a group of students from Exit Ticket data ● plan skills to review during Power-Up | <p>Check in about culture of the classroom (i.e. going over what is working/what is not, ensuring both people know their roles in the classroom)</p> <ul style="list-style-type: none"> ● Ensure SEL focus skills are embedded into ELA & Math lessons ● Discuss trends highlighted from iDreams scores |

Below is the general overview of creating a successful co-teaching partnership including teacher actions and coaching support.

| Indicator | Teacher Actions & Coaching Support |
|---|---|
| <p>Beginning of the Year Co-teacher Partnership Meeting(s) <i>Establish a vision for Partnerships</i></p> | <p>Teachers:</p> <ul style="list-style-type: none"> ● Establish a foundation of trust and a shared vision for the class. ● Align on teacher expectations for communication, giving one another feedback, and initial expectations for planning and instruction. ● Set weekly meeting co-planning time and place where notes are captured and shared with the leader. ● Discuss the instructional approaches that will maximize the impact of two teachers based on student needs, teacher experiences and skills, and class content. This must include how teachers intend to support Exceptional Learners. <p>Coaching Support:</p> <ul style="list-style-type: none"> ● Share an agenda template emphasizing relationship-building and classroom vision. ● Establish baseline expectations for communication, planning, and initial structures. ● Give feedback on the classroom vision, emphasizing how it aligns with the school vision, needs of students, and teacher development. ● Conduct walkthroughs with other leaders to provide feedback on classroom environment and teacher dynamics. ● Establish a regular schedule of IPP feedback and class observations. |

Co-Teaching in Grades K-3

Co-teaching is an essential part of BRICK Education Network’s K-3 model. During instruction, teachers serve as equal partners, assume flexible roles, and apply different co-teaching models to meet specific learning objectives and scholar needs. Both teachers in the classroom should be completely prepared for the day’s lessons to ensure learning is maximized. When teachers are co-teaching, the expectation is that both teachers are engaged in the lesson and that both teachers are circulating and providing feedback to students. During instructional blocks, both teachers should play an active role in supporting all learners, which may include monitoring their own small groups and independent groups in the classroom to ensure all behavioral and academic expectations are being met. Both teachers own all data for their collective classrooms. Ultimately, a successful co-teaching classroom is one in which observers do not know who is the more experienced teacher or the less experienced teacher because students view them in the same way and there is a culture of feedback and mutual respect in the classroom.

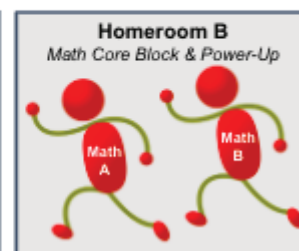
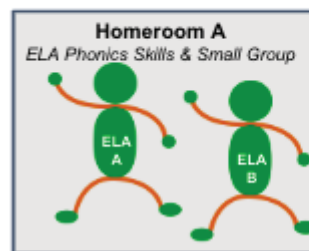
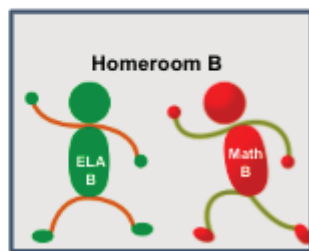
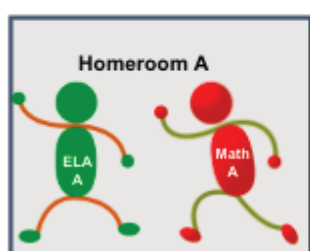
There are two types of co-teaching in the K-3 classrooms.

Classroom Co-Teaching:

- Morning Meeting
- ELA Core Block (45 min)
- Lunch/Dismissal/Transitions

Content Co-Teaching:

- ELA: Phonic Skills & Small Group
- Math: Math Power Up & Math Core Block



For classroom co-teachers (Math and ELA teachers from the same homeroom) start the day off in their homeroom class and lead morning meetings together. They will co-lead or co-teach other parts of the day, ELA core block, lunch, and end of day dismissal. They work together to create a strong classroom culture and strong relationships with students in their homeroom classroom.

In content co-teaching, teachers build their content expertise by co-facilitating lessons and supporting all students in their specific content. In both Phonics Skills and ELA Small Group parts of the school day, ELA teachers will co-teach across grade level the same phonics lesson and plan small group(s) for both homerooms. Similarly in Math, Math teachers will co-teach across grade level in Math Power Up and Math Core Block for both homerooms.

| Classroom Co-Teaching | Content Co-Teaching | Planning Time |
|--|--|--|
| <ul style="list-style-type: none"> • Morning Meeting • ELA Core Block (45 min - half block) • Lunch/Dismissal/Transitions | ELA: <ul style="list-style-type: none"> • Phonic Skills • Small Group Math: <ul style="list-style-type: none"> • Math Power Up • Math Core Block | <ul style="list-style-type: none"> • Science/SS (45 min) ELA Teacher Planning Time • ELA Core Block (45 min - half block) Math/Sci/SS Teacher Planning Time • Enrichment (45 min) Both Teachers Planning Time |

Prep Responsibilities:

- **ELA Teacher** | When not co-teaching, the ELA teacher plans and preps the ELA Core Block (90 min.), Phonic Skills (60 min.) and small group instruction (30 min.) for Homeroom A and B; Plans and preps Morning Meeting for their respective homeroom.

Course Leads

- *Note: course lead roles are activated for grades/contents that are across multiple schools; positions are dependent on funding*
- K-8 ([job description](#))
 - Lead unit and lesson unpacks for one grade level subject area (2 in science and SS)
 - Meet regularly with ALT director to prep for unit and lesson unpacks
 - Solicit feedback and trends from ILs in all campuses and integrate into unpacks
 - Regularly communicate with IL assigned to his/her grade level for feedback and trends
- HS Department Course Lead ([job description](#))
 - Lead department course meetings, including unit unpacks, for 2-3 courses
 - Meet regularly with ALT director to prep for course meetings
 - Solicit feedback and trends from ILs in all campuses and integrate into course meetings

Individualized Learning Time Leaders

- Work directly with content area IL to ensure programming and student supports are in place
- Attend network PD in the content area
- Adhere to scope and sequence outlined in respective content guidebooks.

Network Communication and Support

Leadership Matters and BEN Resource Page

School leaders will receive network updates from weekly communication called Leadership Matters. Leadership Matters, Network PD, guidebooks, and content scope & sequence documents, along with other network reference materials, will be organized on the [BEN Resource Page](#). School leadership teams should use the information to plan for implementation at their individual schools.

- Pro Tip: integrate reviewing components of Leadership Matters into each week's *Leadership Team Meeting*.

Leadership Matters:

- Goal: the goal of leadership matters is to limit one off emails to multiple people over the course of the week and to push teams to proactively plan communication to leaders across the network
- Content: Departments provide key updates to leaders to ensure consistent and documented communication. Leaders can go back to LM to confirm or review information. Departments are encouraged to identify items that impact multiple stakeholder groups and should be clearly communicated weekly

Academic Leadership Team Directors

ALT directors meet either weekly or bi-weekly with respective VPs to discuss, plan and observe the program. VPs are asked to ensure meeting times are kept sacred and if an emergency arises, contact the director to reschedule. VPs and directors should complete all pre-work and/or materials prep prior to the scheduled meetings to ensure efficient use of time.

All members of the ALT

- Monitor program implementation and holding admin accountable through difficult conversations, problem-solving and support
- Carry out BRICK's core values through all actions and conversations
- Provide initial and ongoing professional development for staff

Academic Directors

- Research, design, plan, and turn-key BRICK's academic program & make revisions as needed
- Provide high-quality materials for students and teachers
- Support ILs in the implementation of the program and building his/her content expertise (weekly/biweekly Director/IL meetings)
- Provide ILs with action steps on program implementation through SchoolMint

Director of Special Education

- Co-manage CST case managers with school leaders
- Meet bi-weekly with principals (who oversee CST at the school level)
- Provide training and support for special education teachers and CST case managers regarding special education law and compliance
- Support school leaders with steps for responding to academic and behavior programming for special education students

Managing Director of Program Integration, Director of Ubuntu & SEL Curriculum

- Research, design, plan, and turn-keying BRICK's Ubuntu Culture & SEL program & make revisions as needed
- Provide Culture Leaders with action steps on program implementation through SchoolMint
- Provide coaching and development around culturally responsive and sustaining Restorative Practices, Healing Centered Engagement, Anti-Bullying, Intervention & Referral Services (I&RS), 504 Planning, School Culture & Climate, and social emotional supports
- Provides coaching to School Social Worker, as needed
- Manages Director of BRTS

Network Wellness Days

For campuses that have an early release day

For up to (5) early release days per year, school campuses can schedule Wellness Days in which teachers and TAs will be permitted to leave by 1 pm for self-care. Two Wellness dates have already been scheduled by the network and cannot be moved; these days are the days prior to Labor Day and Memorial Day. Schools may schedule the remaining 3 Wellness Days during dates identified as school-based PD days ONLY; these dates must be confirmed with the superintendent by June prior to the start of the school year and noted on the academic calendar. . If a school does not have an early release day, the principal and superintendent can work together to recommend appropriate ways to incorporate self-care.

Please note: If schools share a building, Wellness Days must occur on the same dates.

It is the responsibility of each campus to properly notify staff and establish a dismissal procedure to allow for timely student dismissal at 12:45. School leaders will be responsible for addressing late pick-up students. No meetings should be scheduled after 1 pm.



School-Based Data Days

During each interim cycle, interim scoring and analysis will occur during school based PD. In particular, the early dismissal day during the week of interims will be used for scoring and the following week's early dismissal days will be used for analysis and planning. Schools are responsible for organizing this time for impacted staff and planning accordingly for non-interim instructional staff.

Weekly Meeting Protocols

All BEN schools will participate in department meetings led by content leads or instructional leaders once per week. These meetings are meant to be dynamic and can include such topics as unit/lesson unpacks, data meetings, a short practice clinic, etc. Network directors will collaborate with school-based leaders to develop department meetings. Refer to the [planning document](#) to determine the length of department meetings each week.

Meeting Protocols

| | | | | |
|--|--|--|---|--|
| K-4 ELA | 5-8 Humanities | K-4 Math | 5-8 Math | Culture |
| CKLA Skills Toolkit | Looking at Student Work Protocol | K-4 Math Collaboration Meeting Slides | Data Meeting Template | SY 24-25 Culture Data Meeting Facilitation Guide (Revising) |
| Wit & Wisdom Toolkit | | Meetings Unit Unpack Protocol Lesson Unpack Protocol Looking at Student Work Protocol | Meetings Unit Unpack Protocol Lesson Unpacks Protocol Looking at Student Work Protocol | Unit Unpack Protocol |
| HS Humanities | HS STEM | HS Language, PE, and Arts | |  Copy of GAES- ... (Revising) |
| Looking at Student Work Protocol Data Meetings Unit Unpack Results Meetings | Looking at Student Work Protocol Data Meetings Unit Unpack Results Meetings | Looking at Student Work Protocol Data Meetings Results Meetings | |  Copy of GAMS ... (Revising) |

Network-Created Content or School-Based Professional Development

All BEN schools will dismiss early one day per week to allow staff to engage in network-created content PD or school-based PD on content, school systems/routines, SEL, etc. Frequency may vary. PD topics will be shared by school-based leadership teams. Schools may decide to hold a staff meeting prior to the weekly PD session. The PD Scope and Sequence will be linked on the [BEN Resource Page](#).

| Network PD/Meetings Expectations |
|---|
| <ul style="list-style-type: none"> Schools must operationalize dismissal to allow instructional staff/admin to leave school sites for prompt PD start time Schools may decide to have a school-based meeting before the network meeting starts. That will be at the school's discretion. School leaders accurately track attendance and any prework. Staff-Based PD/Meeting topics are to be organized on a planning document and shared with the Superintendent for feedback at least 1 week prior to the scheduled date |

Department + Priority Goal Development

Finally, ALT will develop quarterly department (implementation, survey, student achievement) goals AND annual priority goals. This work will also require the crafting of survey questions to gather perception data on these goals. ALT will be required to update department goals quarterly based on win plans/pivots.

Staff Summer Institute & Ongoing Professional Development

New Staff Regional Institute & Culture of Belonging

All new staff members report to work on August 1 to begin an informative, intense, engaging and joyful institute experience led by their regional superintendent and school leadership team. Staff members will engage in sessions designed to foster reflection, values alignment and understanding of the students, families and communities they serve. Staff members will leave the New Staff Institute with a deeper understanding of BRICK's mission and their integral role in delivering on that mission for students and families.

Culture of Belonging PD | Regional leadership trains new staff on BRICK's Culture of Belonging model using materials provided by the network. Regional leaders have the opportunity to revise the sessions to better meet the needs of their school(s).

Regional superintendents will develop the scope of the New Staff Institute sessions and lead in the planning and facilitation of the institute in conjunction with school leaders.

BEN Basecamp | New Teacher Professional Development

For all new staff or returning staff in new positions, the network will organize Basecamp for 3-4 days of professional development prior to returning staff institute. These staff members will engage in an orientation to BRICK values and beliefs and participate in professional development on content, culture/SEL, and key teacher taxonomy techniques. Returning staff may be asked to attend Basecamp if tiered support is required or if assuming a new role. Identifying those staff members will be a school-network collaborative effort.

Prior to Summer Basecamp, attendees will receive communication from the network that includes directions on how to access the prework (located on the [BEN Resource Page](#)) along with logistical information for successful participation in Basecamp.

Summer Staff Institute | All Staff Professional Development

Summer Staff Institute is a collaboration between the network and schools to ensure all staff members are well-equipped to begin the school year. This will take place in August. The first day of Staff Institute includes either a network kick off event or regional kickoff event. Summer Staff Institute is a collaboration between the network and schools to ensure all staff have the necessary professional development to begin the school year. Network staff will create pre-identified content and SEL PD, turnkey the necessary information to respective school leaders, and school leaders will present the required PD to school-based staff. School leaders will ensure that staff attend all required sessions and complete all pre-work shared by the network. School-based leaders will plan and deliver all other sessions that are aligned to annual priority goals, staff and student culture, and operations/legal matters, while holding staff members to complete deliverables for a successful launch to the school year.

Prior to Summer Staff Institute, staff will receive communication from school-based leadership that includes directions on how to access the prework (located on the [BEN Resource Page](#)) along with logistical information for successful participation in Institute.

| Stakeholder Group | ALT | Schools | Network Leadership |
|-------------------|----------------------------------|---------|----------------------------------|
| Admin | Yes | Yes | Yes |
| Teachers | Yes | Yes | Yes |
| Students | Optional (ideally through Admin) | Yes | Optional (ideally through Admin) |
| Parents | No | Yes | No |
| Board | No | Yes | No |
| Community | No | Yes | No |

Big Rocks Reflection

Directors will then incorporate this feedback and complete a reflection on their individualized department, called the "Big Rocks" Reflection. Academic categories may include: Curriculum Development, Curriculum Internalization, Assessment + Analysis, Professional Development. For Student Supports, categories may include: Social Emotional Learning, Multi-Tiered Systems of Supports, Culture/Environment, Professional Development, Progressive Discipline. Directors may add additional "Big Rocks" as needed. Reflections will be shared in the March Strategy Meeting.

Tenet and Driver Reflection

ALT members will work in groups to reflect on program components -what's working, what's not and ideas/possible solutions using specific evidence and absorbed, implicit feedback from stakeholders. Reflections will be conducted in the March Strategy Meeting.

Priority Planning

ALT will then engage in Strategic Planning sessions to develop the Priority Goals for the upcoming school year and for individual departments. Priority Planning should start in March with formal ALT collaboration occurring in the April Strategy Meeting.

Tenet and Driver Shifts Finalized

ALT members will work in adhoc to finalize the feedback from the tenet and driver reflections to create a plan for the upcoming school year. Final shifts presented at the June Retreat.

Curriculum Finalization/Curriculum Ordering

ALT then transitions to finalizing all curriculum materials for the upcoming school year. This includes: assessments, teacher/student materials, etc. Directors must also update school-based academic curriculum ordering plans by mid-June. For all curriculum orders, directors must ensure all items are listed; for new curriculum orders, directors must link the quote and forward W9, and NJ Business License to finance and CAO. Directors will monitor progress of all action items on the ALT Strategic Planning Spreadsheet and are expected to mark completion by the due date.

- **<For new orders>** CAO will work directly with finance to secure purchase orders; the school Ops team will distribute POs.
- **<For reorders>** directors will create an inventory sheet, ILs/VPCs will take current inventory, and the school Ops team will place orders and distribute POs.

Professional Development Plan

In the next phase, ALT will update the Arc of the Year Professional Plan and begin planning for the upcoming school year professional development plan. This includes outlining all summer leader and teacher institutes sessions, along with BEN PD sessions. Directors will monitor progress of all action items on the ALT Strategic Planning Spreadsheet and are expected to mark completion by the due date. [PD Template SY 22-23](#)

Strategic Planning for Upcoming School Year

Starting in January, ALT will begin the process of strategic planning for the upcoming school year. Planning will incorporate student achievement data, stakeholder feedback, and identified curricular pivots based on the current year's priority goals.

People Matter - Cycle of Feedback

Throughout the year, ALT will gather feedback from various stakeholders on the academic model and the impact of the model to meet the individual needs of students. Each quarter, school-based staff will be surveyed. Perception data will be included in the Department Dashboard for directors and school leadership to review and respond for the upcoming quarter. Students and families will be surveyed for their input on the overall climate and instruction at their school.

| Stakeholder Group | Survey Frequency |
|-------------------|------------------|
| Admin/Teachers | 4 |
| Students | 2 |
| Parents | 2 |

Program Evaluation and Integration of State Mandates

Throughout the year, directors will be responsible for evaluating their programs based on the qualitative and quantitative feedback they receive (this includes perception data shared above) and the student performance data and teacher implementation data they collect and analyze. These data points will be gathered and synthesized to plan for immediate pivots in programming or for adjustments for implementation in the upcoming school year. If it is deemed that there may be major gaps with the curriculum or with curriculum implementation, departments will conduct an official program evaluation using a tool that will reveal if the program adheres to the Shifts and major features of the CCSS. Tool to be used will be TBD.

Additionally, for each region that we support, the Regional Superintendent will be responsible for keeping abreast of all newly adopted state-specific mandates and share accordingly with the Managing Director of Academics. The MD of Academics will then determine which mandates should be directed to ALT directors and which should be directed to the Superintendent to implement at their respective schools. If the mandate directly impacts network programming, directors will first take stock of their program to determine if and how the curriculum addresses the mandate, while determining the gaps that will need to be addressed by implementation start date. Directors will then develop an action plan and present to the Managing Director and Superintendent for review and approval. After approval, directors will memorialize curriculum adjustments in their respective guidebook. However, if the implementation of the mandate is deemed the responsibility of the specific region, the superintendent will be responsible for developing an action plan (with limited impact to curriculum implementation) and communicating directly with school-based leadership. If action planning impacts network programming, the superintendent must inform MD of Academics as soon as possible to brainstorm how to proceed.

Stakeholder Engagement

Directors will first identify a plan for stakeholder engagement and conduct sessions for individual departments with the following guiding questions:

- What skills have kids gained this year that we need to capitalize on?
- What gaps got larger this year in overall student skills (not subject specific) vs. content gaps
- What have teachers learned about their craft about teaching virtually this year?
- We know not all students mastered grade level material this year for various reasons, what ideas do you have for how to catch kids up on missed content? What support would teachers need?

Below includes Stakeholder Groups and who should include them in their Stakeholder Engagement Plan:

Staff Evaluation Resources

IPDP/CAP

[Leader Goal Setting Form Reflection Template](#) | Leaders can make a copy of this document to complete their independent reflection and submit to their manager for review prior to stamping in SchoolMint

[Non-Instructional Goal Setting Form Reflection Template](#) | Leaders can make a copy of this document and share with each of their non-instructional staff for independent reflection

Mid-Year/Annual Guidance

Mid-years will be completed for all staff using Domain 4 only. Use the [Mid-Year Evaluation Guidance Doc](#) (updated each year) for language and guidance. When conducting mid-year meetings with teachers, remind them that the mid-year observation only includes ratings for Competency 4; the final observation will include evidence for ALL Competencies. Additionally, staff will require an annual and summative evaluation. [Annual Observation Guidance](#) and [Summative Evaluation Guidance](#) (both updated annually).

Leader Mid-Year/Annual Observation Guidance

The purpose of the leader mid-year is for the leader and his/her manager to check-in against expectations to determine celebrations and focus areas. *The goal of this practice is reflection and not writing a novel to substantiate a rating.*

| | |
|--|--|
| School Leader Culture Reflection | School Leader Instruction Reflection |
|--|--|

<ACTION> All leaders (principal, VPs of Culture & Instruction) should make a copy of the doc linked above and reflect on the level of effectiveness on each of the indicators. Leaders must select a rating and add general strengths and growth areas and his/her manager must do the same ahead of the meeting. During the mid-year/annual conference, the leader and his/her manager will discuss each indicator and review evidence as needed where discrepancies in ratings may exist.

SchoolMint and Frequency Expectations

SchoolMint is the online platform schools use for planning observation feedback meetings/coaching, action steps, formal observations/evaluations, Arc of the Year feedback, lesson plan feedback, and Morning Meeting/Advisory feedback.

At the start of the school year, SchoolMint rosters will reflect coaching loads at each respective campus. Bamboo (HR site) will sync with SchoolMint to ensure all staff members are accounted for. However, if there are gaps or issues with the data in SchoolMint, please follow this workflow when updates are required.

| SchoolMint Maintenance |
|--|
| Update Meeting Frequency |
| IL notifies the Principal of change to meeting frequency. |
| Principal updates meeting frequency in SchoolMint and notifies IL when the update is complete. |

During the school year, school leaders should document feedback in SchoolMint according to the following guidelines:

| Type of Feedback | Frequency |
|--|--|
| Mid-Year/Annual Evaluations | Each required once per year for all (for Mid-Year, only Comp 4 is rated) |
| Observation Feedback Meetings/Action Steps | Weekly or Biweekly based on teacher development needs with Action Steps |
| Arc of the Year (AotY) | Weekly for ELA, Math, Science, SS |
| Lesson Plan Feedback | Weekly for all |
| Morning Meeting/Advisory | Biweekly for all homeroom teachers |

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VP of Culture | Week A

VP of Culture | Week B

Week A
SST Meeting
Principal Coaching
No CLPD

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|---|---|---|---|--|
| 7:30-7:50 | Arrival | Arrival | Arrival | Arrival | Arrival |
| 7:50-8:00 | | | | | |
| SEL 8:10-8:35 (25 min) | 5-6 Community Meeting (8:00-8:30) | 7-8 Community Meeting (8:00-8:30) | Observe Morning Meeting (8:10-8:30) | 3-4 Community Meeting (8:00-8:30) | K-2 Community Meeting (8:00-8:30) |
| Period 1 8:35-9:20 (45 min) | | | | Coaching with Principal | |
| Period 2 9:20-10:10 (50 min) | Director Check-in & 2-3 Co-Observations 9:00 - 10:30 90 minutes | School Leadership Team Meeting 8:35 - 10:05 90 minutes | O/F or Coaching Meeting SEL #5 SEL #6 | | |
| Period 3 10:10-10:55 (45 min) | | O/F or Coaching Meeting SEL #3 or SEL #4 | | Student Support Team Meeting 9:30 - 11:00 90 minutes | |
| Period 4 10:55-11:45 (50 min) | | | | | |
| Period 5 11:45-12:30 (45 min) | LUNCH | LUNCH | LUNCH | LUNCH | Fun Friday! 12:00 - 12:45 45 minutes |
| Period 6 12:30-1:20 (50 min) | Grades 6-8 Lunch Supervision | Grades 6-8 Lunch Supervision | Grades 6-8 Lunch Supervision | Grades 6-8 Lunch Supervision | Pack - Up 12:45 - 1:00 |
| Period 7 1:20-2:05 (45 min) | O/F or Coaching Meeting SEL #1 or SEL #2 | | | | |
| Period 8 2:05-2:55 (50 min) | | | | | |
| Period 9 2:55-3:40 (45 min) | | | | | |
| 3:50-4:05 | Dismissal | Dismissal | Dismissal | Dismissal | |

Week B
SST Sub Committees
Principal Coaching
CLPD

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|--|---|---|-----------------------------------|---|
| 7:30-7:50 | Arrival | Arrival | | Arrival | Arrival |
| 7:50-8:00 | | | | | |
| SEL 8:10-8:35 (25 min) | 5-6 Community Meeting (8:00-8:30) | 7-8 Community Meeting (8:00-8:30) | | 3-4 Community Meeting (8:00-8:30) | K-2 Community Meeting (8:00-8:30) |
| Period 1 8:35-9:20 (45 min) | | | Culture Leader PD 7:45 - 9:45 am 120 minutes | Coaching with Principal | |
| Period 2 9:20-10:10 (50 min) | Director Check-in & 2-3 Co-Observations 10:10 - 11:40 90 minutes | School Leadership Team Meeting 8:35 - 10:05 90 minutes | | | Student Support Team Subcommittee Meetings 9:30 - 10:15 45 minutes |
| Period 3 10:10-10:55 (45 min) | | O/F or Coaching Meeting SEL #3 or SEL #4 | O/F or Coaching Meeting SEL #5 or SEL #6 | | |
| Period 4 10:55-11:45 (50 min) | | | | | |
| Period 5 11:45-12:30 (45 min) | LUNCH | LUNCH | LUNCH | LUNCH | Fun Friday! 12:00 - 12:45 45 minutes |
| Period 6 12:30-1:20 (50 min) | Grades 6-8 Lunch Supervision | Grades 6-8 Lunch Supervision | Grades 6-8 Lunch Supervision | Grades 6-8 Lunch Supervision | Pack - Up 12:45 - 1:00 |
| Period 7 1:20-2:05 (45 min) | O/F or Coaching Meeting SEL #1 or SEL #2 | | | | |
| Period 8 2:05-2:55 (50 min) | | | | | |
| Period 9 2:55-3:40 (45 min) | | | | | |
| 3:50-4:05 | Dismissal | Dismissal | Dismissal | Dismissal | |

Culture Vice Principal Schedules & Time Allocations

The table below is a rough estimate of the time allocations for culture VPs week to week. This table is a general guide as leaders think about how they are spending their time. The table below counts only periods within the school day, not before/after school time.

| | K-8 Week A | | K-8 Week B | | High School | |
|-----------------------|--|-------------|------------|-------------|---|--------------|
| Coaching Meetings | 6 | 25% | 6 | 22% | 6 | 27.3% |
| School LT Meeting | 2 | 8% | 2 | 7% | 2 | 9% |
| O/F with Principal | 1 | 4% | 1 | 4% | 1 | 4.5% |
| ALT Director Check-In | 2 | 8% | 2 | 7% | 2 | 9% |
| CLPD | 0 | 0 | 3 | 11% | - | - |
| BRTS Meetings | 2 | 8% | 0 | 0 | 2 | 9% |
| BRTS Subcommittees | 0 | 0 | 1 | 4% | 1 | 4.5% |
| SEL Advisory Council | 0 | 0 | 1 | 4% | 1 | 4.5% |
| Total | 13 | 53% | 16 | 59% | 15 | 67.8% |
| Observations | 3 | 13% | 3 | 11% | 3 | 14% |
| Preparation | 8 | 34% | 8 | 30% | 4 | 18.2% |
| Total | 24 | 100% | 27 | 100% | 22 | 100% |
| Notes | <i>Counts 3 "periods" on Friday in total All admin are required to attend/support Fun Friday</i> | | | | <i>Does not count Fridays Includes 2 lesson unpacks the VP is Course Lead for</i> | |

Culture leaders are expected to outline their ideal schedules in their SLT Meeting Agenda to ensure their time is allocated based on the table above. Leaders should then build their calendar in Google Calendar and invite the relevant attendees, if appropriate.

VP of Instruction | High School

14 teachers Total | 6 teachers bi-weekly

| | | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------|-------|------------------------------------|--|---------------------------|---|----------------------|
| 7:30-7:50 | 7:30 | Arrival | Arrival | Arrival | Arrival | Arrival |
| | 7:35 | | | | | |
| | 7:40 | | | | | |
| | 7:45 | | | | | |
| | 7:50 | | | | | |
| 7:50-8:00 | 7:55 | Supervise Transition | Supervise Transition | Supervise Transition | Supervise Transition | Supervise Transition |
| | 8:00 | | | | | |
| SEL 8:10-8:35 (25 min) | 8:05 | | | | | |
| | 8:10 | | | | | |
| | 8:15 | | | | | |
| | 8:20 | | | | | |
| | 8:25 | | | | | |
| | 8:30 | | | | | |
| Period 1 | 8:35 | | School Leadership Team Meeting 8:35 - 10:05 90 minutes | Observation 20 min | Coaching with Principal | |
| | 8:40 | | | | | |
| | 8:45 | | | | | |
| | 8:50 | | | | | |
| | 8:55 | | | | | |
| | 9:00 | | | | | |
| | 9:05 | | | | | |
| | 9:10 | | | | | |
| | 9:15 | | | | | |
| | 9:20 | | | | | |
| Period 2 | 9:25 | | | O/F Meeting Teacher #5 | O/F Meeting Teacher #9 or Teacher #12 | |
| | 9:30 | | | | | |
| | 9:35 | | | | | |
| | 9:40 | | | | | |
| | 9:45 | | | | | |
| | 9:50 | | | | | |
| | 9:55 | | | | | |
| | 10:00 | | | | | |
| | 10:05 | | | | | |
| | 10:10 | | | | | |
| Period 3 | 10:15 | Director Check-In #1 45 minutes | Director Check-In #2 45 minutes | | Course Meeting #2 45 minutes | |
| | 10:20 | | | | | |
| | 10:25 | | | | | |
| | 10:30 | | | | | |
| | 10:35 | | | | | |
| | 10:40 | | | | | |
| | 10:45 | | | | | |
| | 10:50 | | | | | |
| | 10:55 | | | | | |
| | 11:00 | | | | | |
| Period 4 | 11:05 | LUNCH | LUNCH | LUNCH | O/F Meeting Teacher #10 or Teacher #13 | |
| | 11:10 | | | | | |
| | 11:15 | | | | | |
| | 11:20 | | | | | |
| | 11:25 | | | | | |
| | 11:30 | | | | | |
| | 11:35 | | | | | |
| | 11:40 | | | | | |
| | 11:45 | | | | | |
| | 11:50 | | | | | |
| Period 5 | 11:55 | Course Meeting #1 45 minutes | O/F Meeting Teacher #3 | O/F Meeting Teacher #6 | O/F Meeting Teacher #11 or Teacher #14 | |
| | 12:00 | | | | | |
| | 12:05 | | | | | |
| | 12:10 | | | | | |
| | 12:15 | | | | | |
| | 12:20 | | | | | |
| | 12:25 | | | | | |
| | 12:30 | | | | | |
| | 12:35 | | | | | |
| | 12:40 | | | | | |
| Period 6 | 12:45 | O/F Meeting Teacher #1 | O/F Meeting Teacher #4 | O/F Meeting Teacher #7 | LUNCH | |
| | 12:50 | | | | | |
| | 12:55 | | | | | |
| | 1:00 | | | | | |
| | 1:05 | | | | | |
| | 1:10 | | | | | |
| | 1:15 | | | | | |
| | 1:20 | | | | | |
| | 1:25 | | | | | |
| | 1:30 | | | | | |
| Period 7 | 1:35 | O/F Meeting Teacher #2 | | O/F Meeting Teacher #8 | | |
| | 1:40 | | | | | |
| | 1:45 | | | | | |
| | 1:50 | | | | | |
| | 1:55 | | | | | |
| | 2:00 | | | | | |
| | 3:40 | | | | | |
| | 3:45 | | | | | |
| | 3:50 | | | | | |
| | 3:55 | | | | | |
| 3:50-4:05 | 4:00 | Dismissal | Dismissal | Dismissal | Dismissal | |
| | 4:05 | | | | | |
| | | | | | | |

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K-8 VP of Instruction | Week A

12 teachers Total | 4 teachers bi-weekly

Week A
10/12 Teachers
Principal Coaching
No ILPD

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------------|--|--|-------------------------------------|---|--|
| 7:30-7:50 | Arrival | Arrival | Arrival | Arrival | Arrival |
| 7:50-8:00 | Supervise Transition | Supervise Transition | Supervise Transition | | |
| SEL 8:10-8:35 (25 min) | Observe Morning Meeting (8:10-8:30) | Observe Morning Meeting (8:10-8:30) | Observe Morning Meeting (8:10-8:30) | 3-4 Community Meeting (8:00-8:30) | K-2 Community Meeting (8:00-8:30) |
| Period 1 8:35-9:20 (45 min) | Observation 25 min | School Leadership Team Meeting 8:35 - 10:05 90 minutes | Lesson Plan Review (8:00 am due) | Coaching with Principal | |
| Period 2 9:20-10:10 (50 min) | Observation 25 min | | O/F Meeting Teacher #5 | Observation 25 min | |
| Period 3 10:10-10:55 (45 min) | Director Check-in & 2-3 Co-Observations Math/ELA 10:10 - 11:40 90 minutes | | Observation 25 min | Observation 25 min | |
| Period 4 10:55-11:45 (50 min) | | | Observation 25 min | O/F Meeting Teacher #9 or Teacher #11 | |
| Period 5 11:45-12:30 (45 min) | LUNCH | LUNCH | LUNCH | O/F Meeting Teacher #10 or Teacher #12 | Fun Friday! 12:00-12:45 45 minutes |
| Period 6 12:30-1:20 (50 min) | O/F Meeting Teacher #4 | O/F Meeting Teacher #4 | | LUNCH | Pack - Up 12:45 - 1:00 |
| Period 7 1:20-2:05 (45 min) | O/F Meeting Teacher #1 | Observation 25 min | O/F Meeting Teacher #7 | | |
| Period 8 2:05-2:55 (50 min) | O/F Meeting Teacher #2 | | O/F Meeting Teacher #8 | | |
| Period 9 2:55-3:40 (45 min) | Observations | Director Check-in Science/Social Studies 3:00 - 3:40 40 minutes | | Grades K-4 Network Lesson Unpack Participation 3:00 - 4:10 pm | |
| 3:50-4:05 | Dismissal | Dismissal | Dismissal | | |

Week B
Coaching 10/14 Teachers
Principal Coaching
ILPD

K-8 VP of Instruction | Week B

12 teachers Total | 4 teachers bi-weekly

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------------|--|---|-------------------------------------|---|--|
| 7:30-7:50 | Arrival | Arrival | Arrival | Arrival | Arrival |
| 7:50-8:00 | Supervise Transition | Supervise Transition | Supervise Transition | | |
| SEL 8:10-8:35 (25 min) | Observe Morning Meeting (8:10-8:30) | Observe Morning Meeting (8:10-8:30) | Observe Morning Meeting (8:10-8:30) | 3-4 Community Meeting (8:00-8:30) | K-2 Community Meeting (8:00-8:30) |
| Period 1 8:35-9:20 (45 min) | Observation 25 min | School Leadership Team Meeting 8:35 - 10:05 90 minutes | Lesson Plan Review (8:00 am due) | Coaching with Principal | |
| Period 2 9:20-10:10 (50 min) | Observation 25 min | | O/F Meeting Teacher #5 | Observation 25 min | |
| Period 3 10:10-10:55 (45 min) | Director Check-in & 2-3 Co-Observations Math/ELA 10:10 - 11:40 90 minutes | | Observation 25 min | Observation 25 min | |
| Period 4 10:55-11:45 (50 min) | | | Observation 25 min | O/F Meeting Teacher #9 or Teacher #11 | |
| Period 5 11:45-12:30 (45 min) | LUNCH | O/F Meeting Teacher #3 | O/F Meeting Teacher #6 | O/F Meeting Teacher #10 or Teacher #12 | Fun Friday! 12:00-12:45 45 minutes |
| Period 6 12:30-1:20 (50 min) | O/F Meeting Teacher #4 | O/F Meeting Teacher #4 | | LUNCH | Pack - Up 12:45 - 1:00 |
| Period 7 1:20-2:05 (45 min) | O/F Meeting Teacher #1 | Travel to ILPD | O/F Meeting Teacher #7 | | |
| Period 8 2:05-2:55 (50 min) | O/F Meeting Teacher #2 | Instructional Leader PD 2:00 - 4:30 pm 2:00 minutes | O/F Meeting Teacher #8 | | |
| Period 9 2:55-3:40 (45 min) | Observations | | | Grades K-4 Network Lesson Unpack Participation 3:00 - 4:10 pm | |
| 3:50-4:05 | Dismissal | | Dismissal | | |

Instructional leaders are expected to outline their ideal schedules in their SLT Meeting Agenda to ensure their time is allocated based on the table above. Leaders should then build their calendar in Google Calendar and invite the relevant attendees, if appropriate.

Tier I SEL Curriculum Implementation

At BEN, our instructional leaders oversee and support Tier I SEL curriculum implementation with the support of the Principal and Dean. This includes (not limited to) observing and coaching during morning meetings/advisory and leading/co-leading Community Meetings/Town Halls. Schedules must reflect this expectation.

Instructional leaders conduct weekly observations of Morning Meeting using the [Morning Meeting and Advisory Observation Checklists](#) and collect glows and grows in SchoolMint. Leadership teams work together to identify trends, develop action plans to address the trends, provide additional PD, feedback, etc. to teachers and then monitor implementation.

Instructional Vice Principal Schedules & Time Allocations

The table below is a rough estimate of the time allocations for VPs week to week. This table is a general guide as leaders think about how they are spending their time. The table below counts only periods within the school day, not before/after school time.

| | K-8 Week A | | K-8 Week B | | High School | |
|-----------------------|--|--------------|------------|--------------|---|--------------|
| O/F Meetings | 10 | 26% | 10 | 26% | 10 | 36% |
| School LT Meeting | 2 | 5% | 2 | 5% | 2 | 7% |
| O/F with Principal | 1 | 2.5% | 1 | 2.5% | 1 | 3.5% |
| ALT Director Check-In | 3 | 8% | 2 | 5% | 2 | 7% |
| Lesson/Unit Unpacks | 2 | 5% | 2 | 5% | 2 | 7% |
| Total | 18 | 46.5% | 17 | 43.5% | 17 | 60.5% |
| Classroom Obs | 13 | 33.5% | 11 | 28% | 7 | 25% |
| Preparation | 8 | 20% | 8 | 21% | 4 | 14% |
| Total | 39 | 100% | 39 | 100% | 28 | 100% |
| Notes | Counts 3 "periods" on Friday in total All admin are required to attend/support Fun Friday | | | | Does not count Fridays Includes 2 lesson unpacks the VP is Course Lead for | |

| | | O/F Meetings | Observations | Other |
|--------|----------------|--------------|--------------|---------------------------------|
| Tier 1 | Heavy Support | Weekly O/F | 2-3 per week | Daily check-in Quick Pop-Ins |
| Tier 2 | Medium Support | Weekly O/F | 2 per week | Quick Pop-Ins |
| Tier 3 | Some Support | Bi-Weekly | 1 per week | |

** Observations could be targeted times of a lesson or short bursts of observations and real time feedback.

Coaching Assignments

At BEN, our instructional leaders are vice principals who are responsible for coaching and developing teachers in their content areas. The table below outlines the general division of coaching assignments based in PK-8 and high school. Ensuring clean and consistent reporting structures allows maximize support from the network office and allows leaders to develop deep content knowledge.

| PK-8 Schools | | High School | |
|---------------------------|---|-------------------------|--|
| K-4 VP of Math/Science/SS | | VP of English & History | |
| K-4 VP of Literacy | | VP of Math and Science | |
| 5-8 VP of Math/Science | + Phys. Ed. + VPA staff + 4 Science | VP of Culture | Associate Deans Student Coordinator |
| 5-8 VP of Literacy/SS | + 4 Social Studies | | |
| Dean of Culture | Associate Deans | BRtS Director | Social Worker School Counselors |
| BRtS Director | School Social Workers | | |

** Instructional aides are assigned to the VP coaching the teacher the aide is assigned to (split for K-3)

BEN strives to ensure that VPs have no more than 15 to 16 teachers assigned to them. This allows each VP to adequately coach, develop and support his/her teachers to meet individual growth goals.

Staff Coaching and Development

BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.

New staff that start after August 1 should have specific onboarding plans developed ahead of their official start date. For new teachers during the school year, it is advised that they spend the first week observing, building relationships and learning their curriculum and program.

✓ <Action>:

- Principals and DoOs should develop onboarding strategy for new staff members; the staff members' direct manager should carry out the onboarding plan and work to co-develop it

BRICK's Approach to Real-Time Coaching

What is real-time coaching?

Real-time coaching is the practice of: 1) observing instruction and/or coaching to quickly strengths and opportunities for improvement, 2) providing clear and direct feedback to leader/teacher in the most authentic and least-invasive way possible (modeling, whisper-prompting, posing questions, etc.) and, 3) closing the loop to ensure feedback is immediately implemented well and the leader/teacher understands what they have just implemented and why.

Why do we believe in real-time coaching at BRICK?

- At BRICK, we value **continuous development & support of all staff**. This means we believe:
 - Everyone (leaders and teachers alike) needs and deserves strong coaching. Specific and actionable feedback makes all of us more effective in our work with and for students.
 - We cannot wait to give and turnkey feedback--our students deserve the best instruction all the time. Real-time coaching immediately improves teaching practice and student learning--rather than waiting to give the feedback hours or days after the fact.
 - Consistent feedback shows the value of the hard work that is teaching and learning and builds relationships between leaders and teachers.
 - Because time outside of teaching and learning is precious and limited, providing real-time coaching during instructional time makes additional time and space to prioritize intellectual preparation, data analysis, and practice during coaching meetings.

Our goal is for every BEN team member to be developed consistently over the course of the school year. Real-time coaching ultimately helps us make the time and space for deeper and richer coaching conversations that will lead to greater impact with students.

do this work by ensuring the Principal has the professional development necessary to learn the network's program and by providing targeted coaching to the Principal to ensure that the Principal continuously improves their skills as an instructional leader and drives breakthrough results for their students.

| Additional Resource | |
|--------------------------------------|---|
| Phase 1 Role Clarity | This document provides additional information about how instructional leaders can work together to ensure success at the campus and describes how Vice Principals are supported in different ways by their Principal and the members of ALT. In addition, this document describes how the team can work together to respond to common challenges with staff accountability to uphold high expectations on their campus. |

What Does it Mean to Implement with Integrity

Implementing with **integrity** is not the same as implementing with **fidelity**. Implementing with fidelity can lead to detailed checklists of all of the things that must happen in a particular area at a particular time. Implementing with integrity instead means to implement in ways that are true to the spirit of the program design while making strategic decisions to drive the highest results for children. This means that strategic modifications are encouraged—and, at the same time, the team will always need to grapple with what is strategic and what is not, carefully guarding against the lowering of expectations.

To support leaders to make strategic decisions, the team will produce a **shared practices document** each year that describes what specific aspects of program implementation are shared practices that are required at all network schools, what practices are suggested, and what areas are completely open to leader discretion. This document should help all leaders best understand their personal area of leadership and how they can effectively collaborate with their teammates

Phases of the Year

At BRICK, we support our leaders by clarifying how they should expect to focus their effort during different parts of the year to maximize results for students. As a result, we have separated the school year into discrete phases for our leaders. The table below provides links to the Principal Playbooks that help define how we will prioritize our efforts throughout the school year.

| Phase | Tentative Dates | Description |
|--------------|------------------------------|---|
| Start Strong | First 30 Days of Instruction | Principal Playbook Draft (includes the content that each campus leader prepares for their weekly check ins with their manager) Principal Playbook Check-In Document (the Google sheets template leaders use to enter this information on an ongoing basis) |
| | | |
| | | |

Principal Playbook

Playbook Introduction

BRICK Education Network will use a **Principal Playbook** structure to clarify how it will support its Principals. At BRICK, we believe that this structure will help our Principals succeed by ensuring they receive ongoing support that is directly aligned to the needs of their school.

Over time, our network has learned that Principals need to focus on particular areas of their school at particular times of the school year. For example, we believe it is essential for Principals to prioritize creating a culture of belonging during the first few weeks of the school year. This **Principal Playbook** structure allows us to help Principals identify the most important things they should prioritize at particular times of the year—and then ensures that the rest of our team stays focused on those key priorities as well. In this way, the **Principal Playbook** focuses the efforts of other school leadership team members to ensure that their work is driving success on the overall school priorities. In addition, this structure also helps to ensure that the capacity building efforts of the Academic Leadership team are always designed to benefit the current needs of the school.

At BRICK, we recognize that Principals can face many competing priorities. We believe that the process of creating our **Principal Playbooks** will help us collaborate in increasingly effective ways that ensure we take a school-centered approach to coaching and supporting our school staff members.

How Teammates Support Each Other

At BRICK, we believe it is essential that our team works together to leverage the strengths of each team member so that we can achieve our ambitious goals for our students. As a result, we recognize that we must define the roles of each team member so that each person can maximize their individual contribution and so that the collaboration between teammates leads to greater success than any single teammate could accomplish on their own. As a result, we have aligned around the principles for collaboration below:

- The **Principal** is the academic and cultural leader of the school and is fully responsible for ensuring that the school achieves all of its academic and cultural goals. The Principal is responsible for implementing the network's academic and cultural program with integrity and in a manner that drives breakthrough results for children. They do this work by serving as a strong instructional leader and effectively coaching and supervising other leaders on their campus.
- The network's **Academic Directors** are content experts that are responsible for ensuring that all schools implement their part of the network's overall program with integrity to achieve the performance goals of their particular program. Academic Directors are responsible for training school based team members to build their content knowledge and proficiency in their part of the network's overall program. They do this by providing deep training directly to school staff on their program model and providing resources that support implementation, such as shared curriculum.
- The **Vice Principals** are school leaders who are responsible for ensuring that the school achieves the academic and/or cultural goals in the specific areas they supervise. They are responsible for implementing a particular part of the school's model with integrity (either the ELA and Social Studies program, the Mathematics and science program, or the culture program). They do this by developing their expertise in that particular area by partnering with the relevant academic directors and leveraging that expertise to either a) coach and supervise a cohort of teachers to achieve their performance goals for students or b) to support all teachers to achieve the school's academic and cultural goals by ensuring the school's culture supports high levels of teaching and learning.
- The region's **Superintendent** is responsible for the short-term and long-term success of their local region, including the achievement of each of their school's academic and cultural goals. The Superintendent is responsible for coaching and supervising the Principal to ensure that the Principal is able to implement the network's academic and cultural program with integrity and can achieve breakthrough results for students. They

Quarterly Data Stepbacks

As quarters come to a close, each school and department leader will report on progress to annual goals, impact of the previous quarter's action plan, and get feedback on their updated action plans based on their current data. All leadership should review and adhere to the following:

- **Week Quarter Ends** | Perception data is collected by all SB staff
- **One Week After Quarter Ends** | Use the Department Dashboard to begin reflecting on the implementation and achievement section, including culture data.
- **Two Weeks After Quarter Ends**
 - ILs/VPC meet with directors to review data (including survey data), finalize slide deck that encapsulates celebrations and pivots based on pre-work from director and school leader in preparation for presentation to principal/leadership team week 3 after quarter ends. **Director and IL/VPC should read over each others' reflection by their meeting time.** Slide deck completed and shared with the principal.
 - IL/VPC then presents data and findings/next steps for their dept(s) with principal and other instructional leaders (during leadership meeting/extended leadership meeting).
 - Principal and Superintendent attends stepback with ALT director - serves as a skip meeting
 - Principal then shares final findings/next steps with Superintendent/CAO including principal key action steps. Leadership team shares data with school staff during staff meeting.

- Analyze the impact of leader coaching on teachers and student achievement

At the start of each quarter, the Vice Principals of Instruction/Culture and director will engage in a **Baseline Walkthrough** to gather data on arc or culture/climate readiness and teacher entry point; a quarterly action plan is developed and implemented based on this walkthrough data. During the middle of the quarter (Q1-3), a **Mid-Point Site Visit** (ranges from 1.5 hours to a full day) will then be conducted to gather data on the department's progress to meet quarterly goals. During this site visit, regional and network leaders will be included in the visit, along with any department-related partners such as Leap or Lit and other regional principals (optional). This team will review quarterly pivots (if Quarters 2-4) and adjust if necessary; the team will support the development of an updated action plan for the 2nd half of the quarter. To conclude the quarterly site visit cycle, the school-based leader and director will conduct an **End of Quarter (EoQ) Walkthrough** to determine the success of meeting Quarterly Goals (formal walkthrough is optional for schools in Year 3+).

Action Planning: As a result of a site visit, the team creates an action plan for immediate teacher/leader development and/or school climate improvement. The purpose of the action plan is to identify the highest leverage pivots that will be implemented and monitored over a set time period. This may mean there are shifts in both teacher and leader coaching to allow for immediate adjustments in our current practices to meet or surpass our quarterly goals; this will require leaders to be DYNAMIC in their approach.

The final action plan should be completed by the director (in collaboration with IL/VPC) within 3 days of the visit and shared via email with SB leadership (Principal, IL), Superintendent, and MD of Academics.

Responsibilities for implementation of the action plan are listed below:

- The IL is responsible for executing the plan with Principal support.
- The Director is responsible for providing key content support to the IL (i.e. models for practice clinics, content-focused feedback on action steps, co-observation support when requested) in executing the plan.
- The Principal is ultimately responsible for the outcome of each planning cycle, and reports out to the superintendent and Managing Director of Academics the outcome of the plan

Skip Level Meetings <when applicable>

Principals* and directors of content will participate in skip meetings every 1-2 months, but frequency can increase as needed. (*A skip meeting may be held with the superintendent if a principal is a content lead at their respective school.)

Purpose: To share information between director and principal on the academic program - we are ONE network team for kids.

Why: Principals and Directors don't have regular meetings and it is important for the principal to hear directly about the program's implementation at their respective school site. Furthermore, a principal or a director can initiate a skip meeting outside of the regular cadence as needed to immediately respond to student, teacher or leader data.

| <ul style="list-style-type: none">● Director has prepared talking points to these questions →<ul style="list-style-type: none">○ Data to support○ Qualitative observations to support● The notes will be shared via Quick Feedback immediately after the session● Questions and data are starting points● Principal CAN follow-up with director afterward for more info | <table><tr><th>Principal may ask this...</th></tr><tr><td>"Where is my campus on target or close to target in your department?"</td></tr><tr><td>"Where does my campus need to increase urgency & support?"</td></tr><tr><td>What can I do to increase this urgency & support?"</td></tr><tr><td>"What data should I be looking at weekly/bi-weekly with my VP?"</td></tr><tr><td>How can we better work together?</td></tr></table> | Principal may ask this... | "Where is my campus on target or close to target in your department?" | "Where does my campus need to increase urgency & support?" | What can I do to increase this urgency & support?" | "What data should I be looking at weekly/bi-weekly with my VP?" | How can we better work together? |
|---|--|---------------------------|---|--|--|---|----------------------------------|
| Principal may ask this... | | | | | | | |
| "Where is my campus on target or close to target in your department?" | | | | | | | |
| "Where does my campus need to increase urgency & support?" | | | | | | | |
| What can I do to increase this urgency & support?" | | | | | | | |
| "What data should I be looking at weekly/bi-weekly with my VP?" | | | | | | | |
| How can we better work together? | | | | | | | |

Site Visits

Site Visits across campuses may be scheduled during the school year to allow for Vice Principals of Instruction/Culture and directors to norm on Arc of the Year or Culture and Climate Look-fors and develop pivots in instruction and coaching.

Purpose: The site visit's purpose is to guide leaders to answer the following:

- How are we progressing to meeting our shared vision of excellence and what impact will it have on student learning and development?
- Where are we in meeting this vision of excellence and our goals?
- What specific steps will we take to make progress to meet that vision?

Goals of Site Visit Cycle [Academic/Culture] | During the site visit, the team will accomplish the following goals:

- Ground the team in the current status of the department by highlighting data and/or identifying what is the current focus of the arc; this data should include baseline data
- Using a common rubric or checklist, the team will align on the vision of excellence and build the leader knowledge on the arc phase, and build leader skill to identify common strengths and gaps.
- Gather data on teacher implementation of the program, including intellectual prep if applicable, to identify trends. Data is collected from as many live co-observations as possible that showcase a variety of skill levels of teachers/staff.
- Gather anecdotal data from students about their experience in the program, and/or their thoughts on the focus areas of the site visit
- Action plan by identifying future teacher and leader development to address gaps (coaching, PD, IP feedback/co-planning, real-time coaching). This can happen the same day or at a later date close to the site visit. Principal could be present or the SB leader shares the plan with the principal at an upcoming check-in.

Strategic Cadence of Meetings

Below is a recommendation for scheduling critical meetings to help ensure the strategic use of data and discussion to drive the program.

| Meeting | Day | Rationale |
|--|-------------------------------------|--|
| Director/Instructional or Culture Leader Check-in (90-120 min) | Monday/Tuesday | <i>Director and leader review data from the previous week and plan actions for the upcoming week</i> |
| ALT Tactical (90 min) | Tuesday AM | <i>Directors share data and lift up any successes or challenges to be addressed</i> |
| Superintendent/Principal Tactical Meeting (60-90 min) | Tuesday PM | <i>Check in to review previous week's data, action plan; strategize about discussion topics for SLT tactical and individual check-ins with leaders</i> |
| School Leadership Team Tactical (90 min) | Wednesday after 1pm (1:30 - 3:30pm) | <i>Trends from director/leader check-ins can be shared and challenges can be lifted up to the team for collaborative problem solving</i> |
| Principal/Instructional or Culture Leader Check in (45-90 min) | Wednesday/Thursday | <i>Principal and leader check in to review teacher data and discuss director/leader notes and actions</i> |
| Superintendent/Principal Playbook Planning Meeting (30 min) | Friday AM | <i>Review ALL data populated in the playbook and identify trends and action steps for the principal; identify co-observation days/times for additional support</i> |

| Network/Regional Meetings | | | |
|--|--------------------------------------|---|----------------------|
| Principal Leadership Institute (PLI) | Principals Director of Operations | <i>Regional superintendents plan and host monthly PLIs focused on strategic development of school leaders; superintendents coordinate with talent, operations and other departments to build cohesive, proactive and responsive sessions.</i> | Monthly 4-6 hours |
| Vice Principal Leadership Institute (VPLI) | All vice principals | | Monthly 3 hours |
| Executive Leadership Council (ELC) | Superintendents | <i>Principals and selected admin - strategic planning meeting (as needed)</i> | Quarterly All Day |
| Site Visits | Admin | | 3x per year |
| Teacher Development | | | |
| Teacher Observations (BEGIN WEEK 1) | Admin | <i>Weekly informal or formal observations of teachers with live coaching; SchoolMint Grow documentation * frequency may be adjusted based on proficiency</i> | Weekly 45 min |
| Observation Feedback Meetings/ Coaching (BEGIN WEEK 0) | Admin | <i>Weekly coaching sessions. Frequency may depend on the number of teachers and teacher proficiency level; goal is weekly **Principals should work with their leadership teams to ensure all OF/coaching meetings start by end of week 4 if not sooner * frequency may be adjusted based on proficiency</i> | Weekly 45 min |
| Weekly Data/Looking at Student Work Meetings (BEGIN WEEK 2) | Admin/Teacher | <i>Weekly time devoted to looking at student work (assessments, exit tickets, writing, etc.)</i> 5-8 Humanities Data Meeting Template 5-8 Math Data Meeting Template 5-8 STEM LASW Leader Facilitation Guide | Weekly 45 min |
| Lesson/Unit Prep Meetings/Department Team Meetings (BEGIN WEEK 0) | Director/IL/Course Lead/teachers | <i>Weekly Department Meetings (could be lesson unpack, unit unpacks, looking at student work, data meeting, etc. - vary by grade/content)</i> <i>Grades K-3 75 minutes on Fridays Grades 4-8 Weekly as needed Math 5-8 60 minutes on Fridays</i> | Weekly varies |

| | | | |
|---|---------------------------------|--|--|
| Operations Tactical Meeting (BEGIN WEEK 1) | Director of Operations/Ops Team | | Weekly 60-90 minutes |
| School Community Meeting | | | |
| School Leadership Team Meetings (BEGIN WEEK 1) | Admin | <i>Problem solve issues (tactical), report out on school-level data, plan for school-based PD sessions</i> SLT Meeting Agenda Template | Weekly 90 minutes |
| BRTS Meetings (BEGIN WEEK 2) | BRTS/Culture Team | <i>Problem solving issues (tactical), review data pertaining to SEL bucket (attendance, discipline, SEL, I&RS, etc.), develop action plans, plan culture events, Director provides support as needed, etc.</i> <i>* This meeting should alternate with the BRTS Subcommittee meetings</i> | Bi-weekly 60-90 minutes |
| I&RS Subcommittee Meetings (Begin Week 6) | BRTS Director | <i>The I&RS committee is led by the Director of BRICK Road to Success. This committee works with students who have a diversity of tier 3 needs. This committee designs student action plans that are multifaceted.</i> | Bi-weekly varies |
| Attendance Subcommittee Meeting (BEGIN WEEK 0) | VPC / Promise Mentors | <i>Review student absentee data to problem solve issues related to student attendance, monitor school ADA and chronic absenteeism, plan Attendance Academy sessions and plan family outreach</i> | Bi-Weekly Increased meeting frequency as needed |
| Restorative Discipline Subcommittee (BEGIN WEEK 3) | VPC/Dean | <i>The restorative justice committee is led by the VP/Deans of Culture and Social Workers. This committee creates student action plans for students who are exhibiting challenging behaviors.</i> | Bi-Weekly |
| Grade Level Meetings (BEGIN WEEK 1) | Grade Level Leaders & Teachers | <i>Grade level teachers meet to discuss student culture related topics; including reviewing student culture data, SEL curriculum materials, BRTS plans, etc.</i> | Weekly on Fridays 30-40 minutes |
| Convocation (BEGIN WEEK 1) | Admin | Monthly meeting with students to: communicate monthly goals for attendance, academics and behavior; introduce the SEL/iDREAM theme for the month; promote school-wide culture initiatives; and celebrate student and staff accomplishments. | Monthly 25-30 minutes |
| Community Meetings/ Town Halls (BEGIN WEEK 1) | Admin | <i>Weekly meetings with students (see School Culture Plan for details)</i> | Weekly 30-35 minutes |
| School Safety Team (November & April) | ABS, Admin, Teacher, Parent | <i>Identify and address patterns of HIB in the school. Review and strengthen school climate and policies in order to prevent and address HIB without compromising student confidentiality.</i> | 2 x per year |

School Leader Meeting Requirements

Overview of Meeting Requirements

| Meeting | Who | Purpose | Frequency & Duration |
|--|----------------------------------|--|-------------------------|
| Superintendent/Principal Site Visit & Tactical Meeting | Principal/Superintendent | <p>Problem solve around leader, teacher and/or department challenges; review key data points and develop action plans as needed; co-observe key areas of focus; review Leadership ARC goals and development</p> <p>Additional co-observations may be scheduled if a particular department or leader is struggling to make progress</p> <p>Meeting includes any tactical agenda items</p> | Weekly 2-3 hours |
| Superintendent/Principal Playbook Planning | Principal/Superintendent | Review data from the week and develop a targeted plan for the following week using the playbook outlines | Weekly 45 min |
| Building Content Expertise + Collaboration | | | |
| Principal(s)/Director of Operations Tactical Meeting (BEGIN WEEK 1) | Principal(s)/DoO | Check in on key school-wide metrics; upcoming events, finance, attendance, enrollment, HR, facilities, etc. | Weekly 60-90 minutes |
| Principal/VP/Dean Check-In (BEGIN WEEK 1) | Principal/VP | Problem solve around teacher and/or department challenges; review teacher and student level data and action plan as needed; co-observe (may be at separate time) areas of focus; review Leadership ARC goals and development | Weekly 45-60 minutes |
| Director/VPC/BRTS Director Check-in (SEL) (BEGIN WEEK 2) | Director/Dean | Problem solve issues (tactical), prep for upcoming BRTS meetings, focused classroom observations/walkthroughs, focus culture initiatives/reboot, SEL staff coaching strategies, prepping for PD delivery, progress toward quarterly goals | Weekly 60-90 minutes |
| Director/IL Check-in (Instruction) (BEGIN WEEK 2) | Director/IL | <p>Problem solve issues (tactical), prep for upcoming department meetings, focused classroom observations, looking at Teacher IP, teacher action step development, looking at student work, prepping for PD delivery, progress toward quarterly goals</p> <p>Director/IL Check In Template</p> | Weekly 60-90 minutes |
| Leadership Tactical Meetings (BEGIN WEEK 1) | Principals/Vice Principals/Deans | <p>Leadership team meets to discuss progress on school priorities, students/staff/families updates, review data, action plan for upcoming events and any other relevant discussion topics</p> <p>**DoO should attend a portion of this meeting specific to operations</p> <p>Weekly Tactical Meeting Template SY 23/24 <UPDATED></p> | Weekly 60-90 minutes |

Building an Adult Culture of Belonging

We know that trust is the foundation of every relationship; however, trust is not formed magically or overnight. There are intentional moves that we must make each day to build trust with our staff in the same ways that we do with our students and families.

Adult culture of belonging is essential to Ubuntu. Adult culture sets the tone for student culture. School leaders work collaboratively to build a strong adult culture through intentional actions, clear messages and direct feedback and follow-up. Working with superintendents, principals and DoOs must build an Adult Culture of Belonging plan that includes specific ways leadership will build adult culture.

Criteria for Success:

- Includes staff culture goals
- Includes key activities and dates to build relationships
- Includes ways for staff to provide informal feedback to leaders
- Includes staff rituals


Teacher Documentation Drive


Each school must create a Teacher Documentation google drive that all admin have access to (This should not be a “Shared Drive” in Google).

This drive folder is primarily used to organize teacher lesson plans, culture plans, etc. In the Teacher Documentation folder, each school leader should have their own folder and inside each school leader folder, there should be a folder for each teacher/staff member they supervise (shared with the corresponding teacher/staff member). For returning staff, create subfolders for each school year (SY19_20, SY 20_21) so that teachers can access documents and update. All annotated LPs and lesson pacing documents should be stored in this folder for easy access and reference.

Folders could be organized by:

- [Teacher Documentation Folder]
 - [School Leader]
 - [Grade Band]
 - [Teacher Name]
 - SY _____
 - [Lesson Plans]
 - *Lesson Plan Pacing Spreadsheet (current year)*
 - *Annotated lesson plans (current year)*
 - [Culture Plan and Classroom Readiness Checklist]
 - Any other subfolder(s) required by the school

 **<Action>** Prior to the start of the school year, schools must update and organize a Teacher Documentation Folder and ensure all necessary documents are uploaded for staff to update (lesson plan pacing spreadsheet, classroom culture plan, classroom readiness checklist). Staff that have resigned or transitioned should be moved to an “archived” folder

-  **Pro Tip:** The principal should create/maintain the originating folders and the share with respective vice principals to then share with teachers; this ensures the principal has access to all documents

CPR Training

Student and staff safety are critical to the success of a school and so it is essential that a certain number of staff be trained in essential life saving skills. Each school is required to ensure that 6-10 staff members are trained to administer CPR in the event that it is needed.

 **<Action>:**

- DoO/Nurse audit Bamboo for current staff members trained in CPR (run the “CPR Certified Staff” report)
- Identify if there is a need to train additional staff to ensure 6-10 staff are trained
- Review trained staff to ensure a minimum of 1-2 people are in the building from opening to closing (this may include any afterschool staff, if needed)
- Secure vendor and training date for additional staff to be trained
- Nurse will contact talent to update Bamboo to reflect any changes
- Post list of staff trained in nurse office, main office, cafeteria
- Ensure all staff in the building know which staff are trained and what to do in the event that

Substitutes

In order to limit the number of interruptions in the learning of our scholars, the following guidelines for sub coverage are to be implemented at all BEN schools:

- Admin and Ops Team will create a sub coverage schedule based on the available teaching staff, if a substitute is not available.
- All instructional staff should provide 5 days of substitute plans prior to the first day of school. Ops team is responsible for tracking the submission and location of plans - this system will be developed at the school-level. Schools can also establish substitute plans

Recommendation: Google Form sent to staff that includes staff first and last name, location of sub plans, schedule, seating charts/attendance, and other information on procedures.

Teacher Workroom Components

The ideal workplace is tailored to the character and goals of the organization, improves performance, allows teachers to realize their potential and enriches everyone's experience. Hence, the ideal teacher workroom is optimized to support work and social interaction. It allows teachers to collaborate, generate new ideas and drive their goals forward. Optional: procedures for reserving teacher work will be managed at school-level.



Norms/Requirements in the Workroom

- Multiple workspaces for groups or individuals to meet uninterrupted during content meeting times or planning periods
- Teacher supplies needed for meetings (chart paper, smartboard, etc.)
- Necessary curricular materials (GR books, TEs, etc.)
- Make sure the space is a teacher workspace and not a teacher's lounge (no eating) or an area for meeting with students

BRICK Road to Success (BRtS) Team <COMING SOON 7/20/23>

BRICK Road to Success Director & Vice Principal of Culture manage the BRICK Road to Success (Student Support) Team, including I&RS and 504 processes with the Vice Principal of Culture.

| Role | General Description | Communication Structures |
|---------------------------|---------------------|--------------------------|
| Vice Principal of Culture | | |
| Gen Ed Social Worker | | |
| Dean of Students | | |
| BRtS Navigator | | |

Exceptional Learners (ELs)

BEN believes that ensuring the success of our Exceptional Learners (students with IEPs and our Multi-Language Learners) is one of the most important jobs of all school staff. To that end, the school principal directly manages the CST Social Worker.

Note: Regions may have updated roles and descriptions based on state requirements

| Role | General Description | Communication Structures |
|---|---|--|
| CST Social Worker | Directly case manages all students with IEPs. This includes coordinating any meetings, outside evaluations as well as coordinating with any staff who are providing service to students. Case manage <i>**based on caseload another CST SW may be added to a schools org chart</i> | Meets weekly with the principal Network EL director; on a bi-weekly basis the principal |
| Principal | Directly manages the CST Social Worker and ensures that all barriers to servicing students are removed; ensuring IEPs are in compliance and identifies trends that may need to be addressed by other stakeholders; establishes regular cadence of meetings with Regional EL director | Meets weekly with the CST SW Attends CST meetings as required Elevates trends/issues to VPs during weekly meetings |
| Regional EL Director | Manages the EL program for the region and reports directly to the network; works with CST SWs to ensure their school has a strong program and ensures compliance; provides PD for staff who provide support to our ELs; regularly audits IEPs | |
| Vice Principals | Coach and support special education and ESL teacher(s); ensures consistency of support between SPED and Gen Ed teachers; looks for trends impacting ELs | Weekly coaching with teachers; weekly tactical with principal |
| Special Education Teachers/MLL teachers | Provide direct service to students on the goals and objectives of their IEP or MLL plan; modifies materials as needed and provides necessary accommodations to students Collaborate with general education teachers to ensure students are supported | Weekly/bi-weekly check-in with CST case manager Weekly coaching |
| General Education Teachers | Collaborate with special education teachers; read and understand IEPs for students in their classes; understand each students disability and ways to support | |

Student and Family Handbooks <new 2023>

It is critical that both students and families are provided with a handbook that outlines key school policies, procedures and information. The information provided in the handbook should be sourced from both network and school level documents and be provided in the most clear and concise language.

The Student and Family handbook is managed at the regional and school level. The handbook must be approved by the regional superintendent.

| Ownership, Accountability and Preparedness | |
|--|--|
| <p>Owner: School Created and Board Approved</p> <p>Vision: <i>Parents and families alike have a clear understanding of the partnership between school and student. Parents and staff are able to clearly reflect on policies and procedures as necessary without need for escalation or further clarity.</i></p> | <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Outlined and Enforceable: <ul style="list-style-type: none"> ○ Uniform policy ○ Field trip policy ○ Arrival/Dismissal policy ○ Suspension/Detention Protocols ○ Homework policy ○ Culture system ○ Student health protocols ● Directly connected to Culture Guidebook |

Communication to Staff and Families

Before the start of the year:

- Welcome Letter to Families from the School Leaders
 - Communicate orientation and/or summer bridge (if applicable)
 - School uniform expectations
 - General school supplies
- Welcome Email/Letter to Staff from the School Leader
 - Include any logistics around school-based Institute PD

Weekly correspondence to staff and families:

- Correspondence includes (at a minimum) the following items:
 - Upcoming school-wide events: academic, culture, parent/community workshop/events
 - Upcoming testing dates and important testing information
 - Data highlight based on the network and/or school priorities
 - Weekly shout-outs
 - Sample "[Tune In Tuesday](#)" from Achieve sent to students in backpacks and to staff in an email every Tuesday.

Staff communication recommendations:

- Daily correspondence to applicable staff may be necessary for sub coverage plans and daily recess plans (indoor/outdoor)
- DoOs should update all staff online calendars each quarter (at least 1 month in advance)
- Schools should pick one day a week for family communication - this will allow all impacted staff to have items ready for this family packet (i.e. Flyer Fridays). SOMs will set the deadline for when all submissions are due.
- It is recommended to limit the number of daily emails and share items in the weekly updates.
- Sample daily email on "[school-wide action steps](#)". This email should be sent to your staff by 6:00 pm daily.

Family communication recommendations:

- When a parent comes to the school for an unscheduled meeting, the parent should be directed to the office (or front desk - school discretion)
- The parent is to fill out the Meeting Request form
- Office staff will scan/email the form to the appropriate staff member. If necessary, cc the Vice Principal/Dean of Culture, SOM, or the Principal.

- **Culture of Belonging Playbook** | Principals will work with their manager to develop a playbook to implement, monitor and support the roll out of the Culture of Belonging (CoB); CoB data will be logged in SchoolMint in order to allow progress to be transparent to the teacher. Principals will use the playbook to monitor implementation on a daily basis and provide feedback to staff.
- **CoB PD Day (October)** | Schools will lead targeted professional development based on the CoB playbook data in October.

School Launch Process Plan

Preparing for and launching the school year begins in February of each year. The School Launch Process Plan is used to help regional and school leaders plan for a strong start to the school year. The plan officially kicks off in February with initial reflections and stepbacks and then facilitates stakeholder engagement for feedback. Using the feedback, leaders work on identifying school/campus priority areas and then updating and revising school based systems to launch the school year.

Key Actions:

- Superintendent | Update the Process Plan in conjunction with the President and then roll out the plan to school leaders
- School Leaders | Provide feedback on the plan, create action plans to ensure all tasks are completed on time, to a high level

School Organization Plan | Network/Campus Calendar, Org Chart and Schedule

In late May of each school year, all BEN schools are provided a “School Organization Plan” document for their specific campus through the BEN Schools Portfolio shared drive. The document includes critical network calendars and schedules. The Principal and Director of Operations are responsible for managing this document. The following tabs are included:

- **Academic Calendar** | Includes dates for network testing, grading quarters, and common PD time. The dates outlined on the academic calendar are mandatory and cannot be adjusted. Certain columns and rows of the academic calendar are locked and are automatically updated if any network wide changes are made. Each regional calendar is intentionally developed to build consistency and instructional momentum.
 - **School Based Events** | On either side of the calendar, school teams are expected to outline their monthly campus specific events and dates such as “Back 2 School” Night, Literacy or Math Nights, parent/community workshops/events, etc.
- **Family Calendar** | Includes days off and early dismissal days. This calendar is made available to families in early May and should be posted on each school’s website and distribute to families
- **Org Chart** | Includes a roster of staff members and their positions, room number, homeroom names and phone numbers. The Org chart should automatically populate from the Talent team’s org chart.
- **Schedule** | The network will provide each school a master schedule that is to be updated with current staff. More information on the Master Schedule is described later in this guidebook.

BRICK takes a nuanced, strategic approach to developing each region’s calendar in coordination with regional leadership. Below are some guidelines that the network uses when developing calendars:

- Regional calendars should be as aligned as possible
- When possible, align BRICK’s major breaks with the local districts major breaks (winter, spring, mid-winter, etc.)
- Ensure consistency and equity when identifying religious holidays to observe
- Build in instructional momentum around the start/end of quarters or semester

Culture, Climate and Systems Plan

Each school maintains a Culture, Climate and Systems Plan that is specific to the local school context. The plan includes criteria for success for the baseline expected core systems and routines that lead to a positive school culture and successful school year. Schools are required to update the plan yearly, including links to required documents. Within this plan, leaders are required to create minute-by-minute plans for selected whole school procedures. This plan should be both leader, teacher and staff facing and used as the core reference material for all staff training. Individual school culture plans live in the BEN Schools Portfolio Team Drive. The network does not update this document but may request additional items to be added before and during the school year.

Culture of Belonging | Laying the Foundation in the First 6 Weeks

BEN’s Culture of Belonging plan outlines guidance and support for teachers to build a culture of belonging in their classrooms and across the school by focusing on relationships. In addition, the plan identifies key student behaviors, classroom and school systems, teacher skills, and academic habits that are essential for establishing a positive school environment from Day 1. Schools are expected to clearly outline and practice these systems and skills with their teachers and staff before and during the first 6 weeks of the school year. As a network, common student behaviors, teacher skills, and academic habits have also been outlined to ensure that all BEN school teams know the exemplar and can implement it on the school and classroom levels. School leadership teams are accountable for implementing the Culture of Belonging Plan with fidelity and making adjustments week to week based on the individual needs of their campus.

- [K-8 Culture of Belonging Guide](#)
- [Culture of Belonging Tracker](#) | Use this tracker to gather implementation data for CoB; use this tracker in conjunction with interviews and other observations to ensure a holistic approach improving culture during the first weeks of school

Curriculum Overview


| Math | |
|-----------------------|--|
| K-8 | Achievement First Navigator i-Read |
| Science | |
| K-3 | Full Option Science System (FOSS) |
| 4-8 | Amplify Science Code.org |
| Social Studies | |
| K-3 | Core Knowledge History and Geography (CKHG) |
| 4-8 | Achievement First BRICK-created Unit and Lesson Plans |
| English Language Arts | |
| K-4 | Wit and Wisdom Core Knowledge Skills Strand BoostReading |
| 5-8 | Achievement First Navigator Sora (Grade 5-8) |

School Organization & Key Components

All schools in the BRICK Education Network are united by the common mission to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential. In order to achieve this mission, schools are required to implement common key components in its overall structure and organization. This section will outline those key systems.

BEN Schools Portfolio Team Drive

The network may place documents in individual folders over the course of the year; all documents will be linked to a one-page reference sheet for easy access. Because it is a shared drive, school leaders are restricted from removing documents from the drive. [BEN School Portfolio Drive](#).

 **<Action>** Prior to the start of the school year, schools should archive out of date documents or documents from previous school years.

| BEN Folder Components | Description |
|------------------------------------|--|
| "School Organization Plan" | <i>This document includes your school's schedule, organization chart, school specific calendar. The network academic calendar will sync to your School Org Plan.</i> |
| Strategic Plan | <i>This document includes network and school goals, action steps, and drivers for ELA, Math, SEL, and Teacher/Admin Development.</i> |
| Safety Plan | <i>This document outlines all safety protocols with clear responsibilities and duties of all BEN employees. Development and practice of the plan empowers employees in an incident to act quickly and knowledgeably by educating staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident.</i> |
| School Systems and Procedures Plan | <i>This document outlines school developed school-wide systems required to establish a positive school culture and efficient school systems.</i> |
| School-Based Data Reports | <i>Chronic absenteeism, observation feedback, teacher evaluation</i> |
| Culture of Belonging Playbook | <i>Playbook to monitor implementation of Culture of Belonging (CoB) during the first 6 weeks of school.</i> |
| PD Planning gSheet | <i>Document used to plan professional development for staff starting in August and ending in June. This document should be used to ensure that school based PD is well planned.</i> |

****Regional Superintendents may added additional requirements for**

Ongoing Professional Development

During the school year, each campus has time for weekly professional development as part of an early release day or days. Each campus is expected to utilize the time allocated for these days (staff meeting, Grade Level Team Time, Professional Development) to drive a continuous improvement cycle. Each principal, working with the regional superintendent, develops quarterly PD plans based on identified goals. The superintendent provides feedback on these plans as well as observes the principal leading PD and/or co-observes PD with the principal.

Network Content PD | In addition to these plans, the Network's Academic Leadership Team provides 6-7 "Content PD" sessions that are led by instructional leaders. These sessions are timed and designed to move the instructional program forward and are required to be turn-keyed to staff. Network directors and principals will provide feedback on these sessions.

Data Days | Each campus has "data Days" included in their calendar and are scheduled to coincide with key assessments. The data days are planned by school leadership and include key actions from Network Directors for analysis and action planning.

✓ **<Action>** Principals should locate their "PD Planning" gSheet to find the outlined days for weekly PD, content, PD, data, days, etc. This document should be updated regularly and shared with staff to ensure all staff are aware of PD plans 1 week ahead of time.

Leadership Development

The development of school leaders is an important component of the BRICK Education Network. To this end, BEN ensures that leaders come together for ongoing development. The Arc of the Year for Leadership Development will be the focus of the monthly *Institutes*.

Vice Principal/ALT Director Training | During June/July, Network Academic Leadership Team Directors will schedule extended time with instructional vice principals to provide training on key program aspects and the PD they are expected to deliver to new/returning teachers during Summer Institute. These training sessions are 2-3 days and are required. ALT Directors will reach out in early June to schedule these sessions. Follow-up practice sessions will also be scheduled leading up to when the PD is scheduled to be delivered by the VP.

Network School Leader Convening | In late July, the network hosts a Convening of school leaders (Superintendents, Principals, Vice Principals, Director of Operations) that lasts approximately 1.5 days and convenes all leaders across the network in a single location. The purpose of this Kickoff is to build community connection as well as provide some development to leaders in key areas aligned to the network's priorities for the year. The convening serves as the culmination of planning to launch the new year and a kickoff to welcoming new staff August 1 and returning staff later that month.

Principal Leadership Institute | Regional Superintendents develop a cadence of monthly PLI meetings that bring together principals and DoOs for development in key areas. Superintendents will work with the president to develop the scope of the meetings in alignment with the AotY and allow time for key departments to have regular touchpoints with school leaders during key times of the year. The goal of PLI is to provide a space for fellowship, development, communication, problem solving and maximizing time.

✓ **<Action>** Superintendents should locate their PLI agenda template to start reviewing and planning out PLI agendas

| | New Staff Institute/Network Basecamp | Returning Staff Institute |
|--------------|---|--|
| Who | All staff who are new to the region (instructional and non-instructional) | All returning staff members (instructional and non-instructional) |
| What | All new staff are welcomed to the region and provided initial development. All instructional staff will also be trained to deliver the Network's tier I curriculum within the BRICK Instructional Model. | All returning staff are welcomed to the new school year and meet their new colleagues. The time is spent learning about the priorities for the year, classroom set up as well as any other whole staff required trainings/development |
| When | Starting August 1 and ending the Friday before all returning staff are scheduled to return (typically first 2 weeks of August) | Two weeks prior to students returning First day is a Whole Network Kickoff Event |
| Where | Region | Region |
| Why | It is important to welcome all new staff to the region to engage in professional learning in alignment with the values and standards of the network and regional leadership team. The time together will be focused on values alignment, the reasoning behind the network's model as well as technical training in the network's tier 1 curriculum. | Welcoming returning staff back by the network and region helps sets a positive tone for the school year. Ensuring all staff are aligned on the priorities for the school year as well as any additional trainings required will set the entire school/region up for success. Effective and Highly effective returning teachers may have a further modified schedule. |
| How | Regional Superintendent develops the overall schedule and content for the institute; Network ALT directors provide Tier 1 Curriculum Training (lasting 2-3 days) | Regional Superintendent works with school principals to develop the 1.5 to 2 weeks of programming (may include student orientations) |

Professional Development

A key tenet of BRICK's instructional model is **Continuous development & support of all staff**. *BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.* This development is done in 4 key ways:

- Teacher and Leader Content Development
- Unit & Lesson Unpacks
- Observation Feedback Cycle
- Residency Programs

BRICK believes that PD is most effective when it is delivered by leaders most proximate to teachers and students. In most cases, this involves regional and school based leadership delivering professional development to staff in three key areas:

- Returning teachers Content PD during staff institute
- Culture of Belonging Teacher PD for new staff during staff institute
- Ongoing content PD to both new and returning teachers

BEN Network Directors are the leaders of their respective content department(s) and are best equipped to train school based leaders in the program as well as train leaders to turn-key PD sessions to their teachers. Network directors support and provide feedback to leaders delivering network created professional development.

Summer Professional Development

Summer serves as the kick off to professional development for the school year. Starting on August 1, regional leadership welcomes new staff to the region. Below outlines key aspects of summer PD:

- Regional and school leadership return two weeks prior to August 1 to finalize plans for upcoming staff PD
- All new staff return on August 1 each school year to engage in professional learning; returning staff return a minimum of two weeks prior to students' first day of school; returning highly effective teachers may be provided a flex schedule during institute
- Regional leadership (Superintendents, Principals and Vice Principals) lead values based professional development using a mix of network provided and regionally developed sessions; these days are planned by the regional superintendent
- Regional Principals and Vice Principals train new staff in BEN's instructional model using materials provided by the network
- Network Academic Leadership Team Directors provide tier I curriculum training directly to new teachers during Basecamp
- Network Academic Leadership Team provide coaching and support to Principals and Vice Principals delivering network developed sessions

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BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key practices, mind-sets and procedures used by school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. School leaders are expected to read, internalize and practice the contents of this guidebook.

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School Leader Guidebook | K-12



2023 - 2024

| | | |
|----------|--|--|
| | <ul style="list-style-type: none"> and Quick code ● Check student progress during testing ● Enter MC by hand as back up (Flex tests or Item bank) ● Provide headphones to students with accommodations | |
| Teachers | <ul style="list-style-type: none"> ● Review data for 100% completion ● Push out assessments to students in portal and Quick code ● Grade OERs in Illuminate or (JH tutorial) ● Review ECRs in Illuminate ● Data analysis to determine course, class and student trends ● Use reports to share results with students (share results and student portal) ● Scan and review bubble sheets ● Enter MC by hand as back up (Flex tests or Item bank) ● Test using Quickcode as back up ● Check student progress during testing <ul style="list-style-type: none"> ○ Live monitoring tool ● Reopen/Pause tests during online testing ● Use gradebands to determine gradebook grades ● Print bubble sheets ● Set accommodations for students who need text to speech on a test by test basis | <ul style="list-style-type: none"> ● Review data for 100% student completion--all ● Grade OERs in Illuminate or (JH tutorial) ● Review ECRs in Illuminate ● Data analysis to determine course, class and student trends ● Scan and review bubble sheets ● Check student progress during testing -non interim ● Live monitoring tool ● Reopen/Pause tests during online testing ● Use reports to share results with students (share results and student portal) ● Use gradebands to determine gradebook grades ● Enter MC by hand as back up (Flex tests or Item bank) ● Provide headphones to students with accommodations |

Illuminate Resources

Illuminate is a platform BRICK uses to build, deliver and analyze student assessments. Illuminate houses all SWYK and Interim/Quarterly assessment data. Here are some important links to guide you on how to use Illuminate, along with roles and responsibilities.

[Illuminate Online Testing Training Slide Deck](#)
[Student Facing Illuminate SWYK Slide Deck](#)

Illuminate Roles and Skills

General Resource: [Getting Started with Online Testing](#)

| Role | Knowledge of the following Tasks | Responsible for the following Task |
|--|--|---|
| Tech Team | <ul style="list-style-type: none"> • Push out assessments to teachers • Push out assessments to students in portal • Print bubble sheets • Update student rosters • Set accommodations (ie. text to speech and calculators) for students who are classified • Assign permissions • Create/manage users • Tag students as SpEd • Password support • Use gradebands to determine gradebook grades and Instructional Guidebook • Check student progress during testing <ul style="list-style-type: none"> ◦ Live monitoring tool | <ul style="list-style-type: none"> • Update student rosters • Assign permissions • Password support • Create/manage users |
| School Leadership-Ops [Testing Coordinators] | <ul style="list-style-type: none"> • Push out assessments to students in portal • Push out assessments to teachers • Print bubble sheets • Scan and review bubble sheets • Set accommodations (ie. text to speech and calculators) for students who are classified • Test using Quickcode • Reopen/Pause tests during online testing • Enter MC by hand as back up (Flex tests or Item bank) | <ul style="list-style-type: none"> • Print bubble sheets • Review data for 100% student completion --interims • Check student progress during testing--interim <ul style="list-style-type: none"> • Live monitoring tool • Set accommodations (ie. text to speech and calculators) for students who are classified • Reopen/Pause tests during online testing • Scan and review bubble sheets |
| School Leadership-Academic | <ul style="list-style-type: none"> • Review data for 100% completion • Grade OERs in Illuminate or (JH tutorial) • Review ECRs in Illuminate • Push out assessments to teachers • Data analysis to determine course, class and student trends • Data analysis to determine teacher and course trends • Scan and review bubble sheets • Reopen/Pause tests during online testing • Push out assessments to students in portal | <ul style="list-style-type: none"> • Review data for 100% student completion--non interims • Data analysis to determine course, class and student trends • Data analysis to determine teacher and course trends • Reopen/Pause tests during online testing • Check student progress during testing--all <ul style="list-style-type: none"> • Live monitoring tool |

| | | | | |
|---------------------------------|--------------------------------|--|--|--|
| | | <i>information, including recording of attendance. PowerSchool drives all online platforms and must be updated in real time.</i> | <ul style="list-style-type: none"> • Director of IT builds out requirements | from DoOs <ul style="list-style-type: none"> • Attendance entry during institute • Grade book entry in September |
| Sora | 4-8 students (ILT) | <i>Sora is a reading platform where scholars can borrow ebooks and audiobooks from an online library. Students can write notes and highlight text while reading. They can also earn badges and track their reading stats.</i> | <ul style="list-style-type: none"> • Linked to SIS via Google Classroom | <ul style="list-style-type: none"> • August |
| STEMscopes | HS Science Teachers + Students | <i>STEMscopes is a K-12 comprehensive online science curriculum program that provides hands-on inquiry activities, assessments, problem-based-learning, intervention tools, acceleration materials, and teacher support resources.</i> | <ul style="list-style-type: none"> • Linked to SIS via Clever • Students and staff accesses through Clever | |
| SchoolMint | All staff | <i>Observation and feedback online platform; IL use it to provide feedback to teachers on formal and informal observations; track action steps and keep observation feedback meeting notes, along with lesson plan submission.</i> | <ul style="list-style-type: none"> • Linked to Bamboo • Network Updates | <ul style="list-style-type: none"> • SB PD in August |
| Teaching Strategies GOLD | PK Staff | <i>GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. GOLD is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards.</i> | <ul style="list-style-type: none"> • Linked to SIS via Clever | <ul style="list-style-type: none"> • August/September |

| | | | | |
|---|---|---|---|--|
| EdPlan | Staff | Staff use EdPlan to manage all IEPs, 504s and I&RS/MTSS systems | <ul style="list-style-type: none"> Regional Director of EL manages content | <ul style="list-style-type: none"> August/September |
| Google Classroom | All staff and students | <p>Google Classroom allows teachers to provide assignments through Google that students can work on individually or collaboratively. Teachers can provide feedback via Google.</p> <p>Note: Academic Directors provide guidance on the use of Google Classroom as part of the instructional model</p> | <ul style="list-style-type: none"> Linked to SIS via Clever Students and Staff accesses through Clever | <ul style="list-style-type: none"> Ongoing based on department |
| Google Stream | All Staff | Stream your Drive files directly from the cloud to your Mac or PC, freeing up disk space and network bandwidth; this allows everyone to access documents directly from your desktop and file management system rather than downloading and uploading to Drive. | <ul style="list-style-type: none"> Linked to SIS via Clever | <ul style="list-style-type: none"> None |
| GoGuardian | All Staff | GoGuardian helps the school easily manage their devices, better understand their students, and keep them safer online. | <ul style="list-style-type: none"> Linked to SIS via Clever Staff accesses through Clever | <ul style="list-style-type: none"> September |
| Illuminate | Staff/Students | Illuminate is a platform BRICK uses to build, deliver and analyze student assessments. Illuminate houses all SWYK and Illuminate data. All students in grades 3+ will take their SWYKs online no later than the start of Q2. See next section for Illuminate resource. | <ul style="list-style-type: none"> Linked to SIS via Clever Staff accesses through Clever | <ul style="list-style-type: none"> By October 15th Directors will train IL to turn-key |
| iReady | K-8 Math Teachers/Students 5-8 ELA Teachers/Students | Online learning platform for literacy and math used in K-8 classrooms. In iREADY, teachers have the ability to assign specific standards/skills to students and/or allow students to follow a grade level pathway. If a student struggles, iREADY will move the student down to foundational skills to master before moving on. | <ul style="list-style-type: none"> Linked to SIS via Clever Students and staff access through Clever | <ul style="list-style-type: none"> Institute |
| ThinkLink (FOSSWeb) | K-3 Science | Online Platform for teachers to use for online resources. | <ul style="list-style-type: none"> Linked to SIS via Clever Students and staff access through Clever | <ul style="list-style-type: none"> December Content PD |
| Kami | 5-8 students (ELA only) | Kami is a tool that allows scholars to annotate PDF texts (novels and supplementary texts). This tool gives teachers daily visibility into student work and thinking. | <ul style="list-style-type: none"> Students access via PDF in Google Classroom | <ul style="list-style-type: none"> August |
| Unified Classroom Behavior Support | Staff + Families | Unified Classroom Behavior Support is a platform used to track iDREAM scores and daily SEL data. SEL team members use this platform to identify target students, classes and grades for further support. Families can download the app to see how their student is doing. | <ul style="list-style-type: none"> Linked to PowerSchool Families download app Staff accesses through Clever | <ul style="list-style-type: none"> August |
| PowerSchool | Staff | Staff use PowerSchool for all student | <ul style="list-style-type: none"> DoOs manage updates | <ul style="list-style-type: none"> Schools-based |

Online Platforms & Programs

BRICK Education Network uses several online platforms and programs to deliver and monitor the instructional program. The Director of Instructional Technology works with DoOs to ensure online platforms are ready for staff and students. The chart below outlines the main platforms and programs used. Schools should refrain from adding additional programs without guidance from the network.

| Platform | Users | Purpose | Maintenance | Training |
|--|--|--|--|--|
| BOOST Reading (Amplify Reading) | K-4 (ELA only) | <i>Amplify Reading leverages compelling storytelling and the latest research to help students achieve true mastery of the concepts they need to become strong, life-long readers. The program meets all students where they are with individualized instruction and practice.</i> | <ul style="list-style-type: none"> • Linked to SIS via Clever • Students and staff accesses through Clever | <ul style="list-style-type: none"> • August/September |
| Amplify CKLA Skills | K-3 ELA | <i>The CKLA Skills curriculum is modeled after proven research in early literacy. This program supports explicit decoding, phonics, and other foundational literacy skills and is organized strategically into units that includes hands-on materials and activities that are diverse, fun, and build independence. The student-facing online component allows scholars to review skills they've practiced during the foundational skills block.</i> | <ul style="list-style-type: none"> • Linked to SIS via Clever • Students and staff accesses through Clever | <ul style="list-style-type: none"> • August |
| Amplify Science | 4-8 Science Staff + 6-8 Students | <i>Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to encourage students to think, read, write, and argue like scientists and engineers.</i> | <ul style="list-style-type: none"> • Linked to SIS via Clever • Students and staff accesses through Clever | <ul style="list-style-type: none"> • August/September |
| Clever | Staff + Students | <i>Platform used for single sign on for both students and staff. Clever links all BRICK platforms and programs to make signing on easy. Students log into Chromebook via Clever.</i> | <ul style="list-style-type: none"> • Director of IT builds out requirements and manages site | <ul style="list-style-type: none"> • None |
| CommonLit | Students | <i>CommonLit offers teachers a free online collection of Common Core aligned reading materials. Teachers can use CommonLit to find texts for students from 4th to 12th grade. All content is available for free online.</i> | <ul style="list-style-type: none"> • Linked to SIS via Clever | <ul style="list-style-type: none"> • None |
| Desmos | 9-12 science 5-8 Math ILT Optional Resource | <i>Desmos can be used in a range of different ways including a free graphing calculator or using activities to connect mathematical concepts to concrete, real-world shapes and pictures. Teachers and students can engage in the moment since teachers can see student work immediately. Teachers can use premade activities (as part of the curriculum or publicly shared) or build their own to target specific class needs.</i> | <ul style="list-style-type: none"> • Linked to SIS via Clever | <ul style="list-style-type: none"> • August/September |

| | |
|------|---|
| 100% | All or nearly all of my work is complete and correct. |
| 85% | Most of my work is complete and correct. |
| 70% | Some of my work is complete and correct. |
| 65% | Some of my work is complete and mostly incorrect. |
| 55% | None of my work is complete. |

SWYK/Interims Annotations and Central Idea Jot Rubric (ELA Grades 5-8)

| Gradebook Percentage | Description |
|----------------------|--|
| 100% | Strong annotations, precise evidence, strong central idea jot |
| 80% | Work contains 2 of the following: strong annotations, precise evidence, strong central idea jot OR All 3 work habits are evident but are not strong |
| 65% | An attempt was made at 1 of the following: evidence highlighted, annotations in the comment bubble, central idea jot |
| 55% | No highlights, annotations, or central idea jot |

SWYK Reassessment Guidelines and Recommendations

Students are expected to take their assessments seriously and teachers use assessments to not only inform their instruction, but to empower students to recognize areas to improve on. To that end, students in some cases have the opportunity to retake certain assessments.

| ELA | |
|---------|---|
| K-2 | - Teacher can give reassessment based on lowest performing standard/question group on CKLA Skills Unit Tests |
| K-4 | - Students may retake Wit & Wisdom FQTs, NRAs, and Vocabulary Quizzes with additional work shown AFTER additional instruction has occurred at teacher's discretion. |
| Math | |
| K-8 | - Teacher can give reassessments based on lowest performing standards. - Enter additional assessment grade in gradebook (should not exceed more than half SWYK points) |
| Science | |
| K-3 | No Reassessment |

Grading Summer Learning Packets

All scholars in K-8 will receive **summer learning packets** in June with content practice and reinforcement in preparation for the next grade (these activities will not be daily or day-by-day). Schools may choose to use the packets created by the network OR may choose to create their own/supplement the summer learning packets.

Each scholar will be responsible for completing and returning this packet upon arrival in the upcoming school year (packets will be graded and completed packets will grant student admission to 1st Fun Friday event). Unlike holiday vacation packets, summer packets will be network-created. Summer Learning Packets will count as 5 homework grades (change weight of assignment to 5) in PowerSchool for each core subject included in the summer learning packet using the following rubric.

| Gradebook Percent Conversion Score | Description |
|------------------------------------|-------------|
|------------------------------------|-------------|

Gradebook Conversions for SWYKs/Assessments/Interims/Quarterly Exams

Students in K-2 will take 4-5 interims along with SWYKs in ELA and Math. The scores that a K-2 student earns on an interim/SWYK will NOT be curved; however, the lowest score that a K-2 student can receive in gradebook for an interim/SWYK will be 60%. For example, if a student receives a score of 55% in Illuminate, the teacher will put in 60% for that student in gradebook.

Students in grades 3-8 will take 2-4 interims or quarterly exams, along with SWYKs in ELA and Math, and unit assessments in Science. Tested-subject teachers convert their grade using the table below and manually enter the grade into the gradebook as 1 test grade for the corresponding marking period. Students are evaluated against the state testing passing rates.

| Students in Grades K-2 | |
|-----------------------------------|--|
| Illuminate Score | Gradebook Percentage Conversion Score |
| 90%+ | Exact Score |
| 75% - 89% | Exact Score |
| 63% - 74% | Exact Score |
| 63% or lower | Exact Score or 60% (whichever is higher) |
| Students in Grades 3-8 Humanities | |
| 90%+ | 100% |
| 75% - 89% | 90% |
| 55% - 74% | 80% |
| 36% - 54% | 70% |
| 21% - 35% | 65% |
| 0% - 20% | 55% |
| Students in Grades 3-8 Math | |
| 90%+ | 100% |
| 80% - 89% | 90% |
| 70% - 79% | 80% |
| 50% - 69% | 70% |
| 26% - 49% | 65% |
| 0% - 25% | 55% |

iReady Rubric (Math)

| Rubric Score | Gradebook Percentage Conversion Score | Description |
|--------------|---------------------------------------|--|
| 3 | 100% | Met my usage of 30 minutes in K-8th math; and a passing rate of 70%+ |
| 2 | 80% | Met EITHER my usage min OR my a passing rate of 70%+ |
| 1 | 65% | Did not meet usage OR passing rate, but logged time on iReady |
| 0 | 55% | Did not log any time on iReady |

General Rubric Conversion Chart

In order to provide guidance for teachers when converting rubrics to percentages when entering scores in gradebook, the following conversion chart has been provided:

| 6 Point Rubric | | 5 Point Rubric | | 4 Point Rubric | | 3 Point Rubric | | | |
|----------------|---------|----------------|---------|----------------|---------|----------------|---------|--|--|
| Rubric | Percent | Rubric | Percent | Rubric | Percent | Rubric | Percent | | |
| 6 | 100 | 5 | 100 | 4 | 100 | 3 | 100 | | |
| 5 | 90 | 4 | 85 | 3 | 85 | 2 | 80 | | |
| 4 | 80 | 3 | 75 | 2 | 70 | 1 | 65 | | |
| 3 | 75 | 2 | 65 | 1 | 65 | 0 | 55 | | |
| 2 | 65 | 1 | 60 | 0 | 55 | | | | |
| 1 | 60 | 0 | 55 | | | | | | |
| 0 | 55 | | | | | | | | |

Homework/Classwork Rubric

Unless specified by content for particular assignments, all teachers in K-8 will use the rubric below to score weekly homework and classwork. Rubric scores are to be converted to percentages when entered into a teacher's gradebook.

| Rubric Score | Gradebook Percentage Conversion Score | Description |
|--------------|---------------------------------------|--|
| 3 | 100% | All my work is complete and correct. |
| 2 | 80% | Most of my work is complete and correct. |
| 1 | 65% | Some of my work is complete and correct. |
| 0 | 55% | None of my work is complete. |

Homework Expectations

Homework is given daily by all core subject teachers and guidance is provided by the network. Homework is used to ensure students have ample practice on current and previous content. Homework provides students with the opportunity to build independence, persevere through challenges and take responsibility for their learning. Cooper (2007) suggested that research findings support the common “10-minute rule” which states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. When required reading is included as a type of homework, the 10-minute rule might be increased to 15 minutes. A teacher may provide additional homework based on the individual needs of students.

| Time Recommendation for Homework | |
|----------------------------------|--|
| Grades | Time Doing Homework Each Night |
| PK | N/A |
| K-3 | 30 minutes (math) + 15 min reading (literacy) |
| 4-5 | 60 minutes total (literacy + math + science/SS) |
| 6-8 | 60 - 80 minutes total (literacy + math + science/SS) |

| Network vs Teacher-Provided Homework | | |
|--------------------------------------|-----------------------------|--|
| Grade(s)/Content | Network or Teacher Provided | Additional Notes if applicable |
| K-4 ELA | Teacher (Reading Logs) | Teacher assigns additional homework based on individual class/student need |
| 5-8 ELA | Network | Most of the time, homework is reading and annotating text |
| K-4 Math | Teacher | Teacher assigns homework based on individual class/student need |
| 5-8 Math | Teacher | Teacher assigns homework based on individual class/student need |
| K-3 Sci/SS | Network | Teacher may assign work from workbooks to be completed at home |
| 4-8 Science | Teacher | Teacher assigns homework from curriculum |
| 4-8 History | Network | Social Studies Homework is typically 1-3 pages from a history textbook or article that will help students in the following lesson. Teachers and parents can see when homework is due in the Social Studies Unit At A Glance google sheet. NOTE: students do not have social studies every day, and not every lesson has a homework assignment. |

Grading | Rubric Conversions and Guidance

Rationale/Example: When using rubric scores, teachers must convert the score to a percent using a conversion when logging in PowerSchool. For example, if a teacher enters 2 points out of 3 points for a homework score in gradebook but does not convert it to a percent, the gradebook will calculate it as 67%. This score is NOT equivalent to the rubric description of a “2” (stated below) that “most of my work is complete and correct”. Instead, a teacher should enter a score of 80% which is aligned to the description on a 3 point-rubric

| | | | | |
|-----|--|--|----------------|----------------------------------|
| K-3 | "Social Studies Classwork Unit X Lesson X" | <i>Given after each lesson is complete; overall classwork grade for the week based on holistic review of classwork and participation</i> | Social Studies | Classwork |
| K-3 | "Social Studies Homework Week XX" | <i>Completion of social studies homework (At least 1x/week)</i> | Social Studies | Homework |
| 4-8 | Mid and End of Unit assessments | <i>Assessment administered at the end of each sub unit assessment</i> | History | Test/Quiz |
| 4-8 | Lesson Quizzes | <i>The curriculum only rarely provides short quizzes. Quizzes can be teacher made and given at the teacher's discretion on a bi-weekly basis or less frequently.</i> | History | Test/Quiz |
| 4-8 | Exit Tickets (1 per week) | <i>Daily (1 per lesson) Recommend that some Exit Tickets be counted as assessment grades.</i> | History | Classwork or Test/Quiz |
| 4-8 | Homework Accountability | <i>Averages 1 every other lesson; DIRT Quizzes should be counted as a homework grade since they do not assess mastered content but merely whether a homework reading was complete.</i> | History | Homework (even the DIRT quizzes) |

Enrichment and The Arts | K-8

| GRADING Enrichment and The Arts | | | | |
|-----------------------------------|--|--|-----------|------------|
| Grade | Title | Description & Frequency | Course | Category |
| K-8 | "Homework Unit/Topic X" | <i>Completion of homework (frequency dependent on how often the teacher sees students).</i> | VPA/PE/WL | Homework |
| K-8 | "Classwork Unit/Topic X" | <i>Completion of classwork (frequency dependent on how often the teacher sees students). Score provided for each class.</i> | VPA/PE/WL | Classwork |
| K-8 | "Participation Rubric Unit/Topic X" | <i>Participation Rubric primarily for PE (frequency dependent on how often the teacher sees students - score provided for each class).</i> | VPA/PE/WL | Classwork |
| K-8 | "Assessment Unit X/Type of Assessment" | <i>Includes Diagnostic, PBAs, Unit Assessments, Project Checkpoints, Portfolio components. At least 6 per quarter.</i> | VPA/PE/WL | Assessment |

| Grade | Title | Description & Frequency | Course | Category |
|-------|---------------------------------------|---|---------|-----------|
| K-3 | "Unit XX assessment" | Assessment administered at the end of each unit assessment (1x/unit) | Science | Test/Quiz |
| K-3 | "Lesson XX Quiz" | Administered throughout the unit (Approx. 2-3x/unit) | Science | Test/Quiz |
| K-3 | "Science Classwork Unit X Lesson X" | Given after each lesson is complete; overall classwork grade for the quarter based on holistic review of classwork and participation. (1-3x/week) | Science | Classwork |
| K-3 | "Science Activity Week XX" | Hands-on activities, performance tasks, scored using a 0-3 rubric that correlates to 0-20 points. (1x/week) | Science | Classwork |
| K-3 | "Science Homework Week XX" | Optional-Completion of science homework (At least 1x/week) | Science | Homework |

GRADING | SCIENCE INSTRUCTION (4-8)

| Grade | Title | Description & Frequency | Course | Category |
|-------|---------------------------------------|---|---------|-----------|
| 4-8 | End of Unit assessments | Assessment administered at the end of each unit assessment (1-2 per quarter). Use the template to determine final grade (this takes into consideration the scaled score for OERs on a 1-4 rubric aligned to the ELA dept. Grade 4 Grade 5 Grade 6 Grade 8 LOOM How To | Science | Test/Quiz |
| 4-5 | Lesson Quizzes | Administered throughout the unit (Approx. 2-3x/unit) Teacher selected a key question from the workbook and elevates it to quiz status. Offers feedback and in-the-moment revision opportunity. | Science | Test/Quiz |
| 6-8 | Critical Juncture Assessment | Given halfway through the unit to assess readiness for end of unit assessment. 1x/unit | Science | Test/Quiz |
| 4-8 | "Science Classwork Unit X Lesson X" | Given after each lesson is complete; overall classwork grade for the quarter based on holistic review of classwork and participation. (1-2x/week) | Science | Classwork |

History & Social Studies Grading | K-8

| GRADING SOCIAL STUDIES (K-3)/HISTORY (4-8)/World History, USI & USII (9-11) | | | | |
|---|-------------------------|---|----------------|-----------|
| Grade | Title | Description & Frequency | Course | Category |
| K-3 | End of Unit assessments | Assessment administered at the end of each unit assessment (1-2 per quarter) | Social Studies | Test/Quiz |
| K-3 | Lesson Quizzes | Given periodically through the unit to assess readiness for end of unit assessment. 1-2x/unit | Social Studies | Test/Quiz |

| | | | | |
|-----|-----------------------------------|--|-----|-----------|
| K-4 | Module X Focus Question Task #X | <i>Wit & Wisdom Assessment administered throughout the module (approx. 4-5 times/module)</i> | ELA | Test/Quiz |
| K-4 | Module X New Read Assessment #X | <i>Wit & Wisdom Cold read assessment administered individually or in small groups throughout the module (approx. 2-3 times/module)</i> | ELA | Test/Quiz |
| K-4 | Module X Vocabulary #X | <i>Wit & Wisdom Assessment administered 1-2 times/module to assess understanding of academic, text-critical, and domain-specific words, phrases, or word parts.</i> | ELA | Test/Quiz |
| K-4 | Module X Classwork | <i>Wit & Wisdom Given during lesson or after each lesson is complete and may contain independent, small group, and whole group activities. Overall classwork grade for the quarter based on holistic review of classwork and participation in lessons and Socratic Seminars. (2-3x/week)</i> | ELA | Classwork |
| K-4 | Module X End of Module Task | <i>Wit & Wisdom Cumulative assessment administered at the end of the module. Task may have 1-3 parts.</i> | ELA | Test/Quiz |
| K-4 | Module X Homework | <i>Completion of homework assignments (this could include Wit & Wisdom fluency passages, reflections, or teacher created packets).</i> | ELA | Homework |
| K-2 | Unit X End of Unit Assessment | <i>CKLA Skills Cumulative assessment administered at the end of the unit. Task may have multiple parts.</i> | ELA | Test/Quiz |

GRADING | ELA INSTRUCTION (5-8)

| Grade | Title | Description & Frequency | Course | Category |
|-------|---|---|--------|-----------|
| 5-8 | Interim/Quarter Assessments | <i>Interim assessments administered and scored in illuminate; score transferred to gradebook.</i> | ELA | Test/Quiz |
| 5-8 | Interim/Quarter Assessments Annotations and CI | <i>Score given for annotations and central idea of texts</i> | | |
| 5-8 | End of Unit Assessment | <i>Cumulative Assessment</i> | ELA | Test/Quiz |
| 5-8 | Exit Tickets (1 per week) "Exit Ticket U1L1" | <i>Given every day</i> | ELA | Classwork |
| 5-8 | "Homework Week XX" | <i>Completion of daily homework assignment (this could be combination of homework annotation completion, comprehension question completion and/or DIRT quiz scores)</i> | ELA | Homework |

Science Grading | K-8

GRADING | SCIENCE INSTRUCTION (K-3)

Grading Consistency by Core Subject & Grade Level

In order to ensure consistency in grading between teachers on the same grade level as well as between grade levels, all teachers must include the following assignments as part of their grades:

Math Grading | K-8

| GRADING Math (K-8) | | | | |
|----------------------|---|--|--------|-----------|
| Grade | Title | Description & Frequency | Course | Category |
| K-8 | SWYK/Unit Assessment "SWYK 1" "Unit 1 Assessment" | <i>Assessment administered bi-weekly and scored in illuminate; score transferred to gradebook.</i> | Math | Test/Quiz |
| K-8 | Re-Assessment (optional) "Re-Assessment SWYK 1" "Re-Assessment Unit 1" | <i>Reassessment administered and scored in gradebook; should not exceed more than half SWYK points.</i> | Math | Test/Quiz |
| K-8 | Interim Assessments & Mock | <i>Interim assessments administered and scored in illuminate; score transferred to gradebook.</i> <i>K-2 will have 4 Interims throughout the year 3-8 will have 3 Interims throughout the year and 1 Mock Assessments prior to State Testing</i> <i>*Mock assessments are not transferred to gradebook</i> | Math | Test/Quiz |
| K-8 | "iReady Classwork Week XX" | <i>Weekly given on Mondays from previous weeks report</i> <i>*Use BEN's rubric scale for Iready below</i> | Math | Classwork |
| K-8 | "Exit Ticket 3.1 Week X" "Exit Ticket 3.2 Week X" | <i>Two exit tickets per week</i> <i>*Use BEN's Rubric scale for homework/classwork below</i> | Math | Classwork |
| K-2 | "Homework Week X" | <i>Completion of homework packet - weekly grade</i> <i>*teachers create and distribute this packet based on classroom needs</i> <i>*Use BEN's Rubric scale for homework/classwork below</i> | Math | Homework |
| 3-8 | "Homework Week X" | <i>Completion of daily homework</i> <i>*Teacher own homework that is created and distributed by teacher (this could be combination of resources-complete work from math workbook, resources from math drive, worksheets from outside source)</i> <i>*Use BEN's Rubric scale for homework/classwork below</i> | Math | Homework |

ELA Grading | K-8

| GRADING ELA INSTRUCTION - Reading (K-4) | | | | |
|---|-------|-------------------------|--------|----------|
| Grade | Title | Description & Frequency | Course | Category |

Final Grades and Retention

Calculating Final Grades

At BRICK, we believe that it is our responsibility to set our students up for success, not failure. In this guidebook, we have provided guidance on gradebook consistency and rubric conversion. However, inconsistencies still exist from classroom to classroom and it can become mathematically impossible for students to recover from low Fs even if they make progress from semester to semester. As such, ***all final grade scales will be capped to convert all grades below 55% to 55% in PowerSchool.*** For further reading on this stance, please refer to “[The Case Against the Zero](#)” by D. Reeves.

Grade Point Average

In order to prepare 8th-grade students for high school expectations, GPAs (Grade Point Average) will be included on report cards. This will allow students the opportunity to understand the importance that a single grade has on one’s overall performance as they prepare for high school and beyond.

Promotion in Doubt

At the culmination of each quarter, grade-level teams will review student performance and determine which students are NOT on track to demonstrate mastery of grade-level standards in one or more subjects. These students will receive a Promotion in Doubt (PID) letter, with IL approval. It is the responsibility of grade-level teams to outline what interventions have been implemented in school and provide recommendations for school/home interventions.

Other data points will be required to warrant a PID letter, such as STEP, iReady, Unit Assessments, etc., indicating 2+ years behind grade level. Once a student is recommended for PID, the team MUST make a student referral to the school’s Intervention and Referral Services (I&RS) and complete all necessary paperwork.

| | |
|--|--|
| Promotion in Doubt Tracker | Promotion in Doubt Letter Template |
|--|--|


Retention

At the culmination of the school year, grade-level teams will review student performance and determine which students in K-8 are not on track to demonstrate mastery of grade-level standards in at least TWO core subjects. Core subjects must include ELA and/or Math; and/or Science or SS/History.

My Achievement Profile

It is important that students, families, and teachers have critical assessment data available in an easy-to-read format. This allows teachers to have conversations with parents rooted in data and empowers all stakeholders to take action. In addition to quarterly report cards, families and students are also provided with an Achievement Profile. This document shows key assessment data and is updated quarterly. This data is also available to teachers and leaders via the My Achievement Profile Dashboard (coming soon!)

Below is a **sample** of the Achievement Profile:



My Achievement Profile | 2021-2022

Student Name:
School:
Grade:
ID Number:
ELA Teacher:
Math Teacher:
Enrollment:

NWEA ELA & Math (K-8)

Your child has been placed in an Achievement Percentile scale (1%-100%) for reading and math based on the nationally normed NWEA MAP assessment. Students at the 50th Percentile are average for their grade level.

| | ELA Achievement Percentile | MATH Achievement Percentile |
|--------|----------------------------|-----------------------------|
| Fall | | |
| Spring | | |

Start Strong Performance (4-8 Only)

The NJ Start Strong assessment is used to determine the level of support that a student might need to master the current year's prerequisite skills and concepts in Math and ELA. Students are categorized in three performance levels ("Less Support May Be Needed"; "Some Support May Be Needed"; "Strong Support May Be Needed").

| | ELA | Math |
|--|-----|------|
| | | |

Interim Assessments (K-8)

Goal: Our students are to master at least 55% for ELA and 70% for math of content knowledge on the interims. Your child's Interim 1 score may have changed slightly due to a re-weighting of the point value for multiple choice and writing questions.

| | ELA | MATH |
|-----------|-----|------|
| Quarter 1 | | |
| Quarter 2 | | |
| Quarter 3 | | |
| Quarter 4 | | |
| Year Avg. | | |

STEP Reading Assessment (K-3 Only)

Goal: To be considered on grade-level, your child must reach STEP []. All students are expected to grow at least one STEP level each round.

| | STEP Achieved | STEP Target | Met Target | Grade Level Benchmark |
|---------|---------------|-------------|------------|-----------------------|
| Round 1 | | | | |
| Round 2 | | | | |
| Round 3 | | | | |
| Round 4 | | | | |

Attendance

Goal: A student should miss 5 or less days of school each school year. Missing 10+ days can result in court referrals for parents/guardians.

| | Days Absent | Attendance Rate | Attendance Tier |
|----------|-------------|-----------------|-----------------|
| Period 1 | | | |
| Period 2 | | | |

Progress Reports/Report Cards

Progress Reports

Midway through each quarter, teachers prepare a progress report to send home to families. The purpose of the progress report is to provide an update on each BRICK Education Network student's progress so far that quarter. Grades and comments will be included in the progress report.

Memos are sent to staff from DoOs outlining timelines and due dates at least 2 weeks prior to progress reports being sent or made available to families.

Report Cards

At the conclusion of each quarter, teachers prepare a report card to facilitate parent/teacher conferences. The purpose of the report card is to provide a summative evaluation of each student's performance during the quarter as evidenced by assessments, classwork, and homework. Memos are sent to staff from DoOs outlining timelines and due dates at least 2 weeks prior to report cards being sent or made available to families.

Writing Effective Progress Report/Report Card Comments

| | Pre-K | Grades K-8 |
|------------------|--|--|
| Progress Reports | Required: Narrative comments <i>3-5 sentences</i> | Required: Narrative comments <i>1,000 character limit</i> |
| Report Cards | Required: Narrative comments <i>3-5 sentences</i> | Required: Drop down comments Optional: Narrative comments <i>1,000 character limit</i> |

- Keep comments clear and concise. Use specific language - "Sam has mastered adding two-digit numbers without regrouping. Next, we will learn to add two-digit numbers with regrouping."
- Be specific on strategy in the growth area- rather than "she needs to remember her strategies", it should be "When she is stuck during reading, try encouraging her to sound out words independently, one sound at a time and then rapidly together, and/or use pictures to look for clues about the words"
- Remember - these are legal documents so please ensure you proofread your writing and ensure your sentences are clear, concise, and make sense.
- *PK Only:* Narrative should include benchmark, student strengths, and student growth areas (3-5 sentences)

Grading Students with IEPs

Teachers who teach students with an Individual Education Program (IEP) must read and implement all of the supplementary aids and services in each student's program.

All accommodations and modifications should be followed per the student's IEP. The teacher(s) must document and maintain records of accommodations and modifications being followed per the student's IEP.

If a student is at risk of failing a course the parent/guardian should be contacted as soon as the instructor becomes aware of the failure. At the minimum, parents/guardians should be contacted mid-way through the marking period.

| Steps to Follow When a Student with an IEP has Failing Grades | |
|---|---|
| 1 | The special education teacher must contact the case manager to have a meeting regarding the grades/failure. |
| 2 | The case manager will set up a meeting with stakeholders: teacher(s) and student. |
| 3 | During the meeting the team will review the IEP; including the supplementary aids and services, and accommodations and modifications for appropriateness. |
| 4 | The team will review all documentation to include; coursework, documentation of accommodations/modifications, homework, and student effort. |
| 5 | The team will make any amendments to the IEP that supports student learning success. |
| 6 | The teachers will monitor student progress for improvements. If the student does not make progress, reconvene. |

| | |
|--|---|
| | <ul style="list-style-type: none"> Individualized Learning Time (no grade assigned but comments included). |
|--|---|

A teacher must have a minimum number of assignments for the quarter spread across classwork, assessments, and homework in order to substantiate a final grade:

| Grades K-3 | Grades 4-8 |
|--|--|
| <ul style="list-style-type: none"> ELA 20 assignments total <ul style="list-style-type: none"> <i>must include all CKLA Skills Unit Assessments</i> <i>must include all Wit & Wisdom embedded assessments (i.e. Focus Question Tasks, New Read Assessments, Vocabulary Assessments, and End of Module Tasks)</i> Math 20 assignments total Science 10 assignments total SS 10 assignments total | <ul style="list-style-type: none"> ELA 20 assignments total Math 20 assignments total Science 10 assignments total SS 10 assignments total |

Academic Evaluation Key

The key below is used to enter grades for BRICK Education Network. Teachers should adhere to this key when assigning grades.

| Overall Course Grade | | | | | | | |
|----------------------|-----------|----|----------|----|----------|---|----------|
| A+ | 98 - 100% | B+ | 87 - 89% | C+ | 77 - 79% | D | 64 - 69% |
| A | 94 - 97% | B | 84 - 86% | C | 74 - 76% | F | 0 - 63% |
| A- | 90 - 93% | B- | 80 - 83% | C- | 70 - 73% | | |

Honor Roll Criteria

Each quarter, honor roll students will be recognized for their academic achievement. PowerSchool will calculate Honor Roll using the following categories (requirements outlined below).

- **Honor Roll (K-8)** - 80% (B-) and above in all subjects (including enrichment/electives)
- **High Honors (K-8)** - 90% (A-) and above in all subjects (including enrichment/electives)

Grade Book Setup

BRICK Education Network teachers maintain student grades within their PowerSchool gradebook. PowerSchool categories have already been predetermined.

Gradebook Expectations

- Gradebooks should be current and updated weekly (parents/students will have access to PowerSchool)
- Assessment grades should be inserted within 72 hours.
- All other assignments should be inserted by the end of the school week.
- Gradebooks should include percentages (not points).
- Gradebook audits will occur weekly by individual school administrators.

| Gradebook Categories | | | |
|----------------------|--------|------------|------------------|
| Category | Weight | Grade Type | Default Category |
| Homework | 10% | Percentage | Yes |
| Classwork | 30% | Percentage | Yes |
| Tests/Quizzes | 60% | Percentage | No |

In order to ensure consistency between classes and among grades, teachers should have gradebooks to reflect the courses below.

| Grades K-3 Homerooms | Grades 4-8 Departments |
|--|--|
| <ul style="list-style-type: none"> ● English Language Arts ● Math ● Science ● Social Studies | <ul style="list-style-type: none"> ● English Language Arts ● Math ● Science ● Social Studies |

Grading Policies and Expectations

BRICK Education Network teachers keep detailed records of student progress on mastery of grade level standards as measured by assessments, classwork, and homework. Teachers send mid-quarter progress reports to parents that include detailed narrative comments regarding each student's progress as well as end-of-quarter report cards. Teachers conference with families at the end of Quarters 1, 2, and 3.

Marking Period & Grade Due Dates

| Quarter | Dates | Progress Reports Due <small>*Due 5 days prior to Sent date on Monday</small> | Progress Reports Sent <small>*on a Monday</small> | Report Card Grades Due <small>*Due Wed after quarter ends *Stored 3 days after grades due date *Avail in portal 1 day after stored date</small> | Conference Date* |
|---------|--------------|---|--|--|------------------|
| Newark | | | | | |
| 1 | 8/28 to 11/4 | 9/25 @ 11:59 pm | 10/2 | 11/8 @ 11:59 pm *stored 11/14 @ 4pm *avail in online portal on 11/15 | 11/16 & 11/17 |
| 2 | 11/6 to 1/19 | 12/4 @ 11:59 pm | 12/11 | 1/24 @ 11:59pm *stored 1/29 @ 4 pm *avail in online portal on 1/30 | 2/1 & 2/2 |
| 3 | 1/22 to 3/28 | 2/26 @ 11:59 pm | 3/4 | 4/10 @ 11:59pm *stored 4/15 @ 4 pm *avail in online portal on 4/16 | 4/18 |
| 4 | 4/8 to 6/7 | 5/6 @ 11:59 pm | 5/13 | 6/7 @ 11:59pm *stored 6/11 @ 4 pm *avail in online portal on 6/14 | N/A |
| Buffalo | | | | | |
| 1 | 8/28 to 11/3 | 9/25 @ 11:59 pm | 10/2 | 11/8 @ 11:59 pm *stored 11/14 @ 4pm *avail in online portal on 11/15 | 11/16 |
| 2 | 11/6 to 1/19 | 12/4 @ 11:59 pm | 12/11 | 1/24 @ 11:59pm *stored 1/29 @ 4 pm *avail in online portal on 1/30 | 2/1 |
| 3 | 1/22 to 4/5 | 2/26 @ 11:59 pm | 3/4 | 4/10 @ 11:59pm *stored 4/15 @ 4 pm *avail in online portal on 4/16 | 4/18 |
| 4 | 4/8 to 6/14 | 5/6 @ 11:59 pm | 5/13 | 6/7 @ 11:59pm *stored 6/12 @ 4 pm *avail in online portal on 6/20 | N/A |

Grade Changes in PowerSchool

If a grade must be changed after quarter grades have been stored, the teacher must email their direct supervisor and the principal with the request and reasoning for the change. Teachers are required to complete a "grade change form". Once the principal approves the change, the DoO will make the necessary change in PowerSchool.

Determining Text-to-Speech for State Testing [Math]

BRICK has implemented the following protocol to determine which students are eligible for text-to-speech (Grades 3-8) on the Math section on state testing:

- 1) Using Dibels/mClass and iReady-ELA Diagnostic, students that were well below grade level would be given access to TTS in math.
- 2) Additional data will be collected on interims, and weekly quizzes where sometimes students had access to TTS and sometimes students did not have access to TTS. We compared results to analyze the impact of the TTS accessibility feature for students. The criteria and compelling evidence that determined who will get access to TTS for state testing is below:
 - a) Students that showed progress on 2 or more assessments when given TTS on assessments would be given access to TTS on state assessments..
 - b) Students that did not have enough data, or did not show progress on 2 or more assessments when TTS was provided would not be given access to TTS on state assessments.
 - c) Also depending on answers from student surveys collected twice throughout the year after interim assessments that stated TTS was not helpful during the assessment would not be given access to TTS on state assessments.

Network Assessment Requirements

Outside curricular based assessments, BRICK Education Network teachers are required to administer network-wide assessments. School sites and teachers will plan and incorporate student investment strategies.

| Grades K-4 | Grades 5-8 |
|---|---|
| <ul style="list-style-type: none"> • Unit/Module Assessments (frequency depends on grade/subject) • Math Unit Assessments/SWYK Quizzes • mClass 3x in ELA • iREADY 2x (math only) • Interims** 2-4x depending on subject | <ul style="list-style-type: none"> • Unit/Module Assessments (frequency depends on grade/subject) • ELA Unit Assessments/SWYK Quizzes • Math Unit Assessments/SWYK Quizzes • iREADY 2x (Math and ELA only) • Interims** 3x in ELA & Math • PSAT 8th (as needed) |

*Network created

**Varies (network/company created)

Exit Ticket Analysis

The daily exit ticket is a powerful **in-class assessment** tool. Exit tickets allow teachers to gain an immediate understanding of who knows what and if certain topics need additional instruction. As such, teachers and school leaders will engage in daily exit ticket analysis, addressing misunderstandings immediately through built-in structures to ensure students keep progressing toward grade-level readiness. This expectation applies to all content areas. More details on exit ticket analysis will be provided in content area guidebooks and professional development.

SWYK/Unit Assessments (K-8)

These assessments occur at the network level and frequency is outlined in the scope and sequence by subject/grade.

- These assessments give the teacher a dipstick on student performance based on grade level standards
- Teacher administers assessment using all testing procedures and protocols
- Students with IEPs are provided outlined accommodations and modifications as outlined in the IEP
- Teacher ensures 100% of students are tested
- Teacher scores student work and enter into Illuminate within 48 hours of initial administration (school hours)
- School leaders ensure 100% of students have valid scores in Illuminate.

Interim Testing Guidelines (K-8 Math/3-8 ELA)

Interim testing is a network expectation and all schools must adhere to all testing protocols. School teams must inform teaching staff of upcoming interims and guidelines/updated schedules **at least 1 week** in advance. On days when there is either ELA or math interim testing, a modified school bell schedule is required so that all students are tested at the same time and the school adheres to state testing conditions. *Testing dates will be updated in a school's academic calendar.*

iReady Testing Guidelines (K-8 Math/5-8 ELA)

i-Ready Diagnostic provides teachers with a complete picture of student performance as it relates to their grade level and national norms in both math and ELA. Students will take the assessment at least 2 times per year (timing will be dependent on subject area). *Testing dates will be updated in a school's academic calendar.*

mClass Testing Guidelines (K-4/Pre-Identified Students in Grades 5-8 as needed)

Assessment is administered 3 times per year. This is an individual assessment and takes between 5 to 7 minutes per scholar. mClass can also be used to diagnose gaps with scholars in grades 5-8. *Testing dates will be updated in a school's academic calendar.*

Professional Development and Network Resources

Summer Staff Institute

Summer Staff Institute takes place in August. Institute is a collaboration between the network and schools to ensure all staff members are well-equipped and provide the necessary professional development to begin the school year.

Basecamp

For all new staff or returning staff in new positions, the network will organize Basecamp for professional development prior to the official Summer Staff Institute. These staff members will engage in an orientation to BRICK values and beliefs and participate in professional development on content, culture/SEL, and key teacher taxonomy techniques.

Coaching Meetings/Observation Feedback Meetings

Teachers will engage in biweekly or weekly observation feedback/coaching meetings with their instructional leader/coach. During observation feedback or coaching meetings, teachers and leaders will work to develop a trusting relationship where there is a cycle of feedback built on trust and reciprocity. This time will allow for reflection on the impact of instructional practice on student outcomes and embed practice on specific and actionable feedback to improve student learning. Teachers may need to provide student performance data to their instructional leader prior to Observation Feedback meetings.

Weekly Department Meetings

All BEN schools may participate in department meetings led by content leads or instructional leaders. These meetings are meant to be dynamic and can include such topics as unit/lesson unpacks, data meetings, a short practice clinic, etc.

Network-Created Content or School-Based Professional Development

All BEN schools will dismiss students early one day per week to allow staff to engage in network or school-based professional development that may focus on content, school systems/routines, SEL, etc. Frequency may vary. PD topics will be shared by school-based leadership teams. Schools may decide to hold a staff meeting prior to the weekly PD session. The PD Scope and Sequence will be linked on the [BEN Academics Resource Site](#).

BEN Academics Resource Site

[BEN Academics Resource Site](#) is the one-stop shop for information on Network PD, guidebooks, and content scope & sequence documents, along with other network reference materials such as links to tech resources and shared content drives. Be sure to bookmark the page and refer to it content-related questions.

| Grade & Subject Area | Examples of Tasks to Display | Guidelines for Displaying Work |
|---------------------------------|--|---|
| K-4 Literacy | <ul style="list-style-type: none"> Independent Practice from CKLA Skills Written responses from CKLA Skills or Wit & Wisdom | Must include: <ul style="list-style-type: none"> Learning Objective or Goal Post It - Rubric with scores and feedback Teacher Comments |
| K-8 Science | <ul style="list-style-type: none"> Class projects Performance tasks Progressive learning tasks | Must include: <ul style="list-style-type: none"> Learning Objective Evidence of Student Revisions Rubric Specific to the task Rubric score with prescriptive feedback Description of task |
| 5-8 Literacy | <ul style="list-style-type: none"> Unit or Mid-Unit Assessments End of Unit Essays from curriculum Exit Tickets | Must Include: <ul style="list-style-type: none"> Learning Objective and/or description of task Student work Printed Rubric with student's score and teacher comments |
| K-2 Math | <ul style="list-style-type: none"> Exit Tickets Student work | Must include: <ul style="list-style-type: none"> Learning Objective Rubric Specific to the task Rubric score with prescriptive feedback Description of task if necessary |
| 3-8 Math | <ul style="list-style-type: none"> Exit Tickets Student work OER question types | Must include: <ul style="list-style-type: none"> Learning Objective Rubric Specific to the task Rubric score with prescriptive feedback Description of task if necessary |
| K-8 Social Studies/History | <ul style="list-style-type: none"> K-3: <ul style="list-style-type: none"> Performance tasks/Culminating Activities 4-8: <ul style="list-style-type: none"> End of Unit DBQ Essays Exit Tickets Independent Projects | Must Include: <ul style="list-style-type: none"> Unit Title & Essential Question(s) Learning Objective and/or description of task Student work Printed Rubric with student's score and teacher comments |
| Enrichment Classes and the Arts | <ul style="list-style-type: none"> Class projects | Must include: <ul style="list-style-type: none"> Learning Objective Rubric Specific to the task Rubric score with prescriptive feedback Description of task if necessary |

Classroom Setup | Readiness for a Strong Start

At all BRICK schools, we have provided guidance on classroom readiness for a strong start of the school year. This includes designated classroom spaces (such as classroom library, word wall, etc.), poster/signage (iDREAM, hand signals, etc.), specific subject materials (math manipulatives, etc.), bulletin boards, and specific spaces needed for shared classrooms. When reviewing this document, be sure to note what items will be provided to you on the network level, along with what requirements are for designated classroom spaces and guidance for shared classrooms.

[Classroom Readiness Checklist](#)

The Whiteboard

BRICK Education Network teachers in grades K-8, utilize their board as a powerful tool for communication. The chart below outlines expectations:

| K-3 Self-Contained | 4-8 Departmentalized |
|---|---|
| DATE DAILY SCHEDULE: Whether consistent for a week or a month, the daily schedule serves to keep a teacher moving through subjects on time and students to be clear about the structures and routines in the class. The schedule should include the times and the subject. The schedule should be updated daily. | DATE AGENDA: Used to provide students with a brief overview of the lesson's progression, the agenda can also be used to engage students by listing specific names of activities/lesson components or problem sets that will be part of the day's lesson. Broken down by minute. Objective: What students will be learning Homework: The day's homework assignment is posted in full. |

Recommended Practices

- The daily lesson objective can be written before student entry or during the opening of the lesson.
- Keep the objective up throughout the lesson that is being taught (If using PowerPoint, embed the objective in the header so that it is always visible for students to reference)

Bulletin Boards

Bulletin boards at BRICK Education Network are meant to display samples of student progress toward demonstrating mastery of rigorous tasks. Bulletin boards are a place where students can be proud of their work, both in first draft form and also after feedback and revisions. School leadership teams determine final bulletin board decisions.

General Bulletin Board Guidelines:

- Updated on a monthly basis (see individual school schedule)
- Include various levels of proficiency
- Graded with some form of feedback
- Include student revisions using feedback given by teacher
- Please note: There may be other requirements as outlined by individual schools.

ELA: Big Picture

- Clear and limited focus to ensure clear progress for each student
- Co-existing needs for our lowest kids: Phonics AND added practice with ELA habits
 - Ideal plan: Daily phonics block/ELA Enrichment independent of ILT
- Beginning of year: Screen free development of reading and writing community
- Beliefs:
 - Phonics and fluency is the foundation for reading and writing
 - Proficient habits will set scholars up to master skills
 - Intervention should be done in response to student work
 - Intervention/ acceleration should be tied to core content as much as possible
 - Intervention happens in ILT AND in classtime
 - Grade level teachers and ILT teachers are partners

Outcomes | Students Become Independent Learners as evidenced by:

- ☐ Students being able to state their goal, how this goal was developed, how they are working to achieve it, how the work they are doing will ensure success and why it's important.
- ☐ Academic growth is due to learning the skills of independent learning and owning their own mastery of knowledge.
- ☐ Being confident and self-motivated as a result of having the skills to learn independently, and the trust to own their education.
- ☐ Students own their own mastery and achieve their goals.
- ☐ Student mindset shifts to one of fluid intelligence and faith in their own ability as a learner.

The ILT Class Key Criteria for Success

Structures Criteria for Success

- 30 minutes 2-4 times per wk in the schedule of every scholar in grades 4-8 in all BRICK Schools 4-5 days a week.
- Subject area focus for ILT is based on priority area or student need.
- Highly competent educator (math and ELA specific) with ongoing professional development
- High level of consistent, streamlined communication between grade level subject teacher and supplemental core block instructor that allow for some flexibility if the student meets the goals early, finds that the activities are not useful in building up skills, or the student is otherwise not being successful doing the work and meeting the goals of the plan.
- Instructional methods are differentiated and aligned to the student's current learning targets grounded in "I Can..." statements
- There is a clear plan and progression for each grade or student to learn and internalize the systems of the Individualized Learning Block.
- Professional Development is provided to all necessary staff connected to both the structures of communication necessary to develop and track learning goal progress.
- There is a deliberate progress of learning targets created for grades 4-8 that ensures students become independent learners.

Learning Environment Criteria for Success:

- The Individualized Learning Block Classroom is set up to ensure students are easily able to access the tools they need to work independently and spaces for various types of learning including but not limited to computer access and headphones for students working on learning platforms, areas for project-based learning, space set aside for whisper level collaborative learning or small group support, as well as silent zones where student who need to think deeply can without interruption.
- If a school has identified a priority subject, focus of ILT may shift for cohorts of students or specific students to build them up.
- Clear rules and guidelines for the space and the time are created and posted to ensure students make the most of their time in the block.
- Student Individualized Learning Plans are accessible and visible to students and other staff.
- There is a visible reminder to students that shows what their work is for the day so they don't waste time, and all students learn to get to work right away, all the way.
- Individualized Learning Block Leaders are master teachers and seen as school leaders who own and manage the program receiving the necessary training and support to do this effectively; they also are in the classroom during ILT working directly with students but also managing other staff who may be working with students

Math ILT: Big Picture

- Clear and narrowed focus to ensure mastery for all students - focus is on accelerated learning so students build up prerequisite skills for current or upcoming units of study.
- Concrete messaging and beliefs:
 - Learning math cannot occur only in whole-group format
 - Building student capacity with pre-req skills/knowledge/fluency will provide students access to current grade-level material.
 - Intervention is best done by a human, and in response to data; iReady shifts to PowerUp time
 - Intervention happens in ILT time AND in classtime
 - Grade Level teachers and ILT teachers are partners
 - Love and curiosity of math and math identity matters: our kids are mathematicians

- To what extent are students retrieving information from long-term memory?
- To what extent do students know when and how to seek help?
- To what extent do students know their areas of strength, opportunities for growth and engage in addressing their opportunities for growth?
- To what extent are students motivated by the joy of learning?

At BRICK, the Individualized Learning Time block is one way that we strike back against this trend, move all students towards independence, and relentlessly knock down one barrier to students' academic success.

- *Build strategies and processes for tackling new tasks and provide opportunities for students to attempt new tasks without scaffolds* **BY differentiating instruction through intervention, choice and enrichment.**
- *Engage students in reflecting on strengths and areas of growth and set students up to attack their growth areas* **BY implementing the consistent use of "I can ..." statements in both Math and ELA**
- *Experience the joy of learning and the motivation of knowledge* **BY fostering a love of math and literacy and their academic identity.**

ELA:

- Provide foundational reading (fluency/phonics) instruction for students who are Beginner/Novices and whose data indicates need

Math:

- For Beginner/Novice/Apprentices instruction for students will build on fluency skills and use priming and pre-teaching for priority standards and lessons in each unit.
- For Apprentices/Grade Level/Experts students will have opportunities to continue to build their understanding of concepts by working on higher-level tasks and enrichment resources.

For more detail, please see the Math and ELA Guidebooks.

Individualized Learning Time

The Vision and Goal of Individualized Learning Time: Being a dependent learner impedes a student’s ability to unlock their limitless potential.” Zaretta Hammond (2015) in her book “Culturally Responsive Teaching and the Brain” presents what she calls the “epidemic of dependent learners” created by denying students the opportunities to develop the cognitive skills and processes that help them become independent learners.” (p.20) She defines dependent learners as having the following common traits:

The Dependent Learner

- Is dependent on the teacher to carry most of the cognitive load of a task always
- Is unsure of how to tackle a new task
- Cannot complete a task without scaffolds
- Will sit passively and wait if stuck until teachers intervene
- Doesn’t retain information well or doesn’t get it
- Need to develop the cognitive skills for higher order thinking
- Have internal stories about themselves shaped and developed by structural inequalities.
- These internal stories become a negative academic mindset as a result of being denied opportunities to become independent learners

Contrast this with the qualities of Independent Learners:

Independent Learner

- Relies on the teacher to carry some of the cognitive load temporarily
- Utilizes strategies and processes for tackling a new task
- Regularly attempts new tasks without scaffolds
- Has cognitive strategies for getting unstuck
- Has learned how to retrieve information from long term-memory
- Knows when and how to seek help
- Knows his or her strengths and opportunities for growth and is excited to attack them
- Knows the joy of learning and the rush of the “ah ha, I get it” moment

Hammond states the problem is “For culturally and linguistically diverse students, their opportunities to develop habits of mind and cognitive capacities are limited or non-existent because of educational inequity. The result is their cognitive growth is stunted, leaving them dependent learners, unable to work to their full potential. (p. 13) “We have to help dependent students learn new cognitive skills and habits of mind that will actually increase their brainpower. Students with increased brainpower can accelerate their own learning, meaning they know how to learn new content and improve their weak skills on their own.” (p. 15). Hammond refers to this as the most important job of educators.

As a network, a key focus question we must consistently address in all content areas is, “How are this course and instructional practices building our students’ capacity as independent learners?” We can develop sub questions based one each of the characteristics of independent learners from Hammond’s list:

- To what extent are students temporarily relying on the teacher to carry the cognitive load before moving to carry it on their own?
- To what extent are students utilizing strategies and processes for tackling a new task?
- To what extent are students attempting new tasks without scaffolding?
- To what extent are students demonstrating increasing capacity to employ cognitive strategies to get unstuck?

| | |
|--|---|
| <p>Lesson Planning and Delivery <i>Planning and delivering effective specialized instruction</i></p> | <p>Teachers:</p> <ul style="list-style-type: none"> Choose the most effective co-teaching models based on the lesson content and format, student needs, and teacher skill. Determine their roles and the students they will work with based on teacher skill and student need. This means certification should <u>not</u> pre-determine teacher roles in each lesson. Both teachers are building teaching skills and establish themselves as classroom leaders to achieve ambitious results with students. <p>Coaching Support:</p> <ul style="list-style-type: none"> Coach holds IPP meetings with both teachers to plan individual roles and get feedback on implementation. |
| <p>Data Collection & Feedback <i>Maximizing both teachers</i></p> | <p>Teachers strategically plan how they will collect and respond to data.</p> <ul style="list-style-type: none"> Teachers plan their response to data collected during the previous day's lesson of what to review, scaffold, or re-teach. Collect data on content mastery to review in weekly meetings for subsequent lessons. Collect data in the moment that can be quickly reviewed during or after the lesson. Use a common/shared data capture system that allows both teachers to analyze and respond to trends. <p>Coaching Support:</p> <ul style="list-style-type: none"> Assess teachers on their data collection and analysis skills to tailor data meetings and skill-building. |

| | |
|--|--|
| <p>Weekly Co-planning Meeting <i>Develop the partnership & planning instruction</i></p> | <p>Teachers:</p> <ul style="list-style-type: none"> ● Share positive and constructive feedback with one another. ● Review prior week's data to plan response. ● Preview upcoming lessons to plan the most effective flow-of-the-block and accommodations based on the demands of the lesson and student needs. ● Ensure teachers know the preparation and instruction they are responsible for each day. <p>Coaching Support:</p> <ul style="list-style-type: none"> ● Join a co-planning meeting as needed to share feedback (may reduce/increase over the course of the year). ● If weekly meetings are overly tactical, consider more frequent touchpoints for teachers to reflect on lessons and make adjustments. |
| <p>Feedback <i>Developing partnership & instruction</i></p> | <p>Teachers give one another candid feedback that improves the quality of instruction and strengthens relationships.</p> <ul style="list-style-type: none"> ● Teachers share and implement feedback in the moment and during weekly meetings. ● Feedback on the working relationship and instruction is specific, names the action and impact, and assumes the best. ● Feedback is given and received with the purpose of improving instruction and spirit of gratitude. <p>Coaching Support:</p> <ul style="list-style-type: none"> ● Provide feedback on the quality of feedback between co-teachers. ● Set up a mini-stepback between co-teachers as needed. |
| <p>Inclusive Classroom Environment <i>Respect for difference and a conducive learning environment</i></p> | <p>Teachers closely collaborate with one another and with students to build a culture of inclusivity.</p> <ul style="list-style-type: none"> ● Groupings and support are flexible, based on the needs of scholars NOT solely whether they have an IEP. ● Teachers and students use inclusive language that matches our values to ensure that all scholars are embraced in the classroom. ● Students comfortably direct questions to either teacher and view all as classroom leaders. ● Both teachers support all students equitably (note: not equally). <p>Coaching Support:</p> <ul style="list-style-type: none"> ● Conduce classroom environment walkthroughs and share feedback. |

Co-planning is a time when co-teachers plan together to prepare for lessons throughout the week for co-teaching blocks. Co-Planning should happen during scheduled enrichment periods and should include:

| ELA Content | Math Content | Culture |
|--|--|---|
| <p>Both ELA Teachers</p> <ul style="list-style-type: none"> complete IPP and exemplars for lessons Look at student work from the Phonics Skills/Core Block to identify trends Plan for small group based on skills, assessments, and interims Review assessment data to develop a plan for targeted skills review in small group instruction | <p>Both Math Teachers</p> <ul style="list-style-type: none"> complete IPP and exemplars for lessons use data to identify pathways for academic monitoring, focus on a group of students from Exit Ticket data plan skills to review during Power-Up either for reteach or pre-teaching | <p>Check in about culture of the classroom (i.e. going over what is working/what is not, ensuring both people know their roles in the classroom)</p> <ul style="list-style-type: none"> Ensure SEL focus skills are embedded into ELA & Math lessons Discuss trends highlighted from iDreams scores |

Below is the general overview of creating a successful co-teaching partnership including teacher actions and coaching support.

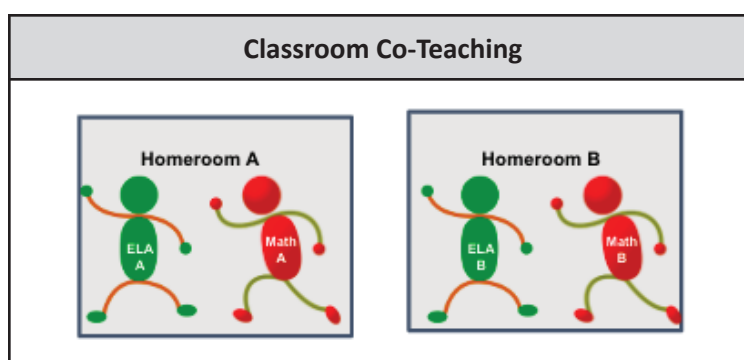
| Indicator | Teacher Actions & Coaching Support |
|---|---|
| <p>Beginning of the Year Co-teacher Partnership Meeting(s) <i>Establish a vision for Partnerships</i></p> | <p>Teachers:</p> <ul style="list-style-type: none"> Establish a foundation of trust and a shared vision for the class. Align on teacher expectations for communication, giving one another feedback, and initial expectations for planning and instruction. Set weekly meeting co-planning time and place where notes are captured and shared with the leader. Discuss the instructional approaches that will maximize the impact of two teachers based on student needs, teacher experiences and skills, and class content. This must include how teachers intend to support Exceptional Learners. <p>Coaching Support:</p> <ul style="list-style-type: none"> Share an agenda template emphasizing relationship-building and classroom vision. Establish baseline expectations for communication, planning, and initial structures. Give feedback on the classroom vision, emphasizing how it aligns with the school vision, needs of students, and teacher development. Conduct walkthroughs with other leaders to provide feedback on classroom environment and teacher dynamics. Establish a regular schedule of IPP feedback and class observations. |
| <p>Unit Unpacking <i>Deepen content understanding, prioritize skills & knowledge, and plan access and rigor for access</i></p> | <p>Teachers:</p> <ul style="list-style-type: none"> Unpack the unit together. Respond to data analysis through differentiation. <p>Coaching Support:</p> <ul style="list-style-type: none"> Lead unit unpacking protocol with co-teachers. Monitor the effectiveness of planned supports for Exceptional Learner through observation and subpopulation data analysis. |

Co-Teaching in Grades K-3

Co-teaching is an essential part of BRICK Education Network’s K-3 model. During instruction, teachers serve as equal partners, assume flexible roles, and apply different co-teaching models to meet specific learning objectives and scholar needs. Both teachers in the classroom should be completely prepared for the day’s lessons to ensure learning is maximized. When teachers are co-teaching, the expectation is that both teachers are engaged in the lesson and that both teachers are circulating and providing feedback to students. During instructional blocks, both teachers should play an active role in supporting all learners, which may include monitoring their own small groups and independent groups in the classroom to ensure all behavioral and academic expectations are being met. Both teachers own all data for their collective classrooms. Ultimately, a successful co-teaching classroom is one in which observers do not know who is the more experienced teacher or the less experienced teacher because students view them in the same way and there is a culture of feedback and mutual respect in the classroom.

There are two types of co-teaching in the K-3 classrooms: *Classroom Co-Teaching* and *Content Co-Teaching*

In K-3, classroom co-teachers (Math and ELA teachers from the same homeroom) start the day off in their homeroom class and lead morning meetings together. They will co-lead or co-teach other parts of the day lunch, and end-of-day dismissal. They work together to create a strong classroom culture and strong relationships with students in their homeroom classroom.



In content co-teaching, teachers build their content expertise by co-facilitating lessons and supporting all students in their specific content. In both Phonics Skills and ELA Small Group parts of the school day, ELA teachers will co-teach across grade level the same phonics lesson and plan small group(s) for both homerooms. Similarly in Math, Math teachers will co-teach across grade level in Math Power Up and Math Core Block for both homerooms.

| Kindergarten & First Grade | Second Grade | Third Grade |
|---|--|---|
| <div> <div>Homeroom A ELA Phonics Skills</div> </div> <div> <div>Homeroom B Math Core Block</div> </div> <p>Kindergarten and First Grade have a grade level “Small Group Instruction” time built into their daily schedule (M-Th). During this time, classroom co-teachers lead center-based activities focused on Math and ELA. Classroom co-teachers may also pull Math or ELA-focused small groups for targeted instruction.</p> | <div> <div>Homeroom A ELA Phonics Skills & Small Group</div> </div> <div> <div>Homeroom B Math Core Block & Power-Up</div> </div> <p>Second grade will have a separate time for ELA-focused small group (called “Small Group”) and for Math-focused small group (called “Power-Up”).</p> | <div> <div>Homeroom A ELA Core Block W&W</div> </div> <div> <div>Homeroom B Power Up Math Core Block</div> </div> <p>Third Grade has a grade level “Small Group Instruction” time built into their daily schedule (M-Th). During this time, classroom co-teachers pull Math or ELA-focused small groups for targeted instruction.</p> |

the academically talented program according to the multiple identification criteria summarized below. At the current time, English Language Arts (ELA) and Mathematics (Math) are the two content areas offered to gifted students.

- Grades K-8 Criterion (ELA and Math):
 - i-Ready and mClass percentile results in ELA and Math to determine competence in those subjects
 - Interim assessments in ELA and Math to determine local achievement in standards
 - State Assessment Results (grades 3-8)
 - Teacher inventory of learning and motivation characteristics to determine task commitment

Collaboration

General and special education teachers work in concert to support students with disabilities. This work provides students with both the skills and knowledge of both experts to close academic and social gaps and provide accelerated learning. Students are provided with the

Educating ELLs/MLLs

The English Language Learner/Multi-Language Learner program is a daily developmental second-language program of at least one period of instruction based on student language proficiency. The teacher of this program focuses on comprehension, speaking, reading, and writing in English.

MLLs benefit from direct instruction and the use of academic language. All learners must be exposed to academic language in order to improve their English proficiency and language acquisition. Teachers should use Sheltered Strategies to support learners. The following strategies are useful for teachers;

- Use different sources of input. When acquiring language, the learner must activate all four domains of language: listening, speaking, reading and writing.
- Use a storytelling approach that includes at least 80 percent words and expressions that your students can understand.
- Use drawings or images to illustrate the concept being taught. Use labels as well.
- Front-load key vocabulary terms using a mix of Tier 1, 2, and 3
- Activate prior knowledge to build bridge to new knowledge
- Adapt speech by avoiding complex explanations and advanced forms of language such as idioms, sarcasm, or regional idiosyncrasies.
- Correct mistakes through modeling correct language use

Gifted and Talented Programming

Introduction

Students will be identified for acceleration under the network's gifted model. This model is for students who demonstrate advanced academic skills in self-directed learning, thinking, research, and communication in the language arts and mathematics subject matter areas. The students may show skills in developing innovative products that reflect individuality and creativity at an advanced level when compared to his/her/their peers. The goal is to offer differentiated instructional opportunities for maximum growth every school year. All teachers work closely with students, parents, and administrators to ensure challenging opportunities to maximize student achievement.

Definition of Giftedness

The network defines gifted students as: Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities. For the network, giftedness is guided by the principles of differentiation of instruction by the classroom teachers. Differentiated instruction is a way of teaching that allows teachers to customize their instruction, activities and assessments to meet the needs of all learners. All teachers are required to differentiate instruction within their classrooms and to leverage the built in structures within the academic model to accelerate learning for all students.

Screening & Identification

The identification of gifted students is an ongoing process extending from grades kindergarten through twelve and is built into the regular academic program. Data gathered from standardized academic assessments and network-administered assessments are used to identify a student as gifted. Once identified for the gifted program, students are not required to go through an annual qualifying process unless students demonstrate difficulty with the program of service provided. No single criterion or score is used to exclude a student from being identified. Of the suit of normed universal screeners used in BRICK schools, students only need to excel on one of them to be considered gifted. Identification procedures will be analyzed annually to avoid any type of discrimination. Students will be nominated for

| | | |
|---|--|--|
| age. Students' products are not the same as students without modifications. | but provided different tasks/expectations | <ul style="list-style-type: none"> It does not allow for evidence of mastery |
| Interventions: Improving and enhancing existing skills to teach academic and behavioral strategies to teach a new skill. These targeted instructions occur with assessment, planning and data collection of research. based strategy or program. The frequent progress monitor helps to determine if the instruction is in fact helping the student grow. | <ul style="list-style-type: none"> Mini lessons build on what they know Students read, Teacher reads back, Student reads again for fluency | <ul style="list-style-type: none"> In addition to the curriculum to help students make progress toward benchmarks. Teachers a new skill or a new strategy to use when applying a skill |

Individualized Education Program (IEP)

Is a written plan that identifies a student's present level of academic achievement and functional performance. General education and special education teachers alike provide the information described above to determine the appropriate goals, accommodations and modifications, and related services needs for each student with an IEP. General education and special education teachers are responsible for the implementation of this plan in order to close academic and behavior gaps for struggling learners.

IEP Access

Teachers and paraprofessionals who serve students with IEPs should have access to these documents in the IEP student information system (EdPlan). Log-in credentials are provided prior to the opening of school and/or once employment begins. These documents are confidential and should not be shared with anyone other than those who “need to know.” All information in the document must be kept confidential.

IEPs must be kept in a locked location and should not be removed from campus. All student information should be accessible in EdPlan and can be accessed while off campus.

IEPs are developed and revised on timelines determined by the New Jersey Administrative Code 6A:14, Special Education.

Annual: the period of one calendar year where the IEP team meets to review and revise the IEP and determine placement, appropriate accommodations and modifications, and goals and objectives.

Triennial/Re-evaluations: the period every three years of the previous classification, a multi-disciplinary reevaluation is completed to determine whether the student continues to be a student with a disability

Both general and special educators contribute information about the school programs, student progress, and concerns about the student's progress. This team of educators work together to support all students and collaborate with others to meet the academic and social needs of students

Case Manager

The Child Study Team case manager works in collaboration with teachers in order to prepare the IEP, monitor the progress, and determine the appropriate disability of a student who has special education needs.

Exceptional Learners

Vision and Our Beliefs

We are committed to ensuring that each and every child has the necessary tools to be successful in our community and the world. We are committed to the growth and development of every child academically, behaviorally,, and socially-emotionally. We envision that every child who leaves our program will make positive contributions to the world and will live a thriving, full, and vibrant life. Our exceptional learners consist of: students with disabilities, English/Multi-language learners, and gifted and talented students.

Students with disabilities have been identified through a full evaluation process to determine how they best learn. We provide these students with the necessary academic supports in the least restrictive environment to ensure that they have access to the grade-level curriculum and supports that create success.

English/Multi-Language learners are students who have been identified through a triangulated tool to determine their level of proficiency and need for academic English. These students have often come from lands other than the United States and may require support with basic understanding of classroom tools to vocabulary.

Gift and Talented Learners are defined by New Jersey as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.” We endeavor to identify, support these students, and provide them with the appropriate level of academic challenge to support their learning needs.

Accommodations and Modifications

Students with IEPs receive all accommodations and modifications identified in their Individualized Education Program. At the beginning of the academic year teachers must read over each IEP to determine what accommodations and modifications should be provided throughout the year. Below is a table that outlines the differences with accommodations, modifications, and interventions.

| Accommodation vs. Modification vs. Intervention | | |
|--|--|---|
| Definition | Examples | Clarification |
| Accommodations: Changes made to the classroom, instruction, or tests to help students completely acquire the educational curriculum without changing the content. This does not change the learning expectation. Students will be accountable to produce/attain the same outcome as their peers. | <ul style="list-style-type: none"> • Preferential seating • Extra time for tests • Extra time for assignment completion • Reduce length of assignments • Tests read aloud • Test in small groups • Allow for frequent breaks • Allow for dictated answer instead of long written responses | <ul style="list-style-type: none"> • Accommodations are changes made to the student's school setting to help him or her be successful in the classroom. • Differentiation at the student's grade level • A change in the instruction that allows for evidence of mastery |
| Modifications: Instruction or tests may be shorter, easier or lower the expectations of learning. The changes of learning expectations are different from the expectations of peers of the same | <ul style="list-style-type: none"> • Reduce the difficulty of the content the student needs to know • Shortening a spelling list • Pass/fail grading scale • Individualized materials for student • Involved in the same instruction, | <ul style="list-style-type: none"> • Most often associated with IDEA and special education services. • Changes in what is expected from the students and/or taught to the student |

Arc of the Year Development

The Arc of the Year outlines the top priority for BEN schools to focus on during each part of the year, in order to build a year-long instructional strategy for our scholars. Each arc focuses on key teacher or leader moves and mindsets resulting in student academic and social-emotional success. Though the arc is year-long, we break up the year into discrete phases, each focusing on an intentional and narrow set of skills that build on one another. Through intentional professional development and on-the-spot feedback, we build strength and proficiency, ultimately leading to big teaching and learning results.

Teachers will be trained in the key instructional strategies and the key look-fors throughout the course of the school year during professional development and observation feedback sessions. Feedback on the AotY will be shared via SchoolMint and is used as a development tool. Refer to content guidebooks for more information on specific Arc of the Years.

| Arc of the Year Timeline | | | |
|--|--|--|--|
| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| Arc 1: Laying the Foundation - Strong Planning and Preparation to Maximize Learning Student Outcomes: High student engagement and completion of exit tickets/independent work | Arc 2: Monitoring/Diagnosing and Response to Error Student Outcomes: Strong student work habits and student accuracy on exit tickets/independent work | Arc 3: Strong Student Practice and Debrief Student Outcomes: Strong student work habits and increased student accuracy on exit tickets/independent work from previous quarter | Arc 4: Maintaining Rigor to Meet Grade Level Expectations Student Outcomes: Students can self-monitor/self-assess and there is strong student accuracy on exit tickets/independent work |

Morning Meeting and Advisory

School leaders conduct weekly observations of Morning Meeting/Advisory using the [Morning Meeting and Advisory Observation Checklists](#) and collect glows and grows in SchoolMint. Leadership teams work together to identify trends, develop action plans to address the trends, provide additional PD, feedback, etc. to teachers, and then monitor implementation.

| Intentional Relationship Building | Student Behaviors | Classroom Systems | School Systems | Teacher Taxonomy Skills | Academic Habits |
|---|--|--|--|---|--|
| Culture of Belonging OVERVIEW | | | | | |
| School Developed: (baseline expectations) Pre-Day 1 <ul style="list-style-type: none"> Connect with 100% of families Gather info on students' identity groups B2S BBQ Attendance Classroom environment Weeks 1-6 <ul style="list-style-type: none"> Integration of <i>Trust Generators</i> Learning about your learners (throughout the day) Classroom Expectations w/ Student Voice Morning Meeting: Scope & sequence to include Icebreakers/ teaching of Values (resources provided) Focused activity debriefs Identify students not connected | Network Developed: <ul style="list-style-type: none"> Ready Position/Academic Posture Tracking Vertical Hands One Voice On Task 100% effort Perfect Uniform HALLS | School Developed: <ul style="list-style-type: none"> Classroom Culture Plan <ul style="list-style-type: none"> Breakfast Routine Unpack Pack-up Tardy Students Sharpening Pencils Missing Pencils Passing out materials and papers Collecting materials and assignments Returning Graded Work Incomplete Work Absent Work Completed Work Getting out of seat Cubbies/Lockers (8-12) What to do when I think I am already done and don't know what to do (WTDWITIADADKWTD) Classroom Disruptions Reaction when not called on What happens when you don't know Call and Response Writing down HW Clean-Up Procedures Voicing Grievances Seat Sack/Desk How to get teacher Attention | School Developed: <ul style="list-style-type: none"> Arrival Dismissal Lunch Hallway transitions Calls to Attention First 5 Last 5 Recess TAB In/Out HW tracking Classroom Greeters Hand Signals (bathroom, pencil, tissue, water) Nurse Visits Procedure Network Developed: <ul style="list-style-type: none"> Classroom management system - iDREAM Time Morning Meeting Community Meeting Town Hall Meeting Attendance Systems Volume Register | Network Developed: <ul style="list-style-type: none"> Confident Presence Tone Clear What to Do Directions (WTD)/MVP Scanning/Radar Joy Factor Positive Framing 100% / Do It Again Correction w/ iDREAM value Break the Plane/Circulate Least invasive correction Work the Clock Timers/Pacing Academic Narration with iDREAM values Behavioral Narration with iDREAM values Active monitoring (101 and 201) Right is Right Whole Class Reset iDREAMs Management Exit Ticket Admin & Collection | School Developed: <ul style="list-style-type: none"> Paper Headings Partner Work Network Developed: <ul style="list-style-type: none"> Turn & Talks Loud and Proud Complete Sentences Complete Work Implementation of teacher feedback Independent Work Habits (101 and 201) <ul style="list-style-type: none"> Annotations Complete sentences labels Showing work Neatness Pencil moving when hand raised Double-checking Habits of discussion Hand signals Building Statements Disagree respectfully Academic language & vocabulary Pushing for Rigor |

Habits of Discussion

| Habits of Discussion - Student and Teacher Actions | | |
|---|--|--|
| Kindergarten through 12th Grade | | |
| Core Habit of Discussion | Ideal Student Actions | Teacher Training or Prompting |
| Listen and Talk Only in Turn | <ul style="list-style-type: none"> Track the speaker Hands down when someone is speaking Do not interrupt | <ul style="list-style-type: none"> Teacher models hands down Teacher eye contact, hand movement Teacher prompts students to give selected peer a chance to think/talk |
| Speak Audibly | <ul style="list-style-type: none"> Students speak audibly | <ul style="list-style-type: none"> Teacher prompts: "Loud and proud" |
| Speak in Complete Sentences | <ul style="list-style-type: none"> Restate the question in the response; no incomplete sentences | <ul style="list-style-type: none"> Teacher non-verbal: stretch it. |
| Interact Peer-to-Peer | <ul style="list-style-type: none"> Look at every group member when giving an answer, not just the teacher | <ul style="list-style-type: none"> Teacher non-verbal: fingers pointing to eyes and then to the rest of the group Teacher prompts: "Tell him/her." |
| 1st Grade through 12th Grade | | |
| Core Habit of Discussion | Ideal Student Actions | Teacher Training or Prompting |
| Elaborate on Your Answer | <ul style="list-style-type: none"> Teacher prompts students to give a more developed answer Students prompt students | <ul style="list-style-type: none"> Teacher prompts students to give a more developed answer: "Tell me more." Teacher gestures for student to keep going. |
| Build Off Another's Answer | <ul style="list-style-type: none"> Responses build off of what the previous student said. | <ul style="list-style-type: none"> "Build off that." "Tell me more about what _____ said." "Can you tell me more about what _____ is thinking?" |
| Evaluate Others' Responses (Accountable Talk) | <ul style="list-style-type: none"> Non-verbal: agree, disagree. Students saying "I agree with what you said because..." and "I somewhat agree with what you said but..." | <ul style="list-style-type: none"> Teach the stems of agree/ disagree/ somewhat disagree: "I agree with what you said because..." and "I somewhat agree with what you said but..." Teacher prompts with "Do you agree..." and then asks "Why do you think that?" Teacher prompts the group: "What do you think about that?" "Do you agree?" |
| Peer Praise | <ul style="list-style-type: none"> Praise each other's work or thinking | <ul style="list-style-type: none"> Teacher prompts for praise: "What did you like about Jason's answer?" "Could someone offer some praise for that answer?" |

Hand Signals for CFU & Engagement

| Ownership, Accountability and Preparedness | |
|--|---|
| <p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> Students consistently use hand signals to show their thinking in response to their teacher(s) and other students Without prompting, students use hand signals Teacher uses hand signals to assess understanding and select student to share their thinking Teacher uses simple prompts, if needed, to get students to show thinking | <p>Materials:</p> <ul style="list-style-type: none"> Visual Anchor Poster (BRICK) |

Every moment in the classroom is a moment for learning and development. It is important for our Students to be actively listening to teachers and their peers and to evaluate others' responses. This requires higher levels of cognitive engagement and allows all of our Students to have an opportunity to show their learning. Universal hand signals are a great way to gauge the active listening of Students and also an opportunity for evaluative thinking.



Complete Sentences

| Ownership, Accountability and Preparedness | |
|---|--|
| Criteria for Success: <ul style="list-style-type: none"> Flipping the question correctly as the sentence starter-pull out the key words to use in the response. Subject-verb agreement and grammar are correct. Teacher prompts if the Student does not respond if a complete sentence and has student repeat their thought using a full sentence | Materials: <ul style="list-style-type: none"> None |

| Complete Sentences | | |
|--|---|--|
| Rationale: <ul style="list-style-type: none"> Prepares Students for future conversation as adults In order to write well, Students need to be able to convey ideas verbally in complete sentences Conveys confidence and full sharing of ideas Closes word gap by requiring full expression | 100% Vision: <ul style="list-style-type: none"> Flipping the question correctly as the sentence starter-pull out the key words to use in the response. Subject-verb agreement and grammar is correct. Teacher prompts if the Student does not respond if a complete sentence and provides prompt if needed (move to non-verbal eventually). | Non-example: <ul style="list-style-type: none"> 1-word answers Short phrases in response Grammar is incorrect, especially verb agreement. Restating answers to a question incorrectly by using the question stem in the response. |

Complete Sentences:

Students speak in complete sentences.

- Students should always provide their response in a complete sentence. This builds important habits that Students will need throughout their lives in both academic and work/personal settings.
- If needed, teachers will provide a “sentence starter” or provide scaffolding so that the Student can frame the sentence correctly.
- Students should not be permitted to frame the statement incorrectly. For example, “Who is the main character in the book?” Student responds: “Who the main character in the book is Chrysanthemum.” This is a typical error that children make when learning how to respond in complete sentences. The teacher should either proactively provide the sentence starter or correct the Student immediately after so this habit does not form.

Vertical Hand

| Ownership, Accountability and Preparedness | |
|--|--|
| Criteria for Success: <ul style="list-style-type: none"> • Arm straight up above your head • Still, calm arm and hand • Hand raises at the appropriate time (not when another Student is in the middle of speaking, teacher is asking a question, when teacher cue is given) | Materials: <ul style="list-style-type: none"> • None |

| Vertical Hands | | |
|---|--|--|
| Rationale: <ul style="list-style-type: none"> • Shows pride in your answer and enthusiasm for your response to participate- shows “just right enthusiasm” • A tall, still hand shows respect for the discussion, other Students that might be sharing, etc. • Trains young Students for the habits of discussion- thinking of an idea, waiting for your turn, sharing in a respectful way • For teachers easily conveys who wants to share | 100% Vision: <ul style="list-style-type: none"> • Arm straight up above your head • Still, calm arm and hand • Hand raises at the appropriate time | Non-examples: <ul style="list-style-type: none"> • Waving hands • Half-way up hand • Hand in neighbor’s space • Calling out while raising hand • Hand is raised at an inappropriate moment (i.e. when another Student is in the middle of speaking or when the teacher is asking a question) |

Note: There will be some instances when we expect all Students to raise their hands in response and other instances where this is not the expectation. This expectation for vertical hands refers to *how* hands should be raised, not *when*.

Turn and Talks

| Ownership, Accountability and Preparedness | |
|---|--|
| <p>Criteria for Success:</p> <p><u>School Wide</u></p> <ul style="list-style-type: none"> Teacher provides a clear, discussion worthy question Teacher gives clear WTD During turn and talks, partners listen and respond to what their partner says using our Habits of Discussion (I agree, I disagree, I don't understand...) Student conversation during turn-and-talks is only related to the topic began by teacher. Students talk with only their assigned buddy or group If talking about specific work, the work is visible for both partners Teachers actively monitor Students for both routines and academic content. <p><u>Grade Specific</u></p> | <p>Materials:</p> <ul style="list-style-type: none"> Visual Anchor naming expectations or providing visual do's and don'ts Habits of Discussion poster |

Rationale: Turn and talks (and partner/group work in general) can be a very powerful instructional tool if executed well. It can provide teachers with in-the-moment feedback on what Students understand and where they might need some further support/where their thinking needs to be pushed. Partner work also helps Students build interpersonal and communication skills and helps them learn from one another.

Example Procedure:

Weeks 1-6:

- "We're going to do a turn and talk to talk about X (prompt)."
- "Turn" (Students turn to face partner and sit in ready position).
- Teacher prompts one partner to go first and restates prompt: "Window side, tell your partner X (prompt)...Talk."
 - Note: Students may need a sentence starter depending on the prompt. For example, say, "The character was feeling..." and then say what the character felt and why."
- After half of the time has passed (likely 20-30 seconds): "Switch. Door side."
- Once the other partner has had a chance to share, teacher uses "Bring it back" call to attention.
- Teacher teaches student what group to join if their partner is absent.

After week 6:

- Once Students are independent with turn and talks, you can eliminate the designation regarding which partner should speak first. Instead, Students can engage in a more organic discussion. This scaffold will remain in place through the first 6 weeks and as long as needed (potentially the whole year in some classes).
- For more complex questions, you can even assign each partner part of the question and have them share whole class what their partner said to hold them accountable and build listening skills.
- Note: This routine may be further de-scaffolded as students become more familiar.
- Turn and Talk partners remain the same no matter the direction students are facing on the rug.
- If a Student's partner is missing, the Student should problem solve and join another pair to form a group of 3 or find another Student with a missing partner.

Tracking

| Ownership, Accountability and Preparedness | |
|--|--|
| Criteria for Success: <ul style="list-style-type: none"> Head turns toward the speaker and Student's eyes are looking at the speaker. Hands remain folded flat on desk with elbows on desk or flat on your ankles. If Students are sitting in pods and must turn to track the speaker, and their upper bodies should turn Bottoms stay flat in chairs or on rug. Students track quickly from one speaker to the next In the first weeks of school, teachers always cue for tracking. | Materials: <ul style="list-style-type: none"> None |

| Tracking | | |
|--|---|--|
| Rationale: <ul style="list-style-type: none"> We aim to create a learning community where everyone feels valued and respected for their contributions. We also want this community to reflect a love of learning and ideas. For these reasons, it is essential that all members of our community make eye contact with each other when someone is speaking. This conveys respect and interest in each other's thoughts and opinions. It also will enable our students to build off of each other's ideas and contribute to a learning environment that feels powerful. | 100% Vision: <ul style="list-style-type: none"> Head turns toward the speaker. Bottoms stay flat in chairs or on rug. Students track quickly from one speaker to the next. In the first weeks of school, teachers always cue for tracking. | Non-examples: <ul style="list-style-type: none"> Looking down or elsewhere when someone is speaking Turning head toward the speaker but looking away/at something else. Teachers saying "Track the ceiling. Now track the speaker." The ceiling isn't tracking worthy. Students turning their whole bodies out of their seats or turning their heads in an exaggerated manner that is distracting Students keep tracking in the direction of the speaker even when the speaker is finished, and the next speaker has started, especially tracking the teacher the whole time, but not tracking peers |

Procedure for Tracking Protocol (first 6 weeks of school):

- Before giving a direction to track, all Students should be in ready position.
- Teacher gives direction for **"hands down, ready position"** if hands are raised.
- Teacher says while pointing, **"Track the board/Sydney/this book."**
- Teacher puts up non-verbal stop sign if it is a Student talking and states with a smile, **"Wait, (Student) let's make sure we have all eyes."**
- Teacher quickly scans the room no more than 2-4 seconds for compliance:
 - Weeks 1-2:** Teacher reinforces tracking with positive narration paired with non-verbals, (smiling) "The entire blue row is tracking Saniyah, Niko's eyes shot right over to Jerel."
 - Weeks 3-4:** Teacher reinforces tracking with shorter reinforcement peppered with non-verbals, "So quick, tracking _____" "Thank you, _____" "Yes, _____"
 - Weeks 5-6:** Teacher reinforces tracking with non-verbals. (Head nods, winks, thumbs up, smiles).
- Teacher says to speaking Student, **"We're ready, (Student)."**
- Teacher monitors for sustained tracking while speaking, teaching, or listening.
- Every time the point of focus changes (e.g. Students shift from tracking a book to tracking a peer), a clear cue should be given.

Building Strong Student Habits

Here at BRICK Education Network, we have identified key student habits that are the building blocks for being college and career ready.

Ready Position/Academic Posture

| Ownership, Accountability and Preparedness | |
|--|--|
| Criteria for Success: <ul style="list-style-type: none"> • Sitting up tall/comfortable back posture (straight, position that can be sustained) • When resetting, hands are folded on table or in lap (not on shoes or in between legs) • Head turned to look at person speaking (see tracking) • Feet flat or crossed at ankles fully under individual Student desk | Materials: <ul style="list-style-type: none"> • None |

| Ready Position: sit up, listen, ask and answer questions, track the speaker | | |
|---|---|--|
| Rationale: <ul style="list-style-type: none"> • The way you show you are listening to someone as a Student and in life is by actively engaging, tracking the speaker, responding to others • We want to maximize Student learning and ensure complete focus, so students can master the material • Ready Position minimizes distractions and prevents bigger infractions from happening | 100% Vision: <ul style="list-style-type: none"> • Sitting up tall/Comfortable back posture (straight, position that can be sustained) • Hands folded in lap (not on shoes or in between legs) or on table/desk • Hands away from clothing, if sitting at desk • Head turned to look at person speaking (see tracking) • In chair, tucked in • Feet flat or crossed at ankles fully under individual Student desk | Non-examples: <ul style="list-style-type: none"> • “Overdoing” it- e.g. straining head • Slouching, wiggly, but hands folded • Hands not locked or locked but playing with clothing or fingers • Back overly erect and/or strained • Incorrect body position, but inattentive (not showing attentive listening or looking directly at the person) • Hands on-face |

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|----------------------------|---|---|
| | <p>state the change needed, challenge students to make class even better and positively narrate improvements).</p> <ul style="list-style-type: none"> ● If the student experience has fallen below these expectations over time, a teacher or teachers will pre-plan a comprehensive classroom reset with the help of a coach. | <p><i>recognizing when their students have started to become disengaged and responding with effective strategies to improve student engagement and maximize learning.</i></p> |
| Engage All Students | <ul style="list-style-type: none"> ● Ensure at least 90% of all students always engage in the lesson by implementing a variety of strategies, including: <ul style="list-style-type: none"> ○ Cold Call: Call on students who are not volunteering to ensure everyone participates (generally using the format of question, name). ○ Pre-call/warm call: Let a student who needs more time know you're calling him/her next and, if needed, reassure them that they have a strong answer. ○ Turn & Talk: Implement brief (15-60 second) and frequent opportunities to discuss the content they are learning. | <p><i>We know that our ambitious goals for student achievement will require that we maximize the quality of the student learning experience each day in our classrooms. As a result, we want all our teachers to become skilled at maintaining high levels of student engagement and recognize that this will involve leveraging a variety of strategies to engage students throughout each lesson. Collectively, a variety of engagement strategies will support all students to remain focused throughout the lesson, address the unique learning preferences of each student, and cultivate a feeling of a purposeful classroom community.</i></p> |

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| | | <i>When a teacher makes reviewing Exit Tickets a regular practice, students see that the teacher values their attention and work.</i> |
| Routines and Procedures | <p>For routines and procedures that have been standardized across the network or school:</p> <ul style="list-style-type: none"> • Internalize the vision and minute-by-minute script • Practice articulating the vision for the routine in a way that is motivating to students • Practice the routine with students, leveraging ‘do it again’ to inspire students to execute as efficiently and effectively as possible • Plan to strategically re-set the routine or procedure if it is not effective. <p>For routines and procedures that have NOT been standardized across the network or school, such as those in your classroom culture plan:</p> <ul style="list-style-type: none"> • Write a vision and minute-by-minute script and review with your coach. • Practice articulating the vision for the routine in a way that is motivating to students • Practice the routine with students, leveraging ‘do it again’ to inspire students to execute as efficiently and effectively as possible • Plan to strategically re-set or revise the routine or procedure if it is not effective, enlisting coach support as needed. | <i>Productive, positive and powerful learning environments are made possible through predictable routines. The importance of strong routines is validated by research, which shows that an orderly school environment can negate the impact of income level on achievement. It is also supported by researchers who study the impact of trauma and have found that structure and limits support students to feel the sense of safety in the classroom necessary to learn at the highest levels. At BRICK, we recognize the need to cultivate routines and procedures that support strong levels of engagement and encourage students to develop the independent self-regulation skills necessary to help them make effective choices in all aspects of their lives.</i> |
| Internalize Common Lesson Plans | <ul style="list-style-type: none"> • Access the draft lesson plan for the appropriate grade level/content area using the BRICK Google site or the content shared drive. • Read through the lesson plan, annotating as needed to internalize the plan. • Add additional information to your internalization as needed to ensure an effective lesson (for example, by synthesizing the big idea of the lesson, adding a personal exemplar for a high-leverage task, planning monitoring laps, or making adjustments to meet the needs of your exceptional learners). • Rehearse key parts before delivering to students. • Submit/post your internalization to support your ongoing coaching and development. | <i>We know that the children we serve have ambitious plans for their future. As a result, we accept responsibility for providing our students with the coursework that will prepare them to achieve their future goals for college and career. Consequently, we invest in creating common lesson plans that will ensure that all of our students are exposed to lessons that reflect the rigor necessary to develop college readiness and the cultural exposure necessary to draw strength from their identities, to achieve their personal goals, and to disrupt broader systems of oppression.</i> |
| Whole Class Reset | <ul style="list-style-type: none"> • At BRICK, we expect that at least 90% of students are always actively engaged in classroom activities. As a result, our teachers become adept at identifying when the student experience is slipping below this threshold so that they can effectively respond. • Teachers respond by executing a standard method for resetting class expectations (for example, attention-getter, name the gap, | <i>We know that our ambitious goals for student achievement will require that we maximize the quality of the student learning experience each day in our classrooms. As a result, we want all our teachers to become skilled at</i> |

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> ○ Ex: Jahki is showing respect, track, back tall, chair tucked, ready to work; Emily sending love, that's empathy; All of row 3 demonstrating diligence, hands are folded; Mehki being a model student, volunteering to read aloud and answer questions. Chris, that's A+ self-control ignoring distractions. | <p><i>moment. This is a type of least invasive correction.</i></p> |
| Academic Monitoring (101/201) | <ul style="list-style-type: none"> ● Create and follow pathways ● Pen, exemplar, & recording sheet in hand ● Mark student work ● Announcelaps (procedural and conceptual) | <p><i>Academic monitoring is essential to data informed instruction. As teachers monitor student work, teachers are messaging to students that they value their work and they care to make sure students are learning through feedback and positive narrations. Prior to circulating the room, teachers will name laps to ensure students know the expectations for their work and expectations of work time. Feedback is another key component to academic monitoring because teachers build relationships of trust to provide feedback that either pushes students to solve in a new way or to learn from their mistakes.</i></p> <p><i>[Kelly]</i></p> |
| Right is Right | <p>For any question that addresses key points:</p> <ul style="list-style-type: none"> ● Do not accept partially or almost right answers as fully correct ● Push until a completely correct or exemplar answer is given ● Make students answer the question you asked - don't let them get ahead of you ● Push students to use academic vocabulary ● Tell students they are almost there or almost correct until 100% correct <p>For any question that does not address key points:</p> <ul style="list-style-type: none"> ● Do not accept partially or almost right answers as fully correct ● Make students answer the question you asked - don't let them get ahead of you ● Push students to use academic vocabulary ● Tell students they are almost there or almost correct, roundup and name the completely correct answer ● Have the student say back or re-state completely correct answer | <p><i>Accuracy is important and pushing and supporting students to more accurate and exact responses reinforces complete responses. In some classes, exact answers are required whereas in other areas opinions, using facts, are more appropriate. It isn't about being right, it is about getting it right.</i></p> |
| Exit Ticket Admin & Collection | <ul style="list-style-type: none"> ● Must be completed at the end of a lesson (not the next day) ● Entirely independent work (do not coach) ● The data is used to refine your next lesson ● Quick (1 -3 questions) ● Focused and aligned to the objective and key points ● Teacher sorts in mastered, proficient, approaching proficient, not yet | <p><i>Exit Ticket responses provide some of the best, most timely information about student abilities; the criteria for success for each Exit Ticket allow the teacher to give regular, targeted feedback so students can work to improve.</i></p> |

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| | are answering make sure to show model student, using at least 2 of our vocab words from the lesson | <i>support the culture of the classroom, and 3) promote our school's beliefs.</i> |
| Break the Plane/Circulate | <ul style="list-style-type: none"> Move among the desks and around the perimeter Break the plane between the front of the room and where the students sit Engage when you circulate (work the room, don't just stand there) Position or turn yourself to see the most students | <i>Breaking the Plane helps maintain proximity to your students. Students will tend to stay on track, preventing behavioral issues from occurring. When students see you circulate, they typically redirect themselves.</i> |
| Least Invasive Correction | <p>The list below is in order of least invasive to most:</p> <ul style="list-style-type: none"> Non-Verbal Positive group correction Anonymous individual correction Private individual correction Lightening-quick public correction Consequence | <i>Whenever possible the least invasive intervention should be leveraged when correcting behavior. This approach to discipline with dignity provides the opportunity for off-task individual and group behaviors to be corrected with little spotlight and/or distraction.</i> |
| Work the Clock | <ul style="list-style-type: none"> Countdowns are used to pace the class Emphasize the importance of every second Set goals for your class's speed in meeting expectations Set a timer | <i>We can't create more time. Counting down helps prepare students for transitions and allows them to complete tasks without feeling rushed. Setting goals to boost efficiency helps maximize class time.</i> |
| Timers/Pacing | <ul style="list-style-type: none"> Use a timer to pace the lesson Set the timer for the allotted time Cut yourself off after timer goes off | <p><i>It is important that we are able to facilitate components of the lesson in the time allotted. This allows for enough time for practice, student heavy lifting, and exit ticket completion.</i></p> <p>What it's Not:</p> <ul style="list-style-type: none"> - Interrupting scholars mid-sentence |
| Academic Narration with iDREAM values | <ul style="list-style-type: none"> Narrate what students do well, not what they do wrong Economy of language (take out "I see" "I like") Name the highest leverage academic skill or thinking Connect the academic behavior to the iDREAM value <ul style="list-style-type: none"> Ex: Loriham being an innovator, finding another way to solve the problem; Akeem used college vocabulary in his answer, model student; Jembola's making his work even better, that's diligence; Everyone has at least 4 sentences written, staying focused showing A+ self-control | <p><i>Narration is a form of positive reinforcement that strategically (highest leverage behavior) puts students on track to model, as well as embody, their school's core values and ultimately serve as model students for their respective learning spaces in addition to the school community. Narrations usually redirect most off-task students in the least invasive way possible. Narrations name specific, positive academic and/or behavioral behaviors you want more students to demonstrate in the</i></p> |
| Behavioral Narration with iDREAM values | <ul style="list-style-type: none"> Use Value names to narrate what students do well, not what they do wrong Economy of Language (take out "I see" "I like") Name the highest leverage behavior Connect the behavior to the iDREAM value | |

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| | <ul style="list-style-type: none"> Be Seen Looking: exaggerate the scan, crane your neck | <i>additional support to make the right choices. By sending positive visual vibes, we build trust with our students that we are there to support them.</i> |
| Joy Factor | <ul style="list-style-type: none"> Teacher conveys genuine joy for the content through tone, expression, and language. Teacher conveys genuine joy for teaching children through tone, expression, and language. Academic Joy is created through the use of one or more of the following: Fun or games connected to the learning, drama/song/chants/movements/dance connected to the learning, content humor, suspense and surprise, or academic challenge. Create a sense of belonging and “US”: Class pride, nicknames, secret handshakes, etc... | <i>Joy factor builds a student’s sense of belonging. Finding joy and excitement around learning will connect students to the content. Everyone has a different joy style and bringing that personal joy to the classroom builds trust and community.</i> |
| Positive Framing | <ul style="list-style-type: none"> Live in the now (Ex: Your eyes are on the speaker. Non-Ex: I’m tired of asking you to track) Assume the best Allow Plausible Anonymity (Ex: Fourth grade, check yourself to make sure you’re in your best ready position with your notes page in front of you. Non-Ex: Jason, I want to see you in ready position with notes in front) Build momentum/narrate the positive Challenge | <p><i>This provides all students with the opportunity to realign themselves with the vision and expectations without embarrassment or shame. It shifts the correction to focus on the collective and not an individual, which helps maintain relationships.</i></p> <p>What It’s Not: <i>This is not a way to sarcastically single out a student or small group of students - non-example: “Everyone is 4th grade ready except Jason.”</i></p> |
| 100% / Do It Again | <p>100%</p> <ul style="list-style-type: none"> Positive - Matter of habit Focused on achievement, not an empty exercise in teacher power (purpose over power) To achieve 100%, use the least invasive correction <p>Do it Again</p> <ul style="list-style-type: none"> Frame it as “good – better – best” Set a standard of excellence by challenging students positively to show you their best at something At the point of error: have students go back and try again as soon as you know the level of execution won’t meet the standard you have set | <p><i>It is important that we strive for excellence, not perfection. Setting a goal or expectation and working with students to meet that is important. When we don’t get something the first time, we try again.</i></p> <p>What it’s Not: <i>A way to punish or control. Teachers/leaders should not use this exhaustively and “do it again” shouldn’t exceed 2-3 times (if it does, the adult behavior needs adjusting); instead try, “we are almost there, let’s try it again tomorrow after a rest...”</i></p> |
| Correction with iDREAM Value | <ul style="list-style-type: none"> Economy of language Neutral tone Names the iDREAM value <ul style="list-style-type: none"> Ex: Michelle track. Respect; Nicole, pencil to paper. A+ self-control; Everyone, pause, eyes on me. When you | <p><i>Using our values to guide students toward the expected behavior helps to 1) instill the values in them by connecting behaviors with values, 2) to</i></p> |

Teacher Taxonomy Skills

The BRICK Education Network has identified key teacher moves that are the building blocks for a strong school and classroom foundation. All teachers will practice and master each move within the first 6 weeks of school. The table below lists the criteria for success of each technique.

| Teacher Skill | Criteria For Success | The Why |
|--|--|---|
| Confident Presence | <ul style="list-style-type: none"> • Square Up, Stand Still: When giving instructions, stop moving and strike a formal pose • Formal Register: When giving instructions, use formal register, including tone and word choice • Strong voice does not equal LOUD or Yelling • Economy of Language • Do not talk over • Quiet Power: Drop your voice and make students strain to listen - exude poise and calm even if you are not feeling it | <i>Command attention without yelling or belittling. Be visible to all students and speak in a tone that is audible throughout the room. This indicates to scholars that important instructions are being given.</i> |
| Tone | <ul style="list-style-type: none"> • Strong voice or quiet power • No sarcasm • Neutral or positive language • Neutral or positive tone of voice • Varied volume and cadence of voice • Enthusiastic | <i>Our tone does not always match our words. Using a neutral or positive tone helps ensure that our care and love for our kids come through. Tone can also help build enthusiasm and excitement in the classroom.</i> |
| Clear What to Do (WTD) Directions | <ul style="list-style-type: none"> • Economy of Language: No more than 3-5 words • Specific: Focus on manageable and precisely described actions • Concrete: Clear, actionable steps • Sequential • Observable <p>At times it can be helpful to give What to Do directions in a particular format known as MVP Directions. The steps in the MVP format are summarized below:</p> <ul style="list-style-type: none"> • Attention Prompt • Clear cue to begin • Movement: State the physical movement students will do • Volume: Name the volume that students should be at • Participation: What it is that students will be doing <ul style="list-style-type: none"> ○ EX: When I say go (cue), turn to the workshop (movement) and in a whisper (volume) complete questions 1-5 (participation). • Check for understanding for lengthy multi-step directions | <i>Clarity is kindness - we want to set our students up for success by providing clear directions for how they can participate in class. Over time, we have seen that clear and succinct directions can help students effectively participate, minimize misbehavior, and maximize instructional time.</i> |
| Scanning/ Radar | <ul style="list-style-type: none"> • Position yourself in a corner to see as much of the room as possible • Scan the entire room • Hot Spots: Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly. Nod affirmatively when students are making the right choices. | <i>We want our students to know we see them at all times, that they are cared about and we notice them. One way to do this is to intentionally pay attention to them and to proactively look for students we know may need</i> |

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| <p>Similarity of Interest</p> <p><i>People create a bond with others who share similar likes, dislikes, hobbies, and so forth. This common affinity allows a point of connection beyond any obvious racial, class, or linguistic differences. This plants the seed of connection in the relationship.</i></p> | <ul style="list-style-type: none"> ● How do you plan to learn about your students' interests? ● Where will you record information about students so that it is easily accessible throughout the year? ● How do you plan to highlight similarities in interest between yourself and your students? | <ul style="list-style-type: none"> ● Survey students (starting over the summer if possible) ● Sharing hobbies, sports, or other things you like that are similar to a particular student's interests. Also sharing social causes that you are passionate about, such as saving the environment or caring for animals ● Use Icebreakers and team-building exercises that highlight similarities of interest |
| <p>Concern</p> <p><i>People connect when another shows concern for those issues and events important to another, such as births, illnesses, or other life transitions. This plants the seed of personal regard</i></p> | <ul style="list-style-type: none"> ● How will you learn about the issues and events that are important to your students and families? ● Where will you record this information so that it is readily available? ● How often will you revisit this information? | <ul style="list-style-type: none"> ● When a student is tardy or absent, call home to show your concern and offer support ● If a student is unwell, offer water, tissues, a pass to the nurse and then call or drop by the nurse's office to check on that student. ● Celebrate birthdays! ● Honor all cultural celebrations ● Remembering details from a student's life and demonstrated by asking follow-up questions about recent events. (i.e. if you know a student spends the weekends visiting the non-custodial parent, ask how their time was on Monday) |
| <p>Competence</p> <p><i>People tend to trust others who demonstrate they have the skill and knowledge, as well as the will, to help and support them. This plants the seed of confidence in others</i></p> | <ul style="list-style-type: none"> ● What does it mean to be a learning partner? ● How will you communicate your goals for student learning? ● How will you celebrate a variety of student achievements in your classroom? | <ul style="list-style-type: none"> ● Students trust teachers who demonstrate the ability to teach effectively or make learning less confusing, more exciting, and more successful. |

BEN Best Practices for Teaching and Learning

Culture of Belonging

BEN's Culture of Belonging plan outlines guidance and support for teachers to build a culture of belonging in their classrooms and across the school by focusing on relationships. In addition, the plan identifies key student behaviors, classroom and school systems, teacher skills, and academic habits that are essential for establishing a positive school environment from Day 1. Schools are expected to clearly outline and practice these systems and skills with their teachers and staff before and during the first 6 weeks of the school year. As a network, common student behaviors, teacher skills, and academic habits have also been outlined to ensure that all BEN school teams know the exemplar and can implement it on the school and classroom levels. School leadership teams are accountable for implementing the Culture of Belonging Plan with fidelity and making adjustments week to week based on the individual needs of their campus.

Building Intentional Relationships

We know that trust is the foundation of every relationship; however, trust is not formed magically or overnight. There are intentional moves that we must make each day to build trust with students and families. Over the course of the first six weeks of school, we are refocusing our attention from management and compliance to building authentic student-teacher and parent-teacher relationships that are based on mutual trust and respect. This is not to say that practices and strategies for ensuring that classrooms are safe, run smoothly, and efficiently are not important. We are committed to teaching practices that maximize our instructional time for learning; however, we have to invest in relationships FIRST so that we can more effectively accelerate learning for the remaining 34 weeks.

Bottomline: Each child is unique. There is no prescription or checklist to guarantee strong positive relationships with every child, but there are practices that generate trust with students. These are the practices that we must invest in from day one.

| Trust Generators | Considerations | Suggestions (Not exhaustive) |
|--|---|---|
| Selective Vulnerability <i>People respect and connect with others who share their own vulnerable moments. It means showing your human side that is not perfect.</i> | <ul style="list-style-type: none"> How will you share/reveal parts of yourself with your students? How will you visually represent the culture of your students in your classroom? Where in your classroom is there space for students to contribute artifacts that represent their culture and personal identity? | <ul style="list-style-type: none"> Include pictures of yourself, your family, college gear, evidence of hobbies, etc. (both in your slide decks but also in your classroom) Plan to share with students personal anecdotes that highlight a challenge you had as a young person or as a learner. Share new skills you are learning and what is hard about it. <i>Note: The information shared is selective and appropriate.</i> |
| Familiarity <i>People develop a sense of familiarity with someone who they see often in a particular setting such as at a bus stop everyday or in the café on a regular basis.</i> | <ul style="list-style-type: none"> Where outside of the classroom can you encounter your students and their families? | <ul style="list-style-type: none"> Call all of your families to personally invite them to the Back to School BBQ. Go early to the cafe for lunch or recess pick-up and have informal convos with your students Play at recess!!! Stop by the bus stop or the corner store in the morning or at dismissal Drop by co-curriculars, afterschool programs or community events |

Looking at Student Work Analysis and Feedback Cycle [Data Meetings] | Purpose + Overview

In order to determine the impact of our instruction, teachers use a variety of assessments in order for students to show us what they know and are able to do and where the gaps are in their learning. Teachers then use the data to close gaps by analyzing the data to determine a reteach (and possible reassessment) plan. Data and dates for the data cycle vary by subjects and grade. The data source is based on the curriculum and will be determined with course leads and directors. Examples include: curriculum embedded assessments, unit assessments, exit tickets, labs, etc. LASW meetings can take place during Department Team meeting time.

| Looking at Student Work (LASW) Expectations | | |
|--|---|--|
| <ul style="list-style-type: none"> LASW can occur in specific course-level bands as frequently as needed. These meetings for K-8 will be organized and led by Instructional Leaders or course/teacher leaders. LASW meetings for high school will be organized by school administrators and will be led by department course leads, Instructional Leaders. Unpack participants should arrive at the assigned location (may be via Zoom if across regions), prepared with the necessary materials/pre-work. <Data Cycle Protocol Template> [Refer to your specific content guidebook for more details] | | |
| Teacher Pre-Work | Leader Pre-Work | Director Pre-Work |
| Due Prior to LASW Unpack: <ul style="list-style-type: none"> Bring exemplar for pre-identified assessment. Ensure nearly all students have completed the identified assessment and bring student responses to the meeting If specified, score all student work (using the scoring guide) Review student responses to identify potential gap. Pull upcoming lesson plan(s) and pertinent prompting guides to plan reteach. | Due Prior to LASW Unpack: <ul style="list-style-type: none"> Identify assessment for upcoming LASW meeting and share with teachers. Review/complete exemplar Pull and categorize hi/med/lo student work to identify potential gaps/misunderstandings. Pull upcoming lesson plan(s) and pertinent prompting guides to plan reteach with teacher Plan LASW protocol for your content area | During Check-in: <ul style="list-style-type: none"> Work with IL to Identify the assessment to review for an upcoming LASW Review student responses with leader to identify potential gaps/misunderstandings Review leader plan for upcoming LASW mtg. Role play and/or practice critical parts of the LASW meeting. After LASW <ul style="list-style-type: none"> Review reteach plans with the leader and provide feedback. |

Lesson Unpack | Purpose + Overview

Lesson unpacks allow teachers to think through and practice the critical parts of instruction for the following week. General pre-work deliverables/expectations are listed below - please note that there may be subject and grade level-specific requirements at the school level with your direct Instructional Leader and teacher teams during shared planning time. Schedule and frequency may vary depending on individual teacher needs. Similar to unit unpacks, lesson unpacks can take place during Department Meeting time.

| Lesson Unpack Expectations | | |
|---|---|---|
| <ul style="list-style-type: none"> Lesson unpacks may occur weekly as needed. Unpack meetings for K-8 will be organized and led by Instructional Leaders or course/teacher leaders. Unpack meetings for high school will be organized by school administrators and will be led by department course leads, Instructional Leaders. Unpack participants should arrive at the assigned location (may be via Zoom if across regions), prepared with the necessary materials/pre-work. General pre-work deliverables are listed below - please note that there may be subject and grade level-specific requirements. Completion of pre-work should be submitted to your direct IL (cc the course lead/department course lead) when applicable by 8 am on the Friday before the unpack or a time specified by your administrator. All absent participants are required to complete work required during the unpack, and submit to their admin (cc course lead/department course lead) within 48 hours of meeting date. <i>Refer to your specific content guidebook for more details</i> | | |
| Teacher Pre-Work | Leader Pre-Work | Director Pre-Work |
| <p>Due Prior to Lesson Unpack:</p> <ul style="list-style-type: none"> Read and annotate pre-assigned LP for practice Complete all student work including exit ticket exemplars Identify the misconceptions/ potential errors in the student work (around rigor). <i>For 3-4 high leverage questions, identify pathways to understanding to ensure misconceptions are identified and planned for</i> Be ready to practice critical component of pre-assigned lesson Submit plans by deadline | <p>1 Week Prior to Lesson Unpack Date:</p> <ul style="list-style-type: none"> Choose the highest-leverage lesson for unpack Internalize lesson: complete all core tasks, develop exemplars, determine key misconceptions Identify where the rigor is in this lesson / how to enhance the rigor of the lesson Determine which portions of lesson to plan and practice Create a script to model or guide the teacher in revising or executing high-leverage parts of the lesson Lead notifies teachers to complete first three bullets under Teacher Pre-Work column | <p>During Check-in:</p> <ul style="list-style-type: none"> Debrief and provide feedback on the previous lesson unpack Review leader's pre-work for upcoming lesson unpack Role play and/or practice critical parts of the lesson unpack |

Unit Unpack | Purpose + Overview

The purpose of unpacking a unit is to develop and deepen content knowledge for teacher grade-level standards. Unit unpacks can take place during Department Meeting time.

| Unit Unpack Expectations | | |
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| <ul style="list-style-type: none"> Unit unpacks will occur in specific course-level bands at least two weeks prior to a unit launching. Unpack meetings for K-8 will be organized and led by Instructional Leaders or course/teacher leaders. Unpack meetings for high school will be organized by school administrators and will be led by department course leads, Instructional Leaders. Unpack participants should arrive at the assigned location (may be via Zoom if across regions), prepared with the necessary materials/pre-work. General pre-work deliverables are listed below - please note that there may be subject and grade level-specific requirements. Completion of pre-work should be submitted to your direct IL (cc the course lead/department course lead) when applicable by 8 am on the Friday before the unit unpack or a time specified by your administrator. All absent participants are required to complete work required during the unpack, and submit to their admin (cc course lead/department course lead) within 48 hours of meeting date. <p><i>Refer to your specific content guidebook for more details.</i></p> | | |
| Teacher Pre-Work | Leader Pre-Work | Director Pre-Work |
| <ul style="list-style-type: none"> Read and annotate the unit overview Complete the pre-reading Complete the know/show for the priority standard (if applicable) Complete the key problems (Try-Its or Exit Tickets, depending on course) Create exemplar Show What You Know/Unit Assessment student responses | <ul style="list-style-type: none"> Complete teacher pre-work for the unit. With the support of the BRICK director, plan the unit unpack. Be sure to review priority standards(s), complete know/show for the priority standard, and review key items for the Do It Section or designate Exit Tickets of Unit Unpack document. <p>2 Weeks Prior to Unit Unpack Date:</p> <ul style="list-style-type: none"> Email teachers; include directions on pre-work/priority standard(s) | <p><i>In Preparation of Unit Unpack:</i></p> <ul style="list-style-type: none"> Inform lead 3 weeks prior of unit unpack deliverables. Select priority standard(s) Select aligned pre-reading or guiding questions for discussion. Determine key items from Exit Tickets and/or other assessments to complete/discuss in the Do It Section |

| Grade/Subject | Lesson Plan Deliverables |
|-----------------------|---|
| Morning Meeting (K-8) | K-4 teachers are expected to add the SEL lesson number on the lesson pacing sheet 5-8 teachers are expected to write the SEL lesson number on the board |
| PK | Annotated theme plan Lesson plan |
| K-4 Math | Lesson pacing sheet (lesson numbers, plans for small group instruction, and data from exit tickets) Annotated lesson plan with exemplars for students work and exit tickets scanned and uploaded to folder |
| K-4 ELA | Lesson pacing sheet (lesson numbers, plans for small group instruction, and data from exit tickets) Annotated lesson plans for Wit & Wisdom and CKLA Skills scanned and uploaded to folder Exemplars for all Wit & Wisdom/CKLA Skills embedded assessments scanned and uploaded to folder *Detailed expectations outlined here . |
| K-3 Sci/SS | Student work exemplars (workbook pages) |
| 5-8 Math | Annotated lesson plan Teacher Monitoring Document (Student Work Exemplars that meet CFS) Exemplars for exit tickets that meet the CFS |
| 5-8 ELA | Annotated text Slide deck with notes (or notes on lesson plan) Exemplars claim for exit ticket Academic Monitoring Tracker |
| 4-8 Science | Printed slide deck with speaker notes OR Printed lesson plan doc Student work exemplars (including exit tickets) |
| 4-8 History | Annotated lesson readings (all documents or sources that students read in the lesson) Slide deck with notes (or notes on lesson plan) Academic Monitoring Tracker |
| K-8/RCO | Annotated lesson plans [resources attached to digital] Slide deck w/ notes Differentiated instruction plan [1:1, center, independent practice, whole group] |
| K-8/RCI | Annotated lesson plan [specific student needs addressed] |

Inclusion/IEP Annotations on Lesson Plans

In co-taught classrooms, specific annotations should be made to account for IEP compliance and models of co-teaching. Co-teachers are expected to annotate plans to include the following:

- Accommodations and modifications for specific students/groups of students
- Instructional strategies if different from the intended plan
- Co-Teaching Model used (parallel, one teach, one assist, small group, etc.)

Intellectual Prep Protocol

Intellectual prep is the work that teachers do prior to teaching a lesson. This work includes unpacking the standards covered in the unit, internalizing central lessons through annotating, completing exemplars, practicing critical lesson components, and looking at student work through the data cycle.

Independent Intellectual Prep/Lesson Planning Expectations

Teachers will be required to annotate lessons and complete exemplars for every day of instruction as designated by each department. These steps will provide teachers the opportunity to internalize high-quality lessons before delivering them. In order to internalize lesson plans, teachers will do the following (content area may demand more or less):

- annotate plans, readings and/or questions
- identify the moment of most productive struggle in the lesson—articulate what students need to know/be able to do to master it by planning both procedural and content academic monitoring laps
- script out the exemplar written responses you want students to produce during independent practice
- build time stamps into the lesson plan and follow them
- adjust the lesson plan to target the knowledge/skills students need

Scope and Sequence/Lesson Pacing

Scope and sequence pacing documents are linked to the [BEN Academics Resource Site](#).<see individual dept landing pages> and teachers/IL should refer to it on a daily/weekly basis. Since unit unpacks and lesson unpacks are scheduled on the network level, it is crucial that teachers adhere to network pacing guidelines. Flex days are built in the network S+S to allow for reteach and flexibility when addressing student needs. If a teacher falls behind, he/she should work with their direct IL to get back on track, whether it is to use flex days or combine lessons. ILs will closely monitor pacing expectations at their respective schools within the network to ensure fidelity.

Teachers are required to use a pacing Google Sheet to plot out lessons to organize and plan for small group instruction and morning meeting. This document should be completed using the pacing guide provided by the department. Co-teachers should use this document to organize their plans and keep up to date. These files should be kept in each teacher's **Google Drive Teacher Documentation** Folder and shared with their IL. ILs should check for completion.

Intellectual Prep Submission

With most lessons already created, weekly annotated lesson plans are to be submitted via scan or copied to your direct IL and placed in the **teacher's Google Drive documentation folder**. Lesson plans are due (at least) by 8am on Wednesdays before implementation (may be adjusted by IL). Adhering to this due date will allow all teachers to be prepared for Lesson Unpacks while also allowing for sufficient time to make adjustments based on feedback prior to execution.

Lesson plan submission will be recorded weekly in SchoolMint; teachers will receive 3 equally weighted rubric scores:

- Submission score for completion
 - 3 - All LP submission guidelines have been met and is on time
 - 2 - Most LP submission guidelines have been met and/or is late by 1 day
 - 1 - Some LP submission guidelines have been met and/or is late by 2-3 days
 - 0 - Little or no LP submission guidelines have been met and/or is late by 4+ days
- Score for scaffolds and accommodations that include student names/initials.
 - 1 - Yes
 - 0 - No
- Score for adherence to pacing expectations according to Scope and Sequence
 - 3 - on pace
 - 2 - one lesson off pace
 - 1 - two-three lessons off pace
 - 0 - four+ lessons off pace

BRICK Education Network's Standards-Aligned Curriculum Overview

BEN's core curriculum is based on best practices, research, and over ten years of program implementation at BRICK Academies. The curriculum is designed to build students who think critically to solve complex problems with an intentional focus on cultivating student identities. It has embedded, real-world applications and experiences engaging students in solving real-life problems using learned content, skills, and strategies.

Each component of our program is selected because it has proven to meet the needs of our target population and is aligned with the New Jersey State Standards, along with the Common Core Standards. All curricular programs assess grade-level content and provide all students with extensive work with grade-level material to meet the full intent of grade-level standards. In math, our curriculum helps students develop conceptual understanding, procedural skills and fluency, and application. In ELA and Social Studies, our program provides opportunities for students to build knowledge through content-rich, integrated reading, writing, speaking, listening, and language experiences. For our K-2 classrooms, we implement consistent systematic and explicit instruction in phonics skills with teacher modeling. And finally, our science curriculum is aligned with the Next Generation Science Standards. We empower students to investigate, talk, read, write, think, and argue as they engage in investigations about real-world problems and specific scientific phenomena, while teaching computational thinking, problem solving, programming concepts, and digital citizenship in our coding block for students in grades 4-8.

The curriculum includes a weekly scope and sequence for each subject and grade level that outlines objectives, a set of unit and daily scripted lesson plans, exit tickets and key activities, and a guidebook that outlines performance expectations in the accompanying subject area. A majority of the curriculum also includes exemplary student responses to ensure the rigor bar remains high.

For further information on each content and the selected curriculum, please refer to the appropriate content-specific guidebook below:

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|---|--|
| BRICK ELA Guidebook | BRICK Math Guidebook |
| BRICK Social Studies | BRICK Science Guidebook |

| | |
|---------------------------|--|
| | Each quarter, leaders report on progress toward annual goals and get feedback on their action plans by looking at teacher practice data, student and staff investment, and student outcomes. Guiding Questions include: Where are we on pace or off track to meet our goals and why? What pivots need to happen to make progress, including adjustments to how you coach and develop? How will you know if those pivots are working? |
| Sankofa Reflection | With teacher and peer support, students spend time reflecting on their academic and social-emotional progress following major assessments or parent-teacher conferences. Students reflect on what their assets are, what they need to work on, and identify steps they can take to help them succeed. We believe that building in that time to reflect on progress teaches students to learn from the past so that they can succeed in the future. |

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| Arc of the Year Development | The Arc of the Year outlines the top priority for BEN schools to focus on during each part of the year. Each arc focuses on desired student outcomes, key teacher or leader moves, and mindsets resulting in student academic and social-emotional success. Though the arc is year-long, we break up the year into discrete phases, each focusing on an intentional and narrow set of skills that build on one another. Through intentional professional development and on-the-spot feedback, we build strength and proficiency, with the ultimate goal of developing teachers' content knowledge and increasing student proficiency. |
|------------------------------------|--|

| Data-informed decision-making We collect and analyze academic, SEL, and program implementation data to <i>pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers, and leaders to improve student outcomes.</i> | |
|---|---|
| Driver | Description |
| BRICK Road to Success | <i>BRICK Road to Success</i> uses academic and social-emotional learning data to identify the strengths and needs of each student. All students, regardless of their needs and abilities, are linked to a tailored set of intervention, prevention, and enrichment services in the school and/or community. BEN follows a multi-tiered approach that ensures our systems, policies, practices, and supports are appropriate to meet the academic and SEL development of all students. We believe that when home life is stable, students are better able to come to school and focus on learning. |
| Looking at Student Work Analysis and Feedback Cycles | <p>Using their deep understanding of content-specific standards and teacher-created exemplar materials, teachers actively monitor students as they work, providing clear and constructive feedback to help them improve in the moment. Teachers review student work frequently to identify class trends and determine how to adjust future teaching to meet the needs of all learners.</p> <p>Additionally, student work is analyzed in formal data meetings pegged to a data cycle based on a robust assessment strategy. Meetings follow an established protocol that guides stakeholders through a reflection to determine strengths, areas for growth, and action steps.</p> |
| Strategic Assessments: academic, behavior, and social-emotional data collection & analysis | <p>At BEN we use assessments to determine each student's academic and social-emotional baseline to unlock their limitless potential. Grade-level expectations and College/Career readiness in both the academic and social-emotional realms are considered the floor, not the ceiling, of how much students can accomplish. Grade-level expectations do not limit the types of content, ideas, and experiences BEN academic programs provide to students.</p> <p>Assessments are formative and summative, contain lead and lag measures, and are sequenced at key moments throughout the school year to measure progress over time. Assessments are given to ascertain data and not just for the sake of "testing" students. We do not assess more than we need.</p> <p>We empower teachers, school leaders, and students to use assessment results to build their own understanding of what the results mean and to plan action steps. All assessment data is analyzed to gain an understanding of what students know, can do, and need as well as what teachers should prepare to fill in the gaps. Regardless of ability, teachers hold a high bar for success and students stretch to fulfill their academic and behavioral responsibilities in the classroom and beyond.</p> |
| Quarterly Data Stepbacks | We believe that to get big results, we need regular and consistent opportunities throughout the year for school and network teams to look at how things are going and adjust course as needed. |

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| | <p>development workshops to their actual work at a BEN school. The skill-building work is directly applied to their residency work, allowing for real-time practice.</p> <p>It is through this program that we build school leaders prepared and ready to lead a successful BEN school.</p> |
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High-impact teaching and leading practices

Teachers, support staff, and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity, and rigor in all classrooms.

| Driver | Description |
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| Culturally Responsive Teaching | <p>Culturally Responsive Teaching (CRT) at BEN consists of three elements that directly guide each academic program.</p> <p>Built a Supportive Learning Environment: Teachers offer affirmation to students as individuals, and validate their concerns and experiences; they use inclusive, collaborative norms and routines to build trust and rapport to reassure students that they are safe and cared for; every student can freely contribute to the collective success of the classroom community.</p> <p>Know and honor our students' cultures: Teachers work to become aware of their students' backgrounds, values, customs, symbols, and linguistic and cultural displays of learning and meaning-making (such as oral traditions and kinesthetic and visual learning experiences), as well as the historical and socio-political heritage of the community in which they teach. Students are actively encouraged to understand other perspectives and cultures. Academic programming also reflects these efforts in explicit ways.</p> <p>Offer Independent Learner practices: Students are provided with meaningful and deep learning in each content area, including opportunities for genuine meaning-making and problem-solving. Through discourse and other self-directed learning experiences, students help direct the instructional conversation, while building knowledge and independence. The teacher provides a constant flow of balanced feedback that highlights student assets and is honest in pinpointing where they are in relation to meeting their goals, with concrete steps for improvement. Academic programming and teacher practice adhere to research-based guidance for how students best process and retain information.</p> |
| BEN's Best Practices for Teaching and Learning | <p>Every classroom is a safe place conducive to student learning. As such, we have a set list of research-based high-impact practices that enable teachers to utilize key moves to support structure, allow each student to bring their best selves both academically and behaviorally, and create a sense of community and belonging.</p> |
| Accelerated Learning | <p>All students, regardless of ability, deserve and must have the opportunity to access grade-level content including exceptional learners with IEPs and our Multi-language learners. Accelerated learning requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate "just in time" scaffolds that address the necessary content knowledge and skills students need to engage in the most immediate work of the grade. Through ongoing, embedded formative assessments and analysis, teachers and leaders adjust the curriculum proactively within a task, lesson, or unit to provide dedicated space and time for this learning to take place.</p> |

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| Individualized Learning Pathways | Scholars that attend BEN schools understand and can articulate their individual learning goals. Time is allotted in the schedule for scholars to discover, learn, and practice to reach their goals. Students receive consistent coaching around strategies to reach their limitless potential and engage in a cycle of reflection and renewal around individualized learning goals. We achieve this through regular evaluation of quantifiable progress and the creation of new goals. |
| College and Career Readiness Trajectory | We value our students' presence and their contributions to the world and we provide them with the skills and readiness for citizenship. All students are held to a high standard of learning regardless of ability, cultural context, and/or race and are expected to be able to compete in the real world. |

Continuous development & support of all staff

BEN develops content, skill, and instructional expertise in teachers, support staff, and leaders through coaching, real-time feedback, content deep dives, purposeful practice, and strategic planning.

| Driver | Description |
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| Teacher and Leader Content Development | <p>Curriculum matters, but the content expertise of teachers and leaders matters even more. Our content-based professional development places the focus squarely on building content experts and not just teaching how to use a specific program. It is rooted in research-based best practices that prompt teachers and leaders to adjust their instructional practices, expand their content knowledge, and challenge their beliefs. By building content knowledge, instructional leaders coach and develop their teachers by engaging in thoughtful conversations around the content our students are engaged in.</p> <p>Throughout the year, we create a professional development trajectory to develop and build instructional practices and content knowledge while responding to student learning. This cycle is rooted in the arcs of the year and informed by data and observations from direct work with students, teachers, and leaders.</p> |
| Unit & Lesson Unpacks | Following outlined protocols, teachers participate in consistent meetings to unpack major standards, identify and find solutions for potential misunderstandings, and plan for specific class and student differentiation. Teachers work within teams to create exemplar materials, look at student work, and practice key parts of lessons with peer and leader feedback. These practices allow teachers to backward plan from the end-of-unit and end-of-lesson goals. |
| Observation Feedback Cycle | Teachers receive ongoing observation feedback from school and network leaders. School leaders support teacher development by providing real-time feedback and assigning action steps. Leaders regularly use student achievement data to help develop action steps to make transformational change in student outcomes and teacher inputs. The cycle includes follow-up observations and new action steps to encourage consistent and impactful teacher development. |
| Residency Programs | <p>The residency program supports the development of future school leaders as they become a principal. The residency program's core beliefs are:</p> <ul style="list-style-type: none"> • We believe school leaders learn best by actually doing the work of leading schools by being fully immersed in a BEN school to become an expert at our best practices. • We believe school leaders learn best through ongoing mentoring and feedback in their everyday leadership work. They work alongside a current principal to share reflections, navigate challenges, and make strategic pivots in their leadership approach. • We believe school leaders learn best by applying their learning and skills from leadership |

Rigorous PK-12 academic curriculum with Integrated Social Emotional Learning & Identity Development

Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.

| Driver | Description |
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| Vertically Aligned PK-12 Curriculum | Our academic and SEL curricula are standards-aligned, progressively building depth of knowledge, content understanding, and skills. We prepare and empower students to approach new tasks and solve complex, authentic, and culturally relevant problems by applying what they have learned and experienced in novel ways. Additionally, we engage in a regular cycle of program evaluation to ensure we are rooted in current research-based pedagogy. |
| Explicit Social-Emotional Learning Instruction | SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. At BRICK, SEL is taught explicitly and implicitly through daily SEL curriculum instruction that cultivates students' leadership rooted in identity and purpose. We believe that social and emotional skills are critical to being a productive student, citizen, and leader. |
| Culture of Belonging | <p>A sense of belonging gives students and staff feelings of security, identity, and community, which, in turn, support academic, psychological, and social development. BEN teachers understand that when a learner does not feel safe and supported, the brain makes it difficult to process information. Our organization fosters a learning environment where students and staff are seen for their unique contributions; feel connected to the school; are supported in their daily work and development; and are proud of the school's values and purpose. Best practices consider diverse perspectives, are inclusive of honest feedback, and welcome the voices of the people involved.</p> <p>A culture of belonging is achieved through intentional relationship development. Relationship development occurs in stages, from development to maintenance and restoration. Our programming and practices foster an environment where leaders and teachers make an effort to establish and sustain relationships vertically and laterally. These practices are observed through SEL, school-wide culture, and Restorative Justice activities and programming.</p> |
| Identity | BEN's school culture nurtures positive identity development. We believe that when students have a positive self-concept they become empowered to feel competent, try new things, and strive for success. Students are encouraged to advocate for themselves in productive ways, express themselves creatively, and see the good in themselves and others. Students are provided opportunities to explore and develop their own identities as people, peers, and students in various academic content areas. Students learn how to visualize their future selves and work to bring about their desired future. Teachers work to engage and value students' identities and ideas and integrate that engagement into instruction. |
| Student Voice | Student voice is expressed whenever students are free to share their thoughts, interpretations, preferences, and aspirations. Student voice is essential, and academic programming is designed to rely on it in explicit ways, such as the prominent role of discourse in lessons. Students are active participants in decisions related to their learning experience, from curriculum selection and evaluation to how they demonstrate their learning. |

BRICK's Mission

BRICK's mission is to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

BEN's Instructional Model

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.

The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.



| Tenet | | Driver |
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| Academics & SEL | Rigorous PK-12 academic curriculum with Integrated Social-Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i> | <ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Explicit Social-Emotional Learning Instruction Culture of Belonging Identity Student Voice Individualized Learning Pathways College and Career Readiness Trajectory |
| Development | Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i> | <ul style="list-style-type: none"> Teacher and Leader Content Development Unit & Lesson Unpacks Observation Feedback Cycle Residency Programs |
| Practices | High-impact teaching and leading practices <i>Teachers, support staff, and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity, and rigor in all classrooms.</i> | <ul style="list-style-type: none"> Culturally Responsive Teaching BEN's Best Practices for Teaching & Leading Accelerated Learning Arc of the Year Development |
| Data | Data-informed decision making <i>We collect and analyze academic, SEL, and program implementation data to pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers, and leaders to improve outcomes.</i> | <ul style="list-style-type: none"> BRICK Road to Success Looking at Student Work Analysis and Feedback Cycles Strategic Assessments: academic, behavior, and social-emotional data collection & analysis Quarterly Data Stepbacks Sankofa Reflection |

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BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and IL to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook. Please refer to content area guidebooks for additional information and details.

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Instructional Guidebook | PK-8



2023 - 2024

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Directions: Plot out your sessions for PD. If session is whole group, merge cells and label "Whole Team". If a session does not need the entire session block, merge the number of cells as needed.

Note: Each Session should have Session Title, Location, Presenter's Name, Session Time (Materials/Prewrite can be added or emailed)

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| Time | PD - SB Timing | BEN PD Timing | K-4 Math + K-3 Science/SS | K-4 ELA | 5-8 Math/4-8 Science | 5-8 ELA/4-8 Social Studies | SEL Culture/Restorative Practices | Exceptional Learning: SPED CST [Regional] | Exceptional Learning: ELL Teacher [Regional] | Enrichment [School-Based] | FACE/Operations/Nurse [School-Based] |
| 1:40 | Staff Meeting 1:40 - 2:10 (30 minutes) | BEN Content PD 1:40 - 3:30 (110 minutes) | | | | | | | | | |
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| Week X | [Date] | | | | | ES | | ES/MS Shared | | | |
| Week X | [Date] | | | | | ES | | ES/MS Shared | | | |
| Week X | [Date] | | | | | ES | | ES/MS Shared | | | |

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Directions: Plot out your sessions for PD. If session is whole group, merge cells and label "Whole Team". If a session does not need the entire session block, merge the number of cells as needed.

Note: Each Session should have Session Title, Location, Presenter's Name, Session Time (Materials/Prewrite can be added or emailed)

| 8/31 | [Date] | | | | | | | | |
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| Time | PD - SB Timing | BEN PD Timing | K-4 Math + K-3 Science/SS | K-4 ELA | Social Worker | Director of Speed/MLL | PE | Operations/Custodian/Nurse | City Year |
| 1:40 | | | <div>- Opening Ritual (focus on shout outs)</div> <div>- Name quick hits for next week (key lever addressed later)</div> <div>[Wheaton and Brumfield]</div> <div>[Starts at 2 p.m. and goes to 2:15 this week]</div> | - Opening Ritual (focus on shout outs) | - Name quick hits for next week (key lever addressed later) | - Opening Ritual (focus on shout outs) | - Opening Ritual (focus on shout outs) | - Opening Ritual (focus on shout outs) | City Year Corps members assist with after care in the K space. |
| 1:45 | | | | - Name quick hits for next week (key lever addressed later) | - Name quick hits for next week (key lever addressed later) | - Name quick hits for next week (key lever addressed later) | - Name quick hits for next week (key lever addressed later) | - Name quick hits for next week (key lever addressed later) | |
| 1:50 | Staff Meeting 1:40 - 2:10 (30 minutes) | | | [Wheaton and Brumfield] | [Wheaton and Brumfield] | [Wheaton and Brumfield] | [Wheaton and Brumfield] | [Wheaton and Brumfield] | |
| 1:55 | | | | [Starts at 2 p.m. and goes to 2:15 this week] | [Starts at 2 p.m. and goes to 2:15 this week] | [Starts at 2 p.m. and goes to 2:15 this week] | [Starts at 2 p.m. and goes to 2:15 this week] | [Starts at 2 p.m. and goes to 2:15 this week] | |
| 2:00 | | | | | | | | | |
| | | | | | | | | | |
| 2:05 | | | | | | | | | |
| 2:10 | | | <div>- Positive scholar phone calls (schedule and incentive reminders)</div> <div>- Next step in the motivation system</div> <div>- Transitions to Bright Work during small group [Classroom Captains]</div> <div>[2:15-3 p.m.]</div> | - Positive scholar phone calls (schedule and incentive reminders) | - Positive scholar phone calls (schedule and incentive reminders) | - Positive scholar phone calls (schedule and incentive reminders) | - Positive scholar phone calls (schedule and incentive reminders) | - Positive scholar phone calls (schedule and incentive reminders) | Flex Time |
| 2:15 | | | | - Next step in the motivation system | - Next step in the motivation system | - Next step in the motivation system | - Next step in the motivation system | - Next step in the motivation system | |
| 2:20 | Grade Level Team Meeting 2:10 - 2:40 (30 minutes) | BEN Content PD 1:40 - 3:30 (110 minutes) | | - Transitions to Bright Work during small group [Classroom Captains] | - Transitions to Bright Work during small group [Classroom Captains] | - Transitions to Bright Work during small group [Classroom Captains] | - Transitions to Bright Work during small group [Classroom Captains] | - Transitions to Bright Work during small group [Classroom Captains] | |
| 2:25 | | | | | | | | | |
| 2:30 | | | | | | | | | |
| | | | | | | | | | |
| 2:35 | | | | | | | | | |
| 2:40 | | | <div>Practicing Tuesday's Core Math lesson</div> <div>Focus: What to Do directions [Nicole Gugliuzza] [3-3:30 p.m.]</div> | - Transitions to Bright Work during small group [Classroom Captains] | - Transitions to Bright Work during small group [Classroom Captains] | - Transitions to Bright Work during small group [Classroom Captains] | - Transitions to Bright Work during small group [Classroom Captains] | - Transitions to Bright Work during small group [Classroom Captains] | Jeremy/Lacole meet to Jump start Operations Team Meetings Next Week |
| 2:45 | | | | | | | | | |
| 2:50 | | | | | | | | | |
| 2:55 | | | | | | | | | |
| 3:00 | School-Based Professional Development 2:45 - 3:30 (45 minutes) | | | Practicing Tuesday's CKLA lessons | Practicing Tuesday's Core Math lesson | Huddle to work on Fun Friday Ideas for Scholars and update scope [Keisha and Salado] | Huddle to work on Fun Friday Ideas for Scholars and update scope [Keisha and Salado] | Huddle to work on Fun Friday Ideas for Scholars and update scope [Keisha and Salado] | |
| 3:05 | | | | Focus: What to Do directions [Yaimara Wheaton] | Focus: What to Do directions [Nicole Gugliuzza] | Focus: What to Do directions [Nicole Gugliuzza] | Focus: What to Do directions [Nicole Gugliuzza] | Focus: What to Do directions [Nicole Gugliuzza] | |
| 3:10 | | | | | | | | | |
| 3:15 | | | | | | | | | |
| 3:20 | | | | | | | | | |
| 3:25 | | | | | | | | | |
| 3:30 | 3:30 Dismissal for Staff | | 3:30 Dismissal for Staff | | | | | | |

| 9/8 | [Date] | | | | | | | | |
|------|----------------|---------------|---|---|---|---|---|---|-----------|
| Time | PD - SB Timing | BEN PD Timing | K-4 Math + K-3 Science/SS | K-4 ELA | Social Worker | Director of Speed/MLL | PE | Operations/Custodian/Nurse | City Year |
| 1:40 | | | - Opening Ritual (focus on shout outs) - Name quick hits for next week (key lever addressed later) [Wheaton and Brumfield] | - Opening Ritual (focus on shout outs) - Name quick hits for next week (key lever addressed later) [Wheaton and Brumfield] | - Opening Ritual (focus on shout outs) - Name quick hits for next week (key lever addressed later) [Wheaton and Brumfield] | - Opening Ritual (focus on shout outs) - Name quick hits for next week (key lever addressed later) [Wheaton and Brumfield] | - Opening Ritual (focus on shout outs) - Name quick hits for next week (key lever addressed later) [Wheaton and Brumfield] | - Opening Ritual (focus on shout outs) - Name quick hits for next week (key lever addressed later) [Wheaton and Brumfield] [Rolonda and Neshay handle any late bus issues] | |
| 1:45 | | | | | | | | | |
| 1:50 | | | | | | | | | |
| 1:55 | | | | | | | | | |
| 2:00 | | | | | | | | | |
| 2:05 | | | | | | | | | |

| SY23-24 BRICK Buffalo BEN PD Dates | | |
|--------------------------------------|-------------|-------------|
| BRICK Buffalo | Date of PD | BEN PD Type |
| | 9/29/2023** | PD - C1 |
| | 10/27/2023 | PD - DD |
| | 11/3/2023 | PD - C2 |
| | 12/1/2023** | PD - C3 |
| | 1/12/2024 | PD - DD |
| | 1/19/2024 | PD - C4 |
| | 3/1/2024** | PD - C5 |
| | 3/22/2024 | PD - DD |
| | 4/12/2024 | PD - C6 |
| | 5/3/2024** | PD - C7 |
| Dates subject to change | | |

| Timeline | | SM PREP (6 weeks) *Loop in Directors | | OP+ PREP + Process Plan (5 weeks) | | ALT Tactical (4 weeks) | | LM (3 weeks) | | Recommended School Based PD/Staff Mtg Topics | | Implementation @ School Site | | Communication | |
|----------|------|--------------------------------------|-----------------|-----------------------------------|--|------------------------|-----------------------------|--|--|---|--|------------------------------|--|---------------|--|
| Unit | Date | Week # | Region | PD Type | | | | | | | | | | | |
| 5/20 | | 36 | BRICK Buffalo | Well | | | Annual Report NSCLA Results | 6/14 Grades due @ 1:59pm 6/25 Last Day for Students Early Dismissal 6/28 Last Day for Staff @ 4:15pm | 5/30 inClass Testing Eoy (Pull Out) Annual + Summatives Summer Packets | 5/20 - 5/24 Insign Survey Eoy | | | | | |
| | | 36 | Achievers | | | | | | | | | | | | |
| | | 38 | Gateway Academy | PD- SB | | | | | 6/3 - 6/7 Student Academic Survey #2 (Grades 3+) 6/3 K-2 Math Interim IV (in class) 6/4 K-2 Math Interim IV (Whole School) 6/6 Ready K-8 Math Testing Eoy (Whole School) 6/7 Grades due @ 11:59pm Quarterly Data Stepback | 5/27 Memorial Day - No School 5/30 inClass Testing Eoy (Pull Out) Annual + Summatives | | | | | |
| | | 37 | BRICK Buffalo | PD- SB | | | | | 5/20 - 5/24 Insign Survey Eoy 6/1 K-2 Math Interim IV (Whole School) 6/6 Ready K-1 Math Testing Eoy (Whole School) Quarterly Data Stepback 6/14 Grades due @ 11:59pm | 5/27 Memorial Day - No School 5/30 inClass Testing Eoy (Pull Out) Annual + Summatives | | | | | |
| 5/27 | | 37 | Achievers | | | | | | Quarterly Data Stepback | | | | | | |
| | | 39 | Gateway Academy | PD- SB | | | | Annual Report NSLA Results Quarterly Stepback | 6/14 Last Day for Students Early Dismissal 6/14 Last Day for Staff @ 4:15pm HS 6/11 - Last Day of School for Students 6/11-14 Enrichment Week Early Dismissal @ 12 PM | 6/3 - 6/7 Student Academic Survey #2 (Grades 3+) 6/3 K-2 Math Interim IV (in class) 6/5 + 6 Ready 3-8 ELA Testing Eoy (in Class) 6/7 Grades due @ 11:59pm 6/11 - Last Day of School for Staff @ 4:15pm Quarterly Data Stepback | | | | | Board Approval: - Assessment calendar (2033) - Curriculum Adoption of Text Books (2510) - Curriculum Content (2200) |
| | | 38 | BRICK Buffalo | PD- SB | | | | Annual Report Quarterly Stepback | | 6/3 K-1 Interim IV (Whole School) 6/7 BEN Feedback Survey #4 Quarterly Data Stepback | | | | | Board Approval: - Assessment calendar (2033) - Curriculum Adoption of Text Books (2510) - Curriculum Content (2200) |
| | | 38 | Achievers | | | | | | Quarterly Data Stepback | | | | | | |
| 6/3 | | 40 | Gateway Academy | PD- SB | | | | 6/7 BEN Feedback Survey #4 | 6/14 Last Day for Students Early Dismissal 6/14 Last Day for Staff @ 4:15pm HS 6/10 Last Day of School for Students 6/11-14 Enrichment Week Early Dismissal @ 12 PM | 6/14 Last Day for Students Early Dismissal 6/14 Last Day for Staff @ 4:15pm HS 6/10 Last Day of School for Students 6/11-14 Enrichment Week Early Dismissal @ 12 PM | | | | | Achievement Profile Due |
| | | 39 | BRICK Buffalo | PD- SB | | | | 6/7 BEN Feedback Survey #4 | 6/14 Grades due @ 1:59pm 6/25 Last Day for Students Early Dismissal 6/28 Last Day for Staff @ 4:15pm | 6/14 Grades due @ 1:59pm 6/25 Last Day for Students Early Dismissal 6/28 Last Day for Staff @ 4:15pm | | | | | |
| | | 39 | Achievers | | | | | | | | | | | | |
| | | 39 | Achievers | | | | | | | | | | | | |

| Timeline | | Unit | Date | Week # | Region | HS Type | SM PREP (6 weeks) *Loop in Directors | OPs PREP + Process Plan (5 weeks) | ALT Tactical (4 weeks) | LM (3 weeks) | Recommended School Based PD/Staff Mtg Topics | Implementation @ School Site | Communication | Rest of Communication |
|----------|-----|-----------------|--------------|--------|--|--|---|---|--|--|--|------------------------------|--|-----------------------|
| | 3/4 | 26 | BRCK Buffalo | PD-SB | | 4/22 Sankola Week 4/24 Earth Day Observed | 4/15 - 4/19 Family Appreciation Week Summer Packets | 4/8 Quarter 4 Begins Quarterly Data Stepback | 3/22 BEN Feedback Survey #3 3/29 - 4/5 Spring Recess - No School | 3/20 K-1 Math Interim 3 | 3/4 Quarter 3 Progress Reports Sent | | | |
| | | | | | | | | | | | | | | |
| | 26 | | Adelphi | | | | | Quarterly Data Stepback | 3/19 6-10 Math Interim II (Whole School) 3/21 6-10 ELA Interim II (Whole School) | | | | | |
| | | | | | | | | | | | | | | |
| | 28 | Gateway Academy | PD-SB | | 4/22 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) HS | 4/15 - 4/19 Family Appreciation Week Summer Packets | 4/15 - 4/19 Family Appreciation Week 4/26 Parent-Teacher Conferences 11:57pm Summer Packets | CURRICULUM ORDERING 3/28 Quarter 3 Ends 4/8 Quarter 4 Begins 4/10 Q3 Grades + Comments due @ 11:59pm 4/18 Parent-Teacher Conferences 11:57pm IT Quarterly Roll Out | 3/15 NSLA Infrastructure Training (may change) 3/28 Quarter 3 Ends 4/10 Q3 Grades + Comments due @ 11:59pm 4/18 Parent-Teacher Conferences 11:57pm IT Quarterly Roll Out | 3/11 - 3/22 ACCESS Testing (Pull Out) 3/14 P Day Observed (from 3:14) (grades 5-1) 3/14 3-8 ELA Interim 3 (Whole School) 3/15 NSLA Infrastructure Training (may change) HS | | | | |
| | | | | | | | | | | | | | | |
| 3/11 | 27 | BRCK Buffalo | PD-SB | | 4/22 Sankola Week 4/24 Earth Day Observed | 4/15 - 4/19 Family Appreciation Week Summer Packets | 4/15 - 4/19 Family Appreciation Week Summer Packets | 3/28 Quarter 3 Ends 4/8 Quarter 4 Begins 4/10 Q3 Grades + Comments due @ 11:59pm 4/18 Parent-Teacher Conferences 5:7pm Quarterly Data Stepback | 3/28 Quarter 3 Ends 4/8 Quarter 4 Begins 4/10 Q3 Grades + Comments due @ 11:59pm 4/18 Parent-Teacher Conferences 5:7pm | | | | | |
| | | | | | | | | | | | | | | |
| | 27 | Adelphi | | | | | | Quarterly Data Stepback | | | | | | |
| | | | | | | | | | | | | | | |
| | 29 | Gateway Academy | PD-CS-DD | | 5/6 - 5/10 Staff Appreciation Week 5/6 Progress Reports Due @ 11:59pm Basecamp Roster HS | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 4/22 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) HS | 4/22 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) HS | 4/22 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) HS | 3/20 K-8 Math Interim 3 (MS - 150m tested grades) 3/22 BEN Feedback Survey #3 HS | 3/20 K-1 Math Interim 3 3/22 BEN Feedback Survey #3 | | | |
| | | | | | | | | | | | | | | |
| 3/18 | 28 | BRCK Buffalo | PD-DD | | 5/6 - 5/10 Staff Appreciation Week 5/6 Progress Reports Due @ 11:59pm Basecamp Roster | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 4/22 Sankola Week 4/24 Earth Day Observed | 4/22 Sankola Week 4/24 Earth Day Observed | 4/22 Sankola Week 4/24 Earth Day Observed | 3/26-3/28 Interim 9-12 | 3/20 K-1 Math Interim 3 3/22 BEN Feedback Survey #3 | | | |
| | | | | | | | | | | | | | | |
| | 28 | Adelphi | PD-CS | | | | | | Quarterly Data Stepback | 3/19 6-10 Math Interim II (Whole School) 3/21 6-10 ELA Interim II (Whole School) | | | | |
| | | | | | | | | | | | | | | |
| | 30 | Gateway Academy | PD-DD | | 5/13 - 5/31 NSLA Window (ELA, Math, Science) 5/13 Quarter 4 Progress Reports Sent HS | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 4/22 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) HS | 4/22 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) HS | 4/22 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) HS | 3/28 Quarter 3 Ends 4/10 Q3 Grades + Comments due @ 11:59pm 4/18 Parent-Teacher Conferences - No Students COPY MATRIX | 3/28 Quarter 3 Ends 4/10 Q3 Grades + Comments due @ 11:59pm 4/18 Parent-Teacher Conferences - No Students COPY MATRIX | | | |
| | | | | | | | | | | | | | | |
| 3/25 | 29 | BRCK Buffalo | PD-DD | | 5/13 Quarter 4 Progress Reports Sent | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 4/22 Sankola Week 4/24 Earth Day Observed | 4/22 Sankola Week 4/24 Earth Day Observed | 4/22 Sankola Week 4/24 Earth Day Observed | 3/28 Quarter 3 Ends 3/29 - 4/5 Spring Recess - No School | 3/28 Quarter 3 Ends 3/29 - 4/5 Spring Recess - No School | | | |
| | | | | | | | | | | | | | | |
| | 29 | Adelphi | PD-DD | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | 31 | Gateway Academy | PD-C7 | | 5/20 - 5/24 Insight Survey EoY HS | 5/13 - 5/31 NSLA Window (ELA, Math, Science) 5/13 Quarter 4 Progress Reports Sent HS | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 4/8 Quarter 4 Begins 4/10 Q3 Grades + Comments due @ 11:59pm Quarterly Data Stepback HS | 4/8 Quarter 4 Begins 4/10 Q3 Grades + Comments due @ 11:59pm Quarterly Data Stepback | | Quarterly Data Report + Achievement Profile Due | |
| | | | | | | | | | | | | | | |
| 4/8 | 30 | BRCK Buffalo | PD-CS | | 5/20 - 5/24 Insight Survey EoY | 5/13 - 5/31 NSLA Window (ELA, Math, Science) 5/13 Quarter 4 Progress Reports Sent HS | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 4/8 Quarter 4 Begins 4/10 Q3 Grades + Comments due @ 11:59pm Quarterly Data Stepback | 4/8 Quarter 4 Begins 4/10 Q3 Grades + Comments due @ 11:59pm Quarterly Data Stepback | | | |
| | | | | | | | | | | | | | | |
| | 30 | Adelphi | | | | | | | | Quarterly Data Stepback | | | | |
| | | | | | | | | | | | | | | |
| | 32 | Gateway Academy | PD-SB | | 5/27 Memorial Day - No School 5/28 - 5/31 Student Academic Survey #2 (Grades 3+) Annual + Summatives | 5/20 - 5/24 Insight Survey EoY HS | 5/13 - 5/31 NSLA Window (ELA, Math, Science) 5/13 Quarter 4 Progress Reports Sent HS | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 4/29 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) Summer Packets HS | 4/29 Sankola Week 4/24 Earth Day Observed 4/26 NSLA Training (PD-SB) Summer Packets HS | | | |
| | | | | | | | | | | | | | | |
| 4/15 | 31 | BRCK Buffalo | PD-SB | | 5/27 Memorial Day - No School 5/30 mClass Testing EoY (Pull Out) | 5/20 - 5/24 Insight Survey EoY Annual + Summatives | 5/13 - 5/31 NSLA Window (ELA, Math, Science) 5/13 Quarter 4 Progress Reports Sent | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 5/6 - 5/10 Staff Appreciation Week Summer Packets | 4/23-4/24 PTCs Early Dismissal @ 12:27 PM | 4/23-4/24 PTCs Early Dismissal @ 12:27 PM | | | |
| | | | | | | | | | | | | | | |
| | 31 | Adelphi | PD-C7 | | | | | | | 4/22 Sankola Week 4/24 Earth Day Observed | 4/22 Sankola Week 4/24 Earth Day Observed | | | |
| | | | | | | | | | | | | | | |

| Timeline | | SM PREP (6 weeks) *Loop in Directors | | | OP+ PREP + Process Plan (5 weeks) | | ALT Tactical (4 weeks) | | LM (3 weeks) | | Recommended School Based PD/Staff Mtg Topics | | Implementation @ School Site | | Communication | | |
|----------|------|--------------------------------------|-----------------|---------|---|---|--|---|---|---|--|-------------------------|---|--|------------------------|---------------------|--|
| Unit | Date | Week # | Region | HS Type | | | | | | | | | | | Network Implementation | Board Communication | |
| | | 16 | Achievers | | | Quarterly Data Stepback | 1/16 6-10 Math Interim II (Whole School) 1/18 6-10 ELA Interim II (Whole School) | 1/15 Dr. King Day - No School 1/16 - 1/19 Student Academic Survey #1 (Grades 3+) 1/18 mClass Testing MoY (Pull Out) 1/19 Quarter 2 End/BEN Feedback Survey HS | | | | | | | | | |
| | | 17 | Gateway Academy | | 2/5 - 2/9 Black Lives Matter Week of Action 2/6 Sankofa Week 2/7 100th Day of School (dependent on school closures) | 1/29 - 2/15 BEN Family Survey 2/1 Parent-Teacher Conferences 11:5-7pm | 1/22 Quarter 3 Begins HS | 1/15 Dr. King Day - No School 1/16 - 1/19 Student Academic Survey #1 (Grades 3+) 1/18 mClass Testing MoY (Pull Out) 1/19 Quarter 2 End/BEN Feedback Survey HS | 12/21 Early Dismissal 1pm Staff (12:50 Students) 12/22 - 12/29 Winter Recess - No School | | | | | | | | |
| | | 12/18 17 | BRCK Buffalo | | 2/5 - 2/9 Black Lives Matter Week of Action 2/5 Sankofa Week | 1/29 - 2/15 BEN Family Survey 2/1 Parent-Teacher Conferences 5-7pm 2/2 100th Day of School (dependent on school closures) | 1/22 Quarter 3 Begins | 1/15 Dr. King Day - No School 1/18 mClass K-1 Testing MoY (Pull Out) 1/19 Quarter 2 End/BEN Feedback Survey HS | 12/22 Early Dismissal 12/25 - 12/29 Winter Recess - No School | | | | | | | | |
| | | 17 | Achievers | | | Quarterly Data Stepback | 1/16 6-10 Math Interim II (Whole School) 1/18 6-10 ELA Interim II (Whole School) | | | | | | | | | | |
| | | 18 | Gateway Academy | PD - SB | 2/12 - 2/16 Random Acts of Kindness Week 2/13 - 2/17 Mid-Winter Recess | 2/5 - 2/9 Black Lives Matter Week of Action 2/5 Sankofa Week 2/7 100th Day of School (dependent on school closures) | 1/29 - 2/15 BEN Family Survey 2/1 Parent-Teacher Conferences 11:5-7pm | 1/18 mClass K-1 Testing MoY (Pull Out) 1/19 Quarter 2 End/BEN Feedback Survey 1/20 mClass K-1 Testing MoY (Pull Out) 1/21 Winter Recess - No School 1/22 Quarter 3 Begins 1/23 Culture Reset (add days as needed) LP Templates Live | 1/15 Winter Recess - No School 1/21 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live | | | | | | | | |
| | | 1/1 18 | BRCK Buffalo | PD - SB | 2/12 - 2/16 Random Acts of Kindness Week 2/15 Ready K-1 Math MoY (Whole School) | 2/5 - 2/9 Black Lives Matter Week of Action 2/5 Sankofa Week | 1/29 - 2/15 BEN Family Survey 2/1 Parent-Teacher Conferences 11:5-7pm | 1/18 mClass K-1 Testing MoY (Pull Out) 1/19 Quarter 2 Ends 2/21 Quarter 3 Begins 2/21 Q3 Grades + Comments due @ 11:59pm 2/21 Parent-Teacher Conferences 11:5-7pm | 1/21 Winter Recess - No School 1/22 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live | | | | | | | | |
| | | X | Achievers | | | | | | | | | | | | | | |
| | | 19 | Gateway Academy | PD - DD | 2/12 - 2/16 Random Acts of Kindness Week 2/13 - 2/17 Mid-Winter Recess | 2/5 - 2/9 Black Lives Matter Week of Action 2/5 Sankofa Week 2/7 100th Day of School (dependent on school closures) | 1/29 - 2/15 BEN Family Survey 2/1 Parent-Teacher Conferences 11:5-7pm | 1/18 mClass K-1 Testing MoY (Pull Out) 1/19 Quarter 2 Ends 2/21 Quarter 3 Begins HS | 1/16 6-10 Math Interim II (Whole School) 1/18 6-10 ELA Interim II (Whole School) 2/1 Parent-Teacher Conferences 5-7pm | 1/16 6-10 Math Interim II (Whole School) 1/18 6-10 ELA Interim II (Whole School) 2/1 Parent-Teacher Conferences 5-7pm | | | | | | | |
| | | 1/8 19 | BRCK Buffalo | PD - DD | 2/12 - 2/16 Random Acts of Kindness Week 2/15 Ready K-1 Math MoY (Whole School) | 2/5 - 2/9 Black Lives Matter Week of Action 2/5 Sankofa Week | 1/29 - 2/15 BEN Family Survey 2/1 Parent-Teacher Conferences 11:5-7pm | 1/18 mClass K-1 Testing MoY (Pull Out) 1/19 Quarter 2 Ends 2/21 Quarter 3 Begins HS | 1/16 6-10 Math Interim II (Whole School) 1/18 6-10 ELA Interim II (Whole School) 2/1 Parent-Teacher Conferences 5-7pm | 1/16 6-10 Math Interim II (Whole School) 1/18 6-10 ELA Interim II (Whole School) 2/1 Parent-Teacher Conferences 5-7pm | | | | | | | |
| | | 18 | Achievers | | | Quarterly Data Stepback | 1/16 6-10 Math Interim II (Whole School) 1/18 6-10 ELA Interim II (Whole School) | | | | | | | | | | |
| | | 20 | Gateway Academy | PD - C4 | 2/26 Progress Reports Due @ 11:59pm 2/26 - 3/1 Read Across America Week 2/27 Ready K-8 Math MoY (Whole School) 3/1 Curriculum ordering | 2/12 - 2/16 Random Acts of Kindness Week 2/13 - 2/17 Mid-Winter Recess | 2/5 - 2/9 Black Lives Matter Week of Action 2/5 Sankofa Week 2/7 100th Day of School (dependent on school closures) | 1/15 Dr. King Day - No School 1/16 - 1/19 Student Academic Survey #1 (Grades 3+) 1/18 mClass Testing MoY (Pull Out) 1/19 Quarter 2 End/BEN Feedback Survey HS | 1/15 Dr. King Day - No School 1/16 - 1/19 Student Academic Survey #1 (Grades 3+) 1/18 mClass Testing MoY (Pull Out) 1/19 Quarter 2 End/BEN Feedback Survey HS | | | | | | | | |
| | | 1/15 20 | BRCK Buffalo | PD - C4 | 2/26 Progress Reports Due @ 11:59pm 2/26 - 3/1 Read Across America Week 2/27 Ready K-8 Math MoY (Whole School) 3/1 Curriculum ordering | 2/12 - 2/16 Random Acts of Kindness Week 2/15 Ready K-1 Math MoY (Whole School) | 2/5 - 2/9 Black Lives Matter Week of Action 2/5 Sankofa Week | 1/15 Dr. King Day - No School 1/16 - 1/19 Student Academic Survey #1 (Grades 3+) 1/18 mClass Testing MoY (Pull Out) 1/19 Quarter 2 End/BEN Feedback Survey HS | 1/15 Dr. King Day - No School 1/16 - 1/19 Student Academic Survey #1 (Grades 3+) 1/18 mClass Testing MoY (Pull Out) 1/19 Quarter 2 End/BEN Feedback Survey HS | | | | | | | | |
| | | 19 | Achievers | | | | | | | | | | | | | | |
| | | 21 | Gateway Academy | PD - SB | 3/1 Quarter 3 Progress Reports Sent 3/15 NSLA Training + Infrastructure Trial (may change) 3/1 Curriculum ordering | 2/26 Progress Reports Due @ 11:59pm 2/26 - 3/1 Read Across America Week 2/27 Ready K-1 Math MoY (Whole School) 3/1 Curriculum ordering | 2/12 - 2/16 Random Acts of Kindness Week 2/13 - 2/17 Mid-Winter Recess 2/27 100th Day of School (dependent on school closures) | 2/5 - 2/9 Black Lives Matter Week of Action 2/6 Sankofa Week 2/7 100th Day of School (dependent on school closures) | 2/12 Quarter 3 Begins HS | 2/12 Quarter 3 Begins HS | Quarterly Data Stepback | Quarterly Data Stepback | Quarterly Data Report + Achievement Profile Due | | | | |
| | | 1/22 21 | BRCK Buffalo | PD - SB | 3/1 Quarter 3 Progress Reports Sent 3/1 Curriculum ordering | 2/26 Progress Reports Due @ 11:59pm 2/26 - 3/1 Read Across America Week 2/27 Ready K-1 Math MoY (Whole School) 3/1 Curriculum ordering | 2/12 - 2/16 Random Acts of Kindness Week 2/15 Ready K-1 Math MoY (Whole School) | 2/5 - 2/9 Black Lives Matter Week of Action 2/6 Sankofa Week 2/7 100th Day of School (dependent on school closures) | 2/12 Quarter 3 Begins HS | 2/12 Quarter 3 Begins HS | Quarterly Data Stepback | Quarterly Data Stepback | Quarterly Data Report + Achievement Profile Due | | | | |
| | | 20 | Achievers | | | 3/1 Curriculum ordering | | | | | | | | | | | |
| | | 20 | Achievers | | | | | | | | | | | | | | |

| Timeline | Unit | Date | Week # | Region | HS Type | SM PREP (6 weeks) *Loop in Directors | OP+ PREP + Process Plan (5 weeks) | ALT Tactical (4 weeks) | LM (3 weeks) | Recommended School Based PD/Staff Mtg Topics | Implementation @ School Site | Communication | |
|-----------|-------|-----------------|--------------|--|--|---|---|---|--|---|------------------------------|------------------------|--|
| | | | | | | | | | | | | Network Implementation | |
| Quarter 2 | 11/6 | 11 | BRCK Buffalo | PO-SB | 12/22 Early Dismissal 12/25 - 12/29 Winter Recess - No School | 12/11 Quarter 2 Progress Reports Sent | 12/4 Progress Reports Due 12/4 - 12/8 Hour of Code Week Observed | | | 11/6 Quarter 2 Begins 11/7 Election Day - No School 11/8 Q1 Grades + Comments due @ 11:59pm 11/10 Veterans Day Observed - No School Quarterly Data Stepback | | | |
| | | 11 | Achievers | | | | | | | | Quarterly Data Stepback | | |
| | 12 | Gateway Academy | PO-SB | 1/1 Winter Recess - No School 1/2 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live | 12/21 Early Dismissal 1pm Staff (12:50 Students) 12/22 - 12/29 Winter Recess - No School | 12/11 Quarter 2 Progress Reports Sent LP Templates Live | 12/4 Progress Reports Due @ 11:59pm 12/11 Quarter 2 Progress Reports Sent 12/21 Early Dismissal 1pm Staff (12:50 Students) 12/22 - 12/29 Winter Recess - No School | 11/20 Sankofa Week HS 11/24-11/25 PTOs Early Dismissal @ 12:27 PM | | | | | |
| | 11/13 | 12 | BRCK Buffalo | PO-SB | 1/1 Winter Recess - No School 1/2 Professional Development - No Students LP Templates Live | 12/22 Early Dismissal 12/25 - 12/29 Winter Recess - No School | 12/11 Quarter 2 Progress Reports Sent | 12/4 Progress Reports Due 12/11 Quarter 2 Progress Reports Sent 12/22 Early Dismissal 12/25 - 12/29 Winter Recess - No School | 11/20 Sankofa Week | 11/16 Parent-Teacher Conferences 5-7pm | | | |
| | | 12 | Achievers | | | | | | | | | | |
| | 13 | Gateway Academy | | 1/8 5-8 ELA Interim 2 (Whole School) 1/10 K-8 Math Interim 2 (Whole School) 1/12 Professional Development - No Students LP Templates Live HS | 1/1 Winter Recess - No School 1/2 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live | 12/21 Early Dismissal 1pm Staff (12:50 Students) 12/22 - 12/29 Winter Recess - No School | | | 11/20 Sankofa Week 11/22 - 11/24 Thanksgiving - No School | | | | |
| | 11/20 | 13 | BRCK Buffalo | PO-SB | 1/10 K-1 Math Interim 2 (Whole School) Mid-Year Due | 1/1 Winter Recess - No School 1/2 Professional Development - No Students LP Templates Live | 12/22 Early Dismissal 12/25 - 12/29 Winter Recess - No School | | 12/4 Progress Reports Due 12/11 Quarter 2 Progress Reports Sent | 11/20 Sankofa Week 11/22 Early Dismissal 11/23 - 11/24 Thanksgiving - No School | | | |
| | | 13 | Achievers | | | | | | | | | | |
| | 14 | Gateway Academy | PO-SB | 1/15 Dr. King Day - No School 1/16 - 1/19 Student Academic Survey #1 (Grades 3+) 1/20 K-8 Math Interim 2 (Whole School) 1/21 Professional Development - No Students 1/22 Quarter 2 End/BEN Feedback Survey 1/23 Quarter 2 End/BEN Feedback Survey 1/24 Quarter 2 End/BEN Feedback Survey 1/25 Quarter 2 End/BEN Feedback Survey 1/26 - 1/29 Student Academic Survey #1 (Grades 3+) 1/30 K-8 Math Interim 2 (Whole School) 1/31 Professional Development - No Students LP Templates Live HS | 1/8 5-8 ELA Interim 2 (Whole School) 1/10 K-8 Math Interim 2 (Whole School) 1/12 Professional Development - No Students LP Templates Live HS | 1/1 Winter Recess - No School 1/2 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live Mid-Year Due | 12/4 Progress Reports Due @ 11:59pm 12/4 - 12/8 Hour of Code Week Observed 12/11 Quarter 2 Progress Reports Sent | | | | | | |
| | 11/27 | 14 | BRCK Buffalo | PO-CB | 1/15 Dr. King Day - No School 1/16 inClass K-1 Testing MoY (Pull Out) 1/18 BEN Feedback Survey #2 | 1/10 K-1 Math Interim 2 (Whole School) Mid-Year Due | 1/1 Winter Recess - No School 1/2 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live Mid-Year Due | 12/4 Progress Reports Due 12/4 - 12/8 Hour of Code Week Observed 12/11 Quarter 2 Progress Reports Sent | | | | | |
| | | 14 | Achievers | PO-CB | 1/16 6-10 Math Interim II (Whole School) 1/18 6-10 ELA Interim II (Whole School) | | | | | | | | |
| | 15 | Gateway Academy | PO-CB | 1/22 Quarter 3 Begins 1/24 Q2 Grades + Comments due @ 11:59pm Quarterly Data Stepback HS 1/22 Quarter 3 Begins 1/23 - 1/26 Intercession 1/27 Quarter 3 Begins 1/28 - 1/29 Student Academic Survey #1 (Grades 3+) 1/30 K-8 Math Interim 2 (Whole School) 1/31 Professional Development - No Students LP Templates Live HS | 1/15 Dr. King Day - No School 1/16 - 1/19 Student Academic Survey #1 (Grades 3+) 1/20 K-8 Math Interim 2 (Whole School) 1/21 Professional Development - No Students 1/22 Quarter 3 Begins 1/23 - 1/26 Intercession 1/27 Quarter 3 Begins 1/28 - 1/29 Student Academic Survey #1 (Grades 3+) 1/30 K-8 Math Interim 2 (Whole School) 1/31 Professional Development - No Students LP Templates Live HS | 1/1 Winter Recess - No School 1/2 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live Mid-Year Due | 12/4 Progress Reports Due @ 11:59pm 12/4 - 12/8 Hour of Code Week Observed 12/11 Quarter 2 Progress Reports Sent HS 12/5 Progress Reports Sent | 12/4 Progress Reports Due @ 11:59pm 12/4 - 12/8 Hour of Code Week Observed HS 12/5 Progress Reports Sent | | | | | |
| | 12/4 | 15 | BRCK Buffalo | PO-SB | 1/22 Quarter 3 Begins 1/24 Q2 Grades + Comments due @ 11:59pm Quarterly Data Stepback | 1/15 Dr. King Day - No School 1/16 inClass K-1 Testing MoY (Pull Out) 1/18 BEN Feedback Survey #2 | 1/10 K-1 Math Interim 2 (Whole School) | | 12/4 Progress Reports Due 12/4 - 12/8 Hour of Code Week Observed | | | | |
| | | 15 | Achievers | | | | | | | | | | |
| | 16 | Gateway Academy | PO-SB | 1/29 - 1/31 BEN Family Survey 1/31 Parent-Teacher Conferences 11:5-7pm HS 1/22 Quarter 3 Begins 1/23 - 1/26 Intercession 1/27 Quarter 3 Begins 1/28 - 1/29 Student Academic Survey #1 (Grades 3+) 1/30 K-8 Math Interim 2 (Whole School) 1/31 Professional Development - No Students LP Templates Live HS | 1/22 Quarter 3 Begins 1/24 Q2 Grades + Comments due @ 11:59pm Quarterly Data Stepback HS 1/22 Quarter 3 Begins 1/23 - 1/26 Intercession 1/27 Quarter 3 Begins 1/28 - 1/29 Student Academic Survey #1 (Grades 3+) 1/30 K-8 Math Interim 2 (Whole School) 1/31 Professional Development - No Students LP Templates Live HS | 1/1 Winter Recess - No School 1/2 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live Mid-Year Due | 12/4 Progress Reports Due @ 11:59pm 12/4 - 12/8 Hour of Code Week Observed 12/11 Quarter 2 Progress Reports Sent LP Templates Live HS 12/5 Progress Reports Sent | 12/11 Quarter 2 Progress Reports Sent LP Templates Live HS 12/5 Progress Reports Sent | | | | | |
| | 12/11 | 16 | BRCK Buffalo | PO-SB | 1/29 - 1/31 BEN Family Survey 1/31 Parent-Teacher Conferences 5-7pm 1/22 100th Day of School (dependent on school closures) | 1/22 Quarter 3 Begins 1/24 Q2 Grades + Comments due @ 11:59pm Quarterly Data Stepback | 1/15 Dr. King Day - No School 1/16 inClass K-1 Testing MoY (Pull Out) 1/18 BEN Feedback Survey #2 1/19 Quarter 2 Ends 1/20 K-1 Math Interim 2 (Whole School) | 1/1 Winter Recess - No School 1/2 Professional Development - No Students 1/3 - 1/19 Culture Reset (add days as needed) LP Templates Live Mid-Year Due | 12/4 Progress Reports Due 12/4 - 12/8 Hour of Code Week Observed 12/11 Quarter 2 Progress Reports Sent | 12/11 Quarter 2 Progress Reports Sent LP Templates Live HS 12/5 Progress Reports Sent | | | |

| Timeline | | Week # | Region | HS Type | SM PREP (6 weeks) * Loop in Directors | OPs PREP + Process Plan (5 weeks) | ALT Tactical (4 weeks) | LM (3 weeks) | Recommended School Based PD/Staff Mtg Topics | Implementation @ School Site | Communication Network Implementation | Board Communication |
|----------|------|--------|-----------------|---------|--|---|---|---|--|--|--------------------------------------|---|
| 8/21 | 8/21 | -1 | BRICK Bayview | | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent 10/6 Professional Development - No Students | 9/25 Progress Reports Due @11:59 pm 10/1 Parent Letter on Assessments posted | | 9/21 Ready K-4 Math Testing Boy (Whole School) 9/14 mClass K-1 Testing Boy (Pull Out) School Mint Update LP Review Checks in School Mint | | | | |
| | | -1 | Adrian | | | | | | | | | |
| | | 1 | Gateway Academy | Well | 10/9 Indigenous Peoples' Day - No School 10/9 Professional Development - No Students | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent 10/4 Ready 5-8 ELA Testing Boy (Whole School) 10/6 Professional Development - No Students | 9/25 Progress Reports Due @11:59 pm 10/1 Parent Letter on Assessments posted | 8/28 First Day for Students 8/28 Home Language Survey Collection Begins | | | | 10/1 Parent Letter on Assessments posted |
| | | 1 | BRICK Buffalo | Well | 10/9 Indigenous Peoples' Day - No School 10/9 Professional Development - No Students | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent 10/6 Professional Development - No Students | 9/25 Progress Reports Due @11:59 pm 10/1 Parent Letter on Assessments posted | 8/28 First Day for Students 8/28 Quarter 1 Begins | | | | |
| 8/28 | 8/28 | 1 | Adrian | | | | | | | | | |
| | | 2 | Gateway Academy | PD - SB | 10/16 - 10/20 School Violence Awareness Week 10/19 3-5 ELA Interim (Whole School) | 10/9 Indigenous Peoples' Day - No School 10/9 Professional Development - No Students | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent 10/4 Ready 5-8 ELA Testing Boy (Whole School) 10/6 Professional Development - No Students | 9/25 Progress Reports Due @11:59 pm 10/1 Parent Letter on Assessments posted 10/2 Quarter 1 Progress Reports Sent | 9/12 Ready K-8 Math Testing Boy (Whole School) 9/14 mClass K-4 Testing Boy (Pull Out) | | | - Board Report Acts of Violence, HB 1/1 to 6/30 |
| | | 2 | BRICK Buffalo | PD - SB | 10/16 - 10/20 School Violence Awareness Week 10/16 - 10/20 School Violence Awareness Week | 10/9 Indigenous Peoples' Day - No School 10/9 Professional Development - No Students | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent 10/6 Professional Development - No Students | 9/25 Progress Reports Due @11:59 pm 10/1 Parent Letter on Assessments posted 10/2 Quarter 1 Progress Reports Sent | 9/12 Ready K-1 Math Testing Boy (Whole School) 9/14 mClass K-1 Testing Boy (Pull Out) | | | - Board Report Acts of Violence, HB 1/1 to 6/30 |
| | | 2 | Adrian | | | | | | | | | |
| 9/4 | 9/4 | 3 | Gateway Academy | PD - SB | 10/25 K-8 Math Interim (Whole School) 11/3 Quarter 1 Ends 10/24-10/26 Interims 9-12 10/27 Data Day - No Students | 10/18 - 10/23 Insight Survey 10/16 - 10/20 School Violence Awareness Week 10/19 3-8 ELA Interim (Whole School) | 10/9 Indigenous Peoples' Day - No School 10/9 Professional Development - No Students | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent 10/6 Professional Development - No Students | 9/25 Progress Reports Due @11:59 pm 10/2 Quarter 1 Progress Reports Sent Acry Start Week 3 | 9/12 Ready K-8 Math Testing Boy (Whole School) 9/14 mClass K-4 Testing Boy (Pull Out) | | |
| | | 3 | BRICK Buffalo | PD - SB | 10/25 K-1 Math Interim (Whole School) | 10/18 - 10/23 Insight Survey 10/16 - 10/20 School Violence Awareness Week | 10/9 Indigenous Peoples' Day - No School 10/9 Professional Development - No Students | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent Acry Start Week 3 | 9/25 Progress Reports Due @11:59 pm 10/2 Quarter 1 Progress Reports Sent | 9/12 Ready K-1 Math Testing Boy (Whole School) 9/14 mClass K-1 Testing Boy (Pull Out) | | |
| | | 3 | Adrian | | 10/24 6-10 Math Interim (Whole School) 10/26 6-10 ELA Interim (Whole School) | | | | | | | |
| | | 4 | Gateway Academy | PD - SB | 10/21 Early Dismissal 1pm Staff (12:50 Students) 11/3 Quarter 1 Ends 11/3 BEN Feedback Survey #1 11/7 Quarterly Roll Out HS | 10/25 K-8 Math Interim (Whole School) 10/27 Professional Development - No Students HS 10/24-10/26 Interims 9-12 10/27 Data Day - No Students | 10/18 - 10/23 Insight Survey 10/16 - 10/20 School Violence Awareness Week | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent Acry Start Week 3 | 9/25 Progress Reports Due @11:59 pm 10/2 Quarter 1 Progress Reports Sent | | | Need GBT and Title 1 students identified |
| 9/11 | 9/11 | 4 | BRICK Buffalo | PD - SB | 11/3 Quarter 1 Ends 11/3 BEN Feedback Survey #1 | 10/25 K-1 Math Interim (Whole School) | 10/18 - 10/23 Insight Survey 10/16 - 10/20 School Violence Awareness Week | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent | | | Need GBT and Title 1 students identified |
| | | 4 | Adrian | | | | | | | | | |
| | | 4 | Adrian | | | | | | | | | |
| | | 4 | Adrian | | | | | | | | | |
| 9/18 | 9/18 | 5 | Gateway Academy | PD - SB | 11/6 Quarter 2 Begins 11/8 Q1 Grades + Comments due @ 11:59pm 11/8 Q1 Grades + Comments due @ 11:59pm Quarterly Data Stepback HS | 10/24 6-10 Math Interim (Whole School) 10/26 6-10 ELA Interim (Whole School) | 10/25 K-8 Math Interim (Whole School) 10/27 Professional Development - No Students HS 10/24-10/26 Interims 9-12 10/27 Data Day - No Students | 10/18 - 10/23 Insight Survey 10/16 - 10/20 School Violence Awareness Week | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent | 9/25 Progress Reports Due @11:59 pm 10/1 Parent Letter on Assessments posted | | |
| | | 5 | BRICK Buffalo | PD - CI | 11/6 Quarter 2 Begins 11/7 Election Day - No School 11/8 Q1 Grades + Comments due @ 11:59pm Quarterly Data Stepback | 11/3 Quarter 1 Ends 11/3 BEN Feedback Survey #1 | 10/25 K-1 Math Interim (Whole School) | 10/18 - 10/23 Insight Survey 10/16 - 10/20 School Violence Awareness Week | 10/2 - 10/6 Week of Respect 10/2 Quarter 1 Progress Reports Sent | 9/25 Progress Reports Due @11:59 pm 10/1 Parent Letter on Assessments posted | | |
| | | 5 | Adrian | | | | | | | | | |
| | | 5 | Adrian | | | | | | | | | |

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Directions: Plot out your sessions for each day of Summer Institute. Be sure to color code each session to reflect the priority goal it is aligned to from "1 | Priorities and Sessions Brainstorm" tab. If session is whole group, merge cells and label "Whole Team". If a ses

Note: Each Session should have Session Title, Location, Presenter's Name, Session Time (Materials/Prework can be added or emailed)

| Week 3 | | | | | | | | | | | |
|----------------------------|---|---------------------|---------|-------------|-----------------------|--------------------------------|-----------------------------------|-----------------------------|------------|-----------------|-------|
| Day 11 Monday, August 21 | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Paras | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | |
| 9:45 - 10:00 | | | | | | | | | | | |
| 10:00 - 10:15 | | | | | | | | | | | |
| 10:15 - 10:30 | | | | | | | | | | | |
| 10:30 - 10:45 | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |
| 11:00 - 11:15 | | | | | | | | | | | |
| 11:15 - 11:30 | | | | | | | | | | | |
| 11:30 - 11:45 | | | | | | | | | | | |
| 11:45 - 12:00 | LUNCH (1 HR) | | | | | | | | | | |
| 12:00 - 12:15 | | | | | | | | | | | |
| 12:15 - 12:30 | | | | | | | | | | | |
| 12:30 - 12:45 | | | | | | | | | | | |
| 12:45 - 1:00 | | | | | | | | | | | |
| 1:00 - 1:15 | Session 3 1.5 Hrs (12:30 - 2:00) | | | | | | | | | | |
| 1:15 - 1:30 | | | | | | | | | | | |
| 1:30 - 1:45 | | | | | | | | | | | |
| 1:45 - 2:00 | | | | | | | | | | | |
| 2:00 - 2:15 | | | | | | | | | | | |
| 2:15 - 2:30 | BREAK | | | | | | | | | | |
| 2:30 - 2:45 | | | | | | | | | | | |
| 2:45 - 3:00 | | | | | | | | | | | |
| 3:00 - 3:15 | | | | | | | | | | | |
| 3:15 - 3:30 | | | | | | | | | | | |
| 3:30 - 3:45 | Closing and Survey | | | | | | | | | | |
| 3:45 - 4:00 | | | | | | | | | | | |
| 4:00 - 4:15 | | | | | | | | | | | |

| Week 3 | | | | | | | | | | | |
|-----------------------------|---|---------------------|---------|-------------|-----------------------|--------------------------------|-----------------------------------|-----------------------------|------------|-----------------|-------|
| Day 12 Tuesday, August 22 | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Paras | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | |
| 9:45 - 10:00 | | | | | | | | | | | |
| 10:00 - 10:15 | | | | | | | | | | | |
| 10:15 - 10:30 | | | | | | | | | | | |
| 10:30 - 10:45 | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |

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|-------------------------------|--|---------------------|---------|-------------|-----------------------|--------------------------------|-----------------------------------|----------------------------|------------|-----------------|-------|
| Day 11 Tuesday, August 1 | | | | | | | | | | | |
| (10:00 - 11:30) | | | | | | | | | | | |
| 11:00 - 11:15 | | | | | | | | | | | |
| 11:15 - 11:30 | | | | | | | | | | | |
| 11:30 - 11:45 | LUNCH (1 HR) | | | | | | | | | | |
| 11:45 - 12:00 | | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | |
| 12:00 - 12:15 | | | | | | | | | | | |
| 12:15 - 12:30 | | | | | | | | | | | |
| 12:30 - 12:45 | | | | | | | | | | | |
| 12:45 - 1:00 | Session 3 1.5 Hrs (12:30 - 2:00) | | | | | | | | | | |
| 1:00 - 1:15 | | | | | | | | | | | |
| 1:15 - 1:30 | | | | | | | | | | | |
| 1:30 - 1:45 | | | | | | | | | | | |
| 1:45 - 2:00 | | | | | | | | | | | |
| 2:00 - 2:15 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK |
| 2:15 - 2:30 | | | | | | | | | | | |
| 2:30 - 2:45 | Session 4 1.5 Hrs (2:15 - 3:45) | | | | | | | | | | |
| 2:45 - 3:00 | | | | | | | | | | | |
| 3:00 - 3:15 | | | | | | | | | | | |
| 3:15 - 3:30 | | | | | | | | | | | |
| 3:30 - 3:45 | | | | | | | | | | | |
| 3:45 - 4:00 | Closing and Survey | | | | | | | | | | |
| 4:00 - 4:15 | | | | | | | | | | | |
| | | | | | | | | | | | |
| Week 3 | | | | | | | | | | | |
| Day 12 Wednesday, August 16 | | | | | | | | | | | |
| | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Para | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | | | | | | | | | | | |
| 9:30 - 9:45 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK |
| 9:45 - 10:00 | | | | | | | | | | | |
| 10:00 - 10:15 | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | | |
| 10:15 - 10:30 | | | | | | | | | | | |
| 10:30 - 10:45 | | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |
| 11:00 - 11:15 | | | | | | | | | | | |
| 11:15 - 11:30 | | | | | | | | | | | |
| 11:30 - 11:45 | LUNCH (1 HR) | | | | | | | | | | |
| 11:45 - 12:00 | | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 12:00 - 12:15 | | | | | | | | | | | |
| 12:15 - 12:30 | | | | | | | | | | | |
| 12:30 - 12:45 | | | | | | | | | | | |
| 12:45 - 1:00 | Session 3 1.5 Hrs (12:30 - 2:00) | | | | | | | | | | |
| 1:00 - 1:15 | | | | | | | | | | | |
| 1:15 - 1:30 | | | | | | | | | | | |
| 1:30 - 1:45 | | | | | | | | | | | |
| 1:45 - 2:00 | | | | | | | | | | | |
| 2:00 - 2:15 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK |
| 2:15 - 2:30 | | | | | | | | | | | |
| 2:30 - 2:45 | Session 4 1.5 Hrs (2:15 - 3:45) | | | | | | | | | | |
| 2:45 - 3:00 | | | | | | | | | | | |
| 3:00 - 3:15 | | | | | | | | | | | |
| 3:15 - 3:30 | | | | | | | | | | | |
| 3:30 - 3:45 | | | | | | | | | | | |

Directions: Plot out your sessions for each day of Summer Institute. Be sure to color code each session to reflect the priority goal it is aligned to from "1 | Priorities and Sessions Brainstorm" tab. If session is whole group, merge cells and label "Whole Team". If a ses

Note: Each Session should have Session Title, Location, Presenter's Name, Session Time (Materials/Prewritek can be added or emailed)

| Week 3 | | | | | | | | | | | |
|----------------------------|---|---------------------------------------|---------|-------------|-----------------------|--------------------------------|-----------------------------------|-----------------------------|------------|-----------------|-------|
| Day 10 Monday, August 14 | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Paras | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | |
| 9:45 - 10:00 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK |
| 10:00 - 10:15 | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | | |
| 10:15 - 10:30 | | | | | | | | | | | |
| 10:30 - 10:45 | | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |
| 11:00 - 11:15 | | | | | | | | | | | |
| 11:15 - 11:30 | | | | | | | | | | | |
| 11:30 - 11:45 | LUNCH (1 HR) | | | | | | | | | | |
| 11:45 - 12:00 | | | | | | | | | | | |
| 12:00 - 12:15 | | | | | | | | | | | |
| 12:15 - 12:30 | | | | | | | | | | | |
| 12:30 - 12:45 | | | | | | | | | | | |
| 12:45 - 1:00 | Session 3 1.5 Hrs (12:30 - 2:00) | | | | | | | | | | |
| 1:00 - 1:15 | | | | | | | | | | | |
| 1:15 - 1:30 | | | | | | | | | | | |
| 1:30 - 1:45 | | | | | | | | | | | |
| 1:45 - 2:00 | | | | | | | | | | | |
| 2:00 - 2:15 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK |
| 2:15 - 2:30 | Session 3 1.5 Hrs (2:15 - 3:45) | | | | | | | | | | |
| 2:30 - 2:45 | | | | | | | | | | | |
| 2:45 - 3:00 | | | | | | | | | | | |
| 3:00 - 3:15 | | | | | | | | | | | |
| 3:15 - 3:30 | | | | | | | | | | | |
| 3:30 - 3:45 | Closing and Survey | | | | | | | | | | |
| 3:45 - 4:00 | | | | | | | | | | | |
| 4:00 - 4:15 | | | | | | | | | | | |

| Week 3 | | | | | | | | | | | |
|-----------------------------|---|---------------------------------------|---------|-------------|-----------------------|--------------------------------|-----------------------------------|-----------------------------|------------|-----------------|-------|
| Day 11 Tuesday, August 15 | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Paras | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | |
| 9:45 - 10:00 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK |
| 10:00 - 10:15 | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | | |
| 10:15 - 10:30 | | | | | | | | | | | |
| 10:30 - 10:45 | | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |

[illegible]

Directions: Plot out your sessions for each day of Summer Institute. Be sure to color code each session to reflect the priority goal it is aligned to from "1 | Priorities and Sessions Brainstorm" tab. If session is whole group, merge cells and label "Whole Team". If a ses

Note: Each Session should have Session Title, Location, Presenter's Name, Session Time (Materials/Prework can be added or emailed)

| Week 2 | | | | | | | | | | | |
|--------------------------|--|---|---------|-------------|-----------------------|--------------------------------|-----------------------------------|-----------------------------|------------|-----------------|-------|
| Day 5 Monday, August 7 | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Paras | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | |
| 9:45 - 10:00 | BREAK | | | | | | | | | | |
| 10:00 - 10:15 | | | | | | | | | | | |
| 10:15 - 10:30 | | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | |
| 10:30 - 10:45 | | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |
| 11:00 - 11:15 | | | | | | | | | | | |
| 11:15 - 11:30 | | | | | | | | | | | |
| 11:30 - 11:45 | LUNCH (1 HR) | | | | | | | | | | |
| 11:45 - 12:00 | | | | | | | | | | | |
| 12:00 - 12:15 | | | | | | | | | | | |
| 12:15 - 12:30 | | | | | | | | | | | |
| 12:30 - 12:45 | | | | | | | | | | | |
| 12:45 - 1:00 | Session 3 1.5 Hrs (12:30 - 2:00) | | | | | | | | | | |
| 1:00 - 1:15 | | | | | | | | | | | |
| 1:15 - 1:30 | | | | | | | | | | | |
| 1:30 - 1:45 | | | | | | | | | | | |
| 1:45 - 2:00 | | | | | | | | | | | |
| 2:00 - 2:15 | BREAK | | | | | | | | | | |
| 2:15 - 2:30 | | | | | | | | | | | |
| 2:30 - 2:45 | | Session 3 1.5 Hrs (2:15 - 3:45) | | | | | | | | | |
| 2:45 - 3:00 | | | | | | | | | | | |
| 3:00 - 3:15 | | | | | | | | | | | |
| 3:15 - 3:30 | | | | | | | | | | | |
| 3:30 - 3:45 | | | | | | | | | | | |
| 3:45 - 4:00 | Closing and Survey | | | | | | | | | | |
| 4:00 - 4:15 | | | | | | | | | | | |

| Week 2 | | | | | | | | | | | |
|---------------------------|---------|---|---------|-------------|-----------------------|--------------------------------|-----------------------------------|-----------------------------|------------|-----------------|-------|
| Day 6 Tuesday, August 8 | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Paras | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | |
| 9:45 - 10:00 | BREAK | | | | | | | | | | |
| 10:00 - 10:15 | | | | | | | | | | | |
| 10:15 - 10:30 | | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | |
| 10:30 - 10:45 | | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |

Directions: Plot out your sessions for each day of Summer Institute. Be sure to color code each session to reflect the priority goal it is aligned to from "1 | Priorities and Sessions Brainstorm" tab. If session is whole group, merge cells and label "Whole Team". If a session is a whole group, merge cells and label "Whole Team". If a session is a whole group, merge cells and label "Whole Team".

Note: Each Session should have Session Title, Location, Presenter's Name, Session Time (Materials/Prewrite can be added or emailed)

| Week 1 Tuesday, August 1 | | | | | | | | | | | |
|----------------------------|---|---------------------|---------|-------------|-----------------------|--------------------------------|-----------------------------------|----------------------------|------------|-----------------|-------|
| Day 1 Tuesday, August 1 | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Para | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | |
| 9:45 - 10:00 | | | | | | | | | | | |
| 10:00 - 10:15 | | | | | | | | | | | |
| 10:15 - 10:30 | | | | | | | | | | | |
| 10:30 - 10:45 | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |
| 11:00 - 11:15 | | | | | | | | | | | |
| 11:15 - 11:30 | | | | | | | | | | | |
| 11:30 - 11:45 | | | | | | | | | | | |
| 11:45 - 12:00 | LUNCH (1 HR) | | | | | | | | | | |
| 12:00 - 12:15 | | | | | | | | | | | |
| 12:15 - 12:30 | | | | | | | | | | | |
| 12:30 - 12:45 | | | | | | | | | | | |
| 12:45 - 1:00 | | | | | | | | | | | |
| 1:00 - 1:15 | Session 3 1.5 Hrs (12:30 - 2:00) | | | | | | | | | | |
| 1:15 - 1:30 | | | | | | | | | | | |
| 1:30 - 1:45 | | | | | | | | | | | |
| 1:45 - 2:00 | | | | | | | | | | | |
| 2:00 - 2:15 | | | | | | | | | | | |
| 2:15 - 2:30 | Session 4 1.5 Hrs (2:15 - 3:45) | | | | | | | | | | |
| 2:30 - 2:45 | | | | | | | | | | | |
| 2:45 - 3:00 | | | | | | | | | | | |
| 3:00 - 3:15 | | | | | | | | | | | |
| 3:15 - 3:30 | | | | | | | | | | | |
| 3:30 - 3:45 | Closing and Survey | | | | | | | | | | |
| 3:45 - 4:00 | | | | | | | | | | | |
| 4:00 - 4:15 | | | | | | | | | | | |

| Week 1 Wednesday, August 2 | | | | | | | | | | | |
|------------------------------|---|---------------------|---------|-------------|-----------------------|--------------------------------|-----------------------------------|----------------------------|------------|-----------------|-------|
| Day 2 Wednesday, August 2 | | | | | | | | | | | |
| Time | FORMAT | K-2 Math/Science/SS | K-2 ELA | SEL Culture | Restorative Practices | Exceptional Learning: SPED CST | Exceptional Learning: ELL Teacher | Exceptional Learning: Para | Enrichment | FACE/Operations | Nurse |
| 8:00 - 8:15 | Opening | | | | | | | | | | |
| 8:15 - 8:30 | | | | | | | | | | | |
| 8:30 - 8:45 | | | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | |
| 9:15 - 9:30 | Session 1 1.5 Hrs (8:15 - 9:45) | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | |
| 9:45 - 10:00 | | | | | | | | | | | |
| 10:00 - 10:15 | | | | | | | | | | | |
| 10:15 - 10:30 | | | | | | | | | | | |
| 10:30 - 10:45 | Session 2 1.5 Hrs (10:00 - 11:30) | | | | | | | | | | |
| 10:45 - 11:00 | | | | | | | | | | | |

| STATUS | Budget | Topic Statutory/Regulatory Guidance | When/Notes: | School/Network Created | Lead | State or Network Requirement | Audience (Teachers, SLs, Both, Etc.) | Non-Instructional | Frequency | Live/Self Time (State Directed) | Recipients (As described in law) | |
|------------------|---|--|---------------------|------------------------|---------------------------------|------------------------------|--------------------------------------|-------------------|-------------|---------------------------------|--|--|
| Need to Schedule | Health | Communicable Diseases: A medical inspector or nurse must lecture teachers concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and the prevention of disease. | Summer Institute/Q1 | School | Nurse | State | Yes - Teachers | Yes | Annually | Self | Teachers | |
| Need to Schedule | Online Platform | Boost Reading | Early Q1 | Network | Donor | Network | Yes - Both | | Annually | Self | | |
| Need to Schedule | Exceptional Learners | PIA/PIIP Development and Implementation - Summer/Fall (all staff) | Early Q1 | Regional | Regional EL Lead/Principal/VPIs | State | | | Annually | Self | | |
| Need to Schedule | Exceptional Learners | Behavior Programming (all staff) | Early Q1 | Regional | Regional EL Lead/Principal/VPIs | State | | | Annually | Self | | |
| Need to Schedule | Exceptional Learners | Bilingual Education Training: District boards of education must develop a plan for training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan must include instructional strategies to help ELLs meet standards. All bilingual and ESL teachers must receive training in the use of the ESL curriculum. | Early Q1 | Regional | Regional EL Lead/ESL Teacher | State | Yes - Both | | Annually | Self | <ul style="list-style-type: none"> Bilingual and ESL teachers Mainstream teachers Administrators who supervise bilingual/ESL programs Administrators and any personnel who observe and evaluate teachers of ELLs | |
| Need to Schedule | Prevention: Suicide, Substance Abuse, Harassment, Intimidation and Bullying | Harassment, Intimidation and Bullying: The district board of education is required to review the training needs of district staff for the effective implementation of the law policies, procedures, and programs and to implement locally determined staff training programs. | Q1 | Network | Taisha/SB Culture Lead | State | Yes - Both | Yes | Annually | Live | <ul style="list-style-type: none"> Public School Teachers School Employees Volunteers with student contact Contracted service providers | |
| Need to Schedule | School Safety, Security and Code of Student Conduct | Law Enforcement Operations: In-service training must be provided on policies and procedures established in the subchapter on law enforcement operations for substances, weapons, safety and the range of law enforcement regarding the practices of the education and law enforcement agencies. | Q1 | School | Shawon/DOO | State | Yes - Both | Yes | Every 5 yrs | Self | School Staff | |
| Need to Schedule | Online Platform | Illuminate for Readers | Q1 | Network | Directors | Network | Yes - School Leaders | | Annually | Live | | |
| Need to Schedule | Reading Disabilities | Reading Disabilities: Instruction on screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia, for certain teaching staff members | Q1 | Regional | Regional EL Lead | State | Yes - Teachers (K-3) | | Annually | Live | <ul style="list-style-type: none"> GE Teachers employed in K-3 Reading Basic Skills Teachers ESL Teachers Reading Specialists Learning Disabilities Teacher Consultants | |
| Need to Schedule | IRIS | IRIS Referral: The function of the system of intervention and referral services in each school building shall be to provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties; | Q1 | School | Taisha/SW | State | Yes - Both | | Annually | Live | <ul style="list-style-type: none"> Learning Disabilities Teacher Consultants Speech-Language Specialists Behavioral Health Specialists | |
| Need to Schedule | Health | Alcohol, Tobacco, and Other Drug Prevention and Intervention: District boards of education must ensure all students receive instruction on alcohol, tobacco, and other drug abuse prevention and intervention. | Q1 | Network | Tasha/Nurse | State | Yes - Both | | Annually | Self | <ul style="list-style-type: none"> Health and safety learning, behavior and health difficulties through the IRIS process | |
| Need to Schedule | Online Platform | Illuminate for Teachers | Q1 | Network | Directors | Network | Yes - Teachers | | Annually | Live | <ul style="list-style-type: none"> Educational Staff Members | |
| Need to Schedule | Prevention: Suicide, Substance Abuse, Harassment, Intimidation and Bullying | Recognition of Substance Abuse: In-service training program identification of symptoms and behavioral patterns; appropriate intervention strategies; and the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse. | Q2 | Network | Taisha/SB Culture Lead | State | Yes - Teachers | Yes | Annually | Self | <ul style="list-style-type: none"> Public School Instructional Teachers | |
| Need to Schedule | School Safety, Security and Code of Student Conduct | Other District Board of Education and Alcohol and Other Drug Prevention and Intervention: District boards of education must provide for the annual training of staff to prepare them to fulfill the reporting of weapons possession, violence, vandalism, alcohol, and drug abuse. | Q2 | Network | Tasha/Royal | State | SLs | Yes | Annually | Live | School Staff | |

| STATUS | Budget | Topic Statutory/Regulatory Guidance | When/Notes: | School/Network Created | Lead | State or Network Requirement | Audience (Teachers, SLs, Both, Etc.) | Non-Instructional | Frequency | Live/Self Time (State Directed) | Recipients (As described in law) | |
|------------------|---|--|---|------------------------|-------------------------------------|------------------------------|--------------------------------------|-------------------|----------------------|---------------------------------|---|--|
| Need to Schedule | Ethics/Law | Equity and Affirmative Action: District boards of education must provide training for all school personnel on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, marital status, sexual orientation, gender, religion, disability or socioeconomic status. | During Onboarding/Ongoing | Network | Talent/Loni | State | Yes - Both | Yes | 1st Yr of Employment | Self | • Certified/Non-certified staff on a continuing basis (as determined by district) | |
| Need to Schedule | School Safety, Security and Code of Student Conduct | Potentially Missing/Abused Children Reporting: Training on procedures for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child protective services. | During Onboarding/Ongoing | Network | Tasha/SW | State | Yes - Both | Yes | Annually - New | Self | • Employees • Volunteers • Interns | |
| Need to Schedule | School Safety, Security and Code of Student Conduct | Mandatory Gang Awareness Training for School Administrators: Administration in their initial year of employment must attend a seminar developed by the Office of the Attorney General and provided annually in each county of the state. School board members must recognize signs of gang involvement or activity. | During Onboarding/Ongoing | Network | Talent/Tasha | State | Yes - School Leaders (New) | Yes | 1st Yr of Employment | Self | • School Administrators | |
| Need to Schedule | Prevention: Suicide, Substance Abuse, Harassment, Intimidation and Bullying | Suicide Prevention: All teaching staff members must attend instruction in suicide prevention as part of an individual's PD requirement. While this is not an annual requirement for all teaching staff members, the district must ensure that it is provided to all teaching staff members at least once every five years (e.g., new staff, staff who were absent during the last session). | During Onboarding/Ongoing (First one was in 2019) | Network | Tasha/Talent | State | Yes - Both | Yes | Every 5 yrs | Self | • Teaching Staff Members who holds a valid and effective emergency certificate, including those who are school nurse, and school athletic trainer | |
| Need to Schedule | Online Platform | PowerSchool Training/Reporting | Summer (July) | Network | Randy/ALT | Network | Yes - School Leaders | | Annually | Live/Self for Reporting | culture teams, sped, leaders | |
| Need to Schedule | Online Platform | PowerSchool (Operations) - Class/Schedule set up - Attendance - Report Cards/Reporting | Summer (July) | Network | Randy | Network | Yes - School Leaders (DoD) | DoD | Annually | Live | SOMs | |
| Need to Schedule | Ethics/Law | Ethics, Law, Governance, Harassment, Intimidation, and Bullying: School law and school governance as part of the professional development for school leaders required pursuant to State Board of Education regulations. Information on the prevention of harassment, intimidation, and bullying shall also be included in the training. | Summer (July) - Prework | Network | Chris | State | Yes - School Leaders | | Annually | Self | • Active school leaders serving on a permanent or interim basis whose positions require professional development, principal or chief school administrator endorsement | |
| Need to Schedule | Evaluation | Educator Evaluation for Leaders: Training on the teacher and principal practice instruments for any supervisor who will evaluate teachers, principals, assistant principals, or vice principals. SchoolMint for Leaders (New) | Summer Institute - Basecamp *Embedded in Network PD | School | Chris/Principal | State | Yes - School Leaders | | Annually | Live | • Supervisors who conduct observations of teachers, principals, assistant principals or vice-principals for the purpose of evaluation | |
| Need to Schedule | Online Platform | i-Ready | Summer Institute - Basecamp *Embedded in Network PD | Network | Kelly | Network | Yes - Both | | Annually - New | Self | | |
| Need to Schedule | School Safety, Security and Code of Student Conduct | Restorative Practices | Summer Institute *Embedded in Network PD | Network | Tasha/Rani | Both | Yes - Both | Yes | Annually | Live | | |
| Need to Schedule | Online Platform | Unified Classroom | Summer Institute *Embedded in Network PD | School | Tasha/Rani/VPC | Network | Yes - Both | | Annually - New | Live | | |
| Need to Schedule | Exceptional Learners | Special Education Training: A district receiving IDEA assistance must identify in its special education plan the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services. The district must ensure that all staff are provided the maximum extent possible with other professional development activities; and provide for joint training activities of parents and special education related services and general education personnel. | Summer Institute *Embedded in Regional PD | Regional | Regional EL Lead/Principal/VPIs | State | Yes - Both | Yes | Annually | Live | • Professional and paraprofessional staff who provide special education or related services | |
| Need to Schedule | Exceptional Learners | IEP Development - Summer (SPED Staff) Progress Monitoring - Summer (SPED Staff) | Summer Institute *Embedded in Regional PD | Regional | Regional EL Lead/CST at School Site | Network | Yes - SPED Teachers/VPIs | | Annually | Live | | |
| Need to Schedule | Exceptional Learners | Principles of Co-Teaching (All staff - live) Guide of Student Conduct: District boards of education provide all employees training on the code of student conduct, including training on the prevention, intervention, and resolution of student conduct. | Summer Institute *Embedded in Network PD | Network | K-4 Director/Con/VPIs | Network | Yes - Both | | Annually | Live | | |
| Need to Schedule | School Safety, Security and Code of Student Conduct | Accommodations and Modifications - Summer/fall (all staff) Preschool Training: A district receiving Early Childhood Training on teacher practices, interventions, and any relevant educator practice instrument. Teachers new to the district require more thorough training. | Summer Institute *Embedded in Network PD | Network | Rani/SB Culture Lead | State | Yes - Both | Yes | Annually | Live | • District Employees | |
| Need to Schedule | Exceptional Learners | Early IEP MTSS Instruction for Teachers/Non-Instructional Training on teacher practices, interventions, and any relevant educator practice instrument. Teachers new to the district require more thorough training. | Summer Institute *Embedded in Regional PD | Regional | Regional EL Lead/Principal/VPIs | State | Yes - Both | | Annually | Self | | |
| Need to Schedule | Evaluation | Preschool Training: A district receiving Early Childhood Training on teacher practices, interventions, and any relevant educator practice instrument. Teachers new to the district require more thorough training. | Summer Institute *Embedded in Network PD | School | Principal/VPIs | Both | Yes - School Leaders | Yes | Annually | Live | • Teaching Staff Members | |
| Need to Schedule | PK Training | TS GOLD | Summer Institute *Embedded in Network PD | Network | School-based Leadership | Both | Yes - Teachers (PK) | | Annually | Live | • Early childhood education administrators, teachers and teacher assistants | |
| Need to Schedule | Online Platform | PowerSchool & Power Teacher Gradebook (Teacher) - Setting up Gradebook - Incident Entries | Summer Institute/Q1 | School | Sabrina | Network | Yes - Teachers | | Annually | Self | All Teachers/LS | |
| Need to Schedule | Health | Bloodborne Pathogens: Staff designated as at-risk of exposure under the district's Exposure Control Plan require training and education opportunities are made available for school physicians and all teaching staff. | Summer Institute/any Q1 | School | Nurse | State | Yes - Both | Yes | Annually | Self | • School Staff • Teaching Staff • Medical Inspectors; • School Physicians | |
| Need to Schedule | Health | Asthma: The Commissioner must assure that annual asthma education opportunities are made available for school physicians and all teaching staff. | Summer Institute/Q1 | School | Nurse | State | Yes - Teachers | Yes | Annually | Self | Education opportunities available annually | |

WHOLE SCHOOL PD Sessions 2023

(NOTE: This tab outlines the required whole school PD sessions that must be led by School-Based Teams)

School Leadership Notes: PD Slide Decks and Session Plans will be linked Early July for those provided by BEN. Rows 1 - 14 cannot be edited but please add other whole school PD sessions below row 14.

| Target Audience | Region | Basecamp or Institute | Content Area | Session Title | Presenter | PD Type | Time Length | Session Overview/Description | Slide Deck (Link) | Session Plan (Link) *Handout Linked in Plan |
|-----------------|--------|-----------------------|--------------|---------------|-----------|---------|-------------|------------------------------|-------------------|--|
| | | | | | | | | | | |



WHOLE SCHOOL PD Sessions 2023

(NOTE: This tab outlines the required whole school PD sessions that must be led by School-Based Teams)

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| Target Audience | Region | Basecamp or Institute | Content Area | Session Title | Presenter | PD Type | Time Length | Session Overview/Description | Slide Deck (Link) | Session Plan (Link) *Handout Linked in Plan |
|-----------------|------------------|-----------------------|--------------|-------------------------|-----------|-----------|-------------------|---|-------------------|--|
| All | Newark + Buffalo | Institute | Other | Evaluation + SchoolMint | SLS | In Person | School Discretion | Educator Evaluation for Teachers/Non-Instructional: Training on the district's evaluation rubrics, policy, and procedures and any relevant educator practice instrument. Teachers new to the district require more thorough training. Include Navigating SchoolMint for Teachers | NA | NA |
| All | Newark + Buffalo | Institute | Other | PowerSchool | SLS | In Person | School Discretion | PowerSchool & PowerTeacher Gradebook (Teacher) - Taking Attendance - Setting up Gradebook - Using Gradebook - Incident Entries | NA | NA |
| All | Newark | Institute | Other | Bloodborne Pathogens | Nurse | Select | School Discretion | Bloodborne Pathogens: Staff designated as at-risk of exposure under the district's Exposure Control Plan require training and schools must also identify students at risk of | NA | NA |
| All | Newark | Institute | Other | Asthma | Nurse | Select | School Discretion | Asthma: The Commissioner must assure that annual asthma education opportunities are made available for school physicians and all teaching staff. The NJ Pediatric and Adult | NA | NA |
| All | Newark | Institute | Other | Communicable Diseases | Nurse | Select | School Discretion | Communicable Diseases: A medical inspector or nurse must lecture teachers concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and the prevention of disease. | NA | NA |
| | | | | | | | | | | |
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WHOLE SCHOOL PD Sessions 2023

(NOTE: This tab outlines the required whole school PD sessions that must be led by School-Based Teams)

School Leadership Notes: PD Slide Decks and Session Plans will be linked Early July for those provided by BEN. Rows 1 - 14 cannot be edited but please add other whole school PD sessions below row 14.

| Target Audience | Region | Basecamp or Institute | Content Area | Session Title | Presenter | PD Type | Time Length | Session Overview/Description | Slide Deck (Link) | Session Plan (Link) *Handout Linked in Plan |
|-----------------|------------------|-----------------------|--------------------------------|--|---------------------------------|-----------|-------------|--|-----------------------------------|--|
| All | Newark + Buffalo | Institute | Ubuntu | Code of Student Conduct / Restorative Discipline Policy | Dean | In Person | 90 | Participants will gain an understanding of the Code of Student Conduct and the policy governing our work of Restorative Practices and the Progressive Discipline Framework. Participants will be able to make connections between teacher actions in the classroom and state reporting requirements throughout the year. Participants will also review the progressive discipline framework and know the difference between Level I thru Level IV responses to behavior. | Slide Deck (Link) | Session Plan |
| Grades 2-7 | Newark | Institute | Ubuntu | Positive Action (Grades 2-7) Session should take place when school is being trained by Network on SEL Curriculum "Ubuntu" | School Leader/SW/Dean | In Person | 90 | Participants will be (re)introduced to the vision for the implementation of Positive Action curriculum. They will be able to introduce to the philosophy, components of the lesson and how it supports the BRICK vision for Ubuntu culture. | Slide Deck (Link) | Session Plan |
| All | Newark + Buffalo | Institute | Ubuntu | Unified Classroom Behavior Support | Can Dean Johnson facilitate? | In Person | 60 | Teachers will explore changes to UCBS (formerly KB) to make the best use of the system on behalf of student development, behavior reinforcement and restoration. | Slide Deck (Link) | Session Plan |
| All | Newark | Institute | Ubuntu | Anti-Bullying Rights Law | Social Worker (During SI or Q1) | In Person | 120 | School staff will receive mandated training on Anti-bullying Bill of Rights (ABR). | Slide Deck (Link) | Session Plan |
| All | Newark | Institute | Exceptional Learning [NJ ONLY] | Special Education Training | | In Person | 90 | This session will include policies and procedures for Special Education. This session will include a review NJAC and the impact of compliance, progress monitoring/data collection, teacher roles and responsibilities, IEP process, and how to review student documents. It will also include a brief review of the data needed for I&RS student support. | Slide Deck (Link) | Session Plan |
| All | Newark | Institute | Exceptional Learning [NJ ONLY] | Impacting Multilingual Learners | | In Person | 30 | This session will include some foundational basis for how ELLs show up in our school community and how we can support their learning experience. | Slide Deck (Link) | Session Plan |

| General Information | | | | | | | | | | Financial Data | | | | | | | | | | Operational Data | | | | | | | | | | Compliance & Reporting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|--|--|--|--|-----------------|--|--|--|--|-------------------|--|--|--|--|---------------|--|--|--|--|-------------------|--|--|--|--|-----------------|--|--|--|--|------------------------|--|--|--|--|-----------------------|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|
| Company Details | | | | | Product/Service | | | | | Sales Performance | | | | | Profitability | | | | | Production Volume | | | | | Quality Control | | | | | Environmental Impact | | | | | Social Responsibility | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name | | | | | Description | | | | | Revenue | | | | | Cost | | | | | Units Produced | | | | | Defects | | | | | Emissions | | | | | Community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Address | | | | | Category | | | | | Q1 | | | | | Q2 | | | | | Q3 | | | | | Q4 | | | | | Q1 | | | | | Q2 | | | | | Q3 | | | | | Q4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| City | | | | | Sub-category | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State | | | | | Item | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Country | | | | | Material | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | |
| Region | | | | | Component | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | |
| Market | | | | | Assembly | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | |
| Segment | | | | | Part | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | |
| Channel | | | | | Sub-part | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Partner | | | | | Detail | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agent | | | | | Spec | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Distributor | | | | | Plan | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retailer | | | | | Forecast | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wholesaler | | | | | Actual | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manufacturer | | | | | Target | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supplier | | | | | Variance | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contractor | | | | | Budget | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Client | | | | | Actual | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End User | | | | | Forecast | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Investor | | | | | Actual | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Government | | | | | Target | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic | | | | | Variance | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Media | | | | | Budget | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Profit | | | | | Actual | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | Forecast | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| General Information | | | | | | | | | | Financial Data | | | | | | | | | | Operational Data | | | | | | | | | | Compliance & Reporting | | | | | | | | | |
|-------------------------|--|--|--|--|--------------------------|--|--|--|--|-------------------|--|--|--|--|---------------|--|--|--|--|-------------------|--|--|--|--|-----------------|--|--|--|--|------------------------|--|--|--|--|---------------|--|--|--|--|
| Company Details | | | | | Product/Service | | | | | Sales Performance | | | | | Profitability | | | | | Production Volume | | | | | Quality Control | | | | | Regulatory | | | | | Environmental | | | | |
| Name | | | | | Description | | | | | Revenue | | | | | Cost | | | | | Units | | | | | Defects | | | | | Standards | | | | | Emissions | | | | |
| Address | | | | | Category | | | | | Q1 | | | | | Q2 | | | | | Q3 | | | | | Q4 | | | | | Annual | | | | | Annual | | | | |
| City | | | | | Sub-category | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| State | | | | | Item Code | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Country | | | | | SKU | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Region | | | | | Batch | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Market | | | | | Lot | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Segment | | | | | Order | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Channel | | | | | Invoice | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Partner | | | | | Receipt | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Supplier | | | | | Shipment | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Manufacturer | | | | | Delivery | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Distributor | | | | | Installation | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Retailer | | | | | Commission | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| End User | | | | | Warranty | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Feedback | | | | | Support | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Complaints | | | | | Returns | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Satisfaction | | | | | Refunds | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Churn Rate | | | | | Cancellation | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Retention | | | | | Renewal | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Lifetime Value | | | | | Churned | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Acquisition Cost | | | | | Lost | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Marketing Spend | | | | | Inventory | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Sales Team | | | | | Warehouse | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Logistics | | | | | Production | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Inventory | | | | | Quality | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Compliance | | | | | Safety | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Reporting | | | | | Incidents | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Audits | | | | | Regulatory | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Certifications | | | | | Standards | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Emissions | | | | | Waste | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Energy | | | | | Water | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Carbon Footprint | | | | | Air Quality | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Greenhouse Gases | | | | | Soil Health | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Pollutants | | | | | Biodiversity | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Conservation | | | | | Sustainability | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Social Impact | | | | | Community | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Employee Welfare | | | | | Customer Satisfaction | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Diversity & Inclusion | | | | | Supplier Performance | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Health & Safety | | | | | Logistics Efficiency | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Risk Management | | | | | Production Efficiency | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Business Continuity | | | | | Quality Improvement | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Innovation | | | | | Customer Retention | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Research & Development | | | | | Employee Training | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Marketing Strategy | | | | | Supplier Development | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Sales Strategy | | | | | Logistics Optimization | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Production Strategy | | | | | Quality Assurance | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Compliance Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Reporting Strategy | | | | | Audits | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Emissions Strategy | | | | | Greenhouse Gases | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Energy Strategy | | | | | Carbon Footprint | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Water Strategy | | | | | Air Quality | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Soil Strategy | | | | | Biodiversity | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Waste Strategy | | | | | Sustainability | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Pollution Strategy | | | | | Conservation | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Climate Strategy | | | | | Social Impact | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Community Strategy | | | | | Employee Welfare | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Customer Satisfaction | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Logistics Strategy | | | | | Production Efficiency | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Quality Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Incidents Strategy | | | | | Regulatory Compliance | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Standards Strategy | | | | | Waste Management | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Emissions Strategy | | | | | Energy Efficiency | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Waste Strategy | | | | | Water Conservation | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Air Quality Strategy | | | | | Soil Conservation | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Biodiversity Strategy | | | | | Sustainability Reporting | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Sustainability Strategy | | | | | Social Responsibility | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Community Strategy | | | | | Employee Training | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Employee Strategy | | | | | Customer Retention | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Logistics Optimization | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Production Strategy | | | | | Quality Assurance | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Compliance Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Reporting Strategy | | | | | Audits | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Emissions Strategy | | | | | Greenhouse Gases | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Energy Strategy | | | | | Carbon Footprint | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Water Strategy | | | | | Air Quality | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Soil Strategy | | | | | Biodiversity | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Waste Strategy | | | | | Sustainability | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Pollution Strategy | | | | | Conservation | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Climate Strategy | | | | | Social Impact | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Community Strategy | | | | | Employee Welfare | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Customer Satisfaction | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Logistics Strategy | | | | | Production Efficiency | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Quality Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Incidents Strategy | | | | | Regulatory Compliance | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Standards Strategy | | | | | Waste Management | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Emissions Strategy | | | | | Energy Efficiency | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Waste Strategy | | | | | Water Conservation | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Air Quality Strategy | | | | | Soil Conservation | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Biodiversity Strategy | | | | | Sustainability Reporting | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Sustainability Strategy | | | | | Social Responsibility | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Community Strategy | | | | | Employee Training | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Employee Strategy | | | | | Customer Retention | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Logistics Optimization | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Production Strategy | | | | | Quality Assurance | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Compliance Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Reporting Strategy | | | | | Audits | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Emissions Strategy | | | | | Greenhouse Gases | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Energy Strategy | | | | | Carbon Footprint | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Water Strategy | | | | | Air Quality | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Soil Strategy | | | | | Biodiversity | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Waste Strategy | | | | | Sustainability | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Pollution Strategy | | | | | Conservation | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Climate Strategy | | | | | Social Impact | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Community Strategy | | | | | Employee Welfare | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Customer Satisfaction | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Logistics Strategy | | | | | Production Efficiency | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Quality Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Incidents Strategy | | | | | Regulatory Compliance | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Standards Strategy | | | | | Waste Management | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Emissions Strategy | | | | | Energy Efficiency | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Waste Strategy | | | | | Water Conservation | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Air Quality Strategy | | | | | Soil Conservation | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Biodiversity Strategy | | | | | Sustainability Reporting | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Sustainability Strategy | | | | | Social Responsibility | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Community Strategy | | | | | Employee Training | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Employee Strategy | | | | | Customer Retention | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Logistics Optimization | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Production Strategy | | | | | Quality Assurance | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Compliance Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Reporting Strategy | | | | | Audits | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Emissions Strategy | | | | | Greenhouse Gases | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Energy Strategy | | | | | Carbon Footprint | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Water Strategy | | | | | Air Quality | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Soil Strategy | | | | | Biodiversity | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Waste Strategy | | | | | Sustainability | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Pollution Strategy | | | | | Conservation | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Climate Strategy | | | | | Social Impact | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Community Strategy | | | | | Employee Welfare | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Customer Satisfaction | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Logistics Strategy | | | | | Production Efficiency | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Quality Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Incidents Strategy | | | | | Regulatory Compliance | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Standards Strategy | | | | | Waste Management | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Emissions Strategy | | | | | Energy Efficiency | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Waste Strategy | | | | | Water Conservation | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Air Quality Strategy | | | | | Soil Conservation | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Biodiversity Strategy | | | | | Sustainability Reporting | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Sustainability Strategy | | | | | Social Responsibility | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Community Strategy | | | | | Employee Training | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Employee Strategy | | | | | Customer Retention | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Logistics Optimization | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Production Strategy | | | | | Quality Assurance | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Compliance Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | |
| Reporting Strategy | | | | | Audits | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | |
| Emissions Strategy | | | | | Greenhouse Gases | | | | | Jun | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | |
| Energy Strategy | | | | | Carbon Footprint | | | | | Jul | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | |
| Water Strategy | | | | | Air Quality | | | | | Aug | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | |
| Soil Strategy | | | | | Biodiversity | | | | | Sep | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | |
| Waste Strategy | | | | | Sustainability | | | | | Oct | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | |
| Pollution Strategy | | | | | Conservation | | | | | Nov | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | |
| Climate Strategy | | | | | Social Impact | | | | | Dec | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | |
| Community Strategy | | | | | Employee Welfare | | | | | Jan | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | |
| Supplier Strategy | | | | | Customer Satisfaction | | | | | Feb | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | |
| Logistics Strategy | | | | | Production Efficiency | | | | | Mar | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | Aug | | | | |
| Quality Strategy | | | | | Safety Management | | | | | Apr | | | | | May | | | | | Jun | | | | | Jul | | | | | | | | | | | | | | |

| Plan and lead effective summer professional learning aligned to school/district priorities | Owner | Start Date | Due Date | Complete? (Y/N) | If not complete, proposed new date? | If not complete, why not? | Any Qs/concerns for milestones overdue or due in next month? |
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| Plan and lead effective summer professional learning aligned to school/district priorities | Owner | Start Date | Due Date | Complete? (Y/N) | If not complete, proposed new date? | If not complete, why not? | Any Qs/concerns for milestones overdue or due in next month? |
|--|-------|------------|----------|-----------------|-------------------------------------|---------------------------|--|
| Finalize goals and sessions for summer professional learning | | | | | | | |
| Finalize draft of schedule and session | | | | | | | |
| Review goals, sessions, and schedule with key stakeholders for feedback | | | | | | | |
| Revise and finalize scope and sequence for summer onboarding & professional learning | | | | | | | |
| Backward plan dates for session development, review, feedback, and practice | | | | | | | |
| Assign facilitators for sessions | | | | | | | |
| Create daily survey and extended Friday surveys for each week of institute that include staff wellness & belonging questions | | | | | | | |
| Assign facilitators for sessions | | | | | | | |
| Assign due dates for session drafts and revisions | | | | | | | |
| Contact curriculum vendors/experts to schedule needed curriculum-specific PD during summer institute | | | | | | | |
| Create vision of excellence for leading adult PD: what are key expectations you want each session plan, activity, and/or day to have | | | | | | | |
| Review vision of excellence for leading adult PD with facilitators | | | | | | | |
| Identify dates to bring back ILT earlier than teachers | | | | | | | |
| Identify rituals and routines for openings, closing, breaks | | | | | | | |
| Plan fun staff activities/events to support relationship building | | | | | | | |
| Plan activities to build family and community engagement with staff | | | | | | | |
| Identify SEL and school culture routines to include in summer institute with staff | | | | | | | |

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| 5 Final Mandatory PD S+S | <p>This tab outlines all the mandatory PD that is either network or state provided and when it should occur. Audience has been outlined along with the network or school-based point person. Schools must update all columns A, N, P in gray.</p> |
| Week 1 Teacher Institute Week 2 Teacher Institute Week 3 Teacher Institute Week 4 Teacher Institute | <p>Here is where the fun begins! Plot out your sessions for each day of Summer Institute including the first week of school. Be sure to color code each session to reflect the priority goal it is aligned to from "1 Priorities and Sessions Brainstorm" tab. If session is whole group, merge cells and label "Whole Team". If a session does not need the entire session block, merge the number of cells as needed.</p> <p>Note: Each Session should have Session Title, Location, Presenter's Name, Session Time (Materials/Pre Work can be added or emailed)</p> |
| During the SY | |
| SY 23-24 Timeline (Shared in July) | <p>Here is the timeline of all events located on the academic calendar and when it will be shared in LM. The timeline will allow your team to backwards plan and ensure there is timely rollout of any PD, etc. t</p> |
| Will be shared in August | PD Planning Sheet for Friday PD - Q1, Q2, Q3, Q4 |

| Summer PD | |
|---|--|
| Tab Item | Directions/Explanation |
| 0 Summer 2023 PD Overview FINAL | This tab shows the overview of all sections for PD. There is content already identified that will be provided by the network. Those PD dates cannot change by the school. |
| 1 Priorities/Sessions Brainstorm | Start here! This tab should outline your school and network priorities for Summer Institute and how you will assess your success with meeting these goals. In addition, the bottom section is your place to do a brainstorm of all the possible sessions that your team would like to hold during institute along with which team members (leaders, teachers, other staff) could lead and facilitate. Update the language as needed. |
| 2 Summer PD Process Plan | This tab outlines all the potential steps to lead seamless and successful Summer PD; it is not exhaustive so edit away and assign owners and due dates |
| 3 Summer Content PD S+S [Shared in Early July] | Here you will be provide a list of all mandatory content sessions provided by BEN that will be shared in early July. Schools will be provided the slide deck and session plan in July. |
| 4 Summer Whole School PD [Shared in Early July] | Here you will be provide a list of all mandatory Whole School sessions provided by BEN that will be shared in early July. Schools will be provided the slide deck and session plan in July. |

| Buffalo | | | | | | | | | | |
|----------------------------|---|--|--|--|---|---|--|--|--|--|
| Buffalo LEADER PD Week 1 | | | | | Buffalo LEADER PD Week 2 | | | | | |
| Time | FORMAT | Wednesday 7/5 | Thursday 7/6 | Friday 7/7 | Monday 7/24 | Tuesday 7/25 | Wednesday 7/26 | Thursday 7/27 | Friday 7/28 | |
| 8:00 - 8:15 | Opening | Opening Circle | Opening Circle | Opening Circle | Opening Circle | Opening Circle | Opening Circle | Opening Circle | Opening Circle | |
| 8:15 - 8:30 | Session 1 1.5 Hrs (8:15 - 9:45) | UBUNTU: I am because we are 1.5 Hrs (8:15 - 9:45) | BBACS Leadership Team Charter 1.5 Hrs (8:15 - 9:45) | Leading Adult PD (Part 1) 1.5 Hrs (8:15 - 9:45) | Vision Clarity: Our Vision and Schoolwide Routines 1.5 Hrs (8:15 - 9:45) | Deliberate Practice: In Class Expectations 1.5 Hrs (8:15 - 9:45) | Network Priority Work and Skill Building in Newark 1.5 Hrs (8:15 - 9:45) | Vision Clarity: Elementary Taxonomy 1.5 Hrs (8:15 - 9:45) | Vision Clarity: First Days Lessons 1.5 Hrs (8:15 - 9:45) | |
| 8:30 - 8:45 | | | | | | | | | | |
| 8:45 - 9:00 | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | |
| 9:15 - 9:30 | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | |
| 9:45 - 10:00 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | |
| 10:00 - 10:15 | Session 2 1.5 Hrs (10:00 - 11:30) | Team Chemistry 1.5 Hrs (10:00 - 11:30) | BBACS Vision for Adult Culture 1.5 Hrs (10:00 - 11:30) | Leading Adult PD (Part 2) 1.5 Hrs (10:00 - 11:30) | Deliberate Practice: Schoolwide Routines 1.5 Hrs (10:00 - 11:30) | Real time feedback at BRICK Buffalo 1.5 Hrs (10:00 - 11:30) | Network Priority Work and Skill Building in Newark 1.5 Hrs (10:00 - 11:30) | Deliberate Practice: Elementary Taxonomy 1.5 Hrs (10:00 - 11:30) | Deliberate Practice: First Days Lessons 1.5 Hrs (10:00 - 11:30) | |
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| 11:30 - 11:45 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | |
| 11:45 - 12:00 | | | | | | | | | | |
| 12:00 - 12:15 | | | | | | | | | | |
| 12:15 - 12:30 | | | | | | | | | | |
| 12:30 - 12:45 | | | | | | | | | | |
| 12:45 - 1:00 | Session 3 1.5 Hrs (12:30 - 2:00) | Leadership at BRICK Buffalo and Founding Priorities 1.5 Hrs (12:30 - 2:00) | Leader Summer Work Plans 1.5 Hrs (12:30 - 2:00) | Leading Adult PD (Part 3) 1.5 Hrs (12:30 - 2:00) | Vision Clarity: Our Vision and In-Class Expectations 1.5 Hrs (12:30 - 2:00) | Network Priority Work and Skill Building in Newark 1.5 Hrs (12:30 - 2:00) | Network Priority Work and Skill Building in Newark 1.5 Hrs (12:30 - 2:00) | School Choice/Flex 1.5 Hrs (10:00 - 11:30) | PD Schedule Walkthrough and Readiness Check 1.5 Hrs (12:30 - 2:00) | |
| 1:00 - 1:15 | | | | | | | | | | |
| 1:15 - 1:30 | | | | | | | | | | |
| 1:30 - 1:45 | | | | | | | | | | |
| 1:45 - 2:00 | | | | | | | | | | |
| 2:00 - 2:15 | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | BREAK | |
| 2:15 - 2:30 | Session 4 1.5 Hrs (2:15 - 3:45) | Structured Student Recruitment 1.5 Hrs (2:15 - 3:45) | Structured Student Recruitment 1.5 Hrs (2:15 - 3:45) | Structured Student Recruitment 1.5 Hrs (2:15 - 3:45) | Structured Student Recruitment 1.5 Hrs (2:15 - 3:45) | Network Priority Work and Skill Building in Newark 1.5 Hrs (2:15 - 3:45) | Network Priority Work and Skill Building in Newark 1.5 Hrs (2:15 - 3:45) | Structured Student Recruitment 1.5 Hrs (2:15 - 3:45) | Structured Student Recruitment 1.5 Hrs (2:15 - 3:45) | |
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| 3:30 - 3:45 | | | | | | | | | | |
| 3:45 - 4:00 | Closing and Survey | Closing and Survey | Closing and Survey | Closing and Survey | Closing and Survey | Closing and Survey | Closing and Survey | Closing and Survey | Closing and Survey | |
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| Buffalo LEADER PD Week 1 | | | | | | | | | | Buffalo LEADER PD Week 2 | | | | | | | | | | Key: | | | | | | | | | |
|----------------------------|--|--------------------|--|-----------------------------|--------------------------------|---------------------------------|--|--|--|--|--|--|--------------------|--|--|-----------------------------------|--|-------------------------|--|----------------------|--|-----------|--|--|--|--|--|--|--|
| Time | | FORMAT | | Wednesday 7/5 | Thursday 7/6 | Friday 7/7 | | | Monday 7/24 | Tuesday 7/25 | Wednesday 7/26 | Thursday 7/27 | Friday 7/28 | | | BRICK Buffalo Regional Leadership | | BRICK Network Directors | | BBACS School Leaders | | In Newark | | | | | | | |
| 8:00 - 8:15 | | Opening | | Opening Circle | Opening Circle | Opening Circle | | | Opening Circle | Opening Circle | Opening Circle | Opening Circle | Opening Circle | | | | | | | | | | | | | | | | |
| 8:15 - 8:30 | | | | UBUNTU: I am because we are | BBACS Leadership Team Charter | Leading Adult PD (Part 1) | | | Vision Clarity: Schoolwide Routines | Vision Clarity: Elementary Taxonomy 1 | Network Priority Work and Skill Building in Newark | Deliberate Practice: Elementary Taxonomy 1 | School Choice | | | | | | | | | | | | | | | | |
| 8:30 - 8:45 | | | | 1.5 Hrs | 1.5 Hrs | 1.5 Hrs | | | 1.5 Hrs | 1.5 Hrs | | | 1.5 Hrs | | | | | | | | | | | | | | | | |
| 8:45 - 9:00 | | Session 1 | | (8:15 - 9:45) | (8:15 - 9:45) | (8:15 - 9:45) | | | (8:15 - 9:45) | (8:15 - 9:45) | | | (8:15 - 9:45) | | | | | | | | | | | | | | | | |
| 9:00 - 9:15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:15 - 9:30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:30 - 9:45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:45 - 10:00 | | BREAK | | BREAK | BREAK | BREAK | | | BREAK | BREAK | BREAK | BREAK | BREAK | | | | | | | | | | | | | | | | |
| 10:00 - 10:15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10:15 - 10:30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10:30 - 10:45 | | Session 2 | | Team Chemistry | BBACS Vision for Adult Culture | Leading Adult PD (Part 2) | | | Vision Clarity: In-class Expectations | Real time feedback at BRICK Buffalo | Network Priority Work and Skill Building in Newark | Vision Clarity: First Days Lessons | School Choice | | | | | | | | | | | | | | | | |
| 10:45 - 11:00 | | 1.5 Hrs | | 1.5 Hrs | 1.5 Hrs | 1.5 Hrs | | | 1.5 Hrs | 1.5 Hrs | | | 1.5 Hrs | | | | | | | | | | | | | | | | |
| 11:00 - 11:15 | | | | (10:00 - 11:30) | (10:00 - 11:30) | (10:00 - 11:30) | | | (10:00 - 11:30) | (10:00 - 11:30) | | | (10:00 - 11:30) | | | | | | | | | | | | | | | | |
| 11:15 - 11:30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11:30 - 11:45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11:45 - 12:00 | | LUNCH | | LUNCH | LUNCH | LUNCH | | | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | | | | | | | | | | | | | | | | |
| 12:00 - 12:15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:15 - 12:30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:30 - 12:45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:45 - 1:00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1:00 - 1:15 | | Session 3 | | Leadership at BRICK Buffalo | School Choice | Leading Adult PD (Part 3) | | | Deliberate Practice: Schoolwide Routines | Network Priority Work and Skill Building in Newark | Network Priority Work and Skill Building in Newark | Deliberate Practice: First Days Lessons | School Choice | | | | | | | | | | | | | | | | |
| 1:15 - 1:30 | | 1.5 Hrs | | 1.5 Hrs | 1.5 Hrs | 1.5 Hrs | | | 1.5 Hrs | 1.5 Hrs | | | 1.5 Hrs | | | | | | | | | | | | | | | | |
| 1:30 - 1:45 | | | | (12:30 - 2:00) | (12:30 - 2:00) | (12:30 - 2:00) | | | (12:30 - 2:00) | (12:30 - 2:00) | | | (12:30 - 2:00) | | | | | | | | | | | | | | | | |
| 1:45 - 2:00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2:00 - 2:15 | | BREAK | | BREAK | BREAK | BREAK | | | BREAK | BREAK | BREAK | BREAK | BREAK | | | | | | | | | | | | | | | | |
| 2:15 - 2:30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2:30 - 2:45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2:45 - 3:00 | | Session 4 | | Founding Priorities | Leader Summer Work Plans | Social Event- Planned by School | | | Deliberate Practice: In Class Expectations | Network Priority Work and Skill Building in Newark | Network Priority Work and Skill Building in Newark | School Choice | School Choice | | | | | | | | | | | | | | | | |
| 3:00 - 3:15 | | 1.5 Hrs | | 1.5 Hrs | 1.5 Hrs | 1.5 Hrs | | | 2:15 - 3:45) | 2:15 - 3:45) | | | 1.5 Hrs | | | | | | | | | | | | | | | | |
| 3:15 - 3:30 | | | | (2:15 - 3:45) | (2:15 - 3:45) | (2:15 - 3:45) | | | (2:15 - 3:45) | (2:15 - 3:45) | | | (2:15 - 3:45) | | | | | | | | | | | | | | | | |
| 3:30 - 3:45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3:45 - 4:00 | | Closing and Survey | | Closing and Survey | Closing and Survey | Closing and Survey | | | Closing and Survey | Closing and Survey | Closing and Survey | Closing and Survey | Closing and Survey | | | | | | | | | | | | | | | | |
| 4:00 - 4:15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Date | Title | Session Objectives | Owner | Audience | Not in Session/Recruitment Eligible/Ops eligible | Draft Due | Delivery to Staff Date | Status | Session Materials | Notes |
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| Date | Title | Session Objectives | Owner | Audience | Not in Session/Recruitment Eligible/Ops eligible | Draft Due Staff Date | Status | Session Materials | Notes |
|--|---|--|---|---|---|----------------------|--------|-------------------|---|
| 8/23 9:30-10:30 | First Days Practice: Call to Attention | All staff members will prepare for the First Days of School by: - Internalizing the school's Calls to Attention - Practicing key elements of the Call to Attention with high levels of adult narration - Receiving real time feedback to strengthen their execution of First Days lessons | Nicole | BBACS Instructional staff, including PE teacher, Superintendent | Executive Director, Director of Operations, VP Social Worker, Nurse (if available) and City Year Corps Members (if available) | | | | |
| 8/24 8:45-9:15 | First Days Practice: Motivation System | All staff members will prepare for the First Days of School by: - Internalizing the school's Motivation System (including the Check System, the use of the calm down corner, and the protocol for calling for additional support) - Practicing key elements of the Motivation System with high levels of adult narration (for example, how to teach the use of the calm down corner during week 1, how and when to call for support during week one, and the standard language we will use to assign checks starting during week 2) - Receiving real time feedback to strengthen their execution of the Motivation System | Nicole | BBACS Instructional staff, Superintendent | Executive Director, Director of Operations, VP Social Worker, Nurse (if available) and City Year Corps Members (if available) | | | | |
| 8/24 9:30-10:30 | First Days Practice: Lunch and Recess | All staff members will prepare for the First Days of School by: - Internalizing the school's plans for lunch and recess (including the transition to recess and how to set expectations for recess) - Practicing key elements of lunch and recess with high levels of adult narration (for example, how to transition scholars to recess and how to set expectations at recess and monitor recess) - Receiving real time feedback to strengthen their execution of the lunch and recess plans | Yaimara | BBACS Instructional staff, Superintendent | Executive Director, Director of Operations, VP Social Worker, Nurse (if available) and City Year Corps Members (if available) | | | | |
| 8/24 10:45-11:45 | First Days Practice: In-Class Transitions and Hallway Transitions | All staff members will prepare for the First Days of School by: - Internalizing the school's plans for in-class transitions and hallway transitions (including the 4-point transition process and HALLS) - Practicing key elements of lunch and recess with high levels of adult narration (for example, how to teach scholars the 4-point transition process, how to teach scholars how to walk in HALLS and how to actively monitor for strong transitions and address gaps) - Receiving real time feedback to strengthen their execution of in-class and hallway transitions | Nicole | BBACS Instructional staff, Superintendent | Executive Director, Director of Operations, VP Social Worker, Nurse (if available) and City Year Corps Members (if available) | | | | |
| 8/25 8:45-9:15 | First Days Practice: Dismissal | All staff members will prepare for the First Days of School by: - Internalizing the school's plans for Dismissal (including how to know where scholars go and when) - Practicing key elements of dismissal with high levels of adult narration (for example, how to dismiss scholars from class, how to effectively transition scholars out of the building, etc.) - Receiving real time feedback to strengthen their execution of dismissal | Yaimara | BBACS Instructional staff, Superintendent | Executive Director, Director of Operations, VP Social Worker, Nurse (if available) and City Year Corps Members (if available) | | | | |
| 8/25 9:30-10:30 | First Days Practice: First Week's Lessons | All staff members will prepare for the First Days of School by: - Practicing their First Days lessons with their coach (including their morning SEL lesson, their Read Aloud lesson (if a reading teacher), and their math lesson (if a math teacher)) - Receiving real time feedback to strengthen their execution of the First Days lessons (with an emphasis on the effective use of core taxonomy techniques) | Yaimara (Literacy) Nicole (Math) (Note: Experienced staff like Carmen should model first) | BBACS Instructional staff, Superintendent | Executive Director, Director of Operations, VP Social Worker, Nurse (if available) and City Year Corps Members (if available) | | | | |
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| Throughout PD | Structured Student Recruitment | The purpose of this time allocation is to ensure that we achieve our enrollment goals as a school. As a result, Antwan will work to schedule activities during these times and staff may add their own activities to the schedule. For example: * Antwan may schedule staff to conduct phone calls to families, to table at a local organization or to canvass specific Buffalo neighborhoods * Staff members may schedule home visits/opportunities to meet and greet their families at the school or may deliver yard signs to their families | | | | | | | |
| BRICK Buffalo Leadership Development Quarter:1 | BRICK Buffalo Leadership Development Quarter 1 | BRICK Buffalo school-based leaders will participate in shared leadership development programming to build and sustain an aligned framework for leadership; to collectively solve problems of practice; and to develop high-leverage adaptive and technical skills. | Superintendent | | | | | | Draft repeatable agenda is: - Opening Circle (Reflections on leadership and setting intentions) - Adaptive Leadership Training - Problem of Practice - Technical Skill Development (1-Real Time coaching, 2- Planning, 3- WDM, 4- WDM) * Not yet added to comprehensive calendar |

| Date | Title | Session Objectives | Owner | Audience | Not in Session/Recruitment Eligible/Ops eligible | Draft Due | Delivery to Staff Date | Status | Session Materials | Notes |
|---|--|--|-------------------------------|--|---|-----------|------------------------|--------|-------------------|-------|
| 8/14 | Network Onboarding Sessions | Note: These sessions will be planned by the network and delivered in Newark, New Jersey. All BRICK Buffalo team members will work to progressively build a shared vision for excellent instruction by: * Building a shared understanding of six key teacher taxonomies that are critical for success at the start of the year (confident presence, what to do, see your students, positive framing, least invasive correction, and do it again). * Developing schoolwide proficiency in these six taxonomies. | CEO/President | All BRICK Buffalo regional and school staff | VP, PE Teacher | | | | | |
| 8/15-8/17 | BRICK Buffalo Taxonomy Series | | Superintendent | BBACS Instructional and cultural staff and City Year Corps Members | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/15 | Powerschool | All BRICK Buffalo team members will be able to: * Correctly take attendance in Powerschool * Access family/guardian contact information for their scholars * Log ongoing contacts with their students and their families in Powerschool * Enter grades in Powerschool (details will be in the instructional guidebook) | Director of Operations | BBACS Instructional and cultural staff | Possibly City Year corps members | | | | | |
| 8/16 | Kickboard | All BRICK Buffalo team members will be able to: * Correctly enter information into Kickboard (specifically end of day colors/I-Dream scores) * Access weekly progress reports for their scholars | Principal | BBACS Instructional and cultural staff | Possibly City Year corps members | | | | | |
| 8/17 | Co-Teaching at BRICK Buffalo | | Director of Special Education | BBACS Instructional and cultural staff and City Year Corps Members | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/17 | Supporting All Learners - Special Education Focus | | Director of Special Education | BBACS Instructional and cultural staff and City Year Corps Members | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/17 | Employee Handbook Scavenger Hunt | | Director of Operations | All BBACS regional and school staff | Possibly City Year corps members | | | | | |
| 8/18 | Internalization at BRICK Buffalo - Focus on First Days Prep and What to Do (parts 1 and 2) | All BRICK Buffalo instructional staff will: - Internalize the expectations for ongoing internalization in the instructional guidebook - Receive feedback on their first round of internalization from their coach - Implement that feedback to ensure that they are fully prepared for the first week of the school year All BRICK Buffalo staff will: * Know how to conduct the school's safety plans * Understand the basic protocols that will be in place * Practice elements of the school's safety plan | Principal | BBACS Instructional and cultural staff | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/18 | Health and Safety | Ensure that City Year Corps Members receive appropriate onboarding, including: - Sharing their stories with staff - Clarifying their ongoing responsibilities - Assigning supportive pre-launch tasks | Director of Operations | All BBACS regional and school staff | N/A | | | | | |
| 8/14-8/18 | City Year Corps Member Onboarding | Consider having differentiated sessions for them during sessions that don't apply (such as Powerschool, Kickboard, and Employee Handbook) | Principal | City Year Corps Members and Impact Manager | All BRICK Buffalo regional staff and school staff | | | | | |
| | | | | | | | | | | |
| 8/21 (roughly 7:15 arrival) and early departure | Observations at Rochester Prep | All staff members will prepare for the First Days of School by: - Observing how a successful school onboards new Kinder scholars - Identifying how teachers leverage our core taxonomies to set their scholars up for success - Identifying how the school's consistent use of routines sets their scholars up for success - Analyzing how the school conducts an end of day debrief to prepare for the next day of instruction All staff members have time to prepare their classrooms for the first days of school. School leadership team members meet with more veteran staff to prepare necessary resources for First Days practice, including by making any necessary edits to the routines handbook. | Yaimara | BBACS Instructional and cultural staff, Superintendent | Executive Director, Director of Operations, VP PE Teacher, Nurse (if available) and City Year Corps Members (if available) | | | | | |
| 8/22 All day (8:15-3:45) | Flexible Classroom Set Up and First Days Prep | | Yaimara | All BBACS school and regional staff | All BBACS school and regional staff | | | | | |
| 8/23 8:15-9:15 | First Days Detailed Walkthrough | All staff members will prepare for the First Days of School by: - Reviewing the detailed minute by minute plan for the first days of school - Reviewing the BRICK Buffalo Routines handbook that they will be able to reference throughout First Days practice - Learning the specific teammates they will work with throughout the first week of school | Yaimara | All BBACS school and regional staff | All BBACS school and regional staff | | | | | |
| 8/23 9:30-10:30 | First Days Practice: Arrival and Breakfast | All staff members will prepare for the First Days of School by: - Internalizing the school's Arrival and Breakfast plan - Practicing key elements of arrival and breakfast with high levels of adult narration (for example, the way scholars are greeted at the door, how teachers reinforce silent breakfast, etc...) - Receiving real time feedback to strengthen their execution of First Days lessons | Yaimara | BBACS Instructional staff, including Superintendent | Executive Director, Director of Operations, VP Social Worker, Nurse (if available) and City Year Corps Members (if available) | | | | | |

| Date | Title | Session Objectives | Owner | Audience | Not in Session/Recruitment Eligible/Ops eligible | Draft Due | Delivery to Staff Date | Status | Session Materials | Notes |
|-------------|--|---|---|---|--|-----------|------------------------|--------|---|--|
| 8/3/23 | Opening Circle (all staff) | Suggestion question: What is a positive or inspirational moment from teaching/your work in schools or with children that you can share with the team? No session plan is necessary. | Principal | All BBACS staff and all BRICK Buffalo regional staff | N/A | | | | Running morning slide deck can be accessed here | Includes template for what to present on screen, survey reflections and teambuilders. Add new content for each day during admin meeting. |
| 8/4/23 | Opening Circle (in content groups) | Suggestion question: How could strong literacy skills impact the life trajectories of our scholars? (with literacy teachers) How could strong math skills impact the life trajectories of our scholars? (with math teachers) No session plan is necessary. | Director of Special Education (math) /Principal (literacy) | All BBACS staff and all BRICK Buffalo regional staff | N/A | | | | Running morning slide deck can be accessed here | Includes template for what to present on screen, survey reflections and teambuilders. Add new content for each day during admin meeting. |
| 8/3 and 8/4 | Basecamp on 8/3 and 8/4 | Differentiated sessions by content area | Kelly Koopman | Math teachers, VP of Instruction and Director of Special Education | See below | | | | | Nicole and Allison should connect with Kelly Koopman to determine which PDs they can deliver. Materials and session plans will be available to assist with delivery. |
| | Basecamp on 8/3 and 8/4 | Differentiated sessions by content area | Tashia Martin | Social Worker and PE teacher | Office Manager, Executive Operations, (social worker and PE teacher available after noon) | | | | | |
| | Basecamp on 8/3 and 8/4 | Differentiated sessions by content area | Dana Carr Ford | ELA teachers, Principal, Superintendent | See above | | | | | Yainara can connect with Tashia to determine which PDs she can deliver. Materials and session plans will be available to assist with delivery. |
| 8/4/23 | Social Event | TBD. No session plan is necessary. | Principal | TBD | TBD | 6/23/23 | 7/7/23 | | | |
| 8/7 | Network Culture Session - Ubuntu and School Values | | Tashia Martin | All BBACS staff, Superintendent, Executive Director | N/A | | | | | |
| 8/7 | Network Culture Session - Morning Meeting | -Know the components to Morning Meeting -Watch 3 components of Morning Meeting -Plan using Co-Teacher Roles during Morning Meeting -Practice 3 components of Morning Meeting | Nicole Gugliuzza | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | Linked here | |
| 8/7 | BRICK Buffalo taxonomy session one | | Superintendent | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/8 | Network Culture Session - Restorative Practices Overview | | Tashia Martin | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/8 | Network Culture Session - Adult Social Emotional Competence | | Tashia Martin | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/8 | BRICK Buffalo taxonomy session two | | Superintendent | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/9 | Network Culture Session - Emotional Regulation, Trauma and the Brain | | Tashia Martin | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/9 | Network Culture Session - Emotional Regulation, De-escalation Techniques | | Tashia Martin | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/9 | BRICK Buffalo taxonomy session three | | Superintendent | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/10 | Network Culture Session - Brain Breaks | | Nicole Gugliuzza | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/10 | Network Culture Session - SEL Curriculum | | Tashia Martin | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/10 | BRICK Buffalo taxonomy session four | | Superintendent | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |
| 8/11 | Differentiated sessions by content area | Kelly Koopman | Math teachers, VP of Instruction, and Director of Special Education | Office Manager, Social worker, PE Teacher, Executive Director, Director of Operations | Office Manager, Social worker, PE Teacher, Executive Director, Director of Operations | | | | | |
| | Differentiated sessions by content area | Dana Carr Ford | ELA teachers, Principal | Office Manager, Social worker, PE Teacher, Executive Director, Director of Operations | Office Manager, Social worker, PE Teacher, Executive Director, Director of Operations | | | | | |
| 8/11 | BRICK Buffalo taxonomy session five | | Superintendent | BBACS Instructional and cultural staff, Superintendent | Operations staff, including Director of Operations, Office Manager, and Nurse (if available) | | | | | |

| Date | Title | Session Objectives | Owner | Audience | Not in Session/Recruitment Eligible/Ops eligible | Draft Due | Delivery to Staff Date | Status | Session Materials | Notes |
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| 7/28 | PD Schedule Walkthrough and Readiness Check | All BRICK Buffalo leaders will participate in a detailed walkthrough of All Staff PD, including, but not limited to: - A shared walkthrough of the schedule throughout August - Double checking who delivers what sessions each day and verifying that they have the materials they need - A walkthrough of operational readiness (for example, making sure that PD locations are ready, materials are printed, etc.) - Clarifying who will send one final reminder to staff regarding the start of All Staff PD next week. | Principal and Director of Operations | Director of Special Education, Vice Principal, and Superintendent. | Executive Director, Office Manager. | | | | | |
| 8/1/23 8-8:15 a.m. | Opening Circle | Since circles are described during the first session, consider planning a day one teambuilder (currently a balloon activity). No session plan is necessary. All BRICK Buffalo team members will begin to build an exemplary team culture by... - Building a shared understanding of the concept of "Ubuntu" - Recognizing our desire to create a collectivist culture where each individual contributes to the team and the team supports the growth of each individual - Sharing their personal stories with their teammates and learning the personal histories of their teammates - Identifying the ways that each personal story connects to our mission and vision - Memorializing the strengths our team brings to our shared work. All BRICK Buffalo team members will begin to commit to our vision, mission and model by... - Identifying the specific community needs that led to the desire to create BRICK Buffalo - Describing the key design elements of BRICK Buffalo that are designed to address those needs - Explaining BRICK's holistic approach to community development - Analyzing how a holistic approach to education resonates with their past experiences Dedicated time for Antwan to frame student recruitment during the next few weeks | Principal and Director of Operations | All BBACS staff and all BRICK Buffalo regional staff | N/A | | | | Running morning slide deck can be accessed here | Includes template for what to present on screen, survey reflections and teambuilders. Add new content for each day during admin meeting. |
| 8/1/23 8:15-11:30 a.m. | Ubuntu! I am because we are (Part 1 and 2) | | Principal and Director of Operations | All BBACS staff and all BRICK Buffalo regional staff | N/A | 7/24/23 | 8/1/23 | | UBUNTU Slide deck | |
| 8/1/23 12:30 - 2 p.m. | Why BRICK Buffalo | | Superintendent and Executive Director | Most BBACS staff and BRICK Buffalo regional staff | Office Manager and Director of Operations | 7/24/23 | 8/1/23 | | Slide deck here | Print ready. Just need to update Board dashboard based on most recent information from Chris. |
| 8/1/23 2:15-3:45 p.m. | Launching Student Recruitment | | Executive Director | All BBACS staff and all BRICK Buffalo regional staff | Office Manager, Director of Operations, Director of Special Education. | | | | | |
| 8/2/23 8-8:30 | Opening Circle | Suggestion question: Who was your favorite teacher? What impact did they have on you? No session plan is necessary. All BRICK Buffalo team members will begin to commit to our vision, mission and model by... - Describing how Marva Collins epitomizes our approach to culturally responsive instruction - Articulating the definition of culturally responsive teaching embraced by Dr. Zanetta Hammond - Describing Hammond's Ready for Rigor framework, including how to build a strong community of learners and effective learning partnerships - Distinguishing between dependent and independent learners - Identifying specific ways that they can build trust and rapport with our students - Defining the "warm demander" mindset we embrace at BRICK Buffalo - Describing specific ways that we can model our warm demander mindset for our children | Director of Operations | All BBACS staff and all BRICK Buffalo regional staff | N/A | | | | Running morning slide deck can be accessed here | Includes template for what to present on screen, survey reflections and teambuilders. Add new content for each day during admin meeting. |
| 8/2/23 8:30-11:30 | Culturally Responsive Teaching | | Superintendent | All BBACS staff and all BRICK Buffalo regional staff | N/A | | | | Linked here | Print ready |
| | | | | | | | | | | |
| 8/2/23 12:30-2 p.m | Why We Practice and Teacher Development | | Superintendent | All non-operational staff | Executive Director, Director of Operations, Social Worker, and Office Manager. | | | | Session drafted | Print Ready, includes standard practice norms that were also shared with Kelly Dana and Tashia. |
| 8/2/23 2:15-3:45 p.m. | Time and Task Management | | Superintendent | All BBACS staff | N/A | | | | Session drafted | Print ready |

| Date | Title | Session Objectives | Owner | Audience | Not in Session/Recruitment Eligible/Ops eligible | Draft Due | Delivery to Staff Date | Status | Session Materials | Notes |
|------|--|---|-----------------|--|--|-----------|------------------------|--------|-------------------|--|
| 7/24 | Deliberate Practice: Schoolwide Routines | All BRICK Buffalo leaders will build a shared vision for school culture by: - Identifying high-leverage parts of the schoolwide routines to practice together - Practicing the roll out of those schoolwide routines with emphasis on most critical parts to reinforce with staff (for example, how teachers monitor lines during hallway transitions) - Providing each other with feedback on the quality of the roll out to strengthen vision alignment and support a high-level of execution | Principal | Director of Special Education, Vice Principal, and Superintendent. | Executive Director, Director of Operations, Office Manager | | | | | |
| 7/24 | Vision Clarity: Our Vision and In-Class Expectations | All BRICK Buffalo leaders will build a shared vision for school culture by: - Internalizing the school's plans for in class expectations (with an emphasis on our vision document that defines HALLS: scholar posture at desks etc...) - Discussing any updates necessary to the plans to ensure they will help achieve our culture goals. - Making any final adjustments to each expectation in preparation for sharing with staff | Principal | Director of Special Education, Vice Principal, and Superintendent. | Executive Director, Director of Operations, Office Manager | | | | | |
| 7/25 | Deliberate Practice: In Class Expectations | All BRICK Buffalo leaders will build a shared vision for school culture by: - Identifying high-leverage parts of the in-class expectations to practice together - Practicing the roll out of those schoolwide routines with emphasis on most critical parts to reinforce with staff (for example, how to expectations using what to do language, how to levels do to light to ensure - Providing each other with feedback on the quality of the roll out to strengthen vision alignment and support a high-level of execution | Principal | Director of Special Education, Vice Principal, and Superintendent. | Executive Director, Director of Operations, Office Manager | | | | | |
| 7/25 | Real time feedback at BRICK Buffalo | All BRICK Buffalo leaders will build a shared vision for school culture by: - Internalizing the regional philosophy related to real time feedback - Identifying four primary approaches to providing real time feedback - Aligning around key staff messaging related to the purpose of real time feedback | Superintendent | Principal, Director of Operations, Director of Special Education, and Vice Principal | Executive Director, Director of Operations, Office Manager | | | | | |
| 7/27 | Vision Clarity: Elementary Taxonomy | All BRICK Buffalo leaders will build a shared vision for school culture by: - Internalizing the network's expectations for elementary taxonomy (with a specific focus on the taxonomies of focus for quarter one). - Reviewing PD video exemplars of the priority taxonomy areas and discussing 1) what makes them exemplary and 2) what aspects of the clips do not represent our shared vision - Making any final adjustments to each expectation in preparation for sharing with staff | Superintendent* | Director of Special Education, Vice Principal, and Principal. | Executive Director, Director of Operations, Office Manager | | | | | 7/15: In the First Days folder, there is an August PD cheat sheet that outlines the priority taxonomies with specific parts to guide the work of taxonomy. |
| 7/27 | Deliberate Practice: Elementary Taxonomy | All BRICK Buffalo leaders will build a shared vision for school culture by: - Identifying the taxonomy practice rounds that will occur during all staff PD - Prioritizing specific practice rounds to practice together as leaders - Personally modeling the use of each priority taxonomy for their leadership team - Providing each other with supportive feedback to ensure that all BRICK Buffalo leaders can model each priority taxonomy area in an exemplary way. | Superintendent* | Director of Special Education, Vice Principal, and Principal. | Executive Director, Director of Operations, Office Manager | | | | | |
| 7/28 | Vision Clarity: First Days Lessons | All BRICK Buffalo leaders will build a shared vision for school culture by: - Internalizing the plan for the First Days lessons staff will deliver during the first week of the school year. - Reviewing the First Days plans (including the detailed schedule, the content that will be delivered, and staff assignments) and identifying any adjustments that need to be made to achieve our cultural goals. - Making any final adjustments to each expectation in preparation for sharing with all staff | Superintendent* | Director of Special Education, Vice Principal, and Principal. | Executive Director and Office Manager | | | | | 7/15: There is a comprehensive First Days folder for use. |
| 7/28 | Deliberate Practice: First Days Lessons | All BRICK Buffalo leaders will build a shared vision for school culture by: - Identifying the first days lessons practice rounds that will occur during all staff PD - Prioritizing specific practice rounds to practice together as leaders (for example, the first day of morning meeting, the first content block each teacher will deliver, etc...) - Personally modeling the successful execution of blocks they will observe each other with - Providing each other with supportive feedback to ensure that all BRICK Buffalo leaders can model each First Days lesson in an exemplary way. | Superintendent* | Director of Special Education, Vice Principal, and Principal. | Executive Director, Office Manager. | | | | | 7/15: There is a comprehensive First Days folder for use. |

| Date | Title | Session Objectives | Owner | Audience | Not in Session/Recruitment Eligible/Ops eligible | Draft Due | Delivery to Staff Date | Status | Session Materials | Notes |
|--------|---|--|--------------------------------------|---|--|-----------|------------------------|--------|----------------------------|--|
| 7/5/23 | Ubuntu! I am because we are (Part 1 and 2) | All BRICK Buffalo team members will begin to build an exemplary team culture by... - Building a shared understanding of the concept of "Ubuntu" - Recognizing our desire to create a collectivist culture where each individual contributes to the team and the team supports the growth of each individual - Sharing their personal histories with their teammates and learning the personal stories of their teammates - Identifying the ways that each personal story connects to our mission and vision - Memorializing the strengths our team brings to our shared work. -- This session will also establish some basic norms for leadership PD. | Superintendent | All BBACS 12 month staff (Principal, Director of Operations, Vice Principal, Office Manager) and all BRICK Buffalo Regional Staff (Executive Director and Superintendent). | N/A | 6/23/23 | 7/5/23 | | | Jeremy will create the session plan and materials. Yaimara and Acole can use this draft session plan to facilitate a similar session with all BBACS staff during staff PD. |
| 7/5/23 | Team Chemistry | All BRICK Buffalo team members will continue to build an exemplary team culture by... - Recognizing that different teammates approach the work from different perspectives - Recognizing the value in the different perspectives of their teammates - Identifying their business chemistry style - Discussing how their business chemistry style may play out in their day to day work - Proactively identifying how different styles could create conflict that is managed successfully | Superintendent | All BBACS 12 month staff (Principal, Director of Operations, Vice Principal, Director of Special Education, Office Manager) and all BRICK Buffalo Regional Staff (Executive Director and Superintendent). | N/A | 6/23/23 | 7/5/23 | | | |
| 7/5/23 | Leadership at BRICK Buffalo and Founding Priorities | All BRICK Buffalo team members will continue to build an exemplary team culture by... - Identifying how the BRICK Buffalo founders define exemplary leadership - Learning the cultural stories and artifacts that describe our approach to leadership - Identifying our top 3 priorities for the founding year of BRICK Buffalo Academy. - Summarizing the ways that their ongoing work will contribute to achieving those priorities. | Superintendent | BBACS Leadership Team (Principal, Director of Operations, Vice Principal, Director of Special Education) and all BRICK Buffalo Regional Staff (Executive Director and Superintendent). | Office Manager | 6/23/23 | 7/5/23 | | | |
| 7/6/23 | BBACS Leadership Team Charter | The BBACS leadership team will create a "school leadership team charter" that defines how the leadership team will work together to achieve the region's founding priorities and the school's performance goals. *** The content of this session should align/support the regional vision. | Principal and Director of Operations | BBACS Leadership Team (Principal, Director of Operations, Director of Special Education, Vice Principal) and Superintendent. | Executive Director, Office Manager | 6/23/23 | 7/6/23 | | Slide show | |
| 7/6/23 | BBACS Vision for Adult Culture | The BBACS leadership team will begin to create artifacts that translate their leadership team charter into concrete plans that will guide their work throughout the year, including: - A plan to continuously build staff culture (including ongoing cultural rituals and routines) - A plan to hold staff accountable for high levels of performance - BBACS non-negotiables - Clarity on what supports will be provided to staff members and how the team will intervene differently in different scenarios (for example, addressing gaps in professionalism vs building skill) *** The content of this session should align/support the regional vision. | Principal and Director of Operations | BBACS Leadership Team (Principal, Director of Operations, Director of Special Education, Vice Principal) and Superintendent. | Executive Director, Office Manager | 6/23/23 | 7/6/23 | | Slide show | |
| 7/6/23 | Leader Summer Work Plans | The BBACS leadership team will roll out the summer work plans that will guide the work of their leadership team throughout the month of July to ensure a strong launch. | Principal and Director of Operations | All BBACS 12 month staff (Principal, Director of Operations, Vice Principal, Director of Special Education, Office Manager) and all BRICK Buffalo Regional Staff (Executive Director and Superintendent). | N/A | 6/23/23 | 7/6/23 | | Slide show | |
| 7/7/23 | Leading Adult PD (Parts 1-3) | The BBACS leadership team will... - Describe key components of the Living the Learning Model of PD - Design an effective agenda for a PD session using the Living the Learning template - Practice delivering a section | Superintendent | BBACS Leadership Team (Principal, Director of Operations, Vice Principal). | Executive Director, Office Manager | 6/23/23 | 7/7/23 | | | |
| 7/7/23 | Social Event | | Principal and Director of Operations | TBD | TBD | 6/23/23 | 7/7/23 | | | |
| 7/24 | Vision Clarity: Schoolwide Routines | All BRICK Buffalo leaders will build a shared vision for school culture by: - Internalizing the school's plans for schoolwide routines (with an emphasis on morning arrival and breakfast, lunch, dismissal, and hallway transitions). - Discussing any updates necessary to the plans to ensure they will help achieve our culture goals - Making any final adjustments to each routine in preparation for sharing with staff | Principal | Director of Special Education, Vice Principal, and Superintendent. | Executive Director, Director of Operations, Office Manager | | | | | For the pre-launch year, Jeremy will create a shell for these PD sessions that the team can adjust. The focus for advance leader planning is named in each row. |

Contacts

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[REDACTED]

| | |
|-----|--------------------------|
| PT | Performance Task |
| RW | Reading Workout |
| TDQ | Text Dependent Questions |

Glossary of Acronyms

| Acronym | Term |
|-----------|--|
| AIR | Accountable Independent Reading |
| AtP | Attack the Prompt |
| BPQ | Back Pocket Question |
| CFS | Criteria for Success |
| CI | Central Idea |
| CCOT | Change, Continuity Over Time |
| CR | Close Reading |
| CHQ | Central Historical Question |
| CRB | College Ready Bar or Close Reading Burst |
| CTG | Control the Game- method in which teachers choose what way the text will be read as a class, i.e. popcorn style |
| DIRT Quiz | Did I Read Thoroughly |
| DLR | Daily Lesson Resource (the lesson plan) |
| DNPG | Do Not Pass Go |
| FOI | Fundamentals of Instruction |
| GBTJ | Genre-Based Thinking Jobs |
| HLL | Heavy Lifting Loop |
| HIPP | Historical Context, Intended Audience, Purpose, Point of View |
| HOT | Higher Order Thinking (questions) |
| IPP | Intellectual Prep Protocol |
| LASW | Looking at Student Work |
| MVP | Movement- Voice- Participation (a way to script high-quality behavioral directions for scholars) |
| P&GD | Pause & Go Deeper (a type of “close reading burst” in a lesson plan that calls attention to specific sections of text) |
| PBA | Process Based Assessment |

[RETURN TO TABLE OF CONTENTS](#)

Arc of the Year

Will be updated by August 1st.

| | |
|-------------------------|---|
| Suggested Meeting Time: | 45 minutes |
| Teacher Pre-Work: | Score student work and input into Illuminate Review Illuminate Data |
| Course Lead Pre-Work: | Review Illuminate Data Identify strengths and gap in student work Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes |

Lesson Unpack: Looking at Student Work ([Link to protocol](#))

Teachers use recent student work to identify misunderstandings and then name how to change instruction to address them; then they practice those action steps using an upcoming lesson

| | |
|-------------------------|--|
| Meeting Outcomes: | Identified gap in student work Action Step(s) for teacher instruction that will address the gap Stamped expectations for student responses Practice of a critical lesson component Revised lesson plan |
| Suggested Meeting Time: | 45 minutes |
| Teacher Pre-Work: | Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars Read a representative sample of student work, and identify the gap |
| Course Lead Pre-Work: | Collect and read a representative sample of student work, and identify the gap Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes |

Lesson Unpack: for beginners

The Course Lead walks the teacher through each step in a lesson plan while the teacher annotates how they will deliver each part

| | |
|-------------------------|--|
| Meeting Outcomes: | Stamped expectations for student responses Fully annotated lesson plan |
| Suggested Meeting Time: | 45 minutes |
| Teacher Pre-Work: | Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars |
| Course Lead Pre-Work: | Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes |

Data Meeting ([Link to protocol](#))

Teachers analyze recent assessment data (from a unit test or DBQ practice test) and determine instructional action steps to apply in the upcoming unit

| | |
|-------------------|--|
| Meeting Outcomes: | Identified strengths and gap in student work Action Step(s) for teacher instruction that will address the gap |
|-------------------|--|

| | |
|--------------|--|
| Data Meeting | Teachers analyze recent assessment data (from a unit test or DBQ practice test) and determine instructional action steps to apply in the upcoming unit |
|--------------|--|

Unit Unpack ([Link to protocol](#))

Teachers discuss the important historical content and skills of the unit or subunit and how it is assessed on the end of unit assessment

| | |
|-------------------------|---|
| Meeting Outcomes: | Identify and stamp the skills, historical concepts, and “do not pass go” moments in this unit List of exit tickets to collect to gauge student thinking List of lessons to focus on during lesson unpacks Internalization of the end of unit assessment |
| Suggested Meeting Time: | 45-75 minutes |
| Teacher Pre-Work: | Read and prepare notes for all lesson sources and homework readings Read and annotate the Unit Outline Annotate (or create) the exemplars for Unit Assessments |
| Course Lead Pre-Work: | In addition to the teacher pre-work: Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes |

Lesson Unpack: Standard ([Link to protocol](#))

Teachers detail their expectations for student work (Exit Ticket responses), and practice a critical part of the lesson

| | |
|-------------------------|---|
| Meeting Outcomes: | Stamped expectations for student responses Practice of a critical lesson component Revised lesson plan |
| Suggested Meeting Time: | 45 minutes |
| Teacher Pre-Work: | Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars |
| Course Lead Pre-Work: | Pre-identify lesson and possible critical components; notify teacher week prior Prepare model/exemplar for the See It of the critical component, if applicable Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes |

| | | |
|--|--|--------------------------|
| Student is unable to retain information | <ul style="list-style-type: none"> - Provide student with resource sheets - After sending scholars off to read, quietly and individually do a CFU | Launch, Time in Text |
| Student struggles to participate in discussion | Warm call scholar during time in text, have scholar practice the statement they will share before whole group discussion | Time in Text, Discussion |
| Student struggles with writing fluency | Start by giving a specific number of lines or sentence requirement and monitor and provide feedback throughout the writing | Exit Ticket |
| Student struggles to get started writing | <ul style="list-style-type: none"> - Talk through the writing one on one or in small groups - Offer a clear and easily replicable graphic organizer - Provide sentence starters | Exit Ticket, Time in Ink |
| Student is struggling to comprehend text | Confer with students using comprehension questions (always being certain to start broad- e.g. What is happening in the text so far?- before going to more narrow back-pocket questions) | Time in Text |

Meeting Structure

| Types of Weekly Meetings | |
|--|--|
| Unit Unpacks | Teachers discuss the important historical content and skills of the unit or subunit and how it is assessed on the end of unit assessment |
| Lesson Unpack: Standard | Teachers detail their expectations for student work (Exit Ticket responses), and practice a critical part of the lesson |
| Lesson Unpack: Looking at Student Work | Teachers use recent student work to identify misunderstandings and then name how to change instruction to address them; then they practice those action steps using an upcoming lesson |
| Lesson Unpack: for Beginners | The Course Lead walks the teacher through each step in a lesson plan while the teacher annotates how they will deliver each part |

| | |
|---|---|
| | <ul style="list-style-type: none"> Identify and script in homework accountability structure (DIRT quiz, annotation check, etc.) Script a throughline/build the narrative and quick questions/experiences to hook students during the launch Script in strategies for engagement throughout the lesson (turn and talks, stop and jots, polls, etc.) |
| Build teaching tools and prepare to address struggle | <ul style="list-style-type: none"> Adjust timestamps as necessary throughout the plan/ slide deck Populate Active Monitoring tracker with exemplar annotations. See templates and exemplars in this folder. Script plans for batch feedback and goal data share/reflection into notes of the slide deck. (Narrow the Focus prompts, BPQs, planned show-calls) When applicable, add in glows and grows (discussion and exit ticket responses) into slide deck or notes Make and post anchor charts (vocab and disciplinary knowledge) |

Planning Instructional Scaffolds

To support all scholars in gaining access to grade level content, there may be a need to provide additional instructional scaffolds during the lesson. Below are suggestions for how a teacher would identify a gap in a student's current ability and how they may provide support. The goal is for scaffolding to be used for a short period of time and then taken away as students become more proficient and able to work through tasks independently.

| Instructional Scaffolds Teacher Planning and Preparation | | |
|--|--|--|
| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
| Student is struggling to organize desk and materials in preparation for class. | Use proximity with quiet/ silent reminders | Launch |
| Student is unable to complete multiple choice questions in allotted time. | Reduce number of questions in DIRT quiz | Homework Accountability |
| Student is unable to remember annotation directions/ needs reminder. | Keep annotation directions on screen while reading or drop annotation directions as a comment in Kami | Time in Text |
| Student lacks fluency to complete reading in allotted time | <ul style="list-style-type: none"> Narrow the chunk of texts to the most important parts Allow time for multiple independent reads of the text. This could mean sending home the day's reading the night before. | Time in Text |
| Student is unable to access grade level text due to decoding/ fluency gaps | Provide scholar with headphones and audible version of text | Time in Text |
| Student is unable to process multiple steps at one time | Narrow the annotation prompt directions | Time in Text |

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

The first thing I do to prepare for my history class is read all the historical sources and homework assignments for each lesson in the unit. When you read it all start to finish in order, just like the kids will read it, the readings tell a story. It gives me a strong grasp of the history content students will cover. I take notes as I go to identify the most important historical conceptual understandings I want students to learn. The Unit Unpack meeting is also helpful. The grade-level team gets to compare their notes, and we identify which lessons and exit tickets will be important or challenging, and we break down what success on the assessment looks like.

Next, I tackle the lesson plans. This is sometimes a challenge because some of the plans are difficult to interpret because of how they are written. It helps *a lot* that I already know exactly what is in the sources and what main ideas students should get from each lesson. You also get the hang of the lesson flow. It's pretty similar each day, and as I break down the lesson plan I add information and my script to the lesson slide deck template. You start with the Do Now. Then you frame the day's learning. Sometimes you give a context lecture. Here it is important to chunk the information into digestible pieces, and throw in a lot of visuals. Then you give students the annotation focus and have them start to read and annotate the lesson sources. After that, you facilitate the discussion. I like to have "no-hands" seminar discussions, where students jump in unprompted with their ideas and evidence, using their habits of discussion. Sometimes I have to steer them back to the sources, but I try to fade into the background during this part of the lesson. After the discussion, they complete the Exit Ticket and we're out.

Every day I set aside time to read their Exit Tickets and provide feedback based on our priority historical thinking skill, such as providing historical context or writing a defensible claim or a document sourcing statement. This is really helpful in building a student's historical writing capacity week to week.

One challenge is pacing. Each lesson plan requires only 50-60 minutes but the period is 90 minutes. So I had to shift my thinking from teaching a lesson a day to teaching a lesson in one-hour blocks. Some days I will teach a complete lesson, give a brain break, and then teach the first half of the next lesson. I reference the network scope and sequence doc, which provides precise guidance. Then I schedule my week in my own pacing calendar. I identify when I plan to give formal exit tickets, and also where to make a stopping point in the middle of a lesson.

Teacher Planning Expectations

| Independent IP Steps | |
|---|--|
| Build content expertise, prepare to embrace diverse ideas | <ul style="list-style-type: none"> Read the exit ticket question and key annotation prompts in the lesson plan Put the lesson plan aside and annotate the text as an experienced, adult reader (using the annotation prompts given to scholars) Review the lesson plan key ideas and then update your annotations based on new insights from the plan. Write a proficient exit ticket response claim (with the lesson still off to the side). This can be typed in the slide deck notes or on another doc. Review the lesson in full and then update your exit ticket responses based on new insights from the plan. Write down additional valid claims |
| Prepare to engage students | <ul style="list-style-type: none"> Make a copy of the slide deck template for the lesson and place in your lesson plan folder |

Assessment Methods/Data Cycle/Grading Resources

A typical unit of study in a BRICK history course contains two subunits, each of which focuses on a specific time period. The content of each subunit, while distinct, are related around a common topic or theme from that time period. Each subunit is assessed with multiple choice questions, short answer questions, and a formal piece of historical writing, either a Document Based Question (DBQ) or a Long Essay Question (LEQ).

Unit Exam Components

| Component | Quantity | Point Value |
|------------------------------|----------|----------------|
| Extended Writing: DBQ or LEQ | 1 | 20 points |
| Short Answer Questions | 2-3 | 3 per question |
| Multiple Choice | 10-14 | 1 per question |
| Total: | | 30-40 points |

BRICK History Rubrics

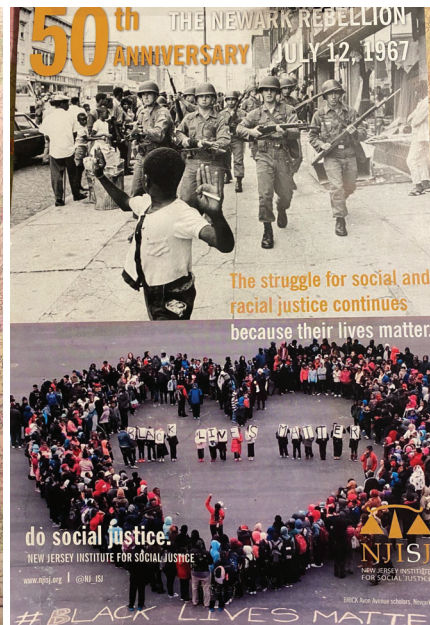
[Grade 4](#)
[Grade 5-8](#)

History Data Cycle

| | |
|-----------------------------|---|
| Instruction | Teaching daily lessons; administering Exit Tickets and other formative assessments; providing weekly feedback on targeted skills and content gaps |
| Review Day | Prior to unit assessment: Conferencing; Feedback; Study Guide |
| Unit Assessment | Administer formal assessment in Illuminate; assesses student master of content knowledge and historical thinking skills |
| Data Meeting | After norming and scoring, teachers meet to action plan based on assessment results. Identify priority historical skills for next unit. Plan batch, group, and individual feedback. |
| Response to Data Day | Teach high-leverage skills and content based on gaps and misconceptions from the assessment. Can be whole class or small groups . |
| Instruction | Spiral priority historical skills into lessons and Exit Ticket feedback. |

Classroom Environment

History classrooms should be a visual and print-rich environment. Walls should be covered in posters that depict historical events and artifacts, maps, and timelines. Teachers should select images that reflect their own historical interests, and that provide uplifting or affirming messages to students.



One bulletin board within the classroom should be dedicated to showcasing the current unit materials. This board should be updated frequently to include:

- Unit Title
- Essential Questions & Objectives
- Core Vocabulary
- Unit Anchor Charts
- Student Work

| | | | |
|--|---|---|-------------------------------------|
| Example of a Middle School Student Investigation Lesson: | Student Investigation and Discussion Rounds - 57 min | | |
| | Rounds 1-3 | Procedure | Exemplars |
| | Close Read & Discussion (30 min) | <p>Place students into reading groups. They will move through all three rounds without interruption.</p> <p>Monitor student work and provide feedback based on the exemplar below. Provide time checks for students.</p> <p>Round 1: 8 minutes</p> <p>Groups read Source A and complete the Round 1 graphic organizer, including the claim.</p> <p>Round 2: 12 minutes</p> <p>Groups read Source B and complete the Round 2 graphic organizer, including the claim.</p> <p>Round 3: 8 minutes</p> <p>Groups read Source C and complete the Round 3 graphic organizer, including the claim.</p> | See below |
| | Differentiation | <p>Strategically group students.</p> <p>Back Pocket Questions:</p> <ul style="list-style-type: none"> How are Cuba and Puerto Rico connected from the imperialists point of view? How did the Americans explain their intentions to the Puerto Ricans? | Student-specific strategies: |
| | Student Discourse | Procedure | Exemplars |
| | Discussion (10 min) | <p>Discussion: Why did the United States invade Puerto Rico?</p> <p>Small Group Collaborative Response - circulate to monitor</p> | See Below |

Example of a
Middle School
Close Reading
Lesson:

| Close Reading and Discussion Loops - 60 min | | |
|---|--|---|
| Loop 1 | Procedure | Exemplars |
| Sourcing (4 min) | <p>Direct students to source Source A: Annotate key details and write a source statement. (2 min)</p> <p>Remind students of our sourcing look-fors: Historical Context, Intended Audience, Purpose, Point of View (HIPP)</p> <p>Warm call 1-2 students to share out their statements. (2 min)</p> | <p>If student do not do so on their own, prompt them to compare the date to the provided timeline (historical context)</p> <p>Historical Context: Speech given in 1896, two years before the Maine was destroyed and America entered the Spanish American War</p> <p>Purpose: He is responding to Americans who want to get involved in Cuba, perhaps aware they are being whipped up by yellow journalism to intervene.</p> |
| Close Read & Discussion (10 min) | <p>Students independently read Source A, entire text.</p> <p>Annotate for the Loop One Question: How does President Cleveland view America's relationship with other countries?</p> <p>Discussion:</p> <p>Everybody writes: students jot down an answer to the loop question</p> <p>Turn and talk: share answer with partner</p> <p>Teacher warm call one or two scholars</p> | <p>Exemplar: Cleveland <u>believes</u> America should not intervene in the affairs of other nations and should seek peaceful relations with all. While Cleveland believes American businesses can have financial connections to other countries such as Cuba, and sympathizes with Americans who think we should get involved in the Cuban Revolution, he nonetheless believes the United States should not get involved. He makes three main arguments. One, he believes that "<u>might does not make right</u>" meaning that just because we can impose our will militarily that does not mean that we should or that good will come of it. This is a common anti-imperialist view that America should not impose its will on others with force. Second, he says that America is a peaceful country that should strive to have friendly relations with other countries. Presumably he is making the case for peace with Spain in particular. Third, he argues that America has enough territory and wealth that it does not need "acquisition of" Cuba or to interfere with Spain's control of it.</p> |
| Differentiation | <p>Back-pocket questions:</p> <p>1. If student struggle, direct them to the three points made in paragraph 2</p> | <p>Student-specific strategies:</p> |

Lesson Structure

Grade 4

| Preview Lesson | Learning Experience Lesson | Processing Assessment Lesson |
|--|---|---|
| Opening & Framing Introduce New Material (INM) Reading & Discussion Application (Exit Ticket) Vocabulary | Cumulative Review & Framing Guided Inquiry or Modeling Reading & Discussion Application (Exit Ticket) Closing | Do Now & Framing Instructions Processing Assessment Extension Activity |

Grade 5-8

| Close Reading Lesson | Student Investigation Lesson | Seminar Discussion |
|--|--|--|
| Opening: Framing & Context Close Reading Loops <ul style="list-style-type: none"> Independent Time in Text annotations Whole Class Discussion Synthesis Writing (Exit Ticket) | Opening: Framing & Context Inquiry: Student Investigation <ul style="list-style-type: none"> Collaborative reading Graphic organizer note-catcher Whole Class Discussion Synthesis Writing (Exit Ticket) | Framing Discussion Prep Whole Class Discussion Rounds Synthesis Writing (Exit Ticket) |

4-8 Social Studies Student Achievement and Implementation Goals

| | |
|--|---|
| <p>SY 23-24 Student Achievement Goals:</p> <ul style="list-style-type: none"> ● By the end of SY 23-24, 80% of scholars will create proficient GBTJs and CI jots independently. ● By the end of SY 23-24, 90% of scholars score a 2 or higher on DBQ responses. ● By the end of SY 23-24, 90% of scholars will meet their growth goal on iReady diagnostic assessment. ● By the end of SY 23-24, 85% of scholars will have an average of 80% or higher on unit assessments. | <p>SY 23-24 Implementation Goals:</p> <ul style="list-style-type: none"> ● By the end of SY 23-24, 90% of teachers will be foundational and 50% will be proficient in executing Arc 1 Focus Skills. ● By the end of SY 23-24, 90% of teachers will be foundational and 50% will be proficient in executing Arc 2 Focus Skills. ● By the end of SY 23-24, 90% of teachers will be foundational and 50% will be proficient in executing Arc 3 Focus Skills. ● By the end of SY 23-24, 90% of teachers will be foundational and 50% will be proficient in executing Arc 4 Focus Skills. ● By the end of SY 23-24, 90% of teachers consistently complete IPP ● By the end of SY 23-24, 90% of 5-8 Humanities teachers will be observed and effectively real-time coached bi-weekly on data-responsive instruction. ● By the end of SY 23-24, 100% of Humanities teachers will engage in consistent norming, scoring, and analyzing of student writing responses on exit tickets, unit assessments, and interim assessments. |
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|---|--|---|
| <p>Accommodations: Changes made to the classroom, instruction, or tests to help students completely acquire the educational curriculum without changing the content. This does not change the learning expectation. Students will be accountable to produce/attain the same outcome as their peers.</p> | <ul style="list-style-type: none"> ● Preferential seating ● Extra time for tests ● Extra time for assignment completion ● Reduce length of assignments ● Tests read aloud ● Test in small groups ● Allow for frequent breaks ● Allow for dictated answer instead of long written responses | <ul style="list-style-type: none"> ● Accommodations are changes made to the student's school setting to help him or her be successful in the classroom. ● Differentiation at the student's grade level ● A change in the instruction that allows for evidence of mastery |
| <p>Modifications: Instruction or tests may be shorter, easier or lower the expectations of learning. The changes of learning expectations are different from the expectations of peers of the same age. Students' products are not the same as students without modifications.</p> | <ul style="list-style-type: none"> ● Reduce the difficulty of the content the student needs to know ● Shortening a spelling list ● Pass/fail grading scale ● Individualized materials for student ● Involved in the same instruction, but provided different tasks/expectations | <ul style="list-style-type: none"> ● Most often associated with IDEA and special education services. ● Changes of what is expected from the students and/or taught to the student ● It does not allow for evidence of mastery |
| <p>Interventions: Improving and enhancing existing skills to teach academic and behavioral strategies to teach a new skill. These targeted instructions occur with assessment, planning and data collection of research. based strategy or program. The frequent progress monitor helps to determine if the instruction is in fact helping the student grow.</p> | <ul style="list-style-type: none"> ● Mini lessons building on what they know ● Students reads, Teacher reads back, Student reads again for fluency | <ul style="list-style-type: none"> ● In addition to the curriculum to ● help students make progress ● toward benchmarks. ● Teachers a new skill or a new ● strategy to use when applying a skill |

audience; interpreting special-purpose maps; interpret metaphors in order to make sense of abstract concepts; explicitly read texts in order to explain events in sequence, including what happened and why; perform close readings of text, determining the meaning of key words and phrases; use explicit and inferential meaning to draw out the most important ideas from foundational documents like the Declaration of Independence, Constitution, and Bill of Rights, and apply them to realistic scenarios and Supreme Court cases; interpret information presented orally and explain how the information contributes to an understanding of a text; explain how an author uses reasons and evidence to support particular points in a text. This course’s writing rubric also sets a foundation for middle school Historical Thinking Skills and written responses to Document Based Questions.

Grade 5

This course kicks off BEN’s four-year middle school social studies program, which is designed to graduate our 8th graders prepared to apply *Advanced Placement History* skills in high school history classes. In grade 5, students take the first year of a two-year World History survey course. Through a rich mixture of primary and secondary sources, artifacts, visual presentations, graphs, and maps, students learn about early human societies and adaptations to various ecosystems; key developments in hominid evolution; how and why the first civilizations developed as they did; an exploration of the cultural artifacts of those civilizations, such as painting, sculpture, architecture and poetry; the rise of early forms of government, including comparing and contrasting the features of Athenian and Roman democracy.

In addition to this essential background knowledge that students are expected to retain, students have ongoing practice with Historical Thinking Skills derived from *AP History* standards, assessed through the formal Document Based Question Writing Rubric. These are: Contextualization; Defensible Claim; Document Use; Document Sourcing; Grammar & Organization of formal essay writing. The Historical Thinking Skills are cognitive routines (habits of mind) that students select from to help them read the historical sources and process the concepts. Students are assessed quarterly with rigorous multiple choice and DBQ exams. In addition, there is a year-long, student-directed independent project where students work with partners to design an ideal society by applying the concepts from each unit.

Exceptional Learners

All exceptional learners will continue to be challenged with grade-level appropriate content in addition to any supports outlined in their Individualized Education Plans. Classroom teachers will be supported by the Special Education team by providing interventions and modifications when necessary.

At the beginning of the academic year, teachers must read over each IEP to determine what accommodations and modifications should be provided throughout the year. Below is a table that outlines the differences in accommodations, modifications, and interventions. Below is a table that outlines the differences in accommodations, modifications, and interventions.

| Accommodation vs. Modification vs. Intervention | | |
|---|----------|---------------|
| Definition | Examples | Clarification |

Overview Gr 4-8

The elementary and middle school social studies program is designed to provide all students with a strong foundation in history and social studies knowledge. They learn key social science concepts, with survey courses in world and American history. By 8th grade, students will have mastered standards-based historical thinking skills that will set them up for success in high school.

Course Descriptions

Grade 3

In the early grades, BRICK sees Social Studies/History as deeply integrated with English Language Arts. As such, K-3 Social Studies at BRICK will be taught through the **Core Knowledge History and Geography (CKHG)** curriculum, whose objectives are correlated with the Common Core English Language Arts standards. BRICK has strategically chosen units that will both build students' historical and geographical knowledge and provide them with the opportunity to think critically about past historical events and how those events have had a lasting impact.

In the geography unit, Exploration of North America, students will be able to imagine themselves as early explorers of the North American continent, learning about all the geographic features of this land mass. Throughout the unit students reinforce their map skills and geographic knowledge, and also learn about the interactions of the explorers with Native Americans, including Popé and the Pueblo Revolt.

In two traditional history units, students will learn about Native American societies, and the kingdoms of Africa. In the civics unit, students will learn about the role of presidents and citizen reformers in making the American experiment a "more perfect union" over the generations.

Grade 4

Continues to develop skills in history, geography, civics, citizenship, government, and economics. Each unit contains an essential question that focuses on specific time periods and issues in American history. Students learn why people first migrated to America and how they adapted to the different environments; they then investigate four American Indian cultural regions and the cultural adaptations made by the groups to the environments in each region (Unit 1). Students will learn the perspectives of American Indians, early explorers, English settlers, American colonists and colonial slaves (Unit 2). Students trace the history from the tensions before the American Revolution through the war itself, then study the perspectives of Loyalists and Patriots and represent the historical figures in a panel debate; they analyze the purpose of the Declaration of Independence (Unit 3). Students study an array of opinions and issues facing the young nation as it formed a government, wrote foundational documents like the Constitution and Bill of Rights, and established political philosophies and precedents (Unit 4). Students learn about the United States' expansion westward in the 1800s, evaluating the choices that the United States made to acquire more land and comparing the perspectives of the diverse people living in and coming to this West (Unit 5). Students will examine key events that led to the Civil War, the war itself and its aftermath in the Reconstruction era (Unit 6).

Students grapple with two year-long essential questions. With the first—*How can we organize our understanding of the past?*--students will practice different ways to organize and internalize historical information. With the second essential question—*How can a single event in history be perceived differently by multiple people based on their experience and degree of power?*--Students will establish an understanding of multiple perspectives and experiences through inquiry into a variety of American experiences.

While building essential content knowledge, the course also supports fiction and nonfiction reading proficiency by building foundational Common Core literacy skills, including: gathering and synthesizing information from texts and images; selecting accurate, sufficient evidence to support their thinking; write and speak about their findings to an

Part III | Social Studies Core Curriculum 4-8

Student Experience Narrative

When I come into my history class, my teacher has shared all the materials for the day that I will need. The Do Now always gets me thinking about something interesting. Then the teacher connects that with what we will be reading about. Usually, she gives a mini-lecture with lots of great pictures that help me see what she is talking about. All the information is easy to follow because she fits all the pieces together in a sequence that helps us understand. I actually prefer this to the YouTube videos--it's just better somehow. Next, we start reading and annotating our sources. Sometimes it is a lot to read, but it is fun because we are looking for specific details. It's like trying to solve a mystery.

The best part of history class is what happens next. The teacher asks a question about what we just read and then tells us to talk it out, using our habits of discussion of course. We have to share what we think and give the best evidence that we found. It can be exciting to see who agrees or disagrees with you. Sometimes another student explains one of the sources that I didn't read very well, so I get to add their ideas to my notes. When that is over, we answer the exit ticket. Here the teacher usually tells us to practice one of our historical thinking skills like adding historical context or writing a document sourcing statement. We get feedback on this the next day, which helps us become better history writers.

Homework is usually reading a few pages from the textbook. I didn't like this at first because it's not as interesting as what we do in class. But I get to add a lot of dates to my timeline, and the facts you read about really do come in handy the next day when we are reading and discussing. I also love the unit projects when we get to pretend like we are characters in history, or we solve a problem happening in our society today. We're supposed to use what we learned in class, but it's really up to us what we create.

My teacher knows more about history than anyone I have ever met. She really shows us why it's important to know all this stuff that happened in the past.

| | | |
|---|--|---|
| | homework or during small group time) | |
| Student struggles to write complete thoughts, sentences, and/or paragraphs. | <ul style="list-style-type: none"> - Provide a graphic organizer - Provide sentence starters - Prompt student to pre-plan their response using a detailed picture (K-1) - Prompt and support students in using their resources (i.e. alphabet strips in K-1, environmental print, etc.) - For multi-sentence or multi-paragraph prompts, give a specific, shorter requirement and then monitor and provide feedback before they move on | - Any part of the lesson where student is writing independently |
| Student struggles with comprehension. | <ul style="list-style-type: none"> - Use a ladder of prompts; start with a universal prompt and then narrow down with back-pocket questions -- (Ex: What is happening in the text so far? → Why does [character] ... in this moment?) - Allow extra time to re-read specific portions of the text | - Any part of the lesson where a student is required to read from a text and answer text-dependent questions. |

Arc of the Year

There is no separate Arc of the Year for K-3 Social Studies. Teachers should utilize key teacher moves to help facilitate Social Studies lessons.

| | | |
|--|---|--|
| | <p>PowerPoint from the Shared Drive and add to <i>presentation notes</i> section</p> <ul style="list-style-type: none"> • Complete all student work including “Big Question” exemplars • Identify the misconceptions/potential errors in the student work • Prepare data collection sheets | |
| Lesson Planning & Preparation | <p>Each teacher will need to dedicate time to internalize all lessons and prep lesson materials. This planning and preparation time includes, but is not limited to, the following tasks:</p> <ul style="list-style-type: none"> • Downloading the previewing supplemental material and videos from the unit’s Online Resources documents • Annotating Teacher’s Guide Pages and complete student work exemplars <ul style="list-style-type: none"> ○ Student work exemplars should be posted outside classroom • Set up materials for independent activity and/or Performance Task • Develop a plan to gather student data <ul style="list-style-type: none"> ○ Each week, teachers are expected to report proficiency on major tasks (i.e. responses to Big Question) | Weekly Planning & Daily Preparation; Independent OR w/ School Grade Team during Department Meetings; deliverables checked by direct School Administrator |

Planning Instructional Scaffolds

| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
|---|--|---|
| Student struggles with completing multi-step tasks or responding to multi-step prompts independently. | <ul style="list-style-type: none"> - Chunk or break down task and instructions into smaller parts - Project instructions on the board - Simplify instructions - Increase CFUs - Repeat directions and have the student repeat back. | - Any part of the lesson where student is writing independently (Learn, FQTs, EOMs, NRAs) |
| Student struggles to read text independently and/or fluently. | <ul style="list-style-type: none"> - Pre-teach new vocabulary - Chunk the text and plan prompts to establish literal meaning - Partner read - Choral read or read aloud first - Provide multiple opportunities to re-read complex text (i.e. as homework or during small group time) - Provide an audio version of text (only if recommended in curriculum or directed to do so in documentation of accommodations) - Provide multiple opportunities to re-read complex text (i.e. as | - Any part of the lesson where student is required to read from a text |

Teacher Planning, Preparation, and Development


Teacher Experience Narrative

| | |
|-----------------|--|
| Prior to Lesson | <i>This week, we will begin a new unit! I looked in the Shared Drive and located the powerpoints and texts we will read. I've already read through and annotated the materials and have the chants created to help my students remember the key vocabulary. My grade team worked together last week to print the workbook for each student and now I must put them in each student's folder. The first lesson looks so interesting - I will project the PowerPoint on the board and chart my students' responses on a clean anchor chart. I can't wait to gather all their thoughts as we move through this unit!</i> |
| During Lesson | <p><i>My class is doing so well listening attentively as I read the text. I am even able to get the students to help read at various points in the lesson. We take our time learning the vocabulary words and answering the comprehension questions. I engaged all students by switching up my engagement strategies - raised hands, turn and talks, whole group discussions - all of the students participate and have an opportunity to share their ideas! As we read, I document ideas on the anchor chart.</i></p> <p><i>After we finish the read-aloud, the students go back to their seats to complete the independent practice in their workbooks. I circulate to support and take note of any students who are having a hard time. Then, I collect the books and we close out for the day. We give shout-outs and record iDREAMS scores.</i></p> |
| After Lesson | <i>I take note of who struggled today and figure out a way to better engage them tomorrow. I prep the next day's read-aloud by writing down my questions and identifying any particular students I will call on.</i> |

Teacher Planning Expectations and Meeting Structures

| Component | Description | Frequency, Support & Deliverables |
|---------------------------|--|---|
| Unit Unpack/Lesson Unpack | <p>This meeting will be used to review the major components, activities, and standards of the upcoming unit. Teachers should:</p> <ul style="list-style-type: none"> • Unit Unpack Protocol & Plan • Read and annotate Teacher's Guide <ul style="list-style-type: none"> ○ There will be a unit notes sheet to capture notes, which will serve as "annotations" if using an electronic copy of the Teacher Guide • Pre-read Student Reader • Complete an exemplar of the unit's Performance Task and End of Unit Assessment <p>If there is time in the scope and sequence, there can be opportunities to collaborate and unpack lessons. Teachers should:</p> <ul style="list-style-type: none"> • Read and annotate Teacher's Guide/lesson plan <ul style="list-style-type: none"> ○ Teachers are able to download unit | 1x/month; Independent OR w/ School Grade Team during Department Meetings; deliverables checked by direct school administrator or course lead. |

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| | fill-in-the-blank statements. All assessments can be completed in one block. |
|--|--|

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| <p>Social Studies Unit Display</p> <p><i>Designated space to highlight the current unit with descriptions and resources (unit anchor charts posters, core objectives, vocabulary, etc.)</i></p> |  |
|--|--|

Online Programs

| Online Resources for Teachers <i>These online programs are resources for the teacher. There are not online programs for students.</i> | |
|---|---|
| CKHG Online Resources | .CKHG has compiled supplemental resources for all units such as videos, images, and readings. These documents have been downloaded from the curriculum website and added to the shared drive. There are also links available in the teacher's guidebook. |
| Scholastic News Online resources | With the order of Scholastic News, teachers will get a subscription to the online resources. There are many resources available. There are teacher guides, vocabulary cards, videos, online activities, exit tickets, and an online version of the magazine that reads aloud the magazine. Teachers have the autonomy to incorporate as much into the lesson depending on the scope and sequence. |

Assessment Methods/Data Cycle/Grading Resources

| Assessment <i>* Descriptions adapted from Core Knowledge *</i> | |
|--|--|
| Performance Task | The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content. The Performance Task is completed at the end of the unit and graded using a rubric created by CKHG (included in the Teacher Guide). |
| Unit Assessment | In grades K-2, the Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet. In grade 3, the Unit Assessment tests knowledge of the entire unit, using a standard testing format. Students work independently on the unit assessment to answer multiple-choice questions or |

| | |
|---|---|
| | to be used within the unit and additional resources to reinforce key concepts |
| Student Readers | The student readers contain illustrated and engaging stories to accompany lessons. Each student (or pair of students) will use the book throughout the unit to participate in the read aloud and/or assist with completing activities or assessments. <i>*These books are available within the shared drive as a PDF document. Teachers should print a class set (one for each student or pair of students).</i> |
| Student Workbooks | All student activity pages are compiled into an easy-to-use workbook to be used throughout the unit. |
| Assessments | In grades K-2, the Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet. In grade 3, the Unit Assessment tests knowledge of the entire unit, using a standard testing format. Students work independently on the unit assessment to answer multiple-choice questions or fill-in-the-blank statements. All assessments can be completed in one block. |
| Online Resources | CKHG has compiled supplemental resources for all units such as videos, images, and readings. These documents have been downloaded from the curriculum website and added to the shared drive. There are also links available in the teacher's guidebook. |
| My Passport | There is a passport that students can make and at the end of every students add the passport image to their passport. Simple culminating activity that is optional for teachers. |
| Scholastic News Magazines <i>All Materials are delivered monthly with a monthly bundle package. Be on the lookout for deliveries!</i> | |
| Teacher Issue | In the monthly bundle is the teacher's big issue. Teachers use the big issue for read-alouds and helping students read along. |
| Student Issue | In the monthly bundle, students get their own magazine. They read aloud with the teacher and complete activities in the magazine. |
| Online Resource and Subscription | With the order of Scholastic News, teachers will get a subscription to the online resources. There are many resources available. There are teacher guides, vocabulary cards, videos, online activities, exit tickets, and an online version of the magazine that reads aloud the magazine. Teachers have the autonomy to incorporate as much into the lesson depending on the scope and sequence. |

Classroom Environment

One bulletin board within the classroom should be dedicated to showcasing the current unit materials. This board should be updated frequently to include:

- Unit Title
- Essential Questions & Objectives
- Core Vocabulary
- Unit Anchor Charts
- Student Work

Student Achievement and Implementation Goals

| | |
|--|--|
| SY 23-24 Student Achievement Goals: <ul style="list-style-type: none"> 85% of students will demonstrate mastery (70%) on each end-of-unit assessment | SY 23-24 Implementation Goals: <ul style="list-style-type: none"> By the end of SY 23-24, 100% of teachers will teach the CKHG lesson with integrity within the block. By the end of SY 23-24, 100% of teachers will teach the Scholastic Magazine News lesson with integrity within the block. |
|--|--|

Lesson Structure

| Lesson Components | Non-negotiables |
|---|---|
| Preparation | <ul style="list-style-type: none"> Before the unit begins - review student workbooks Internalize the questions that will be asked “During Reading” and “After Reading”. Think about any additional stopping points (1-2) that you may want to include Pull up any additional web resources (such as photos and videos; some will already be linked in the PowerPoint) Set up materials needed for the day’s activity |
| Before Reading: (~5 mins) | <ul style="list-style-type: none"> Read Aloud introduction Include hook/catchy opening Activate prior knowledge from the day before Provide access to any vocabulary words |
| During Reading: (~10 - 15 mins) | <ul style="list-style-type: none"> Display Unit PowerPoint w/ key images, videos, text Read the text while modeling fluency; when appropriate, have students participate in reading using student readers Use the stopping points to ask quick questions or to do a think aloud Incorporate varied techniques to increase student participation such as Turn & Talk, small group discussions, and whole group discussions <ul style="list-style-type: none"> All required Turn & Talk questions are identified within the Unit PowerPoint |
| After Reading: (~15 - 20 mins) | <ul style="list-style-type: none"> Use Turn & Talk to revisit “Big Question” Chart/document student responses Students complete an activity or work on a performance task |

Materials

| Material | Description |
|--|---|
| CKHG Material <i>All materials are linked in the K-3 SS Shared Drive as PDF/Google documents</i> | |
| Teacher’s Guide | The Teacher’s Guide includes detailed lesson plans, activity page masters, additional activities, and assessments. It also provides teacher with important background knowledge |

| | | |
|--|---|---|
| <p>Instruction or tests may be shorter, easier or lower the expectations of learning. The changes of learning expectations are different from the expectations of peers of the same age. Students' products are not the same as students without modifications.</p> | <p>content the student needs to know</p> <ul style="list-style-type: none"> ● Shortening a spelling list ● Pass/fail grading scale ● Individualized materials for student ● Involved in the same instruction, but provided different tasks/expectations | <p>IDEA and special education services.</p> <ul style="list-style-type: none"> ● Changes of what is expected from the students and/or taught to the student ● It does not allow for evidence of mastery |
| <p>Interventions: Improving and enhancing existing skills to teach academic and behavioral strategies to teach a new skill. These targeted instructions occur with assessment, planning, and data collection of research. based strategy or program. The frequent progress monitor helps to determine if the instruction is in fact helping the student grow.</p> | <ul style="list-style-type: none"> ● Mini lessons building on what they know ● Students reads, Teacher reads back, Student reads again for fluency | <ul style="list-style-type: none"> ● In addition to the curriculum to help students make progress toward benchmarks. ● Teachers a new skill or a new strategy to use when applying a skill |

Scholastic News

Another key component of the K-3 Social Studies at BRICK is incorporating Scholastic News magazines. Part of social studies is not only learning about the histories and cultures of the past, but it is learning and understanding current events and the cultures of people today, and building a culture of inquiry and excitement to read the news. Scholastic news will help build the joy of learning about history and events. Scholastic News provides monthly bundles with four magazines each month. Both teachers and students get their own issues with articles and activities. There is also an online component that has many resources that teachers can utilize. Some of the articles are also written by kids. There are different themes in each magazine that have both social studies and science elements. Each grade level has different monthly themes. Some of the themes include school rules, fire safety, classroom community, Black History Month, Lunar New Calendar, civics, civil rights, Women's History Month, etc.

Calendar and Themes

[Kindergarten Calendar](#)

[First Grade Calendar](#)

[Second Grade Calendar](#)

[Third Grade Calendar](#)

Accelerated Learning

To support students with gaps in learning due to at-home instruction, teachers will embed supporting structures into the K-3 SS curriculum. Additionally, teachers will gather periodic data to determine any areas of growth and develop reteach and intervention plans to support all students. While it is imperative that we support all students where they are, it is important that all students continue to be challenged with grade-level appropriate content.

Exceptional Learners

All exceptional learners will continue to be challenged with grade-level appropriate content in addition to any supports outlined in their Individualized Education Plans. Classroom teachers will be supported by the Special Education team by providing interventions and modifications when necessary.

At the beginning of the academic year, teachers must read over each IEP to determine what accommodations and modifications should be provided throughout the year. Below is a table that outlines the differences in accommodations, modifications, and interventions. Below is a table that outlines the differences in accommodations, modifications, and interventions.

| Accommodation vs. Modification vs. Intervention | | |
|--|--|---|
| Definition | Examples | Clarification |
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| Modifications: | <ul style="list-style-type: none"> • Reduce the difficulty of the | <ul style="list-style-type: none"> • Most often associated with |

| | | |
|--------|--|---|
| | | Kingdoms 23 Lessons |
| Unit 7 | | Exploration of North America 15 Lessons |
| Unit 8 | | Early American Presidents American Reformers 22 Lessons |

**Note-some grade level might use units from other grade levels to Kindergarten will use first-grade units to build deeper understandings that are more culturally appropriate and relevant then what was in their current grade level in the Core Knowledge History and Geography curriculum.*

Part II | Social Studies Core Curriculum K-3

Student Experience Narrative

My teacher said that today we are starting a new unit! I am excited to hear my teacher read aloud a story while we have our own book! We get to learn about different histories and cultures. There are cool photos too! After we read, I will try my best to use text evidence to answer the open-ended questions and draw detailed pictures to match my answer. After the lesson, we will share our work with one another and find out what to expect the next day!

Vision and Key Components

Social Studies Program

In the early grades, BRICK sees Social Studies/History as deeply integrated with English Language Arts. A key component of the K-3 Social Studies at BRICK will be taught through the **Core Knowledge History and Geography (CKHG)** curriculum, whose objectives are correlated with the Common Core English Language Arts standards. BRICK has strategically chosen units that will both build students’ historical and geographical knowledge and provide them with the opportunity to think critically about past historical events and how those events have had a lasting impact. Additionally, students in Grades K-3 will participate in a unit that is specific to the region they live in (for example: Newark is My Home or Buffalo is My Home). Students will explore their own identity through stories and historical facts about their family, neighborhood, and the community they live in.

Units of Study

| Unit* | Kindergarten | Grade 1 | Grade 2 | Grade 3 All Year |
|---------------|---|---|---|--|
| 30-45 Minutes | | | | |
| Unit 1 | Let’s Explore Our World 9 Lesson | Continents, Countries, and Maps 7 Lessons | Geography of the Americas 7 Lessons | World Rivers 10 Lessons |
| Unit 2 | Early Civilizations 7 Lessons | Ancient Egypt 7 Lessons | Immigration and Citizenship 7 Lessons | Ancient India 6 Lessons |
| Unit 3 | Early Explorers and Settlers 7 Lessons | The Culture of Mexico 10 Lessons | Civil Rights Leaders 8 Lessons | Ancient China 8 Lessons |
| Unit 4 | “Regional Unit” (___ Is My Home) 15 Lessons | “Regional Unit” (___ Is My Home) 15 Lessons | “Regional Unit” (___ Is My Home) 15 Lessons | Ancient Greece 8 Lessons |
| Unit 5 | | | | Ancient Rome 16 Lessons |
| Unit 6 | | | | Islamic Medieval Empires Early and Medieval African |

How Civics requirements are met in the BRICK Social Studies curriculum (not exhaustive):

| | Unit of Study |
|---------|--|
| Grade 3 | All units: Students explore all regions of the country using the social scientists lenses of socio-economics; politics; geography; history |
| Grade 4 | Unit 3: students study the reasons for American independence Unit 4: the Constitutional Period; How well did the early United States government protect the rights of all Americans? |
| Grade 7 | Unit 2: students study the reasons behind American independence; the Constitutional Period, with deep analysis of the text of the U.S. Constitution and Bill of Rights; First Amendment case study (protected speech and the rise of 21st Century right wing extremism) |
| Grade 8 | Unit 1: students study the government's role--Congress and the Executive Branch in particular--in the expansion of the United States and overseas imperialism Unit 4: students study the Civil Rights movement and what makes movements for social change successful? |

[Senate Bill No 1569](#) (passed 2/1/2019--in Effect from 2020)

Section 1.

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the Core Curriculum Content Standards] New Jersey Student Learning Standards in Social Studies.

Section 2.

A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When adopting instructional materials for use in the schools of the district, a board of education shall only adopt inclusive instructional materials which, in its determination, accurately portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.

Guided Research and Texts

Culturally Responsive Teaching and the Brain, Hammond (2015)

[Chapter 8](#): Information Processing to Build Intellectual Capacity

Learning in the Fast Lane, Rollins (2014)

[Chapter 5](#): Vocabulary Development - Implementing a Strategic Plan

On Integrating History and Literacy (2014), Chauncey Monte-Sano

military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

How Amistad requirements are met in the BRICK Social Studies curriculum (not exhaustive):

| | Unit of Study |
|---------|--|
| Grade 3 | All units: Students explore all regions of the country using the social scientist lenses of socio-economics; politics; geography; history |
| Grade 4 | Unit 1: Students learn about pre-Colonial Native Americans and engage in lessons that deconstruct stereotypes Unit 2: How were events in Colonial America perceived differently by different groups of people based on their experience and degree of power (colonists, slaves, Native Americans)?; students read about West African cultures, and slave narratives about the horrors of the Middle Passage and slave markets Unit 4: the Constitutional Period; How well did the early United States government protect the rights of all Americans? Unit 6: students learn about the struggle to end slavery and the Civil War Unit 7: Was America the land of opportunity for immigrants? |
| Grade 7 | Unit 1: What is an “American”? Unit 3: How did changes in the 19th century move the nation from unity to war? Unit 4: Why did Reconstruction fail? |
| Grade 8 | Unit 1: students study the perspective of previously marginalized voices in regards to American western expansion and overseas imperialism: Native Americans, Carlisle boarding school students, Mexicans Americans, Chinese Immigrants, Puerto Ricans, Cubans, Filipinos Unit 2: students study how African American self identity shifted in the early 20th Century due to factors like World War, the Great Migration, and the Harlem Renaissance; students study how popular culture formed in the 1920s and continued to marginalize African Americans with racist tropes and stereotypes Unit 4: students study the Civil Rights movement and what makes movements for social change successful? |

[Laura Wooten Bill](#) (Passed 07/23/2019–in effect from 2020)

Relevant excerpts are listed below:

Section 1.

g: Requiring students to complete a civics course in middle school will ensure that all New Jersey students have the opportunity to gain the knowledge and skills for active citizenship;

Section 3.

Beginning in the 2022-2023 school year, each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

State Requirements & Recommendations

The BEN social studies/history program complies with both the letter and spirit of all New Jersey DOE laws and recommendations for instruction.

Amistad Law (2002-in effect)

Relevant excerpts are listed below:

Section 1.

b. All people should know of and remember the human carnage and dehumanizing atrocities committed during the period of the African slave trade and slavery in America and of the vestiges of slavery in this country; and it is in fact vital to educate our citizens on these events, the legacy of slavery, the sad history of racism in this country, and on the principles of human rights and dignity in a civilized society;

c. It is the policy of the State of New Jersey that the history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people, particularly students enrolled in the schools of the State of New Jersey;

Section 2.

f. assist the Amistad Commission in marketing and distributing to educators, administrators and school districts in the State educational information and other materials on the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society [and] monitoring the inclusion of such materials and curricula in the State's educational system

Section 3.

g. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students

S1028 Amistad Law Amendment (2021-in effect)

Relevant excerpts are listed below:

Section 2.

f. The [Department of Education] Amistad Commission shall: survey, catalog, and [extend] recommend to the State Board of Education the expansion of, content about slave trade [and], American slavery education, and African-American history presently being incorporated into the [Core Curriculum Content Standards] New Jersey Student Learning Standards and taught in the State's educational system, the purpose of which is to ensure that all New Jersey students acquire a broad and deep knowledge of all people who contributed to the founding and development of New Jersey and the United States and to promote the self-esteem, confidence, and identity of students who previously may not have learned about past and living examples of people of their own cultural identity who have had positive impacts upon the American story.

Section 4.

Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry,

K-12 Social Studies Curriculum Continuum

| | |
|-------------|--|
| Gr K | Students begin with their own physical location in this world, and expand from their neighborhood to their city, and eventually to the continent on which they live in <i>Let's Explore Our World</i> . In <i>Native Americans</i> , students learn about early Native Americans through the eyes of three representative children from the past, who live in three different North American cultural regions. <i>Civil Rights Leaders</i> celebrate the lives of people who faced injustice with bravery, and were able to make extraordinary changes for good. Students will then explore their own identity through stories and historical facts about their family, neighborhood, and the Newark community in <i>Newark is My Home</i> . |
| Gr 1 | In <i>Continents, Countries, and Maps</i> , students use their newfound map skills to discover our world, and their place in it. Students then learn about ancient Mesopotamia in <i>Ancient Egypt</i> , where they study the geography of Egypt, specifically the Nile River, as well as the culture and beliefs associated with the ancient Egyptians. <i>Civil Rights Leaders</i> celebrate the lives of people who faced injustice with bravery and were able to make extraordinary changes for good. Students will then explore their own identity through stories and historical facts about their family, neighborhood, and the Newark community in <i>Newark is My Home</i> . |
| Gr 2 | In <i>Ancient Greece</i> , students explore the ideas, patterns of government, and art forms that have formed the basis of much of our own culture. Students then learn about <i>Immigration and Citizenship</i> from the 1800's to the current day, particularly who the immigrants were to the U.S and why they came, and what happened to them once they got here. <i>Civil Rights Leaders</i> celebrate the lives of people who faced injustice with bravery and were able to make extraordinary changes for good. Students will then explore their own identity through stories and historical facts about their family, neighborhood, and the Newark community in <i>Newark is My Home</i> . |
| Gr 3 | Students learn about regions in the country and social-scientist roles (geographer, economist, political and social scientist, historian). Students learn to read social studies textbook passages and write structured responses to open-ended questions. |
| Gr 4 | Student learn the foundations of American History. Students are introduced to primary and secondary sources, and begin writing evidence-based claims |
| Gr 5-6 | Students take two back-to-back survey courses in World History that cover early human societies to the modern day. Students are introduced to historical thinking skills (Contextualization; Defensible Claim; Document Use; Document Sourcing; basic essay format writing). Students begin writing formal DBQ assessments. |
| Gr 7-8 | Students take two back-to-back survey courses in US history that cover American Colonization to the Civil Rights Movement. Students continue to develop their historical thinking skills from grades 5-6 and are introduced to High School skills of HHistorical Reasoning and Complex Understanding. |
| High School | World History; USI; USII. Students continue to develop historical thinking skills with more complex sources, as well as learning about how historiography affects our understanding of history. Students take formal DBQ and Long Essay Questions (LEQ) assessments. |
| Beyond | By the end of High School, any student should be able to meet success on the AP history exam and/or enter college prepared to history/humanities coursework |

Gr 5-6 & 7-8

DBQ Frequency & Length

All written-response Exit Tickets are DBQs, and are based on the sources students read during the lesson. Every unit assessment contains a DBQ that is paired with a longer list of sources, some of which students will be reading for the first time.

The length of the DBQ response will vary depending on the type of historical question, and the type and amount of provided sources. As a minimum, students are expected to use at least half of the available sources (i.e., 2 of 4; 3 of 5). The teacher may stipulate their own length or structure requirements based on the prompt or the time available. Use the DBQ Structure guide below.

Recommendation: Students may not have time to complete a full essay for a DBQ Exit Ticket. You may want to prioritize a skill or a structure that you want students to practice and have them complete only that part—provided that students write a claim every time, and have sufficient at-bats for all of the DBQ skills before the unit assessment.



DBQ Structure Guide

| |
|---|
| <p style="text-align: center;"><i>Introduction</i></p> <ul style="list-style-type: none"> Describes the historical time and place, historical concepts, people, or situations relevant to the historical question (Contextualization) Write a response to the historical question that is clear and supported (Claim) |
| <p style="text-align: center;"><i>Supporting Paragraphs</i></p> <ul style="list-style-type: none"> Introduce the strongest reason that supports your argument Use evidence from the source(s) that support the argument; cite the source(s) Explain how the evidence supports the argument Explain your judgment about the source's reliability, the influence of historical context, and/or the quality of the source's facts and examples |
| <p style="text-align: center;"><i>Complex Understanding Paragraph</i></p> <p>NOTE: this historical thinking skill is optional in middle school, and only introduced in Gr 7-8. However it would easily apply to Gr 4-6 content.</p> <p>Chose from the following options, depending on available evidence:</p> <ul style="list-style-type: none"> Corroborate: you have additional evidence that makes your argument even stronger Modify: you have evidence that provides a slightly different (though not contradictory) perspective; makes you claim more nuanced and less extreme Qualify: you have evidence that contradicts your argument; shows your claim is aware of and can withstand alternative or conflicting views or evidence |
| <p style="text-align: center;"><i>Conclusion</i></p> <ul style="list-style-type: none"> Restate your answer to the historical question Justify your argument by making connections between the cited sources |

| | | |
|--|---|---|
| | | <p>Write one reason to doubt the author and one reason to trust</p> <p>How would the author respond to the historical question?</p> |
| | <p><u>Historical Context</u></p> <p>Students assess the influence of context so they can judge whether the author's argument makes sense, given what else was going on at that time and place.</p> | <p>Students put arrows → next to contextual information: dates, locations, historical events and people</p> <p>In the margin, construct a timeline of dates relevant to the source</p> <p>Given what else was going on in this time/place, write why the author's argument does/does not make sense.</p> |
| | <p><u>Facts & Examples (F/E)</u></p> <p>Students determine the quality of the author's facts and examples.</p> | <p>Box or underline facts and examples cited by the author, and then judge whether or not they are convincing.</p> <p>What facts or examples does the author give to support his or her argument?</p> <p>How do facts or examples support the author's argument?</p> <p>Where do the facts or examples come from?</p> <p>Which facts or examples are most persuasive?</p> |

Writing In Social Studies

After reading, annotating, and discussing historical sources, students process their learning by producing a piece of formal historical writing. In BEN middle school history classes, there is only one type of historical writing: the Document Based Question (DBQ). DBQs are open-ended historical questions based on one or more historical sources. They require students to craft a historical argument and express many of the above historical thinking skills in writing.

DBQ Rubric Skill Strands

- 1) Contextualization
- 2) Defensible Claim
- 3) Document Use (Evidence)
- 4) Document Sourcing
- 5) Organization & Grammar

DBQ Rubrics:

[Gr 3-4](#)

Common types of evidence: historical perspective or point of view; development or circumstance; event or person; contributing factors; causes and effects; outcomes; responses; changes; significant dates.

Students demonstrate use of historical evidence when they:

- Cite or describe specific historical examples of evidence relevant to their argument or the prompt
- Cite multiple specific and accurate facts in support of their argument or the prompt
- If documents are provided: Elaborate on the topic with evidence not mentioned in the provided source

Reading & Annotating In Social Studies

“The targeted skills included learning to take a position in response to a question, supporting an argument with evidence, and explaining how a piece of evidence supports a position. We also wanted to address history-specific aspects of writing arguments: in particular, ***judging the quality of evidence by the reliability of the author, the time period in which the evidence was created, and the legitimacy and strength of an author's supporting evidence.***” - On Integrating History and Literacy (2014), Chauncey Monte-Sano

Students first learn how to use the above historical thinking skills by reading and annotating historical sources. Many of these skills can only be applied if students have multiple (sometimes contradictory) sources in hand, which is why the BEN history curriculum is made up of numerous rich document sets.

Each document contains two parts, which must be read together.

- **Attribution:** source information such as author, title, date, and a short italicized blurb containing any relevant historical context
- **Source:** the main text, usually an excerpt from a larger document



Reading the document for comprehension is *never sufficient* in history class. Students must encase the textual meaning within historical thinking while they read. Text annotation using historical thinking skills is the student's main tool for this process.

Historical Source Annotation Guide for Grades 7 and 8:

| When | Annotation | Student Prompts |
|-----------|---|---|
| 1st Read | <u>Central Idea Jot (CI)</u> Annotate for key ideas, and then write the author's overall claim in the margin, to help them grasp the essential idea from each source. | What is the author's overall claim? |
| 2nd Read+ | <u>Reliability</u> Students examine the author's reliability, which is shorthand for considering the influence of an author's purpose or point of view on the creation of the source. Students should also consider the usefulness of the source in answering the historical question. | Star * information about the author, their purpose, type of document, audience, occasion for writing Who wrote this document, and what judgments can we make about him or her? Why did he or she write this document? |

| | |
|---|--|
| <p>When to Use: you have additional evidence that makes your argument even stronger/clearer</p> <p>Sentence Frame: [Main Argument]... <i>Additionally</i>, [Corroboration Claim]</p> | <p>within and across periods</p> <ul style="list-style-type: none"> Confirming the validity of an argument by corroborating multiple perspectives across themes |
| <p>Modify: make partial or minor changes to (something), typically so as to improve it or to make it less extreme</p> <p>When to Use: you have evidence that provides a slightly different (though not contradictory) perspective</p> <p>Sentence Frame: Although/while [Main Argument], [Modification Claim]</p> | <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Modifying an argument by considering diverse views or evidence |
| <p>Qualify: make a statement or assertion less absolute; add reservations to</p> <p>When to Use: you have evidence that contradicts your argument</p> <p>Sentence Frame: [Main Argument]... <i>However</i>, [Qualified Claim]</p> | <ul style="list-style-type: none"> Qualifying an argument by considering alternative or conflicting views or evidence |
| <p>Historical Reasoning: Both Sides</p> <p>When to Use: the evidence suggests a clear pairing of opposites</p> | <ul style="list-style-type: none"> Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect |

4) Document Use

Students successfully use historical documents (primary, secondary, or historiographic sources) when they:

- Accurately describe—rather than simply quote—the content from the documents (demonstrating an understanding of the wider topic).
- Use the content of the documents to support or develop the argument in response to the prompt.
- Accurately interpret and use source information: point of view, purpose, historical situation, and/or audience, date.

5) Recall of Historical Evidence

Students must commit to memory and be able to recall important historical evidence.

- Explain the relationship between causes and effects of a specific historical development or process.
- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain the relative historical significance of different causes and/or effects.

Continuity or Change Over Time (CCOT):

- Describe and explain patterns of continuity and/or change over time.
- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Historical Reasoning Language Chart (not exhaustive):

| Causation | Comparison | Change and Continuity over Time |
|--|---|---|
| This led to... The impact of... The effect of _____ created a _____ As a result... One reaction to... This caused... A reaction to this event/occasion... Because (of this)... Developed Retaliation/in retaliation | <u>Similar</u> <ul style="list-style-type: none"> · Similarly · Likewise · In common · In the same way · Also <u>Different</u> <ul style="list-style-type: none"> · In contrast to · As opposed to · On the other hand, · Even though, · While, · One difference was · Although, · Whereas | <u>Continuity</u> <ul style="list-style-type: none"> ● Maintained ● Remained ● Continued ● Endured ● Extend ● Outlive ● Persisted ● Sustain ● Preserved ● Still <u>Change</u> <ul style="list-style-type: none"> ● Before, Afterward/after ● At first _____, but then... ● Cease ● Halt ● Shifted ● While it began... ● Reversed |

3) Complex Understanding

Students demonstrate a complex understanding of the historical development that is the focus of the prompt by using evidence to *corroborate*, *qualify*, or *modify an argument* that addresses the question. Students must synthesize and/or connect multiple perspectives or pieces of historical evidence. Put simply, the students demonstrate the complexity of the topic by explaining how the evidence shows additional and/or differing perspectives.

| | |
|-------------------------------------|---|
| Types of Complex Understanding: | A response may demonstrate a complex understanding in a variety of ways, such as: |
| Corroborate: confirm or add support | <ul style="list-style-type: none"> ● Explaining relevant and insightful connections |

Social Studies Practices

[adapted from the [New York State Social Studies Framework](#)]

The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings. The Practices were created based on the existing New York State Social Studies Learning Standards, the National Geography Standards, the historical thinking skills articulated within the new Advanced Placement World History Curriculum Framework, the Disciplinary Tools of Dimension 2 of the C3 Framework, National Council for the Social Studies Standards, and Habits of the Mind published by the National Council for History Education.

- 1) Gathering, Interpreting and Using Evidence
- 2) Chronological Reasoning and Causation
- 3) Comparison and Contextualization
- 4) Geographic Reasoning
- 5) Economics and Economic Systems
- 6) Civic Participation

Historical Thinking Skills | Grades 4-12

- 1) Contextualization
- 2) Historical Reasoning
- 3) Complex Understanding
- 4) Document Use
- 5) Recall of Historical Evidence

1) Contextualization

Students demonstrate contextualization when they:

- Describe a broader historical context relevant to the prompt.
- Relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.
- Explains how a relevant context influenced a specific historical development or process.

2) Historical Reasoning

Students demonstrate historical reasoning when they *intentionally frame or structure an argument* around one of the approaches below. This allows them to use historical reasoning to explain relationships among pieces of historical evidence. The historical reasoning approach is the key lever of their argument, and they select which approach to use based on what they are trying to accomplish with their argument. There are three main types:

Comparison:

- Describe similarities and/or differences between different historical developments or processes
- Explain relevant similarities and/or differences between specific historical developments and processes.

Causation:

- Describe causes or effects of a specific historical development or process.

| | | |
|---|--|--|
| <p>Memory</p> <ul style="list-style-type: none"> • Revisit, review and apply the information | <p>repeat over time.</p> <p>Review--apply/revist new learning</p> <p>Rehearsal--using new knowledge</p> <p>Repetition--revisiting it</p> | <p>or real-life problem; assessment and revisions</p> <p>In a history lesson:</p> <ul style="list-style-type: none"> -Do Now (lesson opening) -Review Game (any time) -Unit-Based case study or simulation project -Unit Test (study guide; assessment reflection and revisions) |
|---|--|--|

Information Processing in History Class

Each history class has a set of conceptual understandings that students are expected to log in their long-term memory (i.e. the democratic elements of the Roman government; the causes of the Civil War, etc). The pacing of a BRICK history lesson uses brain science to maximize a student's chances of retaining this information.

The historical thinking skills are cognitive routines (habits of mind) that students select from to help them process the concepts and read the historical sources.

| Brain Structures | Strategies | Examples |
|---|--|---|
| Input - Short Term Memory <ul style="list-style-type: none"> Brain chooses to pay attention | Ignite--get the brain's attention | Attention getters: pictures, puzzles, sound In History Lesson: Lesson Opening (Framing and Context Lecture) -Call and Response -Musical cue -Provocative audio-visual -Talk |
| Elaboration - Working Memory <ul style="list-style-type: none"> Organize information into patterns Connect to what the brain already knows Stimulate dendrite formation into a permanent neural pathway | Active processing lasts only 12-20 minutes; followed by a Cycle-down for 10 minutes Chunk: <ul style="list-style-type: none"> make information digestible Pace direct learning to 15-20 minutes segments Chew: <ul style="list-style-type: none"> Actively, independently process the information (5-7 minutes) Provide Brain Breaks Cognitive Routine: monitor and evaluate their comprehension <ul style="list-style-type: none"> Connection to what I know Find relationships and patterns How does it fit together? Point of view | Movement; Repetition; Story; Metaphor; Music In History Lesson: Lesson Opening (Framing and Context Lecture) -One concept at a time, paired with audio-visual aides -Sequence each chunk so students can assemble them into the larger concept as they are received In History Lesson: After Lecture or Time-in-Text: -jot -turn and talk -discussion In History Lesson: Time-in-Text Annotations Students applies and assembles conceptual understandings with the text (using the prompt or historical thinking skills) |
| Application - Long-Term | Revisit knowledge after 24-48 hours, | Review question; game; mystery |

Accelerated Learning in Social Studies & History

Prior Knowledge

During each unit unpack, teachers will identify concepts and skills students may need to have been exposed to previously to succeed in the unit.

Vocabulary

Teachers will also use the humanities program's systemic approach to vocabulary acquisition. Each unit has a set of pre-identified key concept terms that students should use in discussion and writing throughout the course.

In Social Studies/History:

Awareness

- Teacher and students share historical stories and/or artifacts that represent their cultural history or lineage
- Teacher frames history instruction around the socio-political context most relevant to students
- Students complete a content-identity biography for social studies

Learning Partnerships

- Teacher leverages students personal interests and connection to history to tackle the challenging reading and writing tasks in the history class
- Teacher uses self-efficacy strategies to help students guide their own learning and development of history content and skills: reflection questions in Exit Tickets measuring how student's thinking has changed; opportunities to revise thinking after class discussions; goal tracking of assessments using rubric score benchmarks

Information Processing

- The history program from grades 4 and up provides academic rigor aligned to success on the AP History Exam, which challenges students to mastery historical thinking skills and also retain conceptual understandings of time periods covered
- Teachers are aware of how their students' brains log information in long-term memory and use this knowledge to establish cognitive routines, and to pace out daily lessons and units

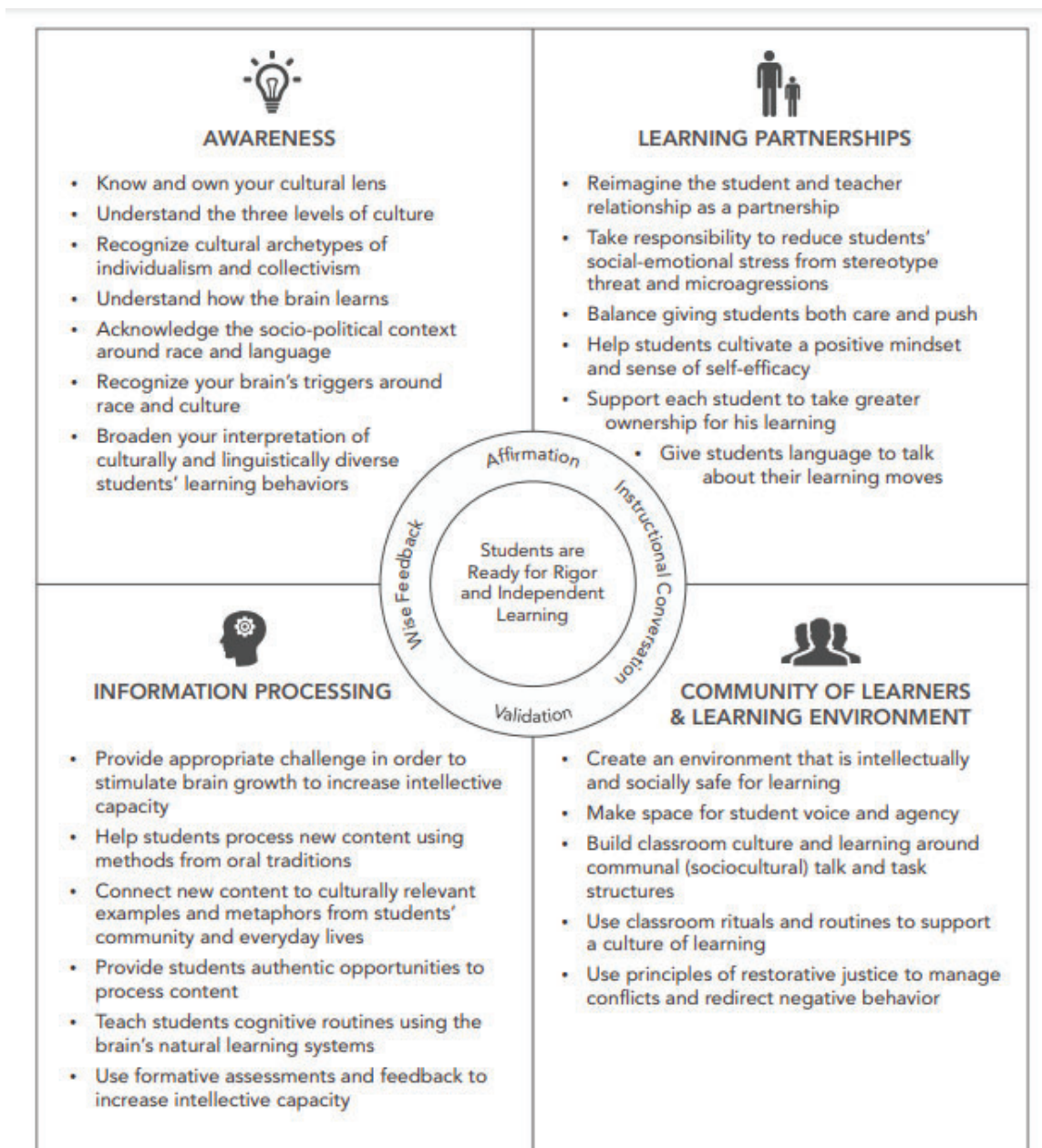
Community of Learners

- Student voice is encouraged daily through participation in student discourse and flexibility afforded to students in how they interpret historical sources of each lesson and apply these interpretations to historical concepts
- Each unit of study contains a student-driven project (a case study or simulation) that allows students to apply historical concepts to a unique challenge. These are designed to be independently managed by students either individually or in groups.

Culturally Responsive/ SEL Practices in Social Studies & History

An important goal of the history program, in conjunction with other content areas, is to create an academic environment where all students can operate as independent learners. This means that the teacher offers affirmation to students as individuals, validates their concerns and experiences, invites them into instructional conversations, and provides wise feedback (Hammond, 17).

Four Quadrants of Hammond's Ready for Rigor Framework:



BRICK Education Network's Literacy Principles

Social Studies and History are inherently reading and writing subjects. BRICK Social Studies and History teachers see themselves as reading and writing teachers along with ELA content teachers.

- **Holding a High Bar:** Every lesson, every bit of feedback, every paragraph read matters to students' reading development. The effects of our work are cumulative and only effective if we are ensuring that our bar for scholars is high and consistent. This high bar with feedback will help scholars master key knowledge and skills to advance to the next reading level.
- **Text is Paramount:** The text that our scholars are engaging with must be rigorous, diverse, and relevant. In addition, providing textual evidence is an essential skill for readers to master. BEN students use various methods (i.e. the RACE method, annotation) to provide textual evidence to support ideas and statements made in class.
- **Science of Reading is Equity:** Research-based curriculum, assessment, and instructional approaches are critical to ensuring every student at BRICK becomes a reader. We believe "students must comprehend what they're reading, possess advanced decoding skills, have word wealth, and be able to command all of these literacy skills." (Hammond).
- **Knowledge is Key for Word Recognition:** Being able to decode words is one important part of reading, yet it is not the ultimate goal. Acquiring knowledge and making meaning is the ultimate goal, which requires content knowledge and schema around science, civics, geography, and history. All content areas are levers to build students reading skills and understanding.
- **Knowledge is Key for Language Comprehension:** Foundational knowledge is essential to access and comprehend a diverse body of texts. Every BEN teacher is responsible for empowering our scholars to be lifelong readers and learners through intentional and systematic phonics instruction and amplification of content knowledge around science, civics, geography, and history. Foundational skills are prioritized in the early grades and continuously supported as students matriculate through our program.
- **Grade Level Work is Equity Work:** All students deserve high-quality instruction that utilizes grade-level texts and materials. Research tells us that students grow more when given adequate at-bats with grade-level content. BEN strives to empower teachers to put grade-level work in front of students and to prepare teachers to facilitate lessons in a way that honors the knowledge that students bring and their inherent abilities to be critical thinkers and independent learners.
- **Productive Struggle:** Deep understanding of a text requires deep, critical thinking and profound discussion, which can only happen through productive struggle. Productive struggle is defined as providing students with the opportunity to grapple with complex texts and tasks (struggle), without reaching a frustrational level (productive).

BRICK's Vision for Social Studies & History

"What you're calling African history, Negro history, are the missing pages of world history. Read the history of the people who took you out of history, and you will find out why they were so insecure they had to take you out of history, why they could not stand for your history to compete with theirs."

--Arturo Schomburg, in an interview with Dr. John Henrik Clarke during the mid-1930s.

"Almost keeping pace with the work of scholarship has been the effort to popularize the results, and to place before Negro youth in the schools the true story of race vicissitude, struggle and accomplishment. So that quite largely now the ambition of Negro youth can be nourished on its own milk."

--from *The Negro Digs Up His Past*, Arturo Schomburg, 1925



- Our students deserve historical/socio-political literacy in every grade
- Our students need historical/socio-political literacy in order to best tell their story to the world
- Historical/socio-political literacy is necessary to survive and thrive in our democracy and in the digital public square
- Our program strives to place the stories of previously marginalized peoples at the center of discussion and inquiry
- Our program actively attacks and corrects white, Eurocentric historiography
- Our program seeks to give our students the raw historical materials to own their story and become impactful members of our (struggling?) democracy

| | | |
|--|--|---|
| | <p>program implementation data to <i>pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers, and leaders to improve outcomes.</i></p> | <p>Feedback Cycles</p> <ul style="list-style-type: none"> • Strategic Assessments: academic, behavior, and social-emotional data collection & analysis • Quarterly Data Stepbacks • Sankofa Reflection |
|--|--|---|

Part I | Social Studies & History at BRICK Schools

Purpose of this Guidebook

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mindsets, and procedures used by ALL teachers and school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook.

BRICK's Mission

BRICK's mission is to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

BEN's Instructional Model

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.



The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.

| Tenet | | Driver |
|-----------------|---|---|
| Academics & SEL | Rigorous PK-12 academic curriculum with Integrated Social-Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i> | <ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Explicit Social-Emotional Learning Instruction Culture of Belonging Identity Student Voice Individualized Learning Pathways College and Career Readiness Trajectory |
| Development | Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i> | <ul style="list-style-type: none"> Teacher and Leader Content Development Unit & Lesson Unpacks Observation Feedback Cycle Residency Programs |
| Practices | High-impact teaching and leading practices <i>Teachers, support staff, and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity, and rigor in all classrooms.</i> | <ul style="list-style-type: none"> Culturally Responsive Teaching BEN's Best Practices for Teaching & Leading Accelerated Learning Arc of the Year Development |
| Data | Data-informed decision making <i>We collect and analyze academic, SEL, and</i> | <ul style="list-style-type: none"> BRICK Road to Success Looking at Student Work Analysis and |

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Appendix 2: Acceptable Reassessment Responses

Sample Multiple Choice Question



7. A father sheep has curly wool while a mother sheep has straight wool. Which of these statements explains why one of their baby lambs has curly wool?

- ☒ a The baby lamb inherited its copies of the gene for wool shape from its father and not from its mother. Just like its father's genes, those genes instruct for proteins that connect in ways that make its wool curly. *→ offspring gets a copy from both parents*
- ☐ b The baby lamb inherited its copies of the gene for wool shape from its father and not from its mother. Those genes connect together to make its wool curly.
- ☐ c The baby lamb inherited one copy of the gene for wool shape from its father and one copy from its mother. That gene combination instructs for proteins that make its wool curly.
- ☒ d The baby lamb inherited one copy of the gene for wool shape from its father and one copy from its mother. Those genes connect together to make its curly wool. *genes do not connect together*

Appendix 1: Culturally Relevant Practices

As we consider specifically what Culturally Relevant Practices look like in our science classrooms, here are examples of each element:

Similarly, we believe that similar four elements must be present in science learning environments:

- 1) Supporting deep learning: Ensure student success with coherent and connected scientific understandings
- 2) Engaging and valuing identities: How to honor students' experiences, communication practices and communities
 - a) Consider who students are and what assets and talents they bring to the classroom setting. Invite students' backgrounds and experiences in.⁹
 - b) Collect information about students' experiences and use this to incorporate interests outside of school into science lessons
 - c) Employ learning strategies that utilize the techniques of oral traditions, such as making activities social, gamifying work or "storifying" work.¹⁰
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
 - a) Promote collaborative learning, and focus on developing scientific language as students explain concepts that connect to them in personal ways
 - b) Create opportunities for students to share thinking and responded to one another's comments and questions as their scientific thinking develops
 - c) Use flexible groupings for scientific collaboration to increase opportunities for students to learn from each other and build community,¹¹ and this also models the collaborative nature of scientific work.
 - d) Deal directly with controversial subjects and give them context.
 - e) Reframe units or include context around research that reflects a more diverse representation of scientists than the traditional white males (ie. Swap the focus on Gregor Mendao for Priya Moorjani, a geneticist who has used genomic data to understand the origins of the Indian caste system)¹²
 - f) Study a wide range of individuals and ethnic groups, keeping in mind that no one person represents a group..."incorporate data, photos, examples, and information from different cultures into each lesson so multicultural science education is institutionalized in your program and practices, as opposed to being taught in isolation (e.g., during Women's History Month only)."¹³
- 4) Applying science: How to use science and engineering to understand and investigate meaningful situations:
 - a) Engage students in collecting data on issues that are important to them and their communities. Analyze the data from various perspectives and suggest how science can be used to solve problems in their community.

⁹

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/research/teaching-culturally-and-ethnically-diverse-learners.pdf>

¹⁰ <https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/>

¹¹

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/research/teaching-culturally-and-ethnically-diverse-learners.pdf>

¹² <https://thenode.biologists.com/kicking-notch-becoming-culturally-relevant-science-educator/education/>

¹³ <https://thenode.biologists.com/kicking-notch-becoming-culturally-relevant-science-educator/education/>

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> Teachers monitor and use data in-the-moment in the intro to make decisions about how to best support students and respond to errors for students to be successful with student practice. Teachers use all rapid feedback practices for effective student practice <ul style="list-style-type: none"> Effectively planning to maximize outcomes of practice times (problem selection and rapid feedback look fors) Naming Laps so students know what they are looking for in student work as students work. Providing effective rapid feedback to individuals Providing effective batch feedback with Show Call to address a trend they are seeing in student work during Workshop or Independent Practice. Providing targeted transferable feedback As needed, co-teachers parallel teach the intro or pull small groups during student practice to provide extra supports to students. Collaborative meetings focus on supporting teachers with understanding how to implement effective and purposeful student practice. Looking at student work and identifying misconceptions and targeted transferable feedback. | <ul style="list-style-type: none"> Students know their science identity <p>At Least 80% of students meet CFS for independent work.</p> |
| <p align="center">Quarter 4 Arc 4 Using Data to Plan for the Future and Crescendo</p> <p><i>In Arc 4, we launch our crescendo strategy, which is a strategy focused largely on our grades with state tests (5th & 8th Grade). We ramp up our response to data to make more rapid adjustments to future instruction to best meet students' needs and we go all in on creating a vibrant student culture so that students are excited to meet their potential.</i></p> | | |
| Science Core Block | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teachers use student data from the baseline assessment to plan strategic student interventions or additional supports. Teachers create a vibrant student culture. Teachers and leaders strategically support students with developing key academic habits that will help them elevate the content knowledge they have. Leaders support teachers in planning strong EAR lessons by leading strong Looking at Student Work / EAR Intellectual Prep meetings. Teachers and leaders have structures in place to effectively track and respond to data. Teachers show 20% growth or meet 80% mastery on priority standards on Minimock Quizzes. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students in grades 3-4 either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes |

| Quarter 1 Arc 1 Laying the Foundation - Strong Planning and Preparation to Maximize Learning <i>In Arc 1 we lay the foundation for our work for the rest of the year. Arc 1 is all about achieving mastery in the following areas:</i> | | |
|---|---|---|
| Science Core Block | Teacher Outcomes: <ul style="list-style-type: none"> Teachers foster a focused, engaged classroom by ensuring students by leveraging the Culture of Belonging practices to meet the school's vision of excellence for all key routines, habits, and procedures Teachers execute the overall structure of opening a lesson at a proficient level. <ul style="list-style-type: none"> Executing seamless instructional routines: Show-call and TT Arriving at key ideas within allotted time. Keeping the heavy lifting on students. Using effective moves to hold out for exemplar responses and complete concept development during discourse. The structures of Intellectual Preparation are put in place and become a habitual component of the school's science program. Build relationships and content expertise through collaborative meetings structures | Student Outcomes <ul style="list-style-type: none"> Students know routines and procedures Students are building strong cultures with classmates and teachers. Students know their science identity 90% of students are engaged and completing the daily warm up 100% of students are completing Exit Tickets. |
| Quarter 2 Arc 2 Monitoring/Diagnosing and Response to Error <i>In Arc 2, the focus is for leaders, teachers, and students to develop a deep understanding of science concepts while monitoring and responding to errors in the introduction. Phase Two is all about achieving mastery in the following areas:</i> | | |
| Science Core Block | Teacher Outcomes: <ul style="list-style-type: none"> Teachers execute the overall structure of the introduction at a proficient level. <ul style="list-style-type: none"> Keeping the heavy lifting on students with strategic minimal scaffolds Communicating a clear vision for thinking on the page Stamping the key point within the allotted time Teachers continue to build their rapid feedback toolkit by leveraging the skill Show Call to address a trend they are seeing in student work during Workshop or Independent Practice. Teachers monitor and use data in-the-moment in the intro to make decisions about how to best support students and respond to errors. Teachers use different tools that foster volleyball discourse and maintain a strong teacher/student ratio. Teachers effectively elicit and stamp key points in the lesson. Collaborative meetings focus on supporting teachers with understanding the big idea and key points in the lesson to support teachers with facilitating students to these understandings in the intro. | Student Outcomes: <ul style="list-style-type: none"> Students know routines and procedures Students have a strong culture with classmates and teachers. Students know their science identity. At Least 70% of scholars will meet the CFS and show their work on all independent activities. |
| Quarter 3 Arc 3 Strong Student Practice and Debrief <i>In Arc 3, Collaborative and independent work is a time when every scholar progresses toward mastery of the day's objective and the learning standard. Teachers design and manage practice time to create the conditions for growth: All students get a balance of opportunities to lock in new skills and understandings and gain important insights from making mistakes. During this time, teachers are active coaches of the student experience- providing targeted and transferable feedback and batch debriefs that makes learning from successes and mistakes more likely and stickier.</i> | | |
| Science Core Block | Teacher Outcomes: <ul style="list-style-type: none"> Teachers execute student practice overall structure at a proficient level. | Student Outcomes: <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. |

Arc of the Year

4-8 Science Arc of the Year(SY 23-24)

The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources. The AOTY is a roadmap to how we have a network plan to reach this goal.

| Pre-Launch Arc 0 | Quarter 1 Arc 1 | Quarter 2 Arc 2 | Quarter 3 Arc 3 | Quarter 4 Arc 4 |
|--|--|--|--|---|
| <p>Vision Setting and Practice</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> N/A Summer Institute <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teachers are prepared and know lesson structures for start of school | <p>Laying the Foundation - Strong Planning and Preparation to Maximize Learning</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> 90% of students are showing their best effort on the daily Warm up. 90% of scholars actively participate in the launch through written responses,small/whole group discussions <p>Teacher Outcomes:.</p> <p>80% of Teachers are proficient in Arc 2.</p> | <p>Monitoring/Diagnosing and Response to Error</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Atleast 70% of scholars will meet the CFS for independent work <p>Teacher Outcomes: 80% of Teachers are proficient in Arc 2.</p> | <p>Purposeful Practice</p> <p>Student Outcomes:</p> <p>At Least 80%of scholars will meet the CFS for independent work.</p> <p>Teacher Outcomes: 80% of Teachers are proficient in Arc 3.</p> | <p>Using Data to Plan for the Future and Crescendo</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes <p>Teacher Outcomes: 80% of Teachers are proficient in Arc 4.</p> |

| Science Component | Goals | Observation Checklists |
|--|---|------------------------|
| <p>Summer Pre-Launch Arc 0</p> <p><i>The main focus of this Arc is to prepare teachers with vision setting, goal setting, planning, preparing and practicing for the start of school.</i></p> | | |
| <p>Science Core Block</p> | <p>This Arc starts over the summer, we focus on planning, leading strong professional development, and preparing for the start of school with the internalization of the first unit and practicing routines and procedures within a lesson.</p> <ul style="list-style-type: none"> Teachers can articulate the vision of excellence, goals, and how the curriculum aligns Teacher can execute key instructional routines/procedures from first module/unit Teacher has completed unit/module 1 internalization and has implemented coach feedback Teacher has completed lesson internalization and implemented coach feedback for first week's lesson | |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Plan what you will listen for during discourse | <ul style="list-style-type: none"> • use of sentence frames • graphic organizers included in the lessons • Turn and talks • Modeling • Use of sims | | <ul style="list-style-type: none"> • Invite a colleague or administrator to observe the lesson and give feedback. |
| Weekly Teacher Deliverables | <ul style="list-style-type: none"> • printed Amplify slide deck that has been edited to meet planning expectations WITH link to Computer Science Slide Deck for ILT • printed and completed exemplar for any and all student work; written CFS | | |

Meeting Structures

- **Department Meeting Structure**
 - Each week, the Instructional Leader will identify the focus for the team Department Meeting. During this meeting, the focus can vary and include looking at student work, analyzing assessment data, co-planning, unit/lesson unpacks, etc. Instructional Leaders will communicate all expectations related to meeting preparation.
- **Observation/Feedback/1:1 meeting**
 - Teachers will meet with their ILs 1-2 times per week to work towards professional development goals. This can include feedback from specific lessons, on lesson planning, on classroom management, co-planning, data analysis, analyzing student work or other options, depending on individual teacher needs.
- **Professional development**
 - Teachers engage in content-based professional development planned by the BRICK director grounded in the Arc of the Year and other department-wide focuses.

| | |
|----------------------|--|
| | <p>(5) I return to my cover slides and highlight the decisions I have made. If there are more tweaks to be made, I do so now.</p> <p>(6) I now imagine how a student in my class would respond to the two questions: “What did you learn in school today?” and “Why is this important and/or interesting?” This is a final check for me to reflect on whether or not my instruction is truly engaging and affirming. I make any final tweaks.</p> |
| During Lesson | Students are working collaboratively to unpack the key concepts of this lesson. As students discuss, I am taking note of misconceptions and adjusting my questioning when needed. During the Do Now and investigation portions of the lesson, I walk around and actively monitor; giving students in-the-moment feedback and marking the papers so they students know exactly how to improve. I am excited to see their revisions and how they engage with the hands-on investigation! |
| After Lesson | Once the lesson is over, I revisit the independent practice sheets and quickly review the work. I make a note of any lingering misconceptions and think of a way to unpack them in the next day’s Do Now - I think I may do a show call of a student work sample and then we can unpack it together! |

Intellectual Prep

All teachers are responsible for completing pre-work, prepping materials, and reading and annotating unit/lesson plan overviews prior to lesson unpack and unit unpack meetings. For a more detailed outline of responsibilities, please refer to the BRICK Instructional Guidebook.

| Prepare | Teach | Assess | Analyze |
|--|---|--|--|
| <p>Before teaching the module, engage in the Unpack using the template. Focus on: Unit Overview, Assessments, Highlighted Standards, Vocab, Science Background, 3D statements and the Materials sections of the teacher guide.</p> <p>Before teaching each lesson, create slide deck using the lesson planning protocol:</p> <ul style="list-style-type: none"> • identify/edit areas to individualize • Articulate differentiation [more info] • Pacing • Use the language of the PE, CCC, SEPS, DCIs • Plan for discourse • Plan exemplars and CFS | <p>Teach lessons as written and intended, paying attention to recommended time suggestions for each section. Student engagement and understanding increase with crisp, concise instruction.</p> <p>Daily, write on student work and provide specific feedback during class. [Almost?] Always, provide space and time for revision of student work.</p> <p>When students demonstrate additional support is needed, provide opportunities for:</p> <ul style="list-style-type: none"> • Read-Alouds • oral rehearsal before writing | <p>Assess student understanding and performance during and after the lesson. Among other actions, be sure to do the following:</p> <ul style="list-style-type: none"> • Collect/have eyes on Exit Tickets (sometimes grade) • Collect other student work products from the lesson. • Pay attention to whole-class conversations and circulate as students work in pairs or small groups to continually assess student understanding of the specific standards for the lesson. | <p>Analyze students’ work and discussions to make future instructional decisions.</p> <ul style="list-style-type: none"> • Use information in the plan to assess performance on the Critical Junctures and plan next steps. • Use rubrics or checklists to score written work and generate quantitative data • Plan the reteach for the SKILL that you want to reteach using show call procedure <p>Evaluate instruction</p> <ul style="list-style-type: none"> • Revisit lesson preparation notes. • Videotape the teaching, and then analyze the performance. |

| | |
|------------------------|---|
| | <p>supplies.</p> <p>(7) After having thought deeply about this unit, I jot some thoughts about how I will ensure that all my students will be able to achieve proficiency of the standards. I consider the different groups and individuals who will require special planning in the <i>Individual Students/Student Groups</i> note catcher.</p> <p>(8) I return to my ex</p> <p>(9) My final steps in preparing for the Unpack Meeting with my instructional leader is to synthesize my thoughts in the “Big Takeaways” section. I jot some thoughts about major takeaways, questions I have on pacing or structures, places I want to exchange ideas about or ideas I have about the unit. This helps us use our meeting time most efficiently and allows me to drive the conversation clearly.</p> |
| Prior to Lesson | <p>The Unit Unpack Process has allowed me to think generally about the unit at a high level. I have an idea of where we are headed, what connections I might be able to make and where students will be able to tap into the content.</p> <p>To plan for an individual day, I check what will be the content of the day (sometimes one lesson, sometimes two, or sometimes parts of two lessons). I set up my slide deck by making a copy out of the Amplify curriculum (if two days, I include both days in the same deck). I add the planning cover slides to the beginning of the deck.</p> <p>(1) I set up my cover slide with the Unit information to refresh and rebound myself, and then I read the Overview and the three Dimensional Statement in the Amplify lesson. I copy and paste these onto my deck and I begin to see how the lesson seeks to build kids’ proficiency.</p> <p>(2) I then read the lesson through—both the slide deck and the teacher materials. I’m looking for how this will flow in my class, what the movement will be, pacing, etc. I review what students are doing at different times, how they are making connections, where they are doing the heavy lifting, etc. I look for the 2-3 places where the learning is really stamped and reflect on what changes, if any, to make for the whole class to ensure they will be able to access and achieve proficiency.</p> <p>(3) With this understanding of the lesson, I now begin to make the changes directly on the slide deck and in the speaker notes. I first consider my students with special needs and what they will need to be successful; using the text from Amplify as a starting point, I make this my own—streamline, clarify, add, delete, rephrase—for MY students! This is my favorite part—this is where my personality can come out, where I make the lessons my own and really target them for my students. When this step is complete the following is present:</p> <ul style="list-style-type: none"> (a) Pacing (# of min per slide) (b) Intentional Inclusion of Culturally Relevant and Sustaining Practices (c) Teacher Actions (d) Script (e) Potential/Exemplar Responses (f) Expected Misconceptions/Responses (g) Differentiation (h) Clear Do Now and Exit Ticket [may repurpose what is there, or may craft new ones] <p>(4) I build my student materials next, completing the Investigation Notebook examples and also planning what I will have students writing in their notebooks (such as vocabulary and key points/notes).</p> |

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

| | |
|-----------------------------|---|
| <p>Prior to Unit</p> | <p>Planning for science classes is an opportunity to be creative and the planning process challenges me to really think about my students as individuals! I start by completing the Unit Unpack about two weeks before I'm going to start the Unit with students. I have a template that helps guide my thinking and I work through it in my own order to really dive deeply into the unit in a way that makes sense to me:</p> <p>I start by signing on to my Amplify account and accessing the Full Printable Teacher's Guide for the unit.</p> <ol style="list-style-type: none"> (1) I read the Unit Overview and take some notes about what this unit is all about. I get the gist of the storyline and what/how students are learning, and I complete the <i>What's in This Unit?</i>, <i>Unit Map and Progress Build</i> part of the Unpack doc. It's here I start to think about how this unit will resonate with my students and how I can be intentional with culturally responsive and sustaining practices. I add some notes in the <i>Culturally Responsive Practices</i>. (2) I next familiarize myself with the assessments for the unit. I look for Critical Junctures and the final assessment (sometimes a mid-unit, too) in the curriculum and any quizzes that have been created. I make notes about what students need to know to be successful, paying attention to the vocabulary and question types. I read open-ended responses carefully so I have a strong vision for what students will need to be able to explain by the end of the unit. I create the exemplars for my open-ended responses so I can spar these with my IL and the answer key. I make notes in the <i>Assessment Reflection</i> part of the unpack—completing the question # and what students need to know/be able to do columns. (3) Based on what I've read in the overview and the assessments, I now dig more into the three-dimensional science aspects. I turn to the part of the Teacher's Guide that lists the Science and Engineering Practices, Crosscutting Concepts, Performance Expectations and Disciplinary Core Ideas. There are lots of potential options listed but based on my students, the assessments and the storyline of the unit, I select the ones that I will really want to hone in on in this unit. I complete the <i>Highlighted Standards</i> part of the unit by copying/pasting the places we'll be focusing. (4) I identify <i>Unit Terms</i> that I will constantly elevate. I choose words that are content-rich and will be used consistently throughout the unit; I'm also looking for words that will build connections for students outside of this unit (to other units and to things that the students care about!). (5) I read the Teacher's Guide Science Background Knowledge and add some notes about places I can deepen my own knowledge and places I can further the experience for students in the <i>Science Background/Unit and Lesson 3D Statements</i>. I skim the 3D statements for the Unit Level and Lesson Level to give myself a firm grounding of how the three dimensions are all coming together in this unit. I usually add some more ideas to the <i>Culturally Relevant Practices</i> thought catcher, too. (6) I skim through the Lessons and Activities to get a sense of what's to come and make sure that I carefully check the supply list to ensure I have all the materials. I highlight anything that I'll need in the <i>Activities Notes/Materials Check</i>. Skimming the activities lets me have the opportunity to see if there are any places I might want to add an additional activity or change the way it's written—and this is the time to note if I'd need additional |
|-----------------------------|---|

Crescendo Planning

Select grade levels will take the state assessment in science which provides a “snapshot of student performance” on science standards. While the best preparation for this assessment is consistent high-quality instruction (including teacher preparation, lesson execution, and feedback to students) based on a standards-aligned curriculum as part of a long-term effort to ensure all students meet all standards, students must also be experienced with and knowledgeable about the structure of the assessment itself.

Therefore, for the weeks leading up to the assessment—the Crescendo—some time is dedicated to the purpose of understanding the specific question types, direct instruction about multiple choice response strategies, and explicit feedback on open-ended responses that require students to utilize multiple scientific and engineering practices simultaneously.

Plan:

- 1) Students will continue regular instruction for the first two days of the science class each week. Time will be dedicated to specific assessment preparation with a specific focus each week and mixed practice (MC + OER) on other days.
 - Week 1: Annotations
 - Week 2: Data/Diagram analysis and annotations
 - Week 3: Open-ended response strategies [aligned to math and ELA]
 - Week 4: Open-ended practice with feedback, reflection and rewrite
 - Week 5: Multiple choice response strategies [aligned to math and ELA]
 - Week 6: Multiple choice practice with feedback, reflection and retake
- 2) During regular instruction, teachers will place added emphasis on:
 - a) Annotations
 - b) Specific feedback on written assignments in the same way that NJSLA assigns points (ie. for specific, correct scientific facts)
 - c) Using common NJSLA question stems:
 - Which observation provides evidence...
 - Explain why this is an accurate claim.
 - Which statement best supports this claim? / Which statement is best supported by the data?/ Which claim is accurate?
 - Is ___ or ___ is the better option?
 - Which statement describes how ___ relates to ___?
 - Which questions could the students be attempting to answer based on...
 - Arrange in correct order from highest (top) to lowest (bottom).../shortest to longest...
 - Describe the trends on the graph as increasing or decreasing or both
 - OER:
 - (1) Choose two solutions for ...and explain why each of these solutions would be more effective than the solutions not chosen.
 - (2) Predict the results if ... increases/decreases. Provide an explanation for the prediction. Support your answer with evidence from the data.

Notebooks

Every science student will maintain a lab notebook, which supports students in the process of recording their thinking, planning and learning and also supports students with organization. We will use the Amplify Science-created notebooks, which include varied formats that are utilized for different purposes:

1. **Note-taking:** Students will write notes and observations as they move through the science lesson. Students will respond to prompts and complete reflection activities in their investigation workbooks.
2. **Brainstorming:** Students will work independently and in groups to develop predictions and initial thoughts related to the phenomenon presented in the lesson/investigation/unit.
3. **Lab Record:** During in-class investigations and simulations, students will record data collected with science tools.
4. **Problem solving:** Using group/whole class discussions, simulations, and Amplify Science Resources, students will use their notebooks as a collection of ideas that will aid them in engineering tools to solve a phenomenon or explain a phenomenon.
5. **Study tool:** Students will capture all key terms in a glossary and create note cards.

Rubrics

Please use [this rubric](#) for assessing open-ended responses. Average the scores of the OER questions and use the conversion for a 4 pt rubric in the Instructional Guidebook. Utilize the Amplify Science rubrics for examples of the CFS for the “science” part of the rubric.

| | | | | |
|------------------------------------|--|--|---|---|
| | grades 6-8 | | | |
| End of Unit Assessment | <p><i>These assessments are created by Amplify Science and by the Director with different formats included MC and OERS.</i></p> <p>1 Pre & 1 Post per unit</p> | INCLUDED in gradebook using grading conversion protocol | Each unit assessment is designed to show mastery toward each level of the progress build skills, as well as mastery of performance expectations, science and engineering practices, and cross-cutting concepts. | Takes place during class |
| State Assessments - Science | Administered one time per year, in the Spring (state specified grade levels). This is a benchmark assessment that measures student progress against grade-level standards. | These assessments are criterion-referenced assessments that show student proficiency on grade-level common core standards in Science | These assessments are required by the state. They provide information about our students in relation to grade-level standards. | Allow us to monitor progress towards annual and long-term goals and provide accountability for increasing student learning. |

Reassessment Rationale & Guidelines in Grades 4-8

In the spirit of Restless Improvement, we encourage students to push themselves to revise and improve their performance on assessments after additional instruction. Acceptance of reassessments are at the teacher's discretion and should adhere to the following guidelines:

- students complete reassessment on their own time (i.e. as homework) and must resubmit to teacher within one week of receiving their original graded assessment
- to show work for multiple choice questions, students must evaluate all answer choices to identify inaccuracies and/or cite evidence from texts and articles to support correct answer
 - see [Appendix 2: Acceptable Reassessment Responses](#) for an example
- to show work for open-ended responses, students must completely rewrite their answer and explicitly cite evidence from articles, texts, investigations, etc.

Online Programs

| Platform | Users | Purpose |
|------------------------|-------------|--|
| Amplify Science | 4-8 Science | <i>Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to encourage students to think, read, write, and argue like scientists and engineers.</i> |

Assessment Methods/Data Cycle/Grading Resources

Within every unit, students and teachers will have several opportunities to track mastery of standards and performance expectations. The Assessment System includes formal and informal opportunities for students to demonstrate understanding and for teachers to gather information throughout the unit. An outline of assessments and frequency are below:

| Assessment Name <i>* Descriptions adapted from Amplify Science *</i> | Frequency, Type & Purpose | How the Data will be Used | Rationale for Giving | Impact on Students |
|---|--|--|---|--|
| <i>Grade 4-5 Unit Quizzes</i> | Short quizzes are used to formally assess students' progress through the unit. At least 1 per unit | Graded for inclusion in gradebook. Used to adjust instruction in the near term. | These quizzes also give students an opportunity to practice test taking skills that will be important as students prepare to take the 5th grade State Assessment. | -Would be beneficial to add self-reflection and revision process |
| Embedded Formative Assessments | On-the-Fly Assessments and Critical Juncture Assessments are embedded formative assessments designed to help the teacher monitor and support students' progress throughout the unit. <i>These assessments are created by Amplify Science and are written in "Open-Ended Response" format.</i> Varies; at least 1 per chapter in grades 4-5 At least 1 per unit in | NOT included in gradebook Each assessment opportunity indicates the specific concepts and practices to look for or listen for as students engage with the learning experiences, followed by suggestions to the teacher of what to do, based on what was observed. | These assessments represent the most opportune moments for a glimpse into students' developing conceptual understanding and their facility with the practices. | Built in to curriculum |

Classroom Environment

The goal of the classroom dedicated to science is to keep the focus on the exploration and learning of science, while also providing instructional, engaging and affirming value. This means that teachers build the space and the classroom community to reflect the science practices. The space should be organized and all material should be labeled. Glassware should be stored below eye level and any chemicals or potentially dangerous supplies should be stored according to MSDS instructions and locked. Amplify boxes should be clearly labeled, sorted, organized and cleaned.

| Science Materials | Amplify Questions/Vocab Bulletin Board |
|---|--|
| <ul style="list-style-type: none"> -All boxes are neatly packed, labeled and clean with each unit's materials organized inside, including the texts -Investigation notebooks are labeled and in boxes -Surfaces are clear of trash, papers and notebooks | <ul style="list-style-type: none"> -Words and questions are posted as the unit progresses |
| Wall Signage | Student work |
| <ul style="list-style-type: none"> -Posters with the Science and Engineering Practices and Crosscutting concepts [like this] -Posters from Amplify (ie included in Units→ such as CER writing) -Safety reminders -Post protocols for discussion and refer to these actively in class. Consider providing students with personal copies of these protocols or frames -Post images and examples of scientists who reflect the classroom community and diverse representation that connect to the science you are currently teaching and learning. (Examples: We Are Teachers Free Printable Science Posters To Celebrate Black History Month, A Mighty Girl Free Posters Celebrating Women Role Models in Science, Technology, and Math). Highlight and articulate how science is used in our daily lives (ie. Amplify's How do people use STEM in their lives?) | <ul style="list-style-type: none"> -Work is posted (could be drawn models, OER questions, CER responses) with a description of the assignment, how it was assessed and written feedback |
| Classroom Library | |
| <p>Keep in mind that many times, the simplest science materials are the most engaging and have the most learning potential! In all classes, look for connections and weave science throughout the day, not just in the science block! For example, ensure the environment includes science trade books!</p> | |

Please see the [Classroom Checklist](#) for additional information.

Lesson Structure

Each Amplify Science unit is composed of several key components to help students engineer solutions to real-life problems and phenomena. The following figure illustrates the typical pathway students take through a unit:

The approach



figure adapted from amplify.com

Students and teachers use the following materials and components in each unit:

- Digital Instructional Materials
- Science Articles
- Simulations
- Digital Applications
- Hands-on Materials
- Assessments and Reporting

Engineering Internship

During the Engineering Internship, students are introduced to a phenomenon or problem and conduct research to better understand the science behind that phenomenon. Students then design their own solution to the problem using the analysis and simulation tools. At the end of the unit, students design proposals to present their unique solutions.

Structure of an Engineering Internship Unit

| | |
|-------------------|---|
| Early Sessions | Orientation and Early Research |
| Mid-unit Sessions | Design: Plan, Build, Test, Analyze |
| Ending Sessions | Design Proposals |

Amplify

| | | |
|---|---|-------------------------------------|
| | problem types. This can be done by placing an asterisk next to the problems students should highlight. | |
| Students are struggling with activities/lab practices | <ul style="list-style-type: none"> ○ Provide opportunities to practice skills or methods prior to “actual” data collection ○ Provide clear written and verbal directions ○ Model steps ○ make available cue cards or labels designating the steps of a procedure to expedite the mastering. ○ Change how students are recording lab information ○ Have students sit in a location you can closely observe without being overly present. | Hands-on activities and experiments |

| 4-8 Goals | | | | | | | | | | | |
|---|----------|-------|--------|--------|------------|--------|-----------------------|--------|--------|---------|--|
| <p>Student Achievement Goals:</p> <ul style="list-style-type: none"> ● 100% of 4-8 students attain Grade Level Scientist readiness group (64%+) on all assessments, including the average of all assessments at the end of the year. <p>Science Readiness Groups:</p> <table> <tr> <td>Beginner</td><td>0-19%</td></tr> <tr> <td>Novice</td><td>20-39%</td></tr> <tr> <td>Apprentice</td><td>40-63%</td></tr> <tr> <td>Grade Level Scientist</td><td>64-79%</td></tr> <tr> <td>Expert</td><td>80-100%</td></tr> </table> <ul style="list-style-type: none"> ● 100% of students are expected to meet an assigned Rubric Score on the final unit assessment. | Beginner | 0-19% | Novice | 20-39% | Apprentice | 40-63% | Grade Level Scientist | 64-79% | Expert | 80-100% | <p>SY 23-24 Implementation Goals:</p> <ul style="list-style-type: none"> ● Lesson plans are completed weekly with intentionality with respect to: <ul style="list-style-type: none"> ○ Discourse ○ Students with special needs ○ Exemplars and CFS ● Lessons plans receive specific, content-centered feedback weekly ● Leaders and teachers will consistently collaborate to administer, score, analyze, and use data from Critical Junctures to adjust plans ● Unpacks occur with fidelity for all units ● Inventory is maintained |
| Beginner | 0-19% | | | | | | | | | | |
| Novice | 20-39% | | | | | | | | | | |
| Apprentice | 40-63% | | | | | | | | | | |
| Grade Level Scientist | 64-79% | | | | | | | | | | |
| Expert | 80-100% | | | | | | | | | | |

Differentiation in Amplify to Support All Learners

In the Amplify Curriculum, there is a specific section in each lesson's information called "Differentiation." This section provides content that directly addresses differentiation, potential challenges, and strategies for working with Students who are English Language Learners, Students who Need More Support and Students who Need More Challenges. Teachers can use this guidance to plan individual lessons.

Each lesson's planning template has a location where teachers name which of the suggested opportunities will be most effective based on student need.

Planning Instructional Scaffolds

To support all scholars in gaining access to grade-level content, there may be a need to provide additional instructional scaffolds during the lesson. Below are suggestions for how a teacher would identify a gap in a student's current ability and how they may provide support. The goal is for scaffolding to be used for a short period of time and then taken away as students become more proficient and able to work through tasks independently.

| Instructional Scaffolds Teacher Planning and Preparation | | |
|---|--|---|
| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
| Students are struggling with specific vocabulary | <ul style="list-style-type: none"> ○ Use real words--don't water the definitions down. Consistently incorporate them. ○ Use pictorial representations ○ Bold the words (have students underline them) ○ Play games to reinforce internalization ○ Compare and contrast words ○ Encourage students to practice using technical words in exchanges among peers. | Throughout the lesson; should be incorporated from the beginning to end of class where needed |
| Students are struggling with math specific problem solving or conceptual thinking | <ul style="list-style-type: none"> ○ Consider the big idea and its connection to conceptual understanding--determine the level to which the actual "math" (calculations) matter and to which level the focus of the standard is more about relationships. (For example--can we describe relationships between variables as inverse/direct/unrelated or do we need to indicate that the relationship is 4.35 g/mL?) ○ Utilize a problem-solving strategy so students consistently know where to begin and incorporate "ask yourself" questions--see UPSC. ○ Generalize learning and record problem-solving steps: After solving a problem, ask, "How could I generalize this strategy or process to solve other problems?" Elicit response and stamp a specific and fully correct response. ○ Include pictures and tangibles: As students build to work with quantities and numbers, we can replace the values with pictures or manipulatives to build student competency. ○ Prioritize content and practice: Have students focus on content that will best set them up for success in what's next and provide multiple at bats to practice with different | Class discussion about math concepts, Independent practice with problem-solving |

Part III | Science Core Curriculum 4-8

Student Experience Narrative

I've just switched from Math class and as I walk in, the Do Now is already projected on the board. I go to my group, take out my investigation notebook and get to work writing down my ideas about the phenomena we're investigating right now: Why was there a blackout in the city? We're doing some little investigations, reading some books and doing simulations on the computer to try to figure it out. Each day we work toward answering the question and in the end we'll make recommendations to the mayor of the town. It's interesting to have different ways to try to figure it out a little at a time and see all the connections.

Vision/Key Components

Instructional Model: Amplify Science - Do, Talk, Read, Write, Visualize Approach

(Adapted from amplify.com)

Do: Learners engage with scientific phenomena by conducting student-centered investigations. Students collect evidence from a rich variety of evidence sources, including hands-on investigation with real phenomena; observations of primary sources such as video clips, photos, or another scientist's data; and physical and digital models. Students use this evidence to formulate a convincing scientific argument.

Talk: Students engage in collaborative discussions and scientific argumentation. In general, student-to-student talk is a key component of a productive learning environment, and Amplify Science features student talk as a key modality for instruction. We work to help teachers create learning environments that are both collaborative and inquisitive— where students feel comfortable challenging assumptions, probing for information, and ultimately learning from one another.

Read: Students engage in reading science text as an act of inquiry. They ask questions about what they read, gather evidence, and further investigate ideas, making connections to their own investigations. Amplify Science does not assume that students come to class knowing how to read science text. Beginning in kindergarten and continuing through grade 8, the program includes explicit instruction in reading science text and employs a “gradual release of responsibility” model to prepare students to become independent readers.

Write: Having an authentic purpose for writing both motivates students' interest in writing and drives their need for convincing evidence. In Amplify Science, students write to share what they have learned and also learn through writing as they apply new evidence to clarify and strengthen their written arguments. Amplify Science supports students as they learn academic science language, helping them write like scientists by producing clear, logical, and evidence-based arguments and explanations.

Visualize: Students study a given phenomenon through carefully illustrated science texts, hands-on activities, videos, modeling tools that allow them to visually represent their thinking, and vivid digital simulations that allow them to manipulate variables. Our custom-designed simulations allow students to see and investigate complex, microscopic, or otherwise unobservable phenomena.

Planning Instructional Scaffolds

| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
|---|---|---|
| Student struggles with completing multi-step tasks or responding to multi-step prompts independently. | <ul style="list-style-type: none"> - Chunk or break down task and instructions into smaller parts - Project instructions on the board - Simplify instructions - Increase CFUs - Repeat directions and have the student repeat back. | - Any part of the lesson where student is writing independently (Learn, FQTs, EOMs, NRAs) |
| Student struggles to read text independently and/or fluently. | <ul style="list-style-type: none"> - Pre-teach new vocabulary - Chunk the text and plan prompts to establish literal meaning - Partner read - Choral read or read aloud first - Provide multiple opportunities to re-read complex text (i.e. as homework or during small group time) - Provide an audio version of text (only if recommended in curriculum or directed to do so in documentation of accommodations) - Provide multiple opportunities to re-read complex text (i.e. as homework or during small group time) | - Any part of the lesson where student is required to read from a text |
| Student struggles to write complete thoughts, sentences, and/or paragraphs. | <ul style="list-style-type: none"> - Provide a graphic organizer - Provide sentence starters - Prompt student to pre-plan their response using a detailed picture (K-1) - Prompt and support students in using their resources (i.e. alphabet strips in K-1, environmental print, etc.) - For multi-sentence or multi-paragraph prompts, give a specific, shorter requirement and then monitor and provide feedback before they move on | - Any part of the lesson where student is writing independently |
| Student struggles with comprehension. | <ul style="list-style-type: none"> - Use a ladder of prompts; start with a universal prompt and then narrow down with back-pocket questions -- (Ex: What is happening in the text so far? → Why does [character] ... in this moment?) - Allow extra time to re-read specific portions of the text | - Any part of the lesson where a student is required to read from a text and answer text-dependent questions. |

Arc of the Year

There is no separate Arc of the Year for K-3 Science. Teachers should utilize key teacher moves to help facilitate Science lessons.

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> ● Active-investigation (A) sessions include hands-on work with materials and tools, active thinking about experiences, small-group discussion, writing in science notebooks, and learning new vocabulary in context. ● Reading (R) sessions involve reading FOSS Science Resources articles. ● During Wrap-Up/Warm-Up (W) sessions, students share notebook entries and engage in connections to Common Core State Standards for ELA. ● I-Checks are short summative assessments at the end of each investigation. See the Assessment chapter for more details. <p>The final module in each grade consists of live materials; insects, snails, fish, plants, etc. are brought into the classroom to support student learning. Since the live materials will grow and live on various timelines, teachers will need to be flexible and respond to changes with their live materials as needed.</p> | |
| Inventory Protocol at the END OF the YEAR | <p>Inventory Protocol</p> <p>After the completion of each unit, <i>teachers</i> should print and complete an inventory sheet from the FOSS website and submit it to their Instructional Leader. <i>Instructional Leaders</i> will then compile lists to order and replenish materials.</p> | <ul style="list-style-type: none"> ● Complete inventory with co-teachers |

| | | |
|--|---|--|
| Unit Unpack and Lesson Unpack Meeting | <p>This meeting will be used to review the major components, activities and standards of the upcoming unit. Teachers should:</p> <ul style="list-style-type: none"> ● Unit Unpack Protocol & Plan ● Read and annotate Teacher Guide <ul style="list-style-type: none"> ○ There will be a unit notes sheet to capture notes, which will serve as “annotations” if using an electronic copy of the Teacher Guide ● Pre-read Student Reader ● Complete an exemplar of the unit’s Performance Task (if applicable) and End of Unit Assessment <p>If there is time in the scope and sequence, there can be opportunities to collaborate and unpack lessons. Teachers should:</p> <p>Teachers should:</p> <ul style="list-style-type: none"> ● Read and annotate Teacher Guide/lesson plan <ul style="list-style-type: none"> ○ Teachers are able to download unit PowerPoint from the Shared Drive and add to <i>presentation notes</i> section ● Complete all student work including “Focus Question” exemplars ● Identify the misconceptions/potential errors in the student work | <p>1x/month; Independent OR w/ School Grade Team during Department Meetings; deliverables checked by direct school administrator or course lead.</p> |
| Lesson Planning & Preparation Independent | <p>Each teacher will need to dedicate time to internalize all lessons and prep lesson materials. This planning and preparation time includes, but is not limited to, the following tasks:</p> <ul style="list-style-type: none"> ● Watching FOSS investigation preparation videos ● Downloading the previewing supplemental material and videos (if applicable) ● Annotating Teacher Guide Pages and complete student work exemplars <ul style="list-style-type: none"> ○ Student work exemplars should be posted outside classroom ● Set up materials for investigations ● Develop a plan to gather student data <ul style="list-style-type: none"> ○ Each week, teachers are expected to report proficiency on major tasks (i.e. responses to Focus Question) | <p>Independent or Co-Content Teacher Collaboration.</p> <p>Weekly Planning & Daily Preparation</p> |
| Scope & Sequence Planning Independent | <p>Planning the Module/Unit</p> <p>A set amount of weeks will be allocated for each unit and outlined in the scope and sequence. Teachers should plan how they will facilitate all lessons during that time and have flexibility to include the following components in a way that best meet the needs of their students:</p> | <p>Independent or Co-Content Teacher Collaboration.</p> <p>Weekly Planning & Daily Preparation</p> |

| | | |
|--|---|--|
| | <p>notebooks after class. Performance assessments look at students' engagement in science and engineering practices or their recognition of crosscutting concepts. Embedded assessment provides continuous monitoring of students' learning and helps you make decisions about whether to review, extend, or move on to the next idea to be covered. The embedded assessments are based on authentic work produced by students during the course of participating in the FOSS activities. Students do their science, and you look at their notebook entries. Bullet points in the <i>Guiding the Investigation</i> section tell you specifically what students should know and be able to communicate. <i>These assessments are created by FOSS and are graded using data analysis sheets included in the online teacher materials.</i></p> | |
|--|---|--|

Notebooks

Every science student will maintain a lab notebook, which supports students in the process of recording their observations and data, planning their investigations, and capturing and communicating their thinking and learning. The science notebook also supports students with organization. We will use a workbook that includes a compilation of FOSS-created notebook pages to help students in the following areas:

- 1) **Note-taking:** Students will use a network-created, note-taking template adopted from the FOSSweb platform to capture key terms and ideas.
- 2) **Brainstorming:** Students will work independently and in groups to develop predictions and initial thoughts related to the phenomenon presented in the lesson/investigation/unit.
- 3) **Lab Record:** During in-class investigations and FOSS Outside investigations, students will record data collected with science tools.
- 4) **Problem-solving:** Using group/whole class discussions, simulations, and FOSS Science Resources, students will use their notebooks as a collection of ideas that will aid them in engineering tools to solve a phenomenon or explain a phenomenon.
- 5) **Study tool:** Students will capture all key terms in a glossary and create note cards.

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

Before class today, I set up the investigation materials for all the groups and placed them on workstations in the back of the room. My grade team and I flagged important parts of the text in our grade team meeting - I am all ready to facilitate the discussion with the students before going into our investigation. After I read the text, I send the students to their group workstations. They have done a great job internalizing the routines! While they work, I actively circulate the classroom, provide in-the-moment feedback, and use the least invasive prompts to get the students to explain their ideas to one another. At the end of this week, I will administer the i-Check to see how well the students are doing. I am excited to see their growth over the next few weeks!

For a more detailed outline of responsibilities for Lesson Unpacks, Unit Unpacks, and Lesson Planning, please refer to the BRICK Instructional Guidebook. Below are the specific responsibilities related to the K-3 Science Program:

Teacher Planning Expectations and Meeting Structures

| Component | Description | Frequency, Support & Deliverables |
|-----------|-------------|-----------------------------------|
|-----------|-------------|-----------------------------------|

Online Programs

| Online Resources | | |
|--|---|--|
| <i>This online program is a resource for the teacher. There are not online programs for students</i> | | |
| THINK Link | <p>Online Platform for teachers and students (if applicable) to access all FOSS resources digitally.</p> <ul style="list-style-type: none"> • Easy-to-navigate student dashboard • Streamlined teacher dashboard for modules and classes • Whole module digital teacher resources (Investigations Guide, blackline masters, assessment resources, and more) structured for easy access • Google Classroom synchronization (if enabled by the district) • Easy access to Spanish resources, including setting as default language • Knowledge base with taggable, searchable help resources for the platform and program | <ul style="list-style-type: none"> • Linked to SIS via Clever |

Assessment Methods/Data Cycle/Grading Resources

(adapted from fossweb.com)

The FOSS assessment system includes both formative and summative assessments. Formative assessment monitors learning during the process of instruction. It measures progress, provides information about learning, and is predominantly diagnostic. Summative assessment looks at the learning after instruction is completed, and it measures achievement. An outline of assessments and frequency are below:

| Grade | Assessment Type & Description <i>* Descriptions adapted from FOSS *</i> | Frequency |
|-------|--|-------------------------------|
| K - 3 | Benchmark Assessments (i-Checks) Benchmark assessments are short summative assessments given after each investigation. These I-Checks are actually hybrid tools: they provide summative information about students' achievement, and because they occur soon after teaching each investigation, they can be used diagnostically as well. Reviewing specific items on an I-Check with the class provides additional opportunities for students to clarify their thinking. | At least 1 per investigation |
| K - 3 | Embedded Formative Assessments Embedded formative assessments are an integral part of instruction, and occur on a daily basis. You observe action during class in a performance assessment or review | Varies; at least 2-3 per week |

Classroom Environment

The goal of the classroom dedicated to science is to keep the focus on the exploration and learning of science. This means that teachers build the space and the classroom community to reflect the science practices. The space should be organized and all material should be labeled. Glassware should be stored below eye level and any chemicals or potentially dangerous supplies should be stored according to MSDS instructions and locked.

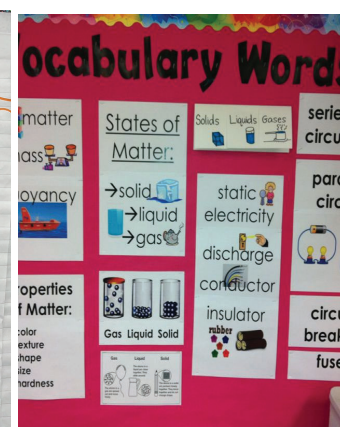
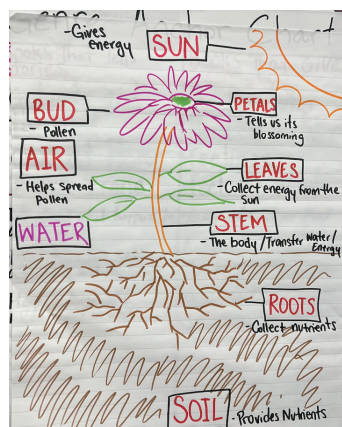
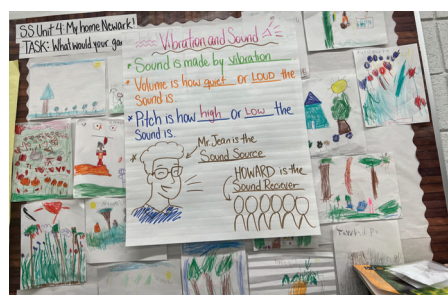
The walls should communicate what is important to building the effective learning environment:

- 1) Display safety reminders (use pictures in lower grades where students may not fluently read)
- 2) Post protocols for discussion and refer to these actively in class. Consider providing students with personal copies of these protocols or frames
- 3) Post images and examples of scientists who reflect the classroom community and diverse representation that connect to the science you are currently teaching and learning. (Examples: [We Are Teachers](#) Free Printable Science Posters To Celebrate Black History Month, [A Mighty Girl](#) Free Posters Celebrating Women Role Models in Science, Technology, and Math). Highlight and articulate how science is used in our daily lives (ie. [Amplify's](#) How do people use STEM in their lives?)

Keep in mind that many times, the simplest science materials are the most engaging and have the most learning potential! In all classes, look for connections and weave science throughout the day, not just in the science block! For example, ensure the environment includes [science trade books](#)!

Science Unit Display

Designated space to highlight the current unit with descriptions and resources (unit anchor charts posters, core objectives, vocabulary, etc.)



Student Achievement and Implementation Goals

| | |
|--|--|
| SY 23-24 Student Achievement Goals: <ul style="list-style-type: none"> 85% of students will demonstrate mastery (70%) on each end-of-unit assessment | SY 23-24 Implementation Goals: <ul style="list-style-type: none"> By the end of SY 23-24, 100% of teachers will teach the FOSS lesson with integrity during the block. By the end of SY 23-24, 100% of teachers will lead effective science experiments and investigations with integrity during the block so every student has hands-on experience with science. |
|--|--|

Lesson Structure

Each FOSS investigation follows a similar design to provide multiple exposures to science concepts. The design includes these pedagogies:

1. Active investigation in collaborative groups: firsthand experiences with phenomena in the natural and designed worlds.
2. Recording in science notebooks to answer a focus question dealing with the scientific phenomenon under investigation
3. Reading informational text in *FOSS Science Resources* books
4. Online activities to acquire data or information or to elaborate and extend the investigation
5. Outdoor experiences to collect data from the local environment or to apply knowledge
6. Assessment to monitor progress and inform student learning

In practice, these components are seamlessly integrated into a curriculum designed to maximize every student's opportunity to learn.

A **learning cycle** employs an instructional model based on a constructivist perspective that calls on students to be actively involved in their own learning. The model systematically describes both teacher and learner behaviors in a coherent approach to science instruction. A popular model describes a sequence of five phases of intellectual involvement known as the 5Es: engage, explore, explain, elaborate, and evaluate. The body of foundational knowledge that informs contemporary learning-cycle thinking has been incorporated seamlessly and invisibly into the FOSS curriculum design.

Engagement with real-world **phenomena** is at the heart of FOSS. In every part of every investigation, the investigative phenomenon is referenced implicitly in the focus question that guides instruction and frames the intellectual work. The focus question is a prominent part of each lesson and is called out to the teacher and student. The investigation *Background for the Teacher* section is organized by focus question—the teacher has the opportunity to read and reflect on the phenomenon in each part in preparing for the lesson. Students record the focus question in their science notebooks, and after exploring the phenomenon thoroughly, explain their thinking in words and drawings.

In science, a phenomenon is a natural occurrence, circumstance, or structure that is perceptible by the senses—an observable reality. Scientific phenomena are not necessarily phenomenal (although they may be)—most of the time they are pretty mundane and well within the everyday experience. What FOSS does to enact an effective engagement with the NGSS is a thoughtful selection of scientific phenomena for students to investigate.

procedures are required. Students can get farther away. Materials have to be transported. The space has to be defined and honored. Time has to be budgeted for getting to, moving around in, and returning from the outdoor study site. All these and more issues and solutions are discussed in the Taking FOSS Outdoors chapter in *Teacher Resources*

Learning from Experience

The FOSS curriculum supports full inclusion and provides many opportunities for differentiated instruction. Additionally, FOSS is aligned to the principles of Universal Design for Learning (UDL). Here are the UDL guiding principles:

Principle 1. Provide multiple means of representation. Give learners various ways to acquire information and demonstrate knowledge.

Principle 2. Provide multiple means of action and expression. Offer students alternatives for communicating what they know.

Principle 3. Provide multiple means of engagement. Help learners get interested, be challenged, and stay motivated.

We are committed to ensuring students with all learning needs are supported using these principles.

Exceptional Learners

FOSS for All Students

The FOSS Program has been designed to maximize the science learning opportunities for all students, including those who have traditionally not had access to or have not benefited from equitable science experiences—students with special needs, ethnically diverse learners, English learners, students living in poverty, girls, and advanced and gifted learners. FOSS is rooted in a 30-year tradition of multisensory science education and is informed by recent research on UDL and culturally and linguistically responsive teaching and learning. Procedures found effective with students with special needs and students who are learning English are incorporated into the materials and strategies used with all students during the initial instruction phase.

Throughout the FOSS investigations, students experience multiple ways of interacting with phenomena and expressing their understanding through a variety of modalities. Each student has multiple opportunities to demonstrate his or her strengths and needs, thoughts, and aspirations.

The challenge is then to provide appropriate follow-up experiences or enhancements appropriate for each student based on deep analysis of student work, informal assessments (i.e. embedded assessments), and formative/benchmark assessments. There are several ways we can ensure our students are able to access the science material, such as:

- more time with the active investigations or online activities
- more experience and/or scaffolds for developing models, building explanations, or engaging in argument from evidence
- making vocabulary and language structures more explicit through new concrete experiences or through reading to students
- identify and understand relationships and connections through graphic organizers
- designing individual projects or small-group investigations
- more opportunities for experiencing science outside the classroom in more natural, outdoor environments or defining problems and designing solutions in their communities.

In the Science–Centered Language Development chapter in *Teacher Resources*, we explore the intersection of science and language and the implications for effective science teaching and language development. Language plays two crucial roles in science learning: (1) it facilitates the communication of conceptual and procedural knowledge, questions, and propositions, and (2) it mediates thinking—a process necessary for understanding. For students, language development is intimately involved in their learning about the natural world. Science provides a real and engaging context for developing literacy and language–arts skills identified in contemporary standards for English language arts.

The most effective integration depends on the type of investigation, the experience of students, the language skills and needs of students, and the language objectives that you deem important at the time. The Science–Centered Language Development chapter is a library of resources and strategies for you to use. The chapter describes how literacy strategies are integrated purposefully into the FOSS investigations, gives suggestions for additional literacy strategies that both enhance students’ learning in science and develop or exercise English–language literacy skills, and develops science vocabulary with scaffolding strategies for supporting all learners. We identify effective practices in language–arts instruction that supports science learning and examine how learning science content and engaging in science and engineering practices support language development. Specific methods to make connections to the Common Core State Standards for English Language Arts are included in the flow of Guiding the Investigation. These recommended methods are linked to the CCSS ELA through ELA notes. In addition, the FOSS and the Common Core ELA chapter in *Teacher Resources* summarize all of the connections to each standard at the given grade level.

Engaging in Online Activities through FOSSweb

The simulations and online activities on FOSSweb are designed to support students’ learning at specific times during instruction. Digital resources include streaming videos that can be viewed by the class or small groups. Resources can be used to review the active investigations and to support students who need more time with the concepts.

The Technology chapter provides details about the online activities for students and the tools and resources for teachers to support and enrich instruction. There are many ways for students to engage with digital resources—in class as individuals, in small groups, or as a whole class, and at home with family and friends.

Taking FOSS Outdoors

FOSS throws open the classroom door and proclaims the entire school campus to be the science classroom. The true value of science knowledge is its usefulness in the real world and not just in the classroom. Taking regular excursions into the immediate outdoor environment has many benefits. First of all, it provides opportunities for students to apply things they learned in the classroom to novel situations. When students are able to transfer knowledge of scientific principles to natural systems, they experience a sense of accomplishment.

In addition to transfer and application, students can learn things outdoors that they are not able to learn indoors. The most important object of inquiry outdoors is the outdoors itself. To today’s youth, the outdoors is something to pass through as quickly as possible to get to the next human–managed place. For many, engagement with the outdoors and natural systems must be intentional, at least at first. With repeated visits to familiar outdoor learning environments, students may first develop comfort in the outdoors, and then a desire to embrace and understand natural systems.

The last part of most investigations is an outdoor experience. Venturing out will require courage the first time or two you mount an outdoor expedition. It will confuse students as they struggle to find the right behavior that is a compromise between classroom rigor and diligence and the freedom of recreation. With persistence, you will reap rewards. You will be pleased to see students’ comportment develop into proper field–study habits, and you might be amazed by the transformation of students with behavior issues in the classroom who become your insightful observers and leaders in the schoolyard environment.

Teaching outdoors is the same as teaching indoors—except for the space. You need to manage the same four core elements of classroom teaching: time, space, materials, and students. Because of the different space, new management

Key Components of FOSS

(adapted from *fossweb.com*)

Active Investigation

Active investigation is a master pedagogy. Embedded within active learning are a number of pedagogical elements and practices that keep active investigation vigorous and productive. The enterprise of active investigation includes:

- context: sharing prior knowledge, questioning, and planning;
- activity: doing and observing;
- data management: recording, organizing, and processing;
- analysis: discussing and writing explanations.

Context: sharing, questioning, and planning. Active investigation requires focus. The context of an inquiry can be established with a focus question about a phenomenon or challenge from you or, in some cases, from students (What can air do?). At other times, students are asked to plan a method for investigation. This might start with a teacher demonstration or presentation. Then you challenge students to plan an investigation to find out how a parachute uses air. In either case, the field available for thought and interaction is limited. This clarification of context and purpose results in a more productive investigation.

Activity: doing and observing. In the practice of science, scientists put things together and take things apart, observe systems and interactions, and conduct experiments. This is the core of science—active, firsthand experience with objects, organisms, materials, and systems in the natural world. In FOSS, students engage in the same processes. Students often conduct investigations in collaborative groups of four, with each student taking a role to contribute to the effort.

The active investigations in FOSS are cohesive and build on each other to lead students to a comprehensive understanding of concepts. Through investigations and readings, students gather meaningful data.

Data management: recording, organizing, and processing. Data accrue from observation, both direct (through the senses) and indirect (mediated by instrumentation). Data is the raw material from which scientific knowledge and meaning are synthesized. During and after work with materials, students record data in their science notebooks. Data recording is the first of several kinds of student writing. Students then organize data so they will be easier to think about. Tables allow efficient comparison. Organizing data in a sequence (time) or series (size) can reveal patterns. Students process some data into graphs, providing a visual display of numerical data. They also organize data and process them in the science notebook.

Analysis: discussing and writing explanations. The most important part of an active investigation is extracting its meaning. This constructive process involves logic, discourse, and prior knowledge. Students share their explanations for phenomena, using evidence generated during the investigation to support their ideas. They conclude the active investigation by writing in their science notebooks a summary of their learning as well as questions raised during the activity.

Reading in FOSS Science Resources

The *FOSS Science Resources* books, available in print and interactive eBooks, are primarily devoted to expository articles and biographical sketches. When language—arts skills and methods are embedded in content material that relates to the authentic experience students have had during the FOSS active learning sessions, students are interested, and they get more meaning from the text material.

Recommended strategies to engage students in reading, writing, speaking, and listening using the articles in the *FOSS Science Resources* books are included in the flow of Guiding the Investigation. In addition, a library of resources is described in the Science—Centered Language Development chapter in *Teacher Resources*.

Science-Centered Language Development and Common Core State Standards for ELA

Part II | Science Core Curriculum K-3

Student Experience Narrative

This week in science, we've been learning about the life cycle of small organisms and plants. My teacher reads informational texts to us about the organisms and then we get to observe them in class. Today, we will plant seeds and set up our indoor growing stations. I get to write down all of my observations in my science notebook and compare them to the other groups. As my teacher reads to us today, I'll ask and answer questions. I must listen closely to my peers so I can evaluate and build on their answers. I have really enjoyed working and thinking like a scientist this year! Doing science experiments is the best.

Overview/Vision/Key Components

In order for BEN to fulfill the science vision in the primary elementary grades to provide real, engaging, and challenging science programs that build upon one another with standard-based and phenomenon-based instruction, that allow the science instruction in our science blocks to engage in collaborations, student-centered approaches, BEN uses the FOSS, *The Full Option Science System*. It is a student-centered approach that is NGSS standards-aligned and ensures that all learners can make sense of phenomena and solve problems through collaborative, active investigations. In this way, FOSS makes science accessible and equitable for every student in every classroom.

Units of Study

| Grade | Physical Science | Earth Science | Life Science | STEM Enrichment | |
|-------|--------------------|----------------------|--------------------|-----------------|----------------------------|
| K | Materials & Motion | Trees & Weather | Animals Two by Two | | |
| 1 | Sound & Light | Air & Weather | Plants & Animals | | |
| 2 | Solids & Liquids | Pebbles, Sand & Silt | Insects & Plants | | |
| 3 | Motion & Matter | Water & Climate | Structures of Life | Sound Design | STEM Activities Makerspace |

| | |
|--|---|
| | design.” |
| Literacy-rich science instruction in K-5 | <p>“Situating literacy instruction in a content area like science brings with it several benefits. First, it helps students develop ways of thinking that are characteristic to the discipline. It offers opportunities to refine sense-making skills that are essential to both disciplines. Finally, science provides an authentic reason for reading — to better understand science ideas under study. Reading, like science, can be an act of inquiry when there are genuine questions to be investigated.”</p> <p>All of our program ground learning and experiences in texts throughout the course, both engaging students as readers and writers of science.</p> |

Guiding Research and Texts

| | |
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| <p>Appendix D - "All Standards, All Students": Making the Next Generation Science Standards Accessible to All Students</p> | <p>"Successful application of science and engineering practices (e.g., constructing explanations, engaging in argument from evidence) and understanding of how crosscutting concepts (e.g., patterns, structure and function) play out across a range of disciplinary core ideas (e.g., structure and properties of matter, earth materials and systems) will demand increased cognitive expectations of all students. Making such connections has typically been expected only of "advanced," "gifted," or "honors" students. The NGSS are intended to provide a foundation for all students, including those who can and should surpass the NGSS performance expectations. At the same time, the NGSS make it clear that these increased expectations apply to those students who have traditionally struggled to demonstrate mastery even in the previous generation of less cognitively demanding standards." (1)</p> <p>All BRICK science programs are designed for all learners to be successful. Implementation is a work in progress and requires continual collaboration from teachers, special educators, leaders and ongoing professional development, including the need for accountability.</p> |
| <p>A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas https://www.nap.edu/catalog/13165/a-framework-for-k-12-science-educationpractices-crosscutting-concepts.</p> | <p>This text is the foundation of all curricular and instructional practices.</p> <p>"A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice."</p> |
| <p>Science and Engineering for Grades 6–12: Investigation and Design at the Center. Available: https://www.nap.edu/read/25216/</p> | <p><i>Science and Engineering for Grades 6-12: Investigation and Design at the Center</i> revisits <i>America's Lab Report: Investigations in High School Science</i> in order to consider its discussion of laboratory experiences and teacher and school readiness in an updated context. It considers how to engage today's middle and high school students in doing science and engineering through an analysis of evidence and examples. This report provides guidance for teachers, administrators, creators of instructional resources, and leaders in teacher professional learning on how to support students as they make sense of phenomena, gather and analyze data/information, construct explanations and design solutions, and communicate reasoning to self and others during science investigation and engineering design. It also provides guidance to help educators get started with designing, implementing, and assessing investigation and</p> |

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| | <p>analyze environmental problems, both natural and human-made.</p> <ul style="list-style-type: none"> • Physics: Newtonian mechanics; work, energy, and power; mechanical waves and sound, torque and rotational motion • Human Anatomy and Physiology: homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems |
|--|--|

Science classes are phenomena- based, building on past research about brain science and how people learn to shift from “learning about” topics to “figuring out” phenomena or solving a problem. With this focus, students learn ideas and skills because they are missing some knowledge or skill that they need to answer their own questions.⁸

Climate Change Standards

With the adoption of climate change standards across content areas, students must be prepared to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. The standards were adopted across all curricular areas, including science, and represent highlighting or tweaking existing NGSS standards. It is imperative to note that in a time when other states are in denial about climate change (see: <https://climatecommunication.yale.edu/visualizations-data/ycom-us/> and <https://climate-literacy.org/state-policy/state-updates-and-overview/>), BRICK is at the forefront of integrating Climate Change education in the curriculum. Teachers should highlight and focus on this content when it is present in the curriculum and use [this document](#) (New Jersey-specific) to see all the changes to the NGSS standards as well as where these standards appear in the curriculum.

⁸ For more information, see Science and Engineering for Grades 6–12: Investigation and Design at the Center. Available: <https://www.nap.edu/read/25216/chapter/2#5>

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|----|--|-----------------|---|
| | | | Unit 5: Thermal Energy Unit 6: Ocean, Atmosphere, and Climate Unit 7: Weather Patterns Unit 8: Earth's Changing Climate Unit 9: Earth's Changing Climate Engineering Internship |
| 7 | Integrated II | Amplify Science | Unit 1: Geology on Mars Unit 2: Plate Motion Unit 3: Plate Motion Engineering Internship Unit 4: Rock Transformations Unit 5: Phase Change Unit 6: Phase Change Engineering Internship Unit 7: Chemical Reactions Unit 8: Populations and Resources Unit 9: Matter and Energy in Ecosystems |
| 8 | Integrated III | Amplify Science | Unit 1: Harnessing Human Energy Unit 2: Forces and Motion Unit 3: Forces and Motion Internship Unit 4: Magnetic Fields Unit 5: Light Waves Unit 6: Earth, Moon, and Sun Unit 7: Natural Selection Unit 8: Natural Selection Engineering Internship Unit 9: Evolutionary History |
| 9 | Biology (Life Science) | STEMScopes | Unit 1: Traits Unit 2: Systems and Homeostasis Unit 3: Life in Ecosystems Unit 4: Changes in Ecosystems Unit 5: Common Ancestry and Evolution Unit 6: Environment and Survival |
| 10 | Earth and Space Science | STEMScopes | Unit 1: The Universe Unit 2: Earth's History Unit 3: The Changing Climate Unit 4: Water, Carbon and Climate Unit 5: Earth's Resources Unit 6: Mitigating Human Impact |
| 11 | Physical Science (Chemistry and Biology) | STEMScopes | Unit 1: The Story of Elements Unit 2: The Balance of Matter and Reactions Unit 3: What Fuels Energy Unit 4: The Physics of Motion Unit 5: Forces at a Distance Unit 6: Energy in Motion Unit 7: The Power of Waves |
| 12 | School-based elective such as: <ul style="list-style-type: none"> AP Environmental Science: Explore and investigate the interrelationships of the natural world and | | |

K-12 Science: Curriculum Continuum

In grades K-3, science instruction is taught through hands-on investigations and group experiences. Students spend at least half of the year working together to address real-life phenomena as they build habits of discussion and improve their literacy skills by reading science articles.

In grades 4-8, the science content gets more complex as students begin to truly work as engineers faced with real-life, scientific challenges. Students receive 2-3 days of direct instruction in an integrated science curriculum and use simulation tools to model scientific phenomena. Students may participate in Engineering Internships in grades 6-8 where they create and test their own investigations to find solutions for real-world challenges. Through these experiences, students improve their critical thinking, text analysis, and written communication skills.

In grades 9-12, science content and science practices shift to become the focus of the daily classes, while continuing to build skills in technical reading and writing. Students engage in deeper inquiry: posing questions, designing investigations, collecting and analyzing data, and then reflecting on and communicating results.

| Grade | Course | Curriculum | Major Units |
|-------|----------------------|-----------------|--|
| K | Kindergarten Science | FOSS | Unit 1: Materials and Motion Unit 2: Trees and Weather Unit 3: Animals Two by Two |
| 1 | 1st grade science | FOSS | Unit 1: Sound and Light Unit 2: Air and Weather Unit 3: Plants and Animals |
| 2 | 2nd grade science | FOSS | Unit 1: Solids and Liquids Unit 2: Pebbles, Sand, and Silt Unit 3: Insects and Plants |
| 3 | 3rd grade science | FOSS | Unit 1: Motion and Matter Unit 2: Water and Climate Unit 3: Structures of Life Unit 4: Sound Design |
| 4 | 4th grade science | Amplify Science | Unit 1: Vision and Light Unit 2: Energy Conversions Unit 3: Earth's Features Unit 4: Waves, Energy, and Information |
| 5 | 5th grade science | Amplify Science | Unit 1: Earth and Sky Unit 2: Modeling Matter Unit 3: The Earth System Unit 4: Ecosystem Restoration |
| 6 | Integrated I | Amplify Science | Unit 1: Microbiome Unit 2: Metabolism Unit 3: Metabolism Engineering Internship Unit 4: Traits and Reproduction |

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- <https://www.nsta.org/blog/supporting-students-disabilities-stem>
- <https://www.nsta.org/science-scope/science-scope-january-2020/modifying-labs-students-special-needs>
- [Understood.org](https://understood.org)
- <http://stemteachingtools.org/brief/59>

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> ○ make available cue cards or labels designating the steps of a procedure to expedite the mastering. ○ Change how students are recording lab information ○ Have students sit in a location you can closely observe without being overly present. | |
|--|--|--|

Below is a table that outlines the differences in accommodations, modifications, and interventions.

| Accommodation vs. Modification vs. Intervention | | |
|---|--|---|
| Definition | Examples | Clarification |
| Accommodations: Changes made to the classroom, instruction, or tests to help students completely acquire the educational curriculum without changing the content. This does not change the learning expectation. Students will be accountable to produce/attain the same outcome as their peers. | <ul style="list-style-type: none"> ● Preferential seating ● Extra time for tests ● Extra time for assignment completion ● Reduce length of assignments ● Tests read aloud ● Test in small groups ● Allow for frequent breaks ● Allow for dictated answer instead of long written responses | <ul style="list-style-type: none"> ● Accommodations are changes made to the student's school setting to help him or her be successful in the classroom. ● Differentiation at the student's grade level ● A change in the instruction that allows for evidence of mastery |
| Modifications: Instruction or tests may be shorter, easier or lower the expectations of learning. The changes in learning expectations are different from the expectations of peers of the same age. Students' products are not the same as students without modifications. | <ul style="list-style-type: none"> ● Reduce the difficulty of the content the student needs to know ● Shortening a spelling list ● Pass/fail grading scale ● Individualized materials for student ● Involved in the same instruction, but provided different tasks/expectations | <ul style="list-style-type: none"> ● Most often associated with IDEA and special education services. ● Changes of what is expected from the students and/or taught to the student ● It does not allow for evidence of mastery |
| Interventions: Improving and enhancing existing skills to teach academic and behavioral strategies to teach a new skill. These targeted instructions occur with assessment, planning and data collection of research. based strategy or program. The frequent progress monitor helps to determine if the instruction is in fact helping the student grow. | <ul style="list-style-type: none"> ● Mini lessons building on what they know ● Students reads, Teacher reads back, Student reads again for fluency | <ul style="list-style-type: none"> ● In addition to the curriculum to help students make progress toward benchmarks. ● Teaches a new skill or a new strategy to use when applying a skill |

Resources:

science! See the Table “Instructional Scaffolds: Teacher Planning and Preparation” below. Please also reference the math and ELA Guidebooks for additional ideas.

Third, in each lesson of Amplify, there is a specific section dedicated to differentiating the lesson. Teachers should review this prior to each lesson and select the scaffolds that best serve the needs of their individual students. This should be indicated in the “Differentiation” section of the lesson plan and articulated in the individual lesson parts. This specific level of differentiation should be the focus of feedback from instructional leaders.

| Instructional Scaffolds Teacher Planning and Preparation | | |
|---|---|---|
| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
| Students are struggling with specific vocabulary | <ul style="list-style-type: none"> ○ Use real words--don't water the definitions down. Consistently incorporate them. ○ Use pictorial representations ○ Bold the words (have students underline) ○ Play games to reinforce internalization ○ Compare and contrast words ○ Encourage students to practice using technical words in exchanges among peers. | Throughout the lesson; should be incorporated from the beginning to end of class where needed |
| Students are struggling with math-specific problem solving or conceptual thinking | <ul style="list-style-type: none"> ○ Consider the big idea and its connection to conceptual understanding--determine the level to which the actual “math” (calculations) matter and to which level the focus of the standard is more about relationships. (For example--can we describe relationships between variables as inverse/direct/unrelated or do we need to indicate that the relationship is 4.35 g/mL?) ○ Utilize a problem-solving strategy so students consistently know where to begin and incorporate “ask yourself” questions--see UPSC. ○ Generalize learning and record problem-solving steps: After solving a problem, ask, “How could I generalize this strategy or process to solve other problems?” Elicit response and stamp a specific and fully correct response. ○ Include pictures and tangibles: As students build to work with quantities and numbers, we can replace the values with pictures or manipulatives to build student competency. ○ Prioritize content and practice: Have students focus on content that will best set them up for success in what's next and provide multiple at bats to practice with different problem types. This can be done by placing an asterisk next to the problems students should highlight. | Class discussion about math concepts, Independent practice with problem-solving |
| Students are struggling with activities/lab practices | <ul style="list-style-type: none"> ○ Provide opportunities to practice skills or methods prior to “actual” data collection ○ Provide clear written and verbal directions ○ Model steps | Hands-on activities and experiments |

- require students to build toward grade-appropriate learning goals
- Meaningful connections can also be made between different academic disciplines, such as integrating science and literacy instruction. It is important to stress that although there are significant points of connection between disciplines, that does not imply that simply using science and engineering contexts to teach literacy, mathematics, and computer science would provide all of the science and engineering learning students need.
- Utilize formative assessment, and focus on the following types of actionable feedback:⁶
 - one-on-one conversations or written feedback with a mechanism for students to reflect and respond that highlights positive aspects of student performance;
 - goal-oriented reflections on possible next steps;
 - opportunities to discuss challenges students are facing and ways to move forward; and
 - constructive identification and suggestions for areas of growth, perhaps focusing on one actionable area at a time.

Planning for Accelerated Learning

During Unit Unpacks, teachers will collaborate with instructional leaders and colleagues to determine prerequisite knowledge or skills required for students to be able to engage with the unit’s objectives. Teachers should develop quick, open-ended assessments using resources from previous units, grades or science probes to understand current student understanding and identify the level to which students have this knowledge.

Based on this data, consensus will be reached with respect to how to best provide the necessary supports for students to be able to do this: (1) Inserting supplement into the TASK (ie: adding an into paragraph, a problem that provides practice with a pre-req skill, etc), Inserting an additional TASK into a lesson (ie. adding a primer on graphing, a mini-lesson on how to use Google Sheets, a Do Now with a reading that provides background information) or Inserting a lesson prior (ie. developing a lesson on Punnett Squares before a lesson sequence on genetic variation that depends on knowledge of Punnett Squares).

Exceptional Learners in Science

“Science for All” is a key goal of science education. Thanks to legislation such as the Individuals with Disabilities Act and the No Child Left Behind Act, students with disabilities have access to the general education curriculum more than ever before. Science teachers now have the opportunity to unlock the scientist in every student by identifying and fostering each child’s strengths while also attending to their challenges.”⁷ For specific and concrete actions and information, please consistently reference: [NSTA Disabilities Resources](#) It is imperative that we maintain responsibility for all students--the Gen Ed teacher is a fully invested partner with Special Educators. In addition, teachers must constantly be aware that her actions with students with special needs serve as a model for how students are interacting. Be mindful of language, tone, body language, that indicates difference in a negative way.

First, it is critically important that all teachers who interact with a student who is classified understand the IEP. An IEP is an individualized educational plan--it is a legal document that outlines a student’s needs and diagnosis. Teachers must recognize that there are different reasons a student would have an IEP, and each student has different needs and each type of disability requires different actions from teachers in order to meet student needs. (See [types of disabilities](#)). For example, a student with dyscalculia will need very different accommodations and modifications than a student with dysgraphia. (See [Accommodations for Kids Who Think and Learn Differently](#) and [NSTA Disabilities Resources](#)). *Especially in science, we must consider how mathematical, reading, processing, executive functioning and all other student differences need to be supported in our classrooms.*

Second, there are some general practices--directly aligned to Culturally Responsive Teaching practices and the focus of developing social and emotional competencies--for working with exceptional learners that can benefit all learners in

⁶ See https://drive.google.com/file/d/1t5UjIFtHzR-Efl1eRodfHD_CExEje0e5/view

⁷ <https://www.nsta.org/topics/disabilities>

Accelerated Learning in Science

In our approach to accelerated learning in science, we remain steadfast in our focus that students engage in grade-level learning and when they (or we) discover they need support to develop foundational content or skills to access this on-grade work, teachers provide this support. This practice of “just in time” scaffolding allows the learning to be relevant and meaningful, as it is directly connected to the learning in front of students. Assessment should be ongoing and related to the content about to be taught or that was just taught to gauge understanding entering a unit and after completing it.³

Learning science, as with any subject, is most effective when teachers and students have established a trusting relationship and are able to engage cooperatively in sense-making, building and developing relationships, scientific practices, and content. We must address the fact that this takes time and this should not be rushed, despite the potential tendency for educators to want to “cover” content quickly or focus only on a select group of standards.

Although the work to make the necessary modifications to instructional materials is happening at breakneck speed, it is important to ensure that the resulting materials retain and even increase their focus on good teaching and learning principles—on how students can learn science and engineering effectively. High expectations for all students need to be maintained, supporting high-quality educational experiences that empower students. Whether learning and teaching take place in person or remotely, synchronously or asynchronously, a focus on the vision of science and engineering education remains the same: all students making sense of phenomena or solving real-world problems by learning and applying grade-appropriate disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs).⁴

Acceleration recommendations from “Teaching K-12 Science and Engineering During a Crisis (2020)”⁵:

- The focus of curricula will need to be on conceptually meaningful student work that builds deep and flexible knowledge and skill. In addition, by emphasizing the need for students to integrate such ideas with science and engineering practices and crosscutting concepts, the Framework called out the value of having students build useful knowledge and skills in an authentic way. Instead of having students memorize ideas related to DCIs and then reflect those ideas back on assessments, students engage in such practices as analyzing data or arguing from evidence to develop DCIs and CCCs, and then show that they have developed these thinking tools by making sense of a phenomenon or solving a problem. In this way, students learn deeply enough that they are able to transfer their knowledge and skills to new situations
- Maximize instructional time by connecting different science and engineering domains and ideas. One of the benefits of using real-world phenomena and problems as instructional drivers is their tendency to require both learning from multiple domains and from multiple practices.
- When modifying or evaluating curriculum for early parts of the school year—times when establishing relationships and instructional routines is essential—it could be helpful to focus on phenomena or problems that do not directly build on core ideas from the previous year or grade level so that all students can start with a common, shared experience. Later in the school year, after relationships and instructional routines have already been established, educators can consider choosing phenomena or problems that can help diagnose what students may be missing from previous instruction.
- Driving phenomena or problems need to be carefully selected. Consider choosing as the focus of instruction phenomena or problems that:
 - make clear connections to students’ interests and backgrounds,

³ See Council of Chief State School Officers, Restart & Recovery: Assessment Considerations for Fall 2020. Available: <https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf>; also see Lake, R., and Olson, L. (2020). Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic. Available: https://www.crpe.org/sites/default/files/final_diagnostics_brief_2020.pdf.

⁴ Teaching K-12 Science and Engineering During a Crisis <http://nap.edu/2590>

⁵ Teaching K-12 Science and Engineering During a Crisis <http://nap.edu/2590>

Connecting All Components

Connecting Science DCIs, Crosscutting Concepts, Science and Engineering Practices, CRT and SEL in the Classroom -- What this looks like in practice:

It can be overwhelming to try to concentrate on each of the aspects described above separately, or as different goals to achieve. However, that is the complete opposite of what we are called to do! In fact, when done well and implemented with fidelity, these different elements, framings, and calls to action directly serve one another's purpose.

It is our role, therefore, to work to understand the goals and nuances of each and work to seamlessly integrate them:

- The SEP, when explicitly taught and named, support students' development of SEL competencies and engage in the CRT practice of engaging all students in meaningful learning.
- The SEL competencies, when highlighted as a focus, serve to develop independent learners as called for in CRT as well as scientists and engineers who engage in genuine meaning-making and problem-solving.
- Culturally Responsive Teaching practices call for teachers to engage and value students' identities and ideas, which depends on the SEL competencies of both self-awareness and social awareness and enhances the concept of developing an identity as a scientist who actively engages in the science and engineering practices.

Here are two broad examples of this interconnectedness of content, practices, CRT and SEL in a classroom:

- 1) When we focus on using science in meaningful ways, as the CRT practice of applying science challenges us to do, we have the opportunity to cultivate the SEL competencies of responsible decision making and social awareness and building capacity to develop and use models (SEP 3).
- 2) When we allow for students to be self-motivated by their own curiosity by asking questions about the world around them (SEP 1), we increase their capacity to engage in the SEL competency of Self-Management and achieving the CRT elements of being supported in Deeper Learning and having their identity valued.

As we continue to grow and learn about these areas of focus, we will deepen our understanding and enrich our instructional practices to even more effectively ensure all learners achieve their highest potential. Our program is specifically designed to meet the goals of these frames, and we must highlight these aspects as we prep and teach.

For more concrete and grade-level specific examples, please refer to each grade-level section that follows.

to those that emerge from students' own questions.

Practice 4 Analyzing and Interpreting Data Once collected, data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others. Because raw data as such have little meaning, a major practice of scientists is to organize and interpret data through tabulating, graphing, or statistical analysis. Such analysis can bring out the meaning of data—and their relevance—so that they may be used as evidence. Engineers, too, make decisions based on evidence that a given design will work; they rarely rely on trial and error.

Practice 5 Using Mathematics and Computational Thinking Although there are differences in how mathematics and computational thinking are applied in science and in engineering, mathematics often brings these two fields together by enabling engineers to apply the mathematical form of scientific theories and by enabling scientists to use powerful information technologies designed by engineers.

Practice 6 Constructing Explanations and Designing Solutions The goal of science is to construct explanations for the causes of phenomena. Students are expected to construct their own explanations, as well as apply standard explanations they learn about from their teachers or reading. The goal of engineering is to solve problems. Designing solutions to problems is a systematic process that involves defining the problem, then generating, testing, and improving solutions.

Practice 7 Engaging in Argument from Evidence The study of science and engineering should produce a sense of the process of argument necessary for advancing and defending a new idea or an explanation of a phenomenon and the norms for conducting such arguments. In that spirit, students should argue for the explanations they construct, defend their interpretations of the associated data, and advocate for the designs they propose.

Practice 8 Obtaining, Evaluating, and Communicating Information) Being able to read, interpret, and produce scientific and technical text are fundamental practices of science and engineering, as is the ability to communicate clearly and persuasively. Communicating information, evidence, and ideas can be done in multiple ways: using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and through extended discussions.

relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Social-Emotional Learning

The Next Generation Science standards call teachers to attend to all three dimensions of learning science : [for more info, see: <https://www.nextgenscience.org/three-dimensions>]

- **Crosscutting Concepts:** help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. When these concepts are made explicit for students, they can help students develop a coherent and scientifically-based view of the world around them.
- **Science and Engineering Practices:** describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.
- **Disciplinary Core Ideas (DCIs):** key ideas in science that have broad importance within or across multiple science or engineering disciplines. These core ideas build on each other as students progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering.

As we seek to be fully aligned and embrace the Next Generation Science Standards mindset, we must engage students and teachers in the process of thinking about their own thinking (metacognition) about their learning and actions. This is a key area for us to focus on the social-emotional learning in our classrooms by connecting the SEL competencies intentionally with the Science and Engineering Practices. Like the Standards for Mathematical practice, the Science and Engineering Practices are inextricably linked to the SEL Core Competencies, and our work must reflect a both/and approach.

| Science and Engineering Practices (excerpts) | Five SEL Core Competencies as Identified by CASEL |
|--|--|
| <p>Practice 1 Asking Questions and Defining Problems: Students should be able to ask questions of each other about the texts they read, the features of the phenomena they observe, and the conclusions they draw from their models or scientific investigations. For engineering, they should ask questions to define the problem to be solved and to elicit ideas that lead to the constraints and specifications for its solution.</p> <p>Practice 2 Developing and Using Models: In science, models are used to represent a system (or parts of a system) under study, to aid in the development of questions and explanations, to generate data that can be used to make predictions, and to communicate ideas to others. In engineering, models may be used to analyze a system to see where or under what conditions flaws might develop, or to test possible solutions to a problem. Models can also be used to visualize and refine a design, to communicate a design’s features to others, and as prototypes for testing design performance.</p> <p>Practice 3 Planning and Carrying Out Investigations Students should have opportunities to plan and carry out several different kinds of investigations during their K-12 years. At all levels, they should engage in investigations that range from those structured by the teacher—in order to expose an issue or question that they would be unlikely to explore on their own (e.g., measuring specific properties of materials)—</p> | <p>Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding</p> |

| | | |
|--|--|---|
| | <p>program implementation data to <i>pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers, and leaders to improve outcomes.</i></p> | <p>Feedback Cycles</p> <ul style="list-style-type: none"> • Strategic Assessments: academic, behavior, and social-emotional data collection & analysis • Quarterly Data Stepbacks • Sankofa Reflection |
|--|--|---|

BRICK's Vision for Science

We are committed to preparing our students for success in all STEM-related fields by providing real, engaging, and challenging science programs that build upon one another. We utilize standards and phenomenon-based instruction in all grades to create a continuum that ensures our students graduate ready to tackle college-level science and real-life STEM-related challenges. They will be poised to be leaders and decision-makers, confident in using their knowledge and voice to bring about change in the world.

Culturally Responsive Practices in Science

In all classrooms, instructional practices, and as a schoolwide foundation, we aim to develop a welcoming and affirming environment built on high expectations and rigorous instruction, and inclusive curriculum and assessment. Specifically, Culturally Responsive Teaching (CRT) is defined by Hammond as “an educator’s ability to recognize students’ cultural displays of learning and meaning-making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. **All the while, the educator understands the importance of being in a relationship and having a social emotional connection to the student in order to create a safe space for learning.**” (Hammond 14). Gloria Ladson-Billings herself writes that culturally relevant pedagogy itself isn’t sufficient but rather we can think of : “culturally relevant pedagogy as the place where the “beat drops” and then layer the multiple ways that this notion of pedagogy shifts, changes, adapts, recycles, and recreates instructional spaces to ensure that consistently marginalized students are repositioned into a place of normativity—that is, that they become subjects in the instructional process, not mere objects.” [2014]¹

We can note the connections between math and science and specifically, Culturally Responsive Math Teaching (CRMT) is “premised on creating a learning environment focused on mathematical sense making in which each and every student feels valued for who they are, for their ways of engaging in mathematical reasoning and for their contributions to the collective success of those within the classroom community... CRMT requires teachers to (re)consider the mathematics learning environment they’ve created and how well it reflects these four elements:

- 1) Supporting deep learning: How to ensure student success with coherent and connected mathematical understandings
- 2) Engaging and valuing identities: How to honor students’ experiences, communication practices and communities
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
- 4) Applying mathematics: How to use mathematics to understand and investigate meaningful situations”²

Similarly, we believe that a similar four elements must be present in science learning environments:

- 1) Supporting deep learning: Ensure student success with coherent and connected scientific understandings
- 2) Engaging and valuing identities: How to honor students’ experiences, communication practices and communities
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
- 4) Applying science: How to use science and engineering to understand and investigate meaningful situations.

See [Appendix 1](#) for examples of the elements in the classroom

¹ Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: The remix. Harvard Educational Review, 84(1), p. 74-84.

²<https://www.curriculumassociates.com/-/media/mainsite/files/ready-classroom-mathematics/ready-classroom-mathematics-cultural-responsiveness-whitepaper-2019.pdf>

Part I | Science at BRICK Schools

Purpose of this Guidebook

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook.

BRICK's Mission

BRICK's mission is to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

BEN's Instructional Model

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.



The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.

| Tenet | | Driver |
|-----------------|---|---|
| Academics & SEL | Rigorous PK-12 academic curriculum with Integrated Social Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i> | <ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Explicit Social-Emotional Learning Instruction Culture of Belonging Identity Student Voice Individualized Learning Pathways College and Career Readiness Trajectory |
| Development | Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i> | <ul style="list-style-type: none"> Teacher and Leader Content Development Unit & Lesson Unpacks Observation Feedback Cycle Residency Programs |
| Practices | High-impact teaching and leading practices <i>Teachers, support staff, and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity, and rigor in all classrooms.</i> | <ul style="list-style-type: none"> Culturally Responsive Teaching BEN's Best Practices for Teaching & Leading Accelerated Learning Arc of the Year Development |
| Data | Data-informed decision making <i>We collect and analyze academic, SEL, and</i> | <ul style="list-style-type: none"> BRICK Road to Success Looking at Student Work Analysis and |

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Glossary

| Acronym | Term |
|-----------|--|
| AIR | Accountable Independent Reading |
| AtP | Attack the Prompt |
| BPQ | Back Pocket Question |
| CFS | Criteria for Success |
| CI | Central Idea |
| CMPSLL | Character, Motivation, Problem, Solution, Lesson Learning |
| CR | Close Reading |
| CRB | College Ready Bar or Close Reading Burst |
| CTG | Control the Game- method in which teachers choose what way the text will be read as a class, i.e. popcorn style |
| DIRT Quiz | Did I Read Thoroughly |
| DLR | Daily Lesson Resource |
| DNPG | Do Not Pass Go |
| FOI | Fundamentals of Instruction |
| GBTJ | Genre-Based Thinking Jobs |
| HLL | Heavy Lifting Loop |
| HOT | Higher Order Thinking (questions) |
| IPP | Intellectual Prep Protocol |
| LASW | Looking at Student Work |
| MVP | Movement- Voice- Participation (a way to script high-quality behavioral directions for scholars) |
| P&GD | Pause & Go Deeper (a type of “close reading burst” in a lesson plan that calls attention to specific sections of text) |
| PBA | Process Based Assessment |
| PT | Performance Task |
| RW | Reading Workout |
| TDQ | Text Dependent Questions |

Meeting Structure

| Type of Meeting | Instructional Leader Prework | Teacher Prework |
|---|---|---|
| Unit Unpacks (protocol) | <ul style="list-style-type: none"> -Read unit core texts -Read and annotate Unit Overview -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Prepare key points and back pocket questions to engage in SEL and literacy practice grounding | <ul style="list-style-type: none"> - Read unit core texts -Read and annotate Unit Overview - Complete exemplar for end of unit assessments -Submit pre-work by deadline |
| Unit Test/ Interim Data Analysis (protocol) | <ul style="list-style-type: none"> -Read and annotate unit/ interim texts -Complete exemplar OER response and answer MC questions -Review student work and identify gaps in work habits/ student responses -Plan for data meeting with teacher | <ul style="list-style-type: none"> -Read and annotate unit/ interim texts -Complete exemplar OER response and answer MC questions -Complete analysis and action planning prework |
| Data Meetings (protocol) | <ul style="list-style-type: none"> - Identify high leverage habit/ task - Review student work for each grade level - Identify high leverage area of growth | <ul style="list-style-type: none"> - Collect student artifacts - Lesson plan completion for the following week |

Arc of the Year

This will be updated by August 1st.

| | | |
|--|--|--------------------------|
| | - After sending scholars off to read, quietly and individually do a CFU | |
| Student struggles to participate in discussion | Warm call scholar during time in text, have scholar practice the statement they will share before whole group discussion | Time in Text, Discussion |
| Student struggles with writing fluency | Start by giving a specific number of lines or sentence requirement and monitor and provide feedback throughout the writing | Exit Ticket |
| Student struggles to get started writing | <ul style="list-style-type: none"> - Talk through the writing one on one or in small groups - Offer a clear and easily replicable graphic organizer - Provide sentence starters | Exit Ticket, Time in Ink |
| Student is struggling to comprehend text | Confer with students using comprehension questions (always being certain to start broad- e.g. What is happening in the text so far?- before going to more narrow back-pocket questions) | Time in Text |

Teacher Planning Expectations

Teachers can and should adapt their intellectual preparation to make lessons fit their school, personality, and students. However, there are steps teachers should always take to build content expertise, prepare to embrace diversity of thought, prepare to engage students, and prepare to respond to struggle.

Notes and exemplars can be recorded in the notes section of the lesson google slide deck. [Here](#) is a link to the IP protocol.

Planning Instructional Scaffolds

To support all scholars in gaining access to grade-level content, there may be a need to provide additional instructional scaffolds during the lesson. Below are suggestions for how a teacher would identify a gap in a student's current ability and how they may provide support. The goal is for scaffolding to be used for a short period of time and then taken away as students become more proficient and able to work through tasks independently.

| Instructional Scaffolds Teacher Planning and Preparation | | |
|--|--|--|
| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
| Student is struggling to organize desk and materials in preparation for class. | Use proximity with quiet/ silent reminders | Launch |
| Student is unable to complete multiple choice questions in allotted time. | Reduce number of questions in DIRT quiz | Homework Accountability |
| Student is unable to remember annotation directions/ needs reminder. | Keep annotation directions on screen while reading or drop annotation directions as a comment in Kami | Time in Text |
| Student lacks fluency to complete reading in allotted time | <ul style="list-style-type: none"> - Narrow the chunk of texts to the most important parts - Allow time for multiple independent reads of the text. This could mean sending home the day's reading the night before. | Time in Text |
| Student is unable to access grade-level text due to decoding/ fluency gaps | Provide scholar with headphones and audible version of text | Time in Text |
| Student is unable to process multiple steps at one time | Narrow the annotation prompt directions | Time in Text |
| Student is unable to retain information | - Provide student with resource sheets | Launch, Time in Text |

to her annotations and I give her some quick praise for this. I'm starting to notice that we are only focusing on one idea. From looking at my tracker, I see Donald has a different, insightful idea. Time to pivot! I ask Donald to contribute his idea to the discussion. This caused a mini uproar! Kids are jumping out of their seats to join the convo now! I've never seen scholars so excited to talk about text. I almost have to wipe a tear away from my eye!

Time to wrap it up and have scholars complete their exit ticket. Today is a whole OER response so I flip through their exit ticket handouts in Google classroom as they work. Some of my kiddos need some pushes. I can easily give them pushes via Google Classroom. I notice LaKeshia is not implementing my feedback so I get up and go to her desk to point it out. She was so entrenched in the exit ticket that she didn't even see it! Time to say goodbye for today, but before we part, I am sure to give my kids their homework for tonight. Some of the scholars leave the class with their book in hand, already reading the next chapter.

Crescendo Planning

Students in grades 3-8 are required to take assessments developed and administered by the state department of education. The rigor and scope of these assessments vary by state and carry significant weight as to the state's assessment of a BRICK School and its students. To this end, it is important to ensure all students are adequately prepared to perform at or above grade level standard on these assessments.

Below are some belief statements that are held by the BRICK Education Network as it relates to standardized testing:

- A student is not a state test composite score.
- Standardized tests are not going away, yet.
- Students are often incorrectly judged (and their school) based on test results.
- Students of color, especially in the communities we serve, CAN and DO achieve at high levels.
- BEN is not a "skill and drill" and "drop everything and test prep" network
- BEN's academic program and model can and should lead to state test proficiency
- Most assessments are rigorous but oftentimes biased, and represent high academic standards (it is a worthy test)
- For BEN, state test results are ONE piece of a student's *Road to Success*
- We can prepare our students for these tests

Although the BEN model is designed to ensure students meet and exceed grade-level standards, it is important for there to be additional intentionality made in the weeks leading up to state testing. Please see [this memo](#) for more information about Crescendo in grades 5-8.

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

I'm really excited for class today! We are starting a new unit and this is one of my favorite books this year. I think I am all ready to knock this lesson out of the park. My instructional leader gave me feedback on my lesson plans on Thursday and I was able to implement the feedback right into my slide deck. It's great to have someone giving you pushes on lesson plans. After homeroom, I have planning time. Today, I will use the time to look at exit tickets from yesterday and give scholars feedback. I will probably see a trend (always do) that I can add into my slides for today to give kiddos batch feedback. I'm also going to get a start on next week's lesson. It takes time to really internalize the lessons. So happy that we have planning time during the day!

Time to start class! Today I have decided to check kids' annotations for homework accountability. I move from table to table and quickly check annotations, asking scholars to flip pages in unison. Scholars bring their novels home to read and annotate and use chromebooks and Kami in class. After checking, I see that 90% of scholars have great annotations! Let's celebrate and set a new goal! The kids tell me they want to hit 100% tomorrow. I hope we do! After launching the lesson, kids are able to dig in and read the text to get to some really deep meaning. I make sure I am very clear with my annotation directions and give kids time to get to the right page and mark the excerpt (I got this feedback from my coach and I noticed there are a lot more scholars on task during heavy lifting loops). While kids are reading, I actively monitor students' work. I write down their ideas on my tracker and give kids individual pushes. I notice that scholars are not paying attention to a very important paragraph so I draw their attention to me and have them focus on that paragraph. There are so many great ideas coming from scholars! Ideas I didn't think of during my planning.

Now it is time for discussion- I can't wait for these awesome ideas to come out! I start with a turn and talk to get more voices out there. After the turn and talk, I look at my tracker and see that Aaliyah had a great idea to kick us off. I ask her to start the discussion. Kids are pros with the habits of discussion so I don't have to direct the conversation at all! Kids are building off of each other's responses, challenging each other, and agreeing or disagreeing. I see Jamie adding

| | | | |
|---------------------|---|------------------|--|
| Assessments | assessment at the end of each unit. | unit | unit unpack - Score and share with scholars - Analyze data and identify action steps with instructional coach during OF meeting -Implement action steps |
| Interims | Interims are given 3 times per year and the rigor bar stays the same across a grade level. Due to the consistent rigor bar, scores should incrementally rise throughout the year. | 3 times per year | - OERs scored using 4 point rubric - Scholars are given two grades in PowerSchool <ul style="list-style-type: none"> - 1 grade for proficiency using scale in Instructional Guidebook - 1 grade for reading work habits using rubric in instructional guidebook - Analyze data and identify action steps with instructional coach during OF meeting - Implement action steps |
| iReady Diagnostic | iReady Diagnostic is a nationally normed test taken 2 times a year that shows how students are progressing nationwide among other students in their cohort. Students are assessed based on their level and not only on the grade level. | BOY and EOY | |
| NJSLA-ELA & NYS-ELA | Administered one time per year, in the Spring. This is a benchmark assessment that measures student progress against grade-level standards. | Annually | |

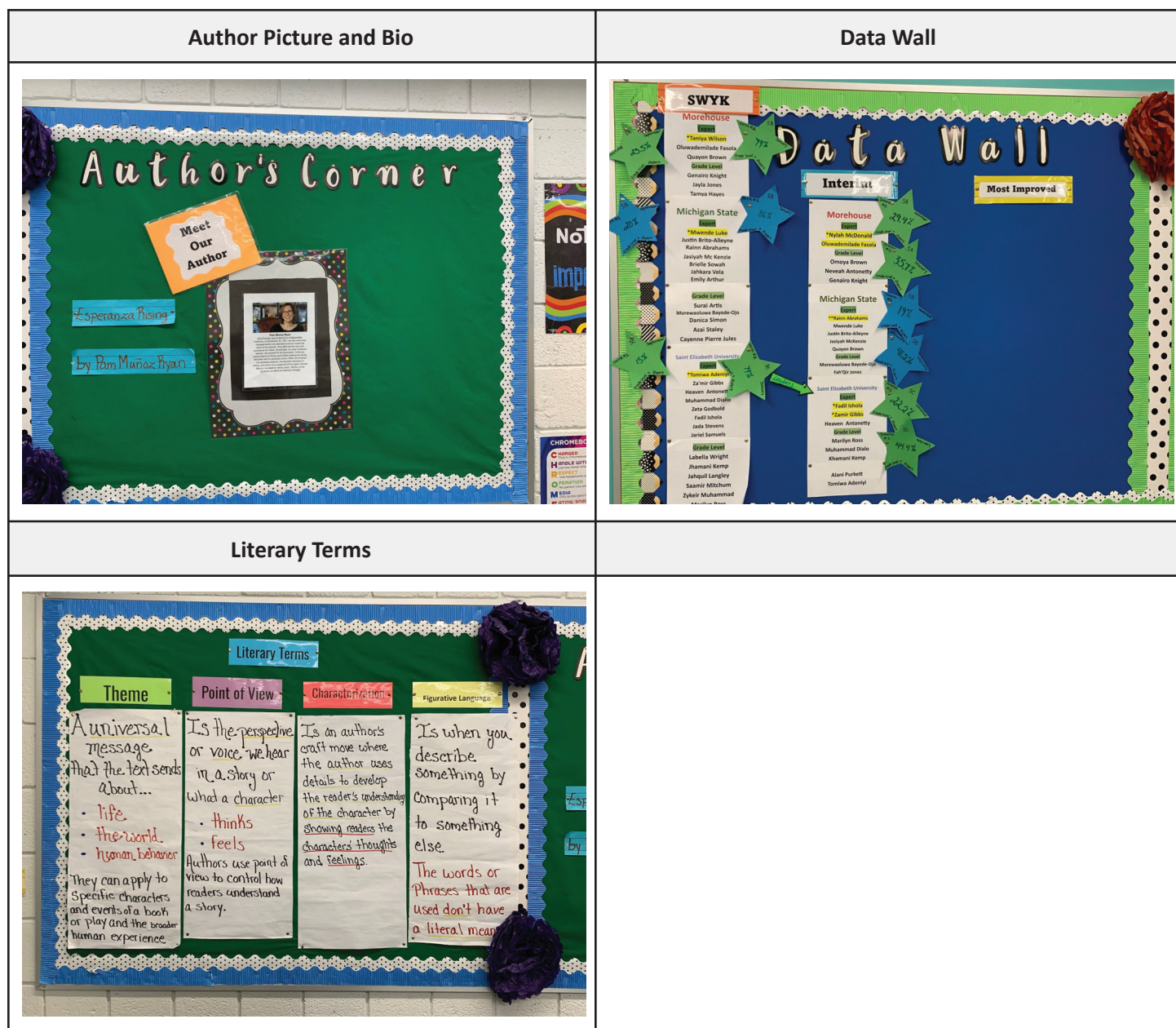
| Platform | Users | Purpose |
|----------|------------|---|
| Kami | 5-8 ELA | <i>Kami is a digital tool that allows scholars to annotate on a scanned text. The platform also has accessibility features for scholars that need accommodations. Leaders and teachers are able to see annotations and notes for every student in Kami.</i> |
| Sora | 5-8 ELA | <i>Sora is a digital tool that functions like a library. Scholars are able to borrow a wide variety of books from the NJ Shared Library or their local library.</i> |

Assessment Methods/Data Cycle/Grading Resources

| Task | Description | Frequency | Teacher Responsibilities |
|-------------|--|---|---|
| Homework | On a daily basis, scholars are responsible for reading and annotating a specific text or portion of text. Scholars are also responsible for writing a central idea jot. Central idea jots require scholars to synthesize a cold text and go beyond a literal summary. It is important that scholars are practicing going beyond literal annotations and central idea jots when completing homework reading. | Daily | <ul style="list-style-type: none"> - At least once a week- check for completion of annotations and central idea jot - At least once a week- create and administer a DIRT quiz with 2 literal questions from homework reading **** One of these homework accountability measures should happen EVERY day that scholars have homework. If scholars are not completing homework, plan for intervention immediately (i.e. signed homework log, study hall, communication with parents, etc.) |
| Exit Ticket | An exit ticket is 1-2 questions for students to answer at the end of class. Exit tickets are a deliberate way to establish an expectation that students need to be focused and driven during the lesson so that they can complete the exit ticket. Exit tickets also assess what students learned and tell how well the material was taught. Teachers should be monitoring and giving feedback to scholars as they are completing exit tickets. Teachers are then responsible for reviewing exit tickets on a daily basis using grade band rubric. Teachers should then identify areas for individual and batch feedback. | Graded using 4 point rubric | <ul style="list-style-type: none"> - Grade and give feedback that keeps heavy lifting on scholar (1-2 exit tickets per week) - Analyze responses for batch feedback |
| End of Unit | Scholars are required to complete an | End of | - Complete assessment prior to |

Classroom Environment

In the ELA classroom and environment, it is essential for students to feel comfortable to build their confidence and ownership in their learning. The classroom needs to have space for a world map to engage students in building knowledge around core texts and study. There should also be space for anchor charts with vocabulary words and literary terms with examples. All scholars should be able to easily see the smartboard and seating should allow for robust discussion through turn and talks, small group discussions and whole group discussions. There should be an area in the classroom to display classroom data on assessments with goals clearly stated.



Online Programs

Teachers and scholars will use the following programs to support learning during small group instruction time and the foundational skills block.

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Individualized Learning Time

This section will be updated by August 1st.

| | | | | |
|---|-----------------------------------|---|---|---|
| | | time in text and discussion | <ul style="list-style-type: none"> Teachers might also use this time to provide focused lesson-to-lesson batch feedback for scholars to focus on/apply in their work. | |
| | Exit Ticket (10-20 min) | Students synthesize their ideas and show the thinking they have built over the course of the lesson | <ul style="list-style-type: none"> Students respond to the exit ticket task. Tasks might be a paragraph response, a portion of the paragraph, a multiple choice question, a sentence expansion activity, or a dialogic/connection question. Teacher monitors with an exemplar, gathering data around student understanding/gaps to inform possible feedback. As necessary, teacher pauses student work to provide individual or batch feedback, balancing the importance of a short feedback loop and the importance of sustained independent work time. | <ul style="list-style-type: none"> Teacher holds 100% of students accountable for completing the exit ticket, monitoring first for 100% engagement.. Students incorporate their own ideas as well as new ideas their peers surfaced while preparing to write. Feedback requires student lift and highlights narrow, high leverage strengths/gaps |
| Homework (20-30 min) 95% | | Students build stamina and confidence as independent readers. Students establish literal understanding which they will build on in class. | <ul style="list-style-type: none"> Students read a section of the class novel or an ancillary text Students annotate using the Genre Based Thinking Job (Optional) Students answer comprehension questions | <ul style="list-style-type: none"> 100% of students complete homework consistently and thoroughly Teachers develop systems for monitoring, celebrating and/or addressing gaps in completion and quality. |

| | | | | |
|--|---|---|---|---|
| Heavy Lifting Loops (40-60 min, completed in 1-3 20-30 min loops) 95% | Time in Text (10-20 min per loop) | <p>Students understand and analyze a complex text, building their stamina, skill, and confidence as independent readers/learners.</p> | <ul style="list-style-type: none"> Scholars read for a clear purpose & criteria for success - generally in the form of an annotation prompt or GBTJ focus: <ul style="list-style-type: none"> Depending on the difficulty of the text and students' familiarity, sophistication may prompt students to build literal understanding ("What happens in this section?"), analytical understanding, ("What might the roses symbolize?") or both ("What does Esperanza do and how is she changing?"). Teacher ensures that students fully understand the expectations for annotations. Where necessary, this may include asking a CFU before going into independent work time. Students read and annotate the text. Most of the time, this is done independently. Occasionally, teachers may read some text aloud. Reading aloud might occur if: <ul style="list-style-type: none"> Teachers want to build a feeling of shared enjoyment of the text, oftentimes at the start of a new book or at a climactic moment. This should take less than 3 minutes. Students are reading a poem or song (genre is meant to be heard). Students are reading a dense, above-grade-level text. They listen to the text read aloud once fluently before reading it independently. Teachers monitor students' annotations, gathering data to inform class discussion and providing individual and batch feedback, as needed. If context is needed to help students access the text, teachers may pause reading to review an embedded image, video, or blurb that builds needed background knowledge. | <ul style="list-style-type: none"> Teachers hold 100% of students accountable for reading and making their thinking visible through annotations. Teachers move on a pathway that allows them to monitor the majority of students during each reading loop. Teachers have an academic monitoring tool that includes possible evidence, inferences and feedback prompts. Teachers gather data around student understandings and gaps to help guide discussion. Teachers provide students time to grapple with the text independently before providing feedback. |
| | Student-Focused Discussion (10-20 min per loop) | <p>Students build agency while also building deeper meaning of the text together. At the end of discussion, students' ideas have been reshaped, deepened, or clarified by their classmates.</p> | <ul style="list-style-type: none"> T launches the discourse cycle by posting the focus question, identifying a strategic discussion modality (ie: hands-down, cold call, turn+talk, warm call, hands) rooted in TinT data. Using student responses as data, T guides or pivots conversation purposefully (e.g. provide feedback, wait longer to have students surface more ideas, send back into text, strategic Turn+Talk) Students synthesize/revise their ideas in writing (Sometimes) Teachers prompt students to connect to the text as people with a dialogic question. Students discuss connections and reflections. Habits of discussion are introduced, modeled, and reinforced | <ul style="list-style-type: none"> Many students share, including students who are typically more hesitant during discussion. Discussion feels fun and engaging. Students are excited to share their thoughts. Scholars employ disciplinary reasoning to collectively arrive at meaningful insights (in oral and written responses). Overwhelmingly, scholars use the technical vocabulary appropriate to the discipline. Scholars actively revise their own thinking in light of other scholars' responses and annotate and jot down new ideas without prompting. Teacher-talk is overwhelmingly in service of facilitating scholar thinking. Directions and activities are framed in terms of developing thinking, not completing tasks |
| Lesson Closing (15-20 min) 95% | Prepare for Exit Ticket (3-6 min) | <p>Students prepare to respond to the prompt fully with ideas they have developed throughout</p> | <ul style="list-style-type: none"> Students read the exit ticket task and, as necessary, internalize and plan for their response by; annotating key terms, reviewing their annotations and discussion notes, and/or marking ideas that will help them fully respond to the task. Teachers monitor students' preparation, providing quick individual and batch feedback, as needed. | <ul style="list-style-type: none"> Teacher holds 100% of students accountable for independent preparation. Students consider their own ideas as well as new ideas their peers surfaced while preparing to respond. |

Lesson Structure

| Part of Lesson (Approx. Length of Time) <i>Frequency: In what % of lessons will this happen?</i> | | Purpose | What Happens | Top Markers of Excellence |
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| Framing (5-10 minutes) 100% | | Invest scholars in the lesson and connect it to the broader unit/course. | Most lessons: <ul style="list-style-type: none"> Do Now to activate background, build schema, practice skill, build love of text, and/or help scholars build a personal connection to the work. Data share to strengthen the learning community (e.g. HW or ET data, show-calling strong exit ticket from the previous day, T or S shares reflection from previous lesson, etc.) All lessons: <ul style="list-style-type: none"> Throughline: Building investment in the purpose of the lesson and how today's lesson connects to the text/unit/course. Build the Narrative: establish literal understanding necessary for engaging in today's lesson Homework accountability: teacher completes an annotations check, homework collection/review, or students take a DIRT quiz. Minimally, weekly, all students are checked and graded. | <ul style="list-style-type: none"> The overall tone of the classroom is marked by enthusiasm, love and care, and purposeful focus. The teacher OFTEN recognizes and narrates positive scholar behaviors (rather than calling out the negative) and uses challenge and aspiration to motivate. Students are prepared for the lesson as demonstrated by homework/quiz completion and accuracy and responses to Build the Narrative questions. ALL or ALMOST ALL scholars can explain what they are learning and explain the importance of the lesson. Launch is quick (less than 10 minutes) to preserve time for the most challenging thinking work of the lesson. |
| Word & World Knowledge (3-15 min TOTAL) 50% | Disciplinary Knowledge Builder (5-15 min) | Students build familiarity with literary concepts that will help them engage with today's text or task with accuracy and sophistication. | <ul style="list-style-type: none"> Authentic, isolated engagement with disciplinary knowledge <ul style="list-style-type: none"> Discovery Activity (for new knowledge): Students engage with a text-based example of the concept in order to try defining it themselves. Review Activity: Students engage with a text-based example of the concept and identify what it is and/or explain why it qualifies as a certain literary concept. In both, teacher and students engage with knowledge organizers to capture learning/thinking. Shared language: Students review a shared definition/explanation of the literary concept. Teacher checks for understanding questions about the concept in a way that goes beyond simply reviewing the definition. | <ul style="list-style-type: none"> Even though this portion of the lesson includes explicit instruction, the majority of the thinking and speaking is done by students. Teacher uses a variety of engagement techniques to keep lift high: cold call, warm call, turn and talk, stop and jot Disciplinary Knowledge Builder is quick (15 minutes or less) to preserve time for the most challenging thinking work of the lesson. |
| | Vocabulary Instruction (3-10 min) | Students build tier 2 word knowledge aligned to today's section of text | <ul style="list-style-type: none"> Teacher provides a student friendly definition of a word and the part of speech. Teacher uses the word in a sentence. Teacher asks 1-2 questions that build word knowledge by requiring students to think about the word in different contexts. Repeat if there is a second word. | <ul style="list-style-type: none"> Even though this portion of the lesson includes explicit instruction, the majority of the lift is on students. Vocabulary instruction is quick (ten minutes or less) to preserve time for the most challenging thinking work of the lesson. |

| | tasks/expectations | |
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| Interventions: Improving and enhancing existing skills to teach academic and behavioral strategies to teach a new skill. These targeted instructions occur with assessment, planning and data collection of a research-based strategy or program. The frequent progress monitor helps to determine if the instruction is in fact helping the student grow. | <ul style="list-style-type: none"> • Mini lessons building on what they know • Students reads, Teacher reads back, Student reads again for fluency | <ul style="list-style-type: none"> • In addition to the curriculum to help students make progress toward benchmarks. • Teachers a new skill or a new strategy to use when applying a skill |

5-8 ELA Student Achievement and Implementation Goals

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| SY 23-24 Student Achievement Goals: <ul style="list-style-type: none"> • By the end of SY 23-24, 80% of scholars will create proficient GBTJs and CI jots independently. • By the end of SY 23-24, 90% of scholars score a 2 or higher on open-ended responses, as evidenced by curriculum-embedded assessments • By the end of SY 23-24, 80% of scholars will score a 2 or better on one interim essay response. • By the end of SY 23-24, 90% of scholars will meet their growth goal on iReady diagnostic assessment. | SY 23-24 Implementation Goals: <ul style="list-style-type: none"> • By the end of SY 23-24, 90% of teachers will be foundational and 50% will be proficient in executing Arc 1 Focus Skills. • By the end of SY 23-24, 90% of teachers will be foundational and 50% will be proficient in executing Arc 2 Focus Skills. • By the end of SY 23-24, 90% of teachers consistently complete IPP • By the end of SY 23-24, 90% of 5-8 Humanities teachers will be observed and effectively real-time coached bi-weekly on data-responsive instruction. • By the end of SY 23-24, 100% of Humanities teachers will engage in consistent norming, scoring, and analyzing of student writing responses on exit tickets, unit assessments, and interim assessments. |
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Vision and Key Components

The ELA block consists of 5 units (Unit 0 and 4 units) that include reading and writing instruction tied to a core set of texts or novel. The curriculum is designed to build reading stamina, allow scholars to read and write to learn, build meaning through collaboration, and build voice and agency. Scholars will have many opportunities to receive feedback and revise to build precision and learn from mistakes.

Accelerated Learning

Acceleration will take many forms in the ELA classroom and all throughout the day. In ELA, acceleration means building background knowledge around core texts, building vocabulary development, embedding writing within the current study, and building strong, healthy relationships between educators, scholars, and families. All of these instructional practices will be embedded within the ELA block through the curriculum with professional development.

Exceptional Learners

All exceptional learners will continue to be challenged with grade-level appropriate content in addition to any supports outlined in their Individualized Education Plans. Classroom teachers will be supported by the Special Education team by providing interventions and modifications when necessary.

Students with IEPs receive all accommodations and modifications identified in their Individualized Education Program. At the beginning of the academic year, teachers must read over each IEP to determine what accommodations and modifications should be provided throughout the year. Below is a table that outlines the differences in accommodations, modifications, and interventions.

| Accommodation vs. Modification vs. Intervention | | |
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| Definition | Examples | Clarification |
| Accommodations: Changes made to the classroom, instruction, or tests to help students completely acquire the educational curriculum without changing the content. This does not change the learning expectation. Students will be accountable to produce/attain the same outcome as their peers. | <ul style="list-style-type: none"> • Preferential seating • Extra time for tests • Extra time for assignment completion • Reduce length of assignments • Tests read aloud • Test in small groups • Allow for frequent breaks • Allow for dictated answer instead of long written responses | <ul style="list-style-type: none"> • Accommodations are changes made to the student's school setting to help him or her be successful in the classroom. • Differentiation at the student's grade level • A change in the instruction that allows for evidence of mastery |
| Modifications: Instruction or tests may be shorter, easier or lower the expectations of learning. The changes of learning expectations are different from the expectations of peers of the same age. Students' products are not the same as students without modifications. | <ul style="list-style-type: none"> • Reduce the difficulty of the content the student needs to know • Shortening a spelling list • Pass/fail grading scale • Individualized materials for student • Involved in the same instruction, but provided different | <ul style="list-style-type: none"> • Most often associated with IDEA and special education services. • Changes of what is expected from the students and/or taught to the student • It does not allow for evidence of mastery |

Part III | ELA Core Curriculum 5-8

Student Experience Narrative

It is almost time for ELA class, and I can't wait to talk about the novel we are reading! I read Chapter 4 for homework and I KNOW we will dig into this chapter some more during class. I can't wait to share my thoughts about the protagonist! I wonder how my teacher will check my homework today.... Will she give us a DIRT quiz or will she check our annotations? I hope it is a DIRT quiz! I love seeing our class results! Just got into ELA and (drumroll please)..... We are taking a DIRT quiz!!!! Yyyyyyyy! I take my time and carefully read the two questions. They are pretty easy because I read for homework last night. Woohoo! I got 2 out of 2 correct. My teacher shares that 80% of our class got a 2 out of 2! We are on a roll! I think we are beating the other 5th-grade homeroom with our homework scores. I hope the entire 5th grade gets to 100% soon!

After the DIRT quiz, our teacher gives us an example of a "symbol" and what it means in literature. Hmmmmmm..... I will keep a lookout for symbols while I read today. She also gives us annotation directions and sends us off to read. I love reading on Kami. It is so easy to make my thinking visible in the margins. I like to use different colors for my highlights too. After we read, it is time for discussion. As anxious as I am to share, I get pretty shy sometimes. I'm glad my teacher started us off with a turn and talk. My partner agrees with what I share so I feel more confident to share with the whole group. We discuss and I hear so many great ideas from my classmates. Wow! There are some smart kids in this class! As I hear others' ideas, I jot them down in my text. Sharing is caring, right? We have 3 heavy lifting loops today so we read and discuss two more times. I feel like I've gotten smarter just in the last 30 minutes.

Now it is time for our exit ticket. What'll it be today? Multiple choice, OER, just a claim? Ohhhhhhhhhh it is a whole OER response. I definitely have a strong claim and a ton of evidence to back it up. My teacher gave us feedback that we should include context before our evidence so I will make sure I do that. Fingers crossed I get a three!

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| <p>decoded/blended words in sentences.</p> <ul style="list-style-type: none"> Teacher circulates to provide corrective feedback on written work for 100% of students. | <p>vocabulary, grammar, mechanics, and sentence structure in whole/small group/partner discussion.</p> <ul style="list-style-type: none"> Teacher circulates to monitor student writing, providing immediate feedback to all students to strengthen vocabulary, grammar, mechanics, and sentence structure and following up to ensure feedback is implemented. |
| <p style="text-align: center;">MAY -- JUNE</p> <p>Focus: Teachers consistently implement all look-fors to maintain rigor in lessons and ensure students self-assess their own learning.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teachers execute all previous look-fors during all lessons through the last day of school. Teachers prompt students to self-assess/monitor their own learning by identifying sound-spelling patterns, tricky words or components of fluency they want to master. | <p style="text-align: center;">MAY -- JUNE</p> <p>Focus: Teachers consistently implement all look-fors to maintain rigor in lessons and ensure students self-assess their own learning.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teachers execute all previous look-fors during all lessons through the last day of school. Teachers coach students to self-assess/monitor their own learning by reflecting on knowledge and skills they have acquired and identifying specific areas they want to continue to grow as readers. |

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| <p>Focus: Teachers facilitate diagnostic and responsive fluency practice to increase accuracy, rate, and prosody.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly communicates and checks for understanding of routines and expectations for whole class and small group/partner fluency practice. Teacher launches fluency practice by naming and modeling an element of prosody (e.g. phrase reading, attending to punctuation), checks for student understanding of that element of prosody, and poses a challenge for students to incorporate it into their reading. Teacher ensures all students practice reading fluently for the full time allotted in the lesson. Teacher catches all errors and prompts students to self-correct during whole-group fluency practice. Teacher leverages a data-tracking system to circulate to give individual students specific feedback during partner/small group fluency practice, pausing to address trending errors whole-class. | <p>Focus: Teachers leverage students' prior knowledge and experiences to increase students' the quality of explanation of/elaboration on evidence, providing feedback to strengthen text-based responses.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly and concisely models strong explanations of evidence, elaboration, and reasoning in oral and written text-based responses. Teacher prompts students to apply existing knowledge to new content and leverage experiences from students' own backgrounds and cultures to explain and elaborate in text-based responses. Teacher prompts and holds all students to high expectations for strong explanation of evidence/reasoning in whole/small group/partner discussion. Teacher circulates to monitor student discussion and writing, providing immediate feedback to all students to strengthen explanation of evidence/reasoning to make text-based inferences and follows up to ensure feedback is implemented. Teacher collects and analyzes lesson data (e.g. open-ended responses, longer-form writing, etc.) to ensure all students are accurately elaborating to support text-based responses and adjusts instruction in response to student data. |
| <p style="text-align: center;">Quarter 4</p> <p style="text-align: center;">Arc 4: Maintaining Rigor to Meet Grade Level Expectations</p> <p>Student Outcomes: Students can self-monitor/self-assess and there is strong student accuracy on exit tickets/independent work</p> <p>(90%+ students can utilize anchor charts and class notes to self-monitor/self-assess work; students accurately complete exit tickets and independent work at 80%+ mastery [grade K - 95%; grade 1 - 90%; grade 2 - 85%])</p> | |
| <p>Word Recognition</p> | <p>Language Comprehension</p> |
| <p style="text-align: center;">APRIL</p> <p>Focus: Teachers facilitate student practice to connect fluency and comprehension.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher pauses to ask text-dependent questions during or after fluency practice as indicated in the lesson. Teacher provides student-friendly definitions for unknown vocabulary words. Teacher prompts students to use newly | <p style="text-align: center;">APRIL</p> <p>Focus: Teachers coach students to refine and sharpen language in written responses.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly and concisely models using grade-appropriate vocabulary words, grammar, mechanics, and sentence structure to strengthen oral and written responses. Teacher prompts and holds all students to high expectations for using grade-appropriate |

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| <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher uses quick and concise cuing for whole-group turns/at-bats for each oral drill or sound-spelling activity. Teacher uses quick and concise cuing for individual turns/at-bats for each oral drill or sound-spelling activity. Teacher includes songs, movement, and/or chants to maintain a bright and lively pace. Teacher leverages a mixture of whole-group and individual turns to ensure all students practice to the point of automaticity (e.g. 3 choral responses, 5 individual turns, 2 more choral responses; delayed test/popcorn-ing) | <p>response.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly and concisely models re-reading sections of text and selecting and using precise text-based evidence in written responses. Teacher prompts students to re-read sections of text and select and use precise text-based evidence in written responses. Teacher circulates to monitor student writing practice, using a data-collecting system to track mastery and gap trends, and pausing to address trending errors in precise evidence usage whole-class. |
| <p style="text-align: center;">Quarter 3</p> <p style="text-align: center;">Arc 3: Strong Student Practice and Debrief</p> <p>Student Outcomes: Strong student work habits and increased student accuracy on exit tickets/independent work from previous quarter</p> <p>(95%+ students demonstrate strong work habits during oral and written practice; students accurately complete exit tickets and independent work at 80%+ mastery [grade K - 95%; grade 1 - 90%; grade 2 - 85%])</p> | |
| <p>Word Recognition</p> | <p>Language Comprehension</p> |
| <p style="text-align: center;">JANUARY -- FEBRUARY</p> <p>Focus: Teachers facilitate diagnostic and responsive fluency practice to increase accuracy and rate.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly communicates and checks for understanding of routines and expectations for the whole class and small group/partner fluency practice. Teacher launches fluency practice by naming and modeling accurate reading at rate and poses a challenge for students to read accurately at rate. Teacher ensures 100% of students practice fluency for the full time allotted in the lesson with a focus on accuracy and rate. Teacher catches all errors in accuracy and prompts students to self-correct by prompting for sound-spelling pattern rules during whole-group fluency practice. Teacher leverages a data-tracking system to circulate to give individual students specific feedback during partner/small group fluency practice, pausing to address trending errors whole-class. | <p style="text-align: center;">JANUARY -- FEBRUARY</p> <p>Focus: Teachers facilitate sustained text-based student practice, providing feedback to increase precision of evidence.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher facilitates the lesson so the majority of time is spent with students engaged in sustained text-based reading, discussion, and/or writing. Teacher anticipates and responds to text-based misconceptions in discussion and writing. Teacher holds all students to high expectations for consistently re-reading, selecting, and using precise text-based evidence in oral and written response. Teacher circulates to monitor student writing, providing immediate feedback to all students to increase their precision in selecting and using text-based evidence, and following up to ensure feedback is implemented. |
| <p style="text-align: center;">MARCH</p> | <p style="text-align: center;">MARCH</p> |

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| <p>as segmenting, blending, and encoding using accurate gestures.</p> <ul style="list-style-type: none"> Teacher provides clear, student-friendly explanations of sounds and spelling pattern rules and checks for understanding so that students are able to articulate the rule in their own words. Teacher ensures all students have opportunities to independently practice each modeled skill. | <p>unpack key moments in text to establish understanding.</p> <ul style="list-style-type: none"> Teacher poses key questions from the lesson plan to build students' explicit and implicit understanding of the text, scaffolding as needed. Teacher employs a variety of engagement strategies during reading to check student understanding of explicit and implicit meaning of text (i.e. turn and talks, cold calls, stop and jot). Teacher ensures all students have opportunities to independently practice reading fluently and pausing to unpack key moments in the text to demonstrate understanding. |
| <p style="text-align: center;">Quarter 2</p> <p style="text-align: center;">Arc 2: Monitoring/Diagnosing and Response to Error</p> <p>Student Outcomes: Strong student work habits and student accuracy on exit tickets/independent work (90%+ students demonstrate strong work habits during oral and written practice; students accurately complete exit tickets and independent work at 80%+ mastery [grade K - 95%; grade 1 - 90%; grade 2 - 85%])</p> | |
| Word Recognition | Language Comprehension |
| <p style="text-align: center;">NOVEMBER</p> <p>Focus: Teachers diagnose and respond to student errors in oral drills, sound-spelling introduction/review, and decoding practice.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher ensures all students accurately practice the modeled skill by immediately catching and concisely correcting all whole-group errors. Teacher uses recent assessment and in-the-moment data to determine which students need individual turns with specific skills and cues individual turns for these students. Teacher ensures all students accurately practice the modeled skill by immediately catching and concisely correcting all individual errors. Teacher circulates and/or scans to monitor student practice, using a data-collecting system to track mastery and gap trends and pausing to address trending errors whole-class. | <p style="text-align: center;">NOVEMBER</p> <p>Focus: Teachers employ strategies during and after reading to support students to select and use precise, text-based evidence to demonstrate understanding of text in oral response/discussion.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly and concisely models re-reading sections of text and selecting precise text-based evidence to confirm answers and demonstrate deeper understanding in oral response and discussion. Teacher facilitates practice so that all students have opportunities to select and use precise, text-based evidence in oral response and discussion. Teacher consistently prompts students to re-read, select, and use precise text-based evidence in oral response and discussion. Teacher circulates and/or scans to monitor student discussion, using a data-collecting system to track mastery and gap trends, and pausing to address trending errors whole-class. |
| <p style="text-align: center;">DECEMBER</p> <p>Focus: Teachers increase speed & ratio in oral drill, sound-spelling introduction/review, and decoding practice to actively engage all students.</p> | <p style="text-align: center;">DECEMBER</p> <p>Focus: Teachers employ strategies during and after reading to support students to select and use precise, text-based evidence to demonstrate understanding of text in written</p> |

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| <ul style="list-style-type: none"> Teacher has completed unit/module 1 internalization (including taking and analyzing assessment) and has implemented coach feedback Teacher has completed lesson internalization and implemented coach feedback for first week's lessons | <ul style="list-style-type: none"> Teacher has completed unit/module 1 internalization (including taking and analyzing assessment) and has implemented coach feedback Teacher has completed lesson internalization and implemented coach feedback for first week's lessons |
| <p style="text-align: center;">Quarter 1</p> <p style="text-align: center;">Arc 1: Laying the Foundation - Strong Planning and Preparation to Maximize Learning</p> <p style="text-align: center;">Student Outcomes: High student engagement and completion of exit tickets/independent work (95%+ students actively engaged in each lesson component; 90%+ students complete exit tickets and independent work)</p> | |
| Word Recognition | Language Comprehension |
| <p style="text-align: center;">SEPTEMBER</p> <p>Focus: Teachers execute lessons as intended and facilitate classroom routines and transitions that support learning and maximize time.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly communicates and checks for understanding of expectations for each routine/transition. Teacher transitions the class/groups between activities in less than 30 seconds with minimal direction/redirection. Teacher facilitates all components of the internalized lesson plan to present, practice, review targeted content and skills, without adding or skipping any activities. | <p style="text-align: center;">SEPTEMBER</p> <p>Focus: Teachers execute lessons as intended and facilitate classroom routines and transitions that support learning and maximize time.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly communicates and checks for understanding expectations for each instructional routine/transition. Teacher transitions the class/groups between activities in less than 30 seconds with minimal direction/redirection. Teacher executes all elements of pre-reading routine including: <ul style="list-style-type: none"> Pre-teaching key vocabulary and/or challenging language in a text Providing and/or prompting students to activate background knowledge about the topic, genre, and structure of a text Setting a clear purpose and focus questions for reading Teacher facilitates the key components of the internalized lesson to ensure students reach the intended outcome (i.e. writing/speaking in response to text) in the time allotted for the lesson. |
| <p style="text-align: center;">OCTOBER</p> <p>Focus: Teachers introduce and model phonemic awareness and phonics skills accurately, explicitly, and in a multi-sensory way.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher accurately and clearly models the pronunciation of all phonemes. Teacher accurately and clearly models skills such | <p style="text-align: center;">OCTOBER</p> <p>Focus: Teachers employ scaffolded questioning and engagement strategies during reading to ensure students establish explicit (literal) and implicit (figurative) meaning of the text.</p> <p>Instructional Look-fors:</p> <ul style="list-style-type: none"> Teacher clearly and concisely models fluent reading, pausing to model when and how to |

Arc of the Year

The Arc of the Year is utilized to support the vision and goals of the program. Teachers will be provided with professional development and support based on specific look-fors. There will be specific look-fors for each quarter that target both *word recognition* (foundational skills - CKLA Skills) and *language comprehension* (Wit & Wisdom) goals.

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|--|
| Arc 1: Laying the Foundation - Strong Planning and Preparation to Maximize Learning Student Outcomes: High student engagement and completion of exit tickets/independent work (95%+ students actively engaged in each lesson component; 90%+ students complete exit tickets and independent work) | Arc 2: Monitoring/Diagnosing and Response to Error Student Outcomes: Strong student work habits and student accuracy on exit tickets/independent work (90%+ students demonstrate strong work habits during oral and written practice; students accurately complete exit tickets and independent work at 80%+ mastery [grade K - 95%; grade 1 - 90%; grade 2 - 85%]) | Arc 3: Strong Student Practice and Debrief Student Outcomes: Strong student work habits and increased student accuracy on exit tickets/independent work from previous quarter (95%+ students demonstrate strong work habits during oral and written practice; students accurately complete exit tickets and independent work at 80%+ mastery [grade K - 95%; grade 1 - 90%; grade 2 - 85%]) | Arc 4: Maintaining Rigor to Meet Grade Level Expectations Student Outcomes: Students can self-monitor/self-assess and there is strong student accuracy on exit tickets/independent work (90%+ students can utilize anchor charts and class notes to self-monitor/self-assess work; students accurately complete exit tickets and independent work at 80%+ mastery [grade K - 95%; grade 1 - 90%; grade 2 - 85%]) |

| Pre-Launch Vision Setting and Practice Summer Institute | |
|--|---|
| Word Recognition | Language Comprehension |
| Focus: Teachers articulate understanding of curriculum as designed and are prepared to teach the first unit of instruction. Key Objectives for PL: <ul style="list-style-type: none"> Teacher can articulate the vision of excellence, goals, and how the curriculum aligns with this vision Teacher has practiced and can execute key instructional routines/procedures from the first module/unit. Depending on grade level, this may include, <ul style="list-style-type: none"> Correctly modeling pronunciation of all phonemes Segmenting and blending Introducing sound/spelling patterns Facilitating student reading in decodable texts | Focus: Teachers articulate understanding of curriculum as designed and are prepared to teach the first unit of instruction. Key Objectives for PL: <ul style="list-style-type: none"> Teacher can articulate the vision of excellence, goals, and how the curriculum aligns with this vision Teacher has practiced and can execute key pre-reading instructional routines/procedures from the first module/unit. <ul style="list-style-type: none"> Pre-teaching key vocabulary and/or challenging language in a text Providing and/or prompting students to activate background knowledge about the topic, genre, and structure of a text Setting a clear purpose and focus questions for reading |

Meeting Structures

Teachers and leaders will participate in various meetings throughout the week to get tailored coaching from their instructional leader, to work collaboratively with peers in preparation for lessons and units, and to analyze student work. To prepare for these meetings, teachers should complete the pre-work identified by their instructional leader, which includes (but is not limited to): gathering a video clip of a lesson, preparing student work exemplars, and scoring assessments, and analyzing data. Further preparation will be determined and communicated by the Instructional Leader. A detailed outline of each meeting is included in the chart below:

| Meeting Type | Description & Purpose | Frequency |
|---|--|--|
| Observation & Feedback Meeting (OFs) | During observation feedback or coaching meetings, teachers will reflect on the impact of their instructional practice on student outcomes and practice-specific and actionable feedback to improve student learning. | 1x / week or 1/x bi-weekly |
| Collaborative Planning Meeting <ul style="list-style-type: none"> - <i>Data Meeting</i> - <i>Lesson Unpack + Planning Meeting</i> - <i>Unit/Module Unpack + Planning Meeting</i> | During a collaborative planning meeting, grade team teachers have an opportunity to work together to unpack new units/modules, unpack key upcoming lessons, and/or review recent assessment data and develop action plans. During a lesson unpack, teachers may also practice key lesson components with peers and receive feedback. This is an opportunity to share best practices and plan for acceleration and intervention based on student performance data. The focus of the meeting could be CKLA Skills or Wit & Wisdom. | 1x / week |
| Practice Clinic | Practice Clinics are used as an opportunity to review look-fors related to key lesson types and routines and practice longer portions of lessons in front of peers and leaders for feedback. Practice Clinics are often focused on CKLA Skills in grades K-2. | 1x / week |
| Co-Teacher Planning Meeting | The Co-Teacher planning meeting is an opportunity for content co-teachers to work together to plan upcoming lessons, review student performance data, and develop action plans. Teachers should work together to plan for both classes and ensure all students across the grade level are meeting their goals. | 1x/ week [guidance from school leader] |

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| independently and/or fluently. | <ul style="list-style-type: none"> - Partner read - Choral read or read aloud first - Provide multiple opportunities to re-read complex text (i.e. as homework or during small group time) - Provide an audio version of text (only if recommended in curriculum or directed to do so in documentation of accommodations) - Provide multiple opportunities to re-read complex text (i.e. as homework or during small group time) | required to read from a text |
| Student struggles to write complete thoughts, sentences, and/or paragraphs. | <ul style="list-style-type: none"> - Provide a graphic organizer - Provide sentence starters - Prompt student to pre-plan their response using a detailed picture (K-1) - Prompt and support students in using their resources (i.e. alphabet strips in K-1, environmental print, etc.) - For multi-sentence or multi-paragraph prompts, give a specific, shorter requirement and then monitor and provide feedback before they move on | <ul style="list-style-type: none"> - Any part of the lesson where student is writing independently (Learn, FQTs, EOMs, NRAs) |
| Student struggles with comprehension. | <ul style="list-style-type: none"> - Use a ladder of prompts; start with a universal prompt and then narrow down with back-pocket questions -- (Ex: What is happening in the text so far? → Why does [character] ... in this moment?) - Allow extra time to re-read specific portions of the text | <ul style="list-style-type: none"> - Any part of the lesson where a student is required to read from a text and answer text-dependent questions. |

Planning Instructional Scaffolds

To support all scholars in gaining access to grade-level content, there may be a need to provide additional instructional scaffolds during the lesson. Below are suggestions for how a teacher would identify a gap in a student's current ability and how they may provide support. The goal is for scaffolding to be used for a short period of time and then taken away as students become more proficient and able to work through tasks independently.

| Instructional Scaffolds Teacher Planning and Preparation | | |
|---|--|---|
| Amplify CKLA Skills | | |
| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
| Student struggles to independently identify sound/letter combinations and sound out simple words. | <ul style="list-style-type: none"> - Repeated at-bats/practice using data - Small group support or reteach lesson using data - Provide a picture example to remember letter-sound combination - Utilize sound library on Amplify - prompt with visual gestures to have students segment and blend sounds before associating with letter symbols | - Any part of the lesson |
| Student struggles to identify tricky words. | <ul style="list-style-type: none"> - Post words on word wall and create a desk-sized word wall - Preview tricky words - prompt students to recall rules for regular vs. irregular (i.e. tricky) words | - Tricky word drills/practice and practice in decodable texts |
| Student struggles to read independently from student readers. | <ul style="list-style-type: none"> - Review sound combinations and tricky words directly before sending students to read independently. - Diagnose and respond to patterns in student errors by prompting student for rule and immediate application of rule. - Read aloud with student/s (choral read) - Read text aloud first and have student/s read after (echo read) - Partner read or shared read - Allow extra time to read/re-read in class - Provide extended practice: Provide multiple at-bats by sending a copy of the story home to read with family | - Any part of the lesson where the student needs to read text independently. |
| Wit & Wisdom | | |
| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
| Student struggles with completing multi-step tasks or responding to multi-step prompts independently. | <ul style="list-style-type: none"> - Chunk or break down task and instructions into smaller parts - Project instructions on the board - Simplify instructions - Increase CFUs - Repeat directions and have the student repeat back. | - Any part of the lesson where student is writing independently (Learn, FQTs, EOMs, NRAs) |
| Student struggles to read text | <ul style="list-style-type: none"> - Pre-teach new vocabulary - Chunk the text and plan prompts to establish literal meaning | - Any part of the lesson where student is |

Small Group and ILT Planning

Teachers will utilize data from assessments and daily student work to plan small group in K-3 and ILT instruction in grade 4. In addition to intervention lessons provided by CKLA Skills and mClass, as well as supplemental materials provided by Wit & Wisdom; K-3 teachers may utilize Amplify Reading online to extend learning for scholars who consistently meet academic benchmarks. If data suggests that students would benefit from a reteach of a recent lesson, the teacher could also utilize small group time to facilitate the reteach. In grades K and 1, teachers may set up small group time with center based activities, working with their classroom co-teacher to determine which students require additional practice in math, ELA, or both. In grade 4, ILT should be used to provide targeted reading and writing instruction based on student performance groups. All instructional decisions and groupings should be grounded in data, supporting a small group, center, and ILT structure that is dynamic and changes with time.

| | |
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| Weekly Teacher Deliverables | <ul style="list-style-type: none"> • completed lesson pacing sheet with names of students in each group, focus of lesson for each group or center activity, and any supplemental materials and exemplars linked • includes links to intervention plans from progress monitoring assessments • data from exit tickets or student work completed during small group time |
|------------------------------------|---|

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

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| <p style="text-align: center;">K-4</p> <p style="text-align: center;"><i>(Grade 4 will only have the core ELA block and use Wit & Wisdom. The structure outlined in this narrative for Wit & Wisdom is the same across all grade levels.)</i></p> |
| <p><i>We are beginning a new Skills unit this week! I completed the unit unpack a few weeks ago with my team and have gathered all the materials needed to introduce the new skills with my scholars. The three vowel sounds taught in this unit are the most distinct of the five English short vowel sounds. The consonants include /m/, one of the first sounds babies make, as well as two sets of consonant pairs, /t-/d/ and /k-/g/. In English there are eight pairs of consonant sounds that consist of unvoiced and voiced versions of the same sound. In the pair /t/ and /d/, /t/ is the unvoiced sound and /d/ is the voiced sound. In the pair /k/ and /g/, /k/ is the unvoiced sound and /g/ is the voiced sound. I want to make sure to make these distinctions as we begin today. We start the lesson by listening to the new sounds and sound teams. I have the scholars repeat after me until pronunciation is solid. Then, we move on to coloring in the sounds in our code books. Tomorrow, we will complete the chaining activity - I will say a word and have a student spell that word using the sounds we know. Then, I will challenge them to change just one of the sounds/letters in the word. Finally, we will read a story together using the new sounds. I'll use data from the last unit to split the class into small groups; one group of students will read in partner pairs and the other group will read at the small table in the classroom with me. I am excited to listen as the students work with these new skills and show what they've learned from the text in their open-ended responses.</i></p> <p><i>After Skills, we will move on to our core ELA block. I grab my annotated Wit & Wisdom lesson plan and begin the Launch. Today, we are doing an art study. I provide time for the scholars to review the image and discuss with their groups all the components they see. They try to determine what the image represents. Next, we'll discuss how the deeper meaning of the image relates to the texts we've read all week. I've planned my questioning sequence to get students to do the heavy lifting. Finally, scholars will independently answer the Focus Question. I'll circulate as they work and then collect their responses for analysis during the Friday Department Meeting. I'll use the data from this assessment to help me identify the focus for next week's Pause Point lesson, which I'll use to reteach skills and fill in knowledge gaps in preparation for the End of Module task.</i></p> |

To prepare for each module/unit and lesson, each teacher will participate in specific protocols with the support of their IL and grade level team: [CKLA Skills Toolkit](#) & [Wit & Wisdom Toolkit](#).

Weekly Deliverables

After completion planning protocols, the following items will be reviewed by instructional leaders.

| | |
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| Weekly Teacher Deliverables for Wit and Wisdom | <ul style="list-style-type: none"> • printed/scanned and annotated Wit and Wisdom lesson plan that includes: <ul style="list-style-type: none"> ◦ appropriate scaffolds and IEP-directed accommodations and modifications for module activities • printed/scanned and completed exemplar for any embedded assessment |
| Weekly Teacher Deliverables for CKLA Skills | <ul style="list-style-type: none"> • printed/scanned and annotated Amplify CKLA lesson plan that includes: <ul style="list-style-type: none"> ◦ appropriate scaffolds and IEP directed accommodations and modifications for unit activities • printed/scanned and completed exemplar for any embedded assessment or unit assessment |

language

- *mClass DIBELS - Progress Monitoring Assessments*
 - used to support word recognition goals
 - modeled after benchmark assessments and administered biweekly or monthly
 - analyzed by teacher after each administration
 - intervention plan developed and executed by teacher; follow-up by school leadership

| | | | | |
|---|---|--|---|--|
| | <ul style="list-style-type: none"> Teachers will administer assessments. Scoring Window: Illuminate will score all multiple-choice questions automatically. Teachers will collaboratively score all open-ended response (OER) questions on Data Day. Analysis: Teachers will participate in a Data Day to analyze trends from the assessment data and develop action plans for intervention, acceleration, and extension during small group and/or ILT time. Teachers will also develop plans for the Crescendo period. <ul style="list-style-type: none"> <i>Owners & Timelines:</i> <ul style="list-style-type: none"> Network Team will gather data from multiple-choice sections and share trends with School Leaders. School Leaders will meet and discuss trends to prepare for the Data Day. School Leaders (including Course Leads) send pre-work for data meetings to grade-level teams at least one week prior to meeting. Teachers will create their exemplars for all assessments and pull student work samples for norming. <ul style="list-style-type: none"> Teachers within the grade the team should review samples from all classes within the grade level and score against the rubric. With the support of a School Leader, teachers will identify student work samples for each level of the rubric to help score remaining assessment OERs and enter data into Illuminate. Teachers will review grade-level data and utilize an analysis protocol to identify glows, areas of growth, and trends illuminated in the data; this will be pre-work for the Data Day. All pre-work for the Data Day will be complete and submitted to the School Leader at least two days prior to the Data Day. Teachers (in collaboration with School Leaders), will develop action plans for students in each performance group. All action plans are due within one week. Resources: Teachers will have access to state-aligned OER rubrics. | | | |
| NJSLA-ELA NYS-ELA (Grades 3-4) | Administered one time per year, in the Spring. This is a benchmark assessment that measures student progress against grade-level standards. | The NJSLA-ELA and NYS-ELA are criterion-referenced assessments that show student proficiency on grade-level common core standards in ELA and Math. | These assessments are required by the state. They provide information about our students in relation to grade-level standards and compare student reading progress across NJ and NYS. | Benchmark assessments like the NJSLA-ELA and NYS-ELA allow us to monitor progress towards annual and long-term goals and provide accountability for increasing student learning. |

Progress Monitoring Tools

To ensure students are continuing to move toward proficiency with word recognition and language comprehension, we will administer, analyze, and develop intervention plans from the following curriculum-based assessments:

- Amplify CKLA Observational Records**
 - used to support word recognition goals
 - curriculum-developed trackers to monitor student performance with skills such as segmenting/blending, story reading, responses to discussion questions, etc. over the course of a unit
 - analyzed by teacher
 - intervention plan developed and executed by teacher; follow-up by school leadership
- Wit and Wisdom Formative Assessments:**
 - Check for Understanding: 1+ per lesson, assesses lesson-level learning goal(s)
 - Focusing Question Task: 3–6 per module, assesses module learning goals for knowledge, reading, writing, speaking, and/or language
 - New-Read Assessment: 2–3 per module, assesses transfer of reading and/or language module learning goals to a new text or a portion of text focused on a topic that has been introduced
 - Vocabulary assessments: 1-2 per module assesses module learning goals for content, academic, or text specific vocabulary
 - Socratic Seminar: 2–3 per module; assesses module learning goals for knowledge, speaking, and

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| <p>and Resources for Wit and Wisdom Embedded Assessments</p> | <p>listed in the grade level scope and sequence.</p> <ul style="list-style-type: none"> ○ <i>Owners & Timelines:</i> <ul style="list-style-type: none"> ■ Network Team will create the grade level scope and sequence and share with School Leaders and Teachers. ■ Network team creates assessments in Illuminate and shares with School Leaders quarterly. ■ School Leaders share assessments in Illuminate with teachers one week prior to administration. ■ Teachers administer paper assessments and collect data to enter into Illuminate. ● Scoring Window: Teachers will utilize the curriculum embedded supports and scoring guides to score all assessments and enter data into Illuminate within one week. <ul style="list-style-type: none"> ○ <i>Owners & Timelines:</i> <ul style="list-style-type: none"> ■ Teachers enter data into Illuminate within one week. ■ School Leaders check on scores in Illuminate at the end of the one week period. ■ School Leaders confirm 100% completion of assessments and scores with the Network team. ● Analysis: Teachers will work with School Leaders and their grade team to norm grading against the curriculum-provided rubrics. Norming will occur within 48 hours to ensure teachers can continue scoring assessments and enter data within one week, as outlined above. <ul style="list-style-type: none"> ○ <i>Owners & Timelines:</i> <ul style="list-style-type: none"> ■ School Leaders (including Course Leads) send pre-work for data meetings to grade-level teams at least one week prior to meeting. Teachers will create their exemplars for all assessments and pull student work samples for norming. <ul style="list-style-type: none"> ● Teachers within the grade team should review samples from all classes within the grade level and score against the rubric. With the support of a School Leader and curriculum-embedded exemplars, teachers will identify student work samples that align to each level of the rubric to help score remaining assessments. ■ Teachers complete action plans based on the complete data set and implement them the following week. ● Resources: All scoring guides and rubrics can be found within the Teachers Guide of each unit. | | | |
| <p>NJSLA-ELA & NYS-ELA Mock Assessment (Grades 3-4)</p> | <p>Administered one time per year, in January or February. This is a mock benchmark assessment that helps prepare students for the state assessment, which measures progress against grade-level standards.</p> | <p>The NJSLA-ELA and NYS-ELA are criterion-referenced assessments that show student proficiency on grade-level common core standards in ELA and Math. The mock assessment will utilize released test items to match the rigor of the real assessments.</p> | <p>These results of the assessments will support us in identifying areas to re-teach and provide extra instruction prior to students participating in the actual assessment later in the Spring.</p> | <p>Students will be able to experience the rigor and expectations of the actual assessment, work with their teacher to identify goals, and then participate in a crescendo period to practice skills.</p> |
| <p>NJSLA-ELA & NYS-ELA Mock Assessment Guidelines and Resources</p> | <ul style="list-style-type: none"> ● Assessment Window: All scholars must be assessed within the testing window (two days). If a student is absent, they must be assessed upon return (ideally within one-two days). <ul style="list-style-type: none"> ○ <i>Owners & Timelines:</i> <ul style="list-style-type: none"> ■ Network Team will create an assessment memo for the assessment. ■ School Leaders will share assessment memos with teachers at least two weeks prior to the launch of the assessment round, including an accurate testing schedule for administration. ■ School Leaders (in collaboration with Network Team) will facilitate an assessment PD refresher for administration and analysis of the assessments for all staff supporting during the testing round. This refresher PD will take place during the Department Team Meeting at least one week prior to assessment. | | | |

K-4 Language Comprehension Assessment

Language comprehension is monitored and measured via Wit & Wisdom embedded assessments in K-4, and via state benchmarks in 3-4. Embedded assessments in Wit & Wisdom provide ongoing evidence of how deeply students understand what they are learning as they progress in developing Language Comprehension proficiency. Frequent and varied assessments (especially Focus Question Tasks) are tied to module and lesson content and build toward the final, End-of-Module Task.

| Assessment Name | Frequency, Type & Purpose | How the Data will be Used | Rationale for Giving | Impact on Students |
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| Wit and Wisdom Embedded Assessments (Grades K-4) <i>Additional information on assessment types below.</i> | These curriculum-embedded assessments and tasks provide evidence of how deeply students understand what they are learning and reading (see chart below). The assessments occur on a daily, weekly, and end-of-module basis as indicated in the curriculum guidance. They are “baked into” the curriculum and are intended to give teachers authentic data to adjust and accelerate instruction. | Assessments should form a coherent narrative reflecting the knowledge and skills students will build throughout a module. | The Wit and Wisdom curriculum-embedded assessments provide some of the most usable data on the impact of the curriculum in building student knowledge and skill. They give teachers important, timely feedback on students’ reading comprehension and critical thinking and inform daily instruction. | <p>These assessments are built into the curriculum, so they do not require other instruction to pause to administer. The self-assessment component also empowers students to understand and improve their learning. These are the assessments that ultimately drive teaching and learning.</p> <p>Whether in college or career, students will frequently be held accountable for what they know and what they can do. Forms of assessment that are typically limited to the classroom, like multiple choice, can help give teachers quick feedback on student learning. But the best assessments mirror the work students will do in college and their careers, allowing them to perform their learning in authentic contexts. Focusing Question Tasks, Socratic Seminars, and EOM Tasks are designed to elicit that kind of performance, allowing students to show what they can do by applying their learning to solving academic, intellectual, and real-world problems.</p> |
| Guidelines | <ul style="list-style-type: none"> Assessment Window: Assessment dates will be determined based on each grade level’s scope and sequence. Make-up assessments must be completed within two days of the administration date | | | |

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| | <p>platform.</p> <ul style="list-style-type: none"> ● Analysis: Teachers will participate in a Data Day to analyze trends from mClass data and develop action plans for intervention, acceleration, and extension during small group and/or ILT time. <ul style="list-style-type: none"> ○ <i>Owners & Timelines:</i> <ul style="list-style-type: none"> ■ Network Team will gather data and share trends with School Leaders. ■ School Leaders will meet and discuss trends to prepare for the Data Day. ■ Teachers will review grade-level data and utilize an analysis protocol to identify glows, areas of growth, and trends illuminated in the data; this will be pre-work for the Data Day. All pre-work for the Data Day will be complete and submitted to the School Leader at least two days prior to the Data Day. ■ Teachers (in collaboration with School Leaders), will develop action plans for students in each performance group. All action plans are due by the end of the Data Day ● Resources: Network leaders will work alongside Instructional Leaders to facilitate each data analysis meeting. Teachers will have access to resources at least two weeks prior to the data meeting. |
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| | <ul style="list-style-type: none"> ● Analysis: Teachers participate in a grade-level data meeting led by the Course Lead, School Leader, or Network team within one week of data entry. <ul style="list-style-type: none"> ○ <i>Owners & Timelines:</i> <ul style="list-style-type: none"> ■ Network team analyzes data and shares trends with School Leaders. ■ School Leaders (including Course Leads) send pre-work for data meetings to grade-level teams at least one week before meeting. ■ Teachers complete pre-work and participate in data meetings within two weeks of assessment; action plans developed in the meeting and implemented the following week. ● Resources: All scoring guides can be found within the Teachers Guide of each unit. <ul style="list-style-type: none"> ○ <i>Owners & Timelines:</i> <ul style="list-style-type: none"> ■ School Leaders utilize curriculum-embedded guidelines for unit unpacking to review the key components of all assessments within the unit. ■ Teachers review the “Unit Assessment” section of the unit introduction during the unit unpack. When unit assessment lessons occur, the teacher reviews and internalizes guidelines for assessments, paying close attention to which components are completed whole group, one-on-one, and which components are dependent on individual student performance. Teacher utilizes the guidance and answer keys within the teachers guide to score all student responses. | | | |
| Amplify mClass DIBELS 8th Edition (K-4) | The universal screener DIBELS 8th Edition (via Amplify mClass) will be administered three times per year (BOY, MOY, EOY) to benchmark student progress towards overall grade level targets. | DIBELS is used to determine if the overall instructional approach is effective and to externally measure student growth throughout the year (providing information about our students in relation to national norms). | We administer DIBELS because it is a nationally-normed, externally vetted assessment that allows us to benchmark our achievement and growth against schools across the country, it has high reliability and validity, and because DIBELS results are highly predictive of future student reading success. | Screeners like DIBELS allow us to monitor progress towards annual and long-term goals and provide accountability for increasing student learning over time. They also provide useful data for determining which students need additional support. |
| Guidelines and Resources for mClass DIBELS Assessments | <ul style="list-style-type: none"> ● Assessment Window: All scholars must be assessed within one day. If a student is absent, they must be assessed upon return (ideally within one-two days). <ul style="list-style-type: none"> ○ <i>Owners & Timelines:</i> <ul style="list-style-type: none"> ■ Network Team will create an assessment memo for each benchmark round (BOY, MOY, and EOY) and share with School Leaders at least three weeks prior to the launch of the assessment round. ■ School Leaders will share assessment memos with teachers at least two weeks prior to the launch of the assessment round, including an accurate testing schedule for administration. The testing schedule should also include a set day and time for grade 2-4 scholars to complete the online MAZE assessment. ■ School Leaders (in collaboration with Network Team) will facilitate an assessment PD refresher for administration and analysis of the assessments for all staff supporting during the testing round. This refresher PD will take place during the Department Team Meeting the week prior to launch of the assessment round. ■ Teachers (in collaboration with School Leaders) will administer assessments. ● Scoring Window: All mClass assessments will be scored automatically on the Amplify | | | |

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| | <p>what prerequisite skills students are missing; they provide a data snapshot to provide targeted remedial instruction.</p> | <p>benchmarks against which we can document students' progress.</p> <p>Grade 1-2: BOY diagnostic and placement tests: The purpose of these assessments are to identify areas of word recognition strength and weakness with individual students. They check for readiness for the Grade 1 or 2 Skills curriculum based on what was taught in the previous grade level.</p> | <p>Recognition down to the most basic level.</p> <ul style="list-style-type: none"> Analyze the grade-level data for trends in readiness and need to form remediation/intervention groups Analyze the group data to determine instructional implications during whole-group, grade-level instruction and any small group intervention | <p>from the start of the year, we can start to target our instruction and support to ensure we are closing gaps from the very start of the year.</p> |
| Amplify CKLA Skills Unit Assessments (K-2) | <p>The Amplify CKLA embedded assessments, specifically the Mid- and End-of-Unit Assessments, are used to measure mastery of skills taught so far in CKLA Skills lessons.</p> | <p>Teachers should use data from unit assessments to plan "pause point" lessons and target remediation to specific student skill gaps.</p> | <p>Mid- and End-of-Unit Assessments give us data about how well we are implementing the curriculum and how much students are actually learning from our lessons.</p> | <p>If data is used to plan strong "Pause Point Lessons," students will have fewer skills gaps over time. Rather than repeating entire units, we will be able to determine and plan specific instruction that targets specific areas of growth. This differentiation during pause points will also ensure that no student falls behind as we move forward into new content.</p> |
| Guidelines and Resources for Amplify CKLA Skills Assessments | <ul style="list-style-type: none"> Assessment Window: All scholars must be assessed (including make-ups) within two days of the administration date listed in the grade level scope and sequence. <ul style="list-style-type: none"> <i>Owners & Timelines:</i> <ul style="list-style-type: none"> Network team creates assessments in Illuminate and shares with School Leaders quarterly. School Leaders share assessments in Illuminate with teachers one week prior to administration. Teachers administer paper assessments and collect data to enter into Illuminate. Scoring Window: All data from assessments should be entered into Illuminate within one week of administration as listed in the grade level scope and sequence. <ul style="list-style-type: none"> <i>Owners & Timelines:</i> <ul style="list-style-type: none"> Teachers enter data into Illuminate within one week. School Leaders check on scores in Illuminate at the end of the one-week period. School Leaders confirm 100% completion of assessments and scores with the Network team. | | | |

Assessment Methods

At BRICK, we believe that data drives our programming, support, and classroom instruction in service of meeting the needs of every student in our network. Assessment is integral to evaluating our effectiveness as educators, and--most importantly--our impact on student learning. We strive to leverage the minimum number of assessments to get the most useful and strategic data to answer the questions:

- Are we teaching students what they need to know and do to meet grade-level expectations?
- Are students learning what we are teaching?
- What do we need to change or do differently to ensure every student at BRICK becomes a reader?

Literacy assessments in K-4 at BRICK fall into two categories:

- Assessments built into the literacy curricula (curriculum-embedded) including:
 - diagnostic assessment(s), surveys, or beginning of year placement test(s)
 - progress monitoring assessments
 - summative/outcome assessments
- Assessments provided by external sources to gauge progress against state and national norms including:
 - universal screeners
 - outcome (benchmark) assessments

Each assessment type gathers a different set of data and serves a different purpose in helping us develop a holistic picture of the specific knowledge and skills each student needs to develop and the type and intensity of support they may need to succeed as a reader. For further explanation of each of these types of assessments and their purpose, see [this article](#) from the nonprofit Reading Rockets.

The information and tables below provide more detailed information about each assessment we use at BRICK and the general guidelines and resources for administration, analysis, and action planning for each assessment cycle.

K-4 Word Recognition Assessment

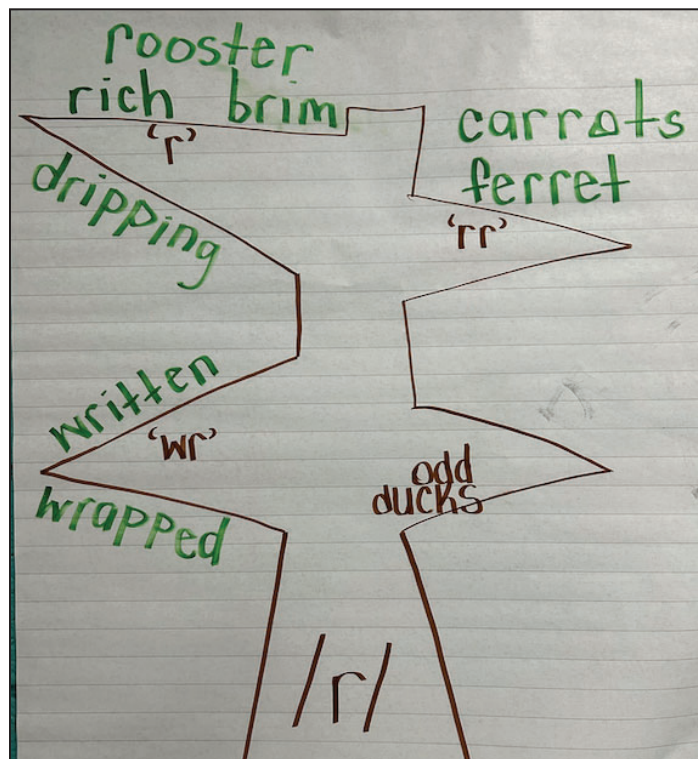
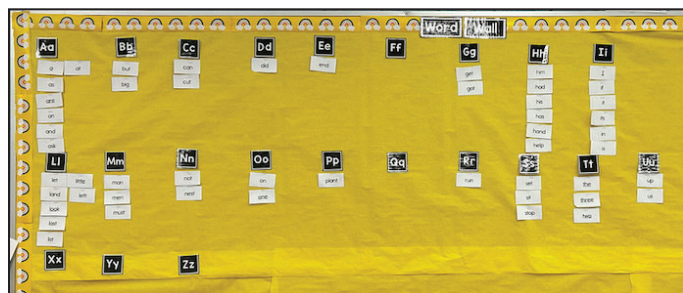
Word Recognition is screened via mClass DIBELS at BOY, MOY, and EOY in K-4. It is carefully measured and monitored using the curriculum-embedded assessments in CKLA Skills in K-2. At the end of each CKLA Skills unit, scholars will demonstrate their understanding of the content that was taught in the unit by completing a unit assessment that covers that content. The goal is for teachers to collect and analyze data throughout each unit and adjust as needed to ensure that by the end of the year, all students are proficient in the presented content and ready for the next set of skills. Overall mastery of the grade level's foundational knowledge and skills will be assessed in the end-of-course assessments in the final unit of CKLA Skills. The following chart captures the assessments, frequency, type, purpose, rationale, and data/student impact for Tier 1 Word Recognition in Grades K-2 (adopted from Amplify CKLA).

| Assessment Name | Frequency, Type & Purpose | How the Data will be Used | Rationale for Giving | Impact on Students |
|---|--|--|---|--|
| Amplify CKLA Skills Pretests, Diagnostics, and Placement Tests (K-2) | <p>These assessments are administered at the beginning of year as indicated in Unit 1 of the curriculum.</p> <p>Pretests, placement tests, and diagnostics allow teachers to see</p> | <p>Grade K Pretests: The purpose of the assessment is to strictly establish a baseline for every student. Pretests are intended to help us determine what students already know and establish</p> | <p>The data gathered from pretests, diagnostics, and placement tests can help us:</p> <ul style="list-style-type: none"> • Determine individual student needs related to unfinished learning in Word | <p>These tests are embedded in the units and administered during class, so they do not impact instructional flow or require additional time. By gathering data on specific student needs</p> |

Online Programs

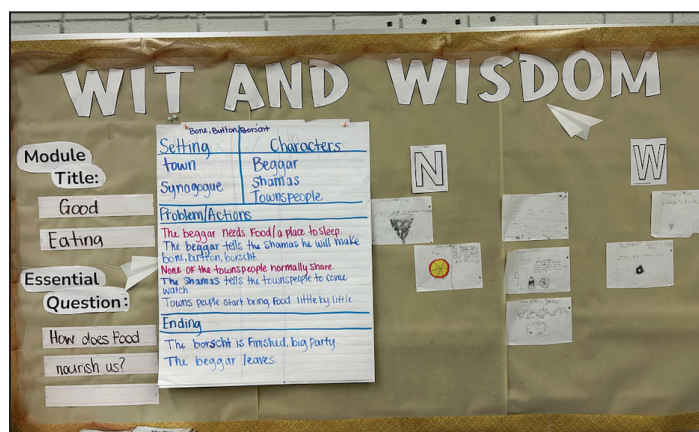
Teachers and scholars will use the following programs to support learning during small group instruction time and the foundational skills block.

| Platform | Users | Purpose & Recommended Use |
|--------------------------------|---------|--|
| BOOST [Amplify Reading] | K-4 ELA | <i>BOOST [formerly known as Amplify Reading] leverages compelling storytelling and the latest research to help students achieve true mastery of the concepts they need to become strong, life-long readers. The program meets all students where they are with individualized instruction and practice. Teachers should use this resource during small group time if both teachers are working with a small group.</i> |
| Amplify CKLA Skills | K-2 ELA | <i>The student-facing online component of CKLA Skills allows scholars to review skills they've practiced during the foundational skills block. Teachers may also use this resource to review the correct pronunciation of phonemes and/or have students re-listen to sounds during practice.</i> |



Great Minds' Wit and Wisdom Bulletin Board
 Include module title, essential questions, focus questions, and key vocabulary. Consider adding student work with teacher feedback as you move through the module.

Great Minds' Wit and Wisdom Classroom Library
 Use this space to organize texts. Consider organizing texts by module.

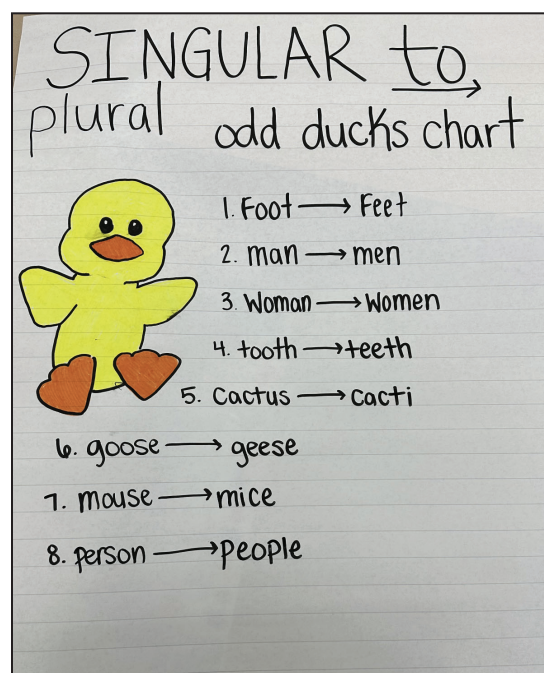
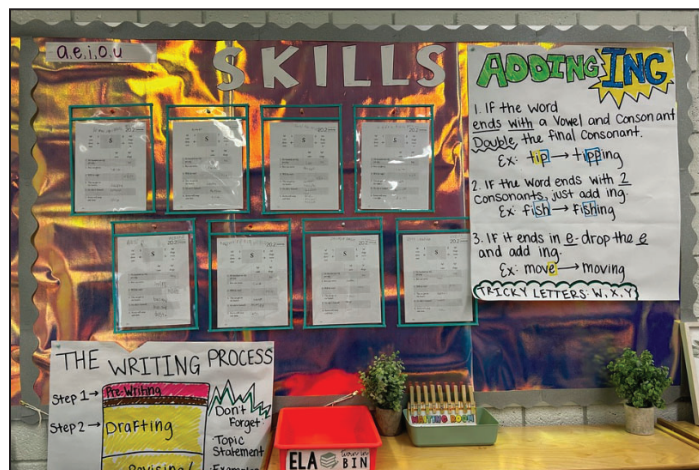


Classroom Environment

In the ELA classroom and environment, it is essential for students to feel comfortable to build their confidence and ownership in their learning. The classroom needs to have space for a world map to engage students in building knowledge around core texts and study. There should also be space for anchor charts with vocabulary words and literary terms with examples. All scholars should be able to easily see the smartboard and seating should allow for robust discussion through turn and talks and whole group. There should be an area in the classroom to display classroom data on assessments with goals clearly stated. To best support the Wit & Wisdom program, there should also be space to store student journals and the classroom library. To best support CKLA Skills, teachers should put up a bulletin board for high-frequency words and tricky words introduced by the curriculum.

Amplify CKLA Skills Bulletin Board

Content on this board could include recently created anchor charts and student work.



Amplify CKLA Skills Word Wall

Includes decodable words and tricky words introduced during each CKLA Skills unit. Consider utilizing different color markers or cardstock to help scholars differentiate decodable words from tricky words.

Amplify CKLA Skills Word Tree

Post word tree charts on this wall and/or around the room as they are introduced for scholars to reference independently. Word trees help scholars identify the different sound spellings in common and irregular words (odd ducks).

Great Minds' Wit and Wisdom

Wit & Wisdom modules are designed around specific elements to build content knowledge and support students in mastering independent reading and writing skills. Within each lesson, there is a Welcome, Launch, Learn (main content), Land, and Wrap/Closing. Each lesson lasts 90 minutes and each module is approximately 30 lessons. The chart below describes the different elements and identifies strategies to support all learners (*adopted from Wit & Wisdom Implementation Guide*).

| Lesson Section | Typical Time Allocated | Description |
|-----------------------------|------------------------|--|
| Welcome | 5 min. | Students independently engage in a task that prepares them for the lesson's learning. |
| Launch | 3 min. | The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology, or making connections to the Focusing Question, Essential Question, and/or text. The teacher ensures student understanding of the lesson's Learning Goals. |
| Learn | 60 min. | Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle, both independently and with peers, and as they develop skills and knowledge needed to answer the lesson's Content Framing Question. |
| Land | 5 min. | The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question. |
| Wrap | 2 min. | The teacher directs closing activities, such as assigning homework. |
| Deep Dive | 15 min. | The teacher supports students' learning of vocabulary or style and conventions. The Deep Dive is also organized into Launch, Learn, and Land sections. |
| Total Lesson Time = 90 min. | | |

Lesson Structure

Amplify CKLA Skills

The CKLA Skills curriculum is modeled after proven research in early literacy. This program supports explicit decoding, phonics, and other foundational literacy skills and is organized strategically into units that include hands-on materials and activities that are diverse, fun, and build independence. During a lesson, students will participate in varied activities, which may include phonics and reading, grammar, spelling, and writing in both whole group and small group settings (*adapted from Amplify CKLA*). While the structure of each day varies slightly from lesson to lesson, the following chart shows an example Kindergarten through Second-grade lesson at a glance; each lesson lasts 60 minutes and is taught daily.

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Prerequisite Foundational Skills | | | |
| Warm-Up: Count with Fingers (Phonological Awareness) | Whole Group | 10 min. | |
| Listening to Environmental Noises: - Knock and Count - Same or Different? (Phonological Awareness) | Whole Group | 20 min. | <input type="checkbox"/> musical instruments or classroom objects |
| Left/Right Discrimination: - Greeting (Print Concepts) | Whole Group | 10 min. | |
| Spatial and Bodily Awareness: - Follow Me (Print Concepts) | Whole Group | 5 min. | <input type="checkbox"/> one beanbag, foam ball, or small object per student |
| Prerequisite Writing Skills | | | |
| Draw on a Vertical Surface | Whole Group | 15 min. | <input type="checkbox"/> crayons <input type="checkbox"/> chart paper |
| Take-Home Material | | | |
| CKLA Overview | | | <input type="checkbox"/> Activity Page 1.1 |

Targeted Support for Foundational Skills and Language Comprehension

In grades K-3, there are opportunities for small group instruction four times a week to reteach specific skills introduced in the core ELA blocks. Teachers will utilize the curriculum-embedded resources to provide additional practice and reassess for mastery. In grade 4, teachers will use data from BOY assessments to identify the needs of students and place them in appropriate groups. During ILT, students will get additional practice, based on their needs, to accelerate and extend learning.

| | |
|--|--|
| <ul style="list-style-type: none"> By the end of SY 23-24, 90% of K-2 students will be at or above benchmark on mClass DIBELS assessment. | |
| K-4 Goals for Tier 1 Language Comprehension Instruction | |
| SY 23-24 Student Achievement Goals: <ul style="list-style-type: none"> Wit and Wisdom Module Assessments: 80% of students in grades K-4 will meet or exceed expectations on each end-of-module assessment. State Tests: Grades 3-4 students will average +10% growth in reading scores on their state test as compared to the historical average. | SY 23-24 Implementation Goals: <ul style="list-style-type: none"> By the end of SY 23-24, 100% of K-4 teachers will teach the Wit and Wisdom lessons with integrity, collecting and responding to student data in real-time, within the 90-minute block. By the end of SY 23-34, 100% of K-4 leaders observe, coach, and meet with teachers to plan response-to-data weekly to ensure mastery of FQTs and EOM tasks increases week over week. |

schema—or funds of knowledge—students come in ultimately empowering them to carry more of the cognitive load that leads to doing more rigorous work ([Hammond](#)). Texts within and across grade levels provide windows, mirrors, and sliding glass doors (Bishop, 1990) to build upon, complement, deepen, and expand the rich knowledge and background experiences students bring to the language arts classroom. The intention is to implement the curriculum with integrity, while simultaneously evaluating it through a Diversity, Equity, Inclusion, and Accessibility (DEIA) lens so that in the future we will be able to determine where to supplement and enhance the DEIA alignment in our implementation.

The approach to instruction in *Wit and Wisdom* centers knowledge- over skill-building. The curriculum integrates reading, writing, speaking, listening, and language instruction in a single, 90-minute daily instructional block. The curriculum is designed to intentionally “leverage the content knowledge students gain through the texts. *Wit & Wisdom* fosters increasing student independence by establishing a line of questioning to help students understand and discern the meaning of complex texts. Skill development follows a coherent sequence of English language arts standards while staying true to the demands of each individual text. Students employ many skills in service of understanding each text, while building mastery of a smaller number of focus standards that are particularly relevant to the specific texts within a module” (Implementation Guide 2017).

And, the *Wit and Wisdom* approach has proven effective in a variety of schools across the country. Like *CKLA Skills*, *Wit and Wisdom* received the highest ratings from [EdReports](#) and [Louisiana Believes](#) for language comprehension and has strong impact data.

At BRICK, we believe that students need to be able to access any text they encounter and that “content integration levels the playing field among students with different types of background knowledge by focusing on information gained through reading rather than through personal experience” (Hawkins et al. 34–36). If we implement *Wit and Wisdom* with integrity, shifting our focus away from skill-drilling to knowledge-building, we believe that we will deepen student understanding of the world and increase students’ authentic excitement and ownership of their own literacy learning. Students will become the “experts,” connecting knowledge of themselves, literature, and the world and communicating this knowledge to their families and communities.

K-4 ELA Student Achievement and Implementation Goals

| K-2 Goals for Tier 1 Word Recognition Instruction | |
|--|--|
| <p>SY 23-24 Student Achievement Goals:</p> <ul style="list-style-type: none"> By the end of SY 23-24, 90% of K-2 students will demonstrate mastery on their end-of-year CKLA Skills Strand assessment (benchmark). In order to meet the end of year benchmark goals, 90% of K-2 students will demonstrate mastery on each CKLA Skills end-of-unit assessment. <ul style="list-style-type: none"> Grade K: 95% of students will demonstrate mastery on each end-of-unit assessment Grade 1: 90% of students will demonstrate mastery on each end-of-unit assessment Grade 2: 85% of students will demonstrate mastery on each end-of-unit assessment | <p>SY 23-24 Implementation Goals:</p> <ul style="list-style-type: none"> By the end of SY 23-24, 100% of K-2 teachers will teach the CKLA Skills lesson with integrity within the 60-minute block. By the end of SY 23-24, 100% of K-2 teachers will be observed and effectively real-time coached bi-weekly on data-responsive instruction in CKLA Skills. By the end of SY23-24, 100% of K-2 leaders and teachers will consistently collaborate to administer, score, analyze, and use data from end-of-unit assessments to create strong “pause point” instructional plans that result in 90% of students meeting end-of-year CKLA benchmark goals. |

takes a comprehensive approach to teaching the code of the English language in the Skills strand. While the English language has only 26 letters, these letters combine to create 150 spelling patterns that represent 44 sounds of language. In most reading programs, children are explicitly taught only a fraction of this information and must glean the rest from ad hoc and incidental exposure to these spelling patterns through text. CKLA focuses on explicitly teaching each of the 44 sounds and the 150 ways that these sounds are represented (via letters and letter combinations). This comprehensive approach assures educators that children have the knowledge they need to address any text and any word (Amplify, 2022).

Research indicates that third-grade students proficient in foundational skills [or word recognition] are 7x more likely to be proficient on the state reading achievement assessment (Paige et. al., 2019). Our goal is to create readers who emerge from second grade feeling confident in their strategies to decode unknown words. Explicit word recognition instruction in kindergarten, first grade, and second grade will empower our students to word-solve and read fluently enough to tackle—and enjoy—the challenges of reading in third grade and beyond.

Vision for K-2 Tier 1 Word Recognition Curriculum: Amplify CKLA Skills

Amplify CKLA Skills will be used for Tier 1 word recognition in Grades K-2. CKLA Skills aligns to all word recognition strands of Scarborough’s Reading Rope.

The CKLA Skills curriculum provides a comprehensive approach to addressing word recognition. CKLA Skills is a structured literacy program that provides instruction that is systematic, explicit, cumulative, diagnostic and responsive, and multisensory. CKLA Skills provides explicit instruction in phonological awareness, phonics, word recognition, language skills, and writing mechanics and follows a research-based scope and sequence that, if implemented with fidelity, ensures students emerge automatic readers and fluent decoders by the end of Grade 2. The program can be executed in 60 minutes daily, in a whole or small group setting, and includes many opportunities for students to demonstrate mastery in multi-modal ways. CKLA Skills teaches the most frequent sound spellings first to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through Grade K. CKLA Skills has embedded assessments and guidance for differentiation and intervention for students who experience reading difficulties along the way. Leveraging the scripted lessons and accompanying resources provided by the CKLA Skills curriculum will deepen and accelerate our word recognition (foundational skills) instruction.

An overwhelming body of research tells us that explicit instruction in the spelling patterns of the English language transitions students from spending an excess of mental energy on decoding (learning to read) to fluent automaticity so students can focus on comprehension and analysis (reading to learn). At BRICK, we believe that implementing CKLA Skills with integrity prevents reading failure and ensures equity: 100% of our students CAN and WILL learn to read by the end of Grade 2 so that they can become powerfully literate and critically conscious and confidently advocate for themselves and their community.

Vision for K-4 Tier 1 Language Comprehension Curriculum: Wit & Wisdom

Great Minds’ *Wit and Wisdom* will be used for Tier 1 language comprehension (formerly the read-aloud, shared reading, guided reading blocks) in Grades K-4 across BRICK Education Network. While some curriculum approaches rely heavily on disconnected texts and skills, *Wit and Wisdom* is a comprehensive, integrated English Language Arts curriculum that aligns with all language comprehension strands of Scarborough’s Reading Rope.

Wit and Wisdom centers on authentic, complex texts that are organized in thematic units. The volume of reading is significant, and units build knowledge within and across grade levels (Grades K-8). We know that we will always need to make strategic updates to any curriculum to ensure that it responds to the unique identities and cultures of our students, but we believe that *Wit and Wisdom* provides one of the most culturally responsive pedagogical approaches to high-quality instructional materials providers. Culturally responsive teaching as [Dr. Gloria Ladson-Billings](#) framed it is the heart of instructional equity. This instructional approach leverages the science of learning by uplifting the cultural

Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle, spelling-sound correspondences)

Sight Recognition
(of familiar words)

Increasingly Strategic

Increasingly Automatic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

The Reading Rope (Scarborough, 2001)

To learn more about the Science of Reading research, explore the following resources:

- [Science of Reading Defining Guide](#)
- Amplify Reading Primer [Part 1](#) & [Part 2](#)

K-2 Vision for Tier 1 Word Recognition Instruction

At BRICK our mission is to relentlessly knock down all barriers to students' academic success. In K-2 literacy, we believe that knocking down these barriers means providing systematic, explicit word recognition instruction daily, to build a solid reading foundation for ALL students. We believe that the science of reading is key to empowering all of our students to crack the code. The science of reading is, “conclusive, empirically supported research [that] provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development” (Institute for Multisensory Instruction, 2021).

We know that our students will excel in their reading development with access to research-backed instructional practices. Although we have made some gains in reading proficiency over the years, there is still work to be done. The science of reading demonstrates that 95% of ALL readers can be taught to read using informed word recognition instruction (Moats, 2020). Word recognition is the key to language comprehension; if students cannot read the words on the page, they will struggle to make meaning from the text. We are committed to ensuring that all of our K-2 students master word recognition, the gateway to becoming critical thinkers and lifelong learners who are ready to build, to innovate, and to drive change.

At BRICK Education Network, we believe in a structured literacy approach that equips students with automatic and fluent word recognition skills in each strand of Scarborough’s Reading Rope: phonological awareness, decoding, and sight recognition. The work of teaching students to learn to read in grades K-2 must be systematic, explicit, cumulative, diagnostic, responsive, and multisensory. It must be grounded in high quality, comprehensive instructional materials. The CKLA Skills program BRICK uses to address word recognition:

Overview/Vision/Key Components

The K-4 ELA program will consist of two main components. To support foundational reading skills such as phonics and phonemic awareness, we will utilize Amplify CKLA Skills in grades K-2. For our core literacy block, which will include reading, writing, and some science and social studies integration, we will utilize Great Minds' Wit & Wisdom. Together, the components will create a balanced program that is aligned with the Science of Reading research and the most up-to-date best practices for supporting scholars in becoming strong, independent readers, writers, and thinkers.

BRICK's ELA Program: Grounded in the Science of Reading Research

Our programs - Amplify CKLA Skills to support word recognition and Great Minds' Wit & Wisdom to support language comprehension - are designed to meet the criteria outlined by the Science of Reading Research. This research has found that strong reading comprehension is the product of word recognition and language comprehension. In this representation, if any one component is missing or not strong, reading comprehension will suffer. This relationship is represented by the image below.

Simple View of Reading



Scarborough's rope further develops that framework. It identifies the skills that fall under the umbrella of word recognition and language comprehension. To begin to read, we must explicitly and systematically teach our students phonological awareness, decoding, and sight recognition. To support this, students need sufficient practice and review in decoding and encoding, knowledge and application of concept skills, and exposure to decodable text" (Institute for Multisensory Instruction, 2021). To support language comprehension, students need to build vocabulary, background knowledge, language structures, verbal reasoning, and literacy knowledge. Students must be able to monitor their comprehension, relate sentences to one another, and relate sentences to the things they already know--and they must demonstrate increasing skill in reading, writing, thinking, speaking, and listening⁴ (Adams, 2010). Simultaneous integration of these skills into curriculum and instruction results in skilled reading. Scarborough's rope is represented in the image below.

⁴ Adams, M. (2010). Advancing Our Students' Language and Literacy - The Challenge of Complex Texts. American Educator.

Part II | ELA Core Curriculum K-4

Student Experience Narrative

Grades K-2

It's time for Skills! I am so excited to see the large sound cards up by the board - that means we are completing a chaining activity today! My teacher begins by reviewing the sounds we've learned this week. She gives us each a turn saying the sounds for 'm', 'o', 't', and 'p'. After we practice the individual sounds, we start segmenting and blending whole words together. This used to be very tricky for me but now that I know so many sounds, I can easily isolate each one. After we review our words, it is time for the fun part - CHAINING! My teacher gives us all one large letter card. I got 'p'! I say the sound in a whisper voice so I am prepared to stand when a word with my sound is called. The first word is "mat" ... "m...a...t". That word doesn't include my sound. The second word is "cat" ... "c...a...t". That word doesn't include my sound either. The third word is "pat" ... "p...a...t". That word DOES include my sound. I proudly stand up and join "a" and "t" at the front of the class. We finish the changing activity and then practice writing words with the sounds from this week in our workbooks. I am always so proud when my teacher asks me to read all the words on my page and I can sound out each one. Sometimes, I can even read the words without sounding them out! My teacher says that tomorrow we will practice reading using the Skills reader - I can't wait to show my teacher what I can do.

After Skills, we jump into our Wit and Wisdom block. I love that during this time, we each get to read from our own picture book. This week, we are reading a story about how life was many, many years ago. I get to turn and talk with my friends about how some of the things are so different. Can you believe that many years ago, people had to go outside to use the bathroom? I was surprised too! My teacher gives us time to look through our books before writing. I use all the sounds and tricky words I've learned in Skills to write two sentences and draw a picture about how different bathrooms were long ago compared to today. My teacher comes around to read my work and gives me a star for each sentence where I used my sound knowledge. Tomorrow, we get to share with our friends - I am excited to see what they wrote about!

Grades 3-4

As I enter the room, I see on the board that we are starting a new book today - and it's about space! I have always been interested in space and already know so much about planets, galaxies, and the sun. My teacher tells us that this book will teach us more about the moon and the history of how people worked to land on the moon. We start by writing our "Notice" and "Wonder" statements in our journals. I wonder a lot about how they were able to measure the distance between Earth and the moon and how they could ensure astronauts could breathe in space. I do a picture walk with a partner and she has similar questions. After our partner discussion, my teacher reads the book aloud while we follow along. As we listen, I use sticky notes to annotate the text each time I learn an answer to one of my questions. We discuss our answers before we analyze recent writing samples from yesterday and discuss the new vocabulary words - release and reduce. Although my name isn't called when the teacher uses her equity sticks for a student to read their definitions, I share my definitions with two friends during the mix and mingle activity - it's fun to be able to walk around the room and talk to new partners! Finally, my teacher assigns our fluency homework. I will probably read it to my dad and sister to listen to me read later - they will be so impressed with how much my reading has improved!

Guided Research and Texts

- **Culturally Responsive Teaching & The Brain** by Zaretta Hammond | Describes the brain science related to how students learn and how culture and potential trauma affect the learning process. This resource provides educators with actionable steps to help them better understand and relate to their students so they are appropriately supported and affirmed as they learn.
- **The Knowledge Gap** by Natalie Wexler | Describes the effects of background knowledge on overall language comprehension and provides examples of how to increase exposure through strong Tier 1 instruction.
- [Social and Emotional Learning Competencies](#)
- **Know Better, Do Better** by Meredith Liben and David Liben | This book guides leaders and teachers through research-based practices to improve reading instruction for younger and older students. It lays out specific strategies to improve fluency, phonics, vocabulary, and comprehension skills for older students with gaps in these areas.
- **Differentiated Literacy Instruction in Grades 4&5** by Sharon Walpole, Michael McKenna, Zoi Philippakos, and John Strong | This book provides assessments to identify areas of growth for scholars with foundational reading gaps. Lesson plans and other tools are also provided for building students' skills in word recognition, fluency, vocabulary, comprehension, and writing.

| | | |
|--------------|---|---|
| Gr. 7 | Unit 0 Short Stories and Foundational Skills | Short Stories |
| | Unit 1 A Raisin in the Sun | A Raisin in the Sun by Lorraine Hansberry |
| | Unit 2 All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team | All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team by Christina Soontornvat |
| | Unit 3 Poetry | Anthology of Poems |
| | Unit 4 Night | Night by Elie Wiesel |
| | Unit 6 Clap When You Land | Clap When You Land by Elizabeth Acevedo |
| Gr. 8 | Unit 0 Short Stories and Foundational Skills | Short Stories |
| | Unit 1 Animal Farm | Animal Farm |
| | Unit 2 Shadowshaper | Shadowshaper by Daniel Jose Older |
| | Unit 3 Their Eyes Were Watching God | Their Eyes Were Watching God by Zora Neale Hurston |
| | Unit 4 Danger of a Single Story | Anthology |
| | Unit 5 The Autobiography of Malcolm X | The Autobiography of Malcolm X by Alex Haley |

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|------------|---|--|--|--|
| | <p>East Dubowski</p> <p><i>Picture Books, Literary</i></p> <ul style="list-style-type: none"> Amos & Boris, William Steig | | | |
| Gr. 4 | <p>Module 1 A Great Heart</p> <p><i>Novel, Literary</i></p> <ul style="list-style-type: none"> Love That Dog, Sharon Creech <p><i>Scientific Text, Informational</i></p> <ul style="list-style-type: none"> The Circulatory Story, Mary K. Corcoran; Illustrations, Jef Czekaj | <p>Module 2 Extreme Settings</p> <p><i>Novel, Literary</i></p> <ul style="list-style-type: none"> Hatchet, Gary Paulsen Short Story (Literary) "All Summer in a Day," Ray Bradbury <p><i>Scientific Texts, Informational</i></p> <ul style="list-style-type: none"> Mountains, Seymour Simon SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere, John "Lofty" Wiseman | <p>Module 3 The Redcoats Are Coming</p> <p><i>Novel, Literary</i></p> <ul style="list-style-type: none"> Woods Runner, Gary Paulsen <p><i>Picture Books, Literary</i></p> <ul style="list-style-type: none"> The Scarlet Stockings Spy, Trinka Hakes Noble Poetry Colonial Voices: Hear Them Speak, Kay Winters | <p>Module 4 Myth Making</p> <p><i>Novel, Literary</i></p> <ul style="list-style-type: none"> Walk Two Moons, Sharon Creech <p><i>Drama, Literary</i></p> <ul style="list-style-type: none"> Pushing Up the Sky: Native American Plays for Children, Joseph Bruchac <p><i>Historical Account, Informational</i></p> <ul style="list-style-type: none"> Understanding Greek Myths, Natalie Hyde <p><i>Myth, Literary</i></p> <ul style="list-style-type: none"> Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology, Lise Lunge-Larsen |
| Grades 5-8 | | | | |
| | Unit | Anchor Text(s) | | |
| Gr. 5 | Unit 0 Short Stories and Foundational Skills | Short Stories | | |
| | Unit 1 Wonder | Wonder by R.J. Palacio | | |
| | Unit 2 Look Both Ways | Look Both Ways by Jason Reynolds | | |
| | Unit 3 Esperanza Rising | Esperanza Rising by Pam Munoz Ryan | | |
| | Unit 4 Roll of Thunder Hear My Cry | Roll of Thunder Hear My Cry by M.D. Taylor | | |
| Gr. 6 | Unit 0 Short Stories and Foundational Skills | Short Stories | | |
| | Unit 1 The Outsiders | The Outsiders by S.E. Hinton | | |
| | Unit 2 The Crossover | The Crossover by Kwami Alexander | | |
| | Unit 3 Claudette Colvin | Claudette Colvin: Twice Toward Justice by Phillip Hoose | | |
| | Unit 4 Before We Were Free | Before We Were Free by Julia Alvarez | | |

| | | | | |
|-------|---|--|--|--|
| | <p>Dr. Seuss</p> <p><i>Picture Books, Informational</i></p> <ul style="list-style-type: none"> Museum ABC, The Metropolitan Museum of Art My Librarian Is a Camel, Margriet Ruurs | <p>Lawrence</p> <ul style="list-style-type: none"> What Do You Do With a Tail Like This?, Steve Jenkins, Robin Page | <p>Kamkwamba and Bryan Mealer</p> <ul style="list-style-type: none"> Feel the Wind, Arthur Dorros Feelings, Alike | <p>Brown</p> <ul style="list-style-type: none"> Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon |
| Gr. 2 | <p>Module 1 A Season of Change</p> <p><i>Poetry</i></p> <ul style="list-style-type: none"> "Weather," Eve Merriam <p><i>Picture Books, Informational</i></p> <ul style="list-style-type: none"> How Do You Know It's Fall?, Lisa M. Herrington Why Do Leaves Change Color?, Betsy Maestro Sky Tree, Thomas Locker <p><i>Picture Books, Literary</i></p> <ul style="list-style-type: none"> The Little Yellow Leaf, Carin Berger A Color of His Own, Leo Lionni | <p>Module 2 The American West</p> <p><i>Picture Books, Informational</i></p> <ul style="list-style-type: none"> The Buffalo Are Back, Jean Craighead George Journey of a Pioneer, Patricia J. Murphy Plains Indians, Andrew Santella <p><i>Picture Books, Literary</i></p> <ul style="list-style-type: none"> Johnny Appleseed, Steven Kellogg John Henry: An American Legend, Ezra Jack Keats John Henry, Julius Lester The Legend of the Bluebonnet, Tomie dePaola The Story of Johnny Appleseed, Alike | <p>Module 3 Civil Rights Heroes</p> <p><i>Picture Books, Informational</i></p> <ul style="list-style-type: none"> I Have A Dream, Dr. Martin Luther King, Jr.; paintings, Kadir Nelson Martin Luther King, Jr. and the March on Washington, Frances E. Ruffin; illustrations, Stephen Marchesi Ruby Bridges Goes to School: My True Story, Ruby Bridges The Story of Ruby Bridges, Robert Coles; illustrations, George Ford Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation, Duncan Tonatiuh | <p>Module 4 Good Eating</p> <p><i>Picture Books, Informational</i></p> <ul style="list-style-type: none"> The Digestive System, Christine Taylor-Butler The Digestive System, Jennifer Prior Good Enough to Eat: A Kid's Guide to Food and Nutrition, Lizzy Rockwell The Vegetables We Eat, Gail Gibbons <p><i>Picture Books, Literary</i></p> <ul style="list-style-type: none"> Bone Button Borscht, Aubry Davis Stone Soup, Marcia Brown |
| Gr. 3 | <p>Module 1 The Sea</p> <p><i>Picture Books, Informational</i></p> <ul style="list-style-type: none"> Ocean Sunlight: How Tiny Plants Feed the Seas, Molly Bang and Penny Chisholm The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper Shark Attack, Cathy | <p>Module 2 Outer Space</p> <p><i>Picture Books, Informational</i></p> <ul style="list-style-type: none"> Moonshot, Brian Floca One Giant Leap, Robert Burleigh Starry Messenger, Peter Sís <p><i>Picture Book, Literary</i></p> <ul style="list-style-type: none"> Zathura, Chris Van Allsburg | <p>Module 3 A New Home</p> <p><i>Picture Book, Informational</i></p> <ul style="list-style-type: none"> Coming to America: The Story of Immigration, Betsy Maestro <p><i>Picture Books, Literary</i></p> <ul style="list-style-type: none"> Grandfather's Journey, Allen Say Tea with Milk, Allen Say Family Pictures, Carmen Lomas Garza The Keeping Quilt, Patricia Polacco | <p>Module 4 Artists Make Art</p> <p><i>Picture Book, Informational</i></p> <ul style="list-style-type: none"> Alvin Ailey, Andrea Davis Pinkney A River of Words: The Story of William Carlos Williams, Jen Bryant Action Jackson, Jan Greenberg and Sandra Jordan When Marian Sang, Pam Muñoz Ryan <p><i>Picture Book, Literary</i></p> <ul style="list-style-type: none"> Emma's Rug, Allen Say |

K-8 English Language Arts: Curriculum Continuum

The following table outlines the core texts and unit titles for the K-8 ELA Curriculum. Please note that as the curriculum is updated, this table will be changed.

| Grades K-4 | | | | |
|------------|---|--|--|---|
| | Module 1 | Module 2 | Module 3 | Module 4 |
| K | Module 1 The Five Senses <i>Picture Books, Informational</i> <ul style="list-style-type: none"> My Five Senses, Alike My Five Senses, Margaret Miller Rap a Tap Tap, Leo and Diane Dillon <i>Picture Books (Literary)</i> <ul style="list-style-type: none"> Chicka Chicka Boom Boom, Bill Martin Jr. and John Archambault; Illustrations, Lois Ehlert Last Stop on Market Street, Matt de la Peña; Illustrations, Christian Robinson | Module 2 Once Upon a Farm <i>Picture Books, Informational</i> <ul style="list-style-type: none"> Farm Animals, Wade Cooper The Year at Maple Hill Farm, Alice and Martin Provensen <i>Picture Books (Literary)</i> <ul style="list-style-type: none"> The Little Red Hen, Jerry Pinkney The Three Billy Goats Gruff, Paul Galdone Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros | Module 3 American, Then and Now <i>Picture Books, Informational</i> <ul style="list-style-type: none"> Communication Then and Now, Robin Nelson Home Then and Now, Robin Nelson Now & Ben: The Modern Inventions of Benjamin Franklin, Gene Barretta School Then and Now, Robin Nelson Transportation Then and Now, Robin Nelson When I Was Young in the Mountains, Cynthia Rylant <i>Picture Books, Literary</i> <ul style="list-style-type: none"> The Little House, Virginia Lee Burton | Module 4 The Continents <i>Picture Books, Informational</i> <ul style="list-style-type: none"> Africa, Rebecca Hirsch Antarctica, Rebecca Hirsch Asia, Rebecca Hirsch Australia, Rebecca Hirsch Europe, Rebecca Hirsch Introducing North America, Chris Oxlade South America, Rebecca Hirsch World Atlas, Nick Crane; Illustrations, David Dean <i>Picture Books, Literary</i> <ul style="list-style-type: none"> Moon Rope, Lois Ehlert The Story of Ferdinand, Munro Leaf; Illustrations, Robert Lawson Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations, Leo and Diane Dillon |
| Gr. 1 | Module 1 A World of Books <i>Picture Books, Literary</i> <ul style="list-style-type: none"> Tomás and the Library Lady, Pat Mora and Raul Colón Waiting for the Biblioburro, Monica Brown and John Parra That Book Woman, Heather Henson and David Small Green Eggs and Ham, | Module 2 Creature Features <i>Picture Books, Literary</i> <ul style="list-style-type: none"> Seven Blind Mice, Ed Young <i>Picture Books, Informational</i> <ul style="list-style-type: none"> Me...Jane, Patrick McDonnell Never Smile at a Monkey, Steve Jenkins Sea Horse: The Shyest Fish in the Sea, Chris Butterworth, John | Module 3 Powerful Forces <i>Picture Books, Literary</i> <ul style="list-style-type: none"> Brave Irene, William Steig Owl at Home, "The Guest," Arnold Lobel Gilberto and the Wind, Marie Hall Ets <i>Picture Books, Informational</i> <ul style="list-style-type: none"> The Boy Who Harnessed the Wind, William | Module 4 Cinderella Stories <i>Picture Books, Literary</i> <ul style="list-style-type: none"> Adelita, Tomie dePaola Bigfoot Cinderella, Tony Johnston; Illustrations, James Warhola Cendrillon: A Caribbean Cinderella, Robert D. San Souci; Illustrations, Brian Pinkney Cinderella, Marcia |

- Start by giving a specific number of lines or sentence requirement and monitor and provide feedback throughout the writing

For students who struggle to get started writing:

- Whenever possible, first talk through the writing one-on-one or in small groups while recording notes for the scholar to refer to when set off to independently write
- Whenever possible, offer a clear and easily replicable graphic organizer at the start of the unit that the scholar can then de-scaffold over the course of the unit.
- Whenever possible, offer a clear and easily replicable graphic organizer at the start of the unit that the scholar can then de-scaffold over the course of the unit.
- Where appropriate, provide sentence starters and then de-scaffold over time as the scholar gets proficient at starting writing.

Accelerated Learning in English Language Arts

BRICK prioritizes grade-level content and rigorous instruction for all students. *All students, regardless of ability, deserve and must have the opportunity to access grade-level content including exceptional learners with IEPs and our Multi-language learners. We must prioritize content allowing teachers to focus on the depth of understanding required for success in the current grade in preparation for the next grade. Teachers must continue to hold a high bar for student work and support students along the way.*

In K-4 ELA specifically, we will:

- Gather performance data to determine which students need additional foundational reading support at all grade levels; all students will participate in benchmark assessments to determine entry levels and help us identify progress goals to be monitored throughout the year. Based on data, students will participate in small group intervention lessons pulled from mClass and additional support lessons pulled from our word recognition curriculum, CKLA Skills. Learn more about the K-4 assessment strategy [here](#).
- Leverage co-teacher in K-3 for:
 - Parallel teaching, small group instruction, pre-teaching, and additional conferences
 - Assign individual CFS to scholars who need a narrower focus for writing
- To support language comprehension, wherever possible, allow time for multiple independent reads of the text. This could mean sending home the day's reading the night before; it could mean requiring students to read the most complex paragraph/section at least 2 times, etc. Our language comprehension curriculum, Wit & Wisdom, also provides several strategies to help build fluency and vocabulary knowledge, including the use of appropriate scaffolds for students to access content.

In 5-8 ELA specifically, we will:

- Use student performance data to determine which students need additional foundational reading support at all grade levels
- Use student performance data to determine pivots in instruction around reading and writing habits
- Use an aligned rubric to provide feedback on writing across all classrooms
- Leverage Social Studies to build content and background knowledge through the use of common maps and foundational conceptual understandings of our world and society

Students who receive interventions can be supported further in **Reading** in the following way:

For students who need fluency intervention:

- Wherever possible, allow time for multiple independent reads of the text. This could mean sending home the day's reading the night before; it could mean requiring students to read the most complex paragraph/section at least 2 times, etc.
- Reduce the number of questions that these students must answer to allow more time for careful, independent reading.

For students who need comprehension intervention:

- Whenever possible, confer with these students using comprehension questions (always being certain to start broad- e.g. What is happening in the text so far?- before going more narrow with back-pocket questions.)
- If helpful, provide students with part of the comprehension framework (e.g. Jonas is about to make an important choice- keep an eye out for the choice that he makes.)

For students who need decoding intervention:

- In grades 5-8, students may be provided with an audio version of the book.
- If the class is co-taught, one teacher can pull these students out for an oral reading of the text.

Students who receive interventions can be supported further in **Writing** in the following ways:

For students with writing fluency:

As we continue to grow and learn about these areas of focus, we will deepen our understanding and enrich our instructional practices to even more effectively ensure all learners achieve their highest potential. Our program is specifically designed to meet the goals of these frames, and we must highlight these aspects as we prep and teach.

For more concrete and grade-level specific examples, please refer to each grade-level section that follows.

Social-Emotional Learning

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual. **While the left-hand column aims to describe what it looks like for a student to be college and career ready, we recognize that none of this is possible without the regular and intentional focus on the social-emotional learning of students.** To that end, ELA teachers strive to both model and provide opportunities for students to practice and receive feedback on their proficiency in the SEL competencies outlined on the right of this table.

| Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language | Five SEL Core Competencies as Identified by CASEL³ |
|---|---|
| <p>They demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information.</p> <p>They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.</p> <p>They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds.</p> | <p>Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p> <p>Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p> |

³ <http://www.casel.org/social-and-emotional-learning/core-competencies>

feedback is specific, in the right dose, timely and delivered in a low-stress, supportive environment. Wise feedback conveys faith in the potential of the student while being honest about where he or she is right now.

Culturally Responsive Practices in English Language Arts

Culturally Responsive Teaching (CRT) is defined as “an educator’s ability to recognize students’ cultural displays of learning and meaning-making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. **All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning.**” (Hammond 14)¹

Ultimately, we know that the most effective environment for learning is one that is “intellectually and socially safe for learning”(Hammond 17) Additionally, providing students with the appropriate tools to access and engage deeply with text is equity. Key points from Hammond and New York’s Culturally Responsive-Sustaining Education Framework:

- “Students are prepared for rigor and independent learning. Students understand themselves as contributing members of an academically rigorous, intellectually challenging school and classroom community. Students demonstrate an ability to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Students are self-motivated, setting and revising academic personal goals to drive their own learning and growth.” (NY Culturally Responsive-Sustaining Education Framework 8)
- “Every culturally responsive teacher develops a socio-political consciousness, an understanding that we live in a racialized society that gives unearned privilege to some while others experience unearned disadvantage because of race, gender, class or language (Hammond 18).”
- “Students bring a critical lens to the world as they study historical and contemporary conditions of inequity and learn from historically marginalized voices. Students learn about power and privilege in the context of various communities and are empowered as agents of positive social change.” (NY Culturally Responsive-Sustaining Education Framework 8)
- “Culturally responsive information processing techniques grow out of learning traditions of oral cultures where knowledge is taught and processed through story, song, movement, repetitious chants, rituals, and dialogic talk (Hammond 127).
- “According to education researchers, feedback is one of the most powerful tools we have to improve learning. The brain needs feedback or it will keep doing the same thing over and over even if that doesn’t result in improved skill or performance (Hammond 102).”
- “This is the vital equity work: students must comprehend what they’re reading, possess advanced decoding skills, have word wealth, and be able to command all of these literacy skills. Our social justice frame should prompt us to ask these questions: How are students code breakers, how are they text users, how are they text critics, and how are they meaning-makers? Our culturally responsive pedagogies arm us to build these dispositions and skills in our most vulnerable kids (A Conversation About Instructional Equity with Zaretta Hammond²).”

How CRT shows up in the English Language Arts Classroom:

1. **Read to Connect:** Engage students with texts that validate their own experiences whilst further developing their understanding of the socio-political context in which all texts are written as well as shed light on the practices and policies that create and reinforce the current inequities that we strive to dismantle.
2. **Write to Think:** Writing tasks are not only a way for students to communicate what they know, but a powerful tool for students to deepen their own understanding of content.
3. **Talk to Learn:** Literacy teachers honor student agency and voice by providing daily opportunities for students to engage in both social and academic talk structure (149). Teachers allow students the space and time to “talk to learn” from one another.
4. **Give Wise Feedback:** Throughout the Literacy block, teachers provide feedback that is instructive rather than evaluative. They do so in a manner that seeks to build, not erode, trust between teacher and student. All

¹ Hammond, Z. L. (2015). Culturally responsive teaching and the brain. Corwin Press.

² Hammond, Z. “A Conversation About Instructional Equity with Zaretta Hammond.” Collaborative Classroom. February 2020.

BRICK's Vision for English Language Arts

At BRICK Education Network, we believe that all children deserve access to high-quality education and that literacy is the foundation of all future success. Research tells us that more than 95% of students are cognitively capable of learning to read. We believe that explicitly, systematically, and responsively teaching students foundational skills in early grades is the first step toward building lifelong readers. We believe deeply that time spent reading a diverse body of complex texts widens the student perspective, builds empathy within our students, and strengthens connections between the individual student and society. We believe that presenting students with rigorous tasks provides the preparation and empowerment needed for students to become agents of change.

BRICK Education Network's Literacy Principles

- **Holding a High Bar:** Every lesson, every bit of feedback, every paragraph read matters to students' reading development. The effects of our work are cumulative and only effective if we are ensuring that our bar for scholars is high and consistent. This high bar with feedback will help scholars master key knowledge and skills to advance to the next reading level.
- **Text is Paramount:** The text that our scholars are engaging with must be rigorous, diverse, and relevant. In addition, providing textual evidence is an essential skill for readers to master. BEN students use various methods (i.e. the RACE method, annotation) to provide textual evidence to support ideas and statements made in class.
- **Science of Reading is Equity:** Research-based curriculum, assessment, and instructional approaches are critical to ensuring every student at BRICK becomes a reader. We believe "students must comprehend what they're reading, possess advanced decoding skills, have word wealth, and be able to command all of these literacy skills." (Hammond).
- **Knowledge is Key for Word Recognition:** Being able to decode words is one important part of reading, yet it is not the ultimate goal. Acquiring knowledge and making meaning is the ultimate goal, which requires content knowledge and schema around science, civics, geography and history. All content areas are levers to build students reading skills and understanding.
- **Knowledge is Key for Language Comprehension:** Foundational knowledge is essential to access and comprehend a diverse body of texts. Every BEN teacher is responsible for empowering our scholars to be lifelong readers and learners through intentional and systematic phonics instruction and amplification of content knowledge around science, civics, geography and history. Foundational skills are prioritized in the early grades and continuously supported as students matriculate through our program.
- **Grade Level Work is Equity Work:** All students deserve high-quality instruction that utilizes grade-level texts and materials. Research tells us that students grow more when given adequate at-bats with grade-level content. BEN strives to empower teachers to put grade-level work in front of students and to prepare teachers to facilitate lessons in a way that honors the knowledge that students bring and their inherent abilities to be critical thinkers and independent learners.
- **Productive Struggle:** Deep understanding of a text requires deep, critical thinking and profound discussion, which can only happen through productive struggle. Productive struggle is defined as providing students with the opportunity to grapple with complex texts and tasks (struggle), without reaching a frustrational level (productive).

| | | |
|--------------------|---|---|
| <p>Data</p> | <p>Data-informed decision making We collect and analyze academic, SEL, and program implementation data to <i>pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers, and leaders to improve outcomes.</i></p> | <ul style="list-style-type: none"> ● BRICK Road to Success ● Looking at Student Work Analysis and Feedback Cycles ● Strategic Assessments: academic, behavior, and social-emotional data collection & analysis ● Quarterly Data Stepbacks ● Sankofa Reflection |
|--------------------|---|---|

Part I | English Language Arts at BRICK Schools

Purpose of this Guidebook

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook.

BRICK's Mission

BRICK's mission is to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

BRICK's Instructional Model Overview

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.



The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.

| Tenet | | Driver |
|-----------------|---|---|
| Academics & SEL | Rigorous PK-12 academic curriculum with Integrated Social Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i> | <ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Explicit Social-Emotional Learning Instruction Culture of Belonging Identity Student Voice Individualized Learning Pathways College and Career Readiness Trajectory |
| Development | Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i> | <ul style="list-style-type: none"> Teacher and Leader Content Development Unit & Lesson Unpacks Observation Feedback Cycle Residency Programs |
| Practices | High-impact teaching and leading practices <i>Teachers, support staff, and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity, and rigor in all classrooms.</i> | <ul style="list-style-type: none"> Culturally Responsive Teaching BEN's Best Practices for Teaching & Leading Accelerated Learning Arc of the Year Development |

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2023 - 2024

Appendix 3: Rationale for 8th Grade Mathematics

To summarize consensus in much of what has been published by key voices in the world of mathematical education:

- 1) Compared to previous iterations of mathematical standards, Common Core is significantly more substantial in its treatment of, early introduction to and consistent scaffolding of algebraic rigor. “In the CCSS, students begin preparing for algebra in Kindergarten, as they start learning about the properties of operations. Furthermore, much of the content central to typical Algebra I courses—namely linear equations, inequalities, and functions—is found in the 8th grade CCSS...skipping material to get students to a particular point in the curriculum will likely create gaps in the students’ mathematical background, which may create additional problems later, because students may be denied the opportunity for a rigorous Algebra I... I course and may miss important content from eighth-grade mathematics” ([CCSS Math Appendix A](#) pg 80). Therefore, the decision to accelerate students must be done with incredible care and consideration of the potential trade-offs for doing so.
- 2) Research analysis of large scale studies in California ([which significantly increases the number of students in 8th grade taking Alg I in the early 2000s](#)) and North Carolina ([where 10 districts increases their 8th grade Alg I enrollment significantly between 1996-2008](#)) yielded similar results: (1) Students who took Alg I earlier performed overall less well in subsequent math courses, (2) More students did pass Alg I, but they were not more likely to take higher math courses, (3) the most harm is done to students at the lower end of the prior achievement distribution, and (4) students with higher previous mathematical achievement were affected very little in the positive or negative by the experience.
- 3) The previously mentioned study in California also found that students taking Alg I for the second time (after failing it in 8th grade) were less likely to pass the end of year state test than the 9th grade students taking end of year test for the first time. In other words, taking Alg I twice didn’t help, and in fact the students likely would have benefited more from preparing for Alg I in 8th grade rather than taking it.
- 4) Algebra 1 is viewed as a gateway course to college (ie. if students do not pass Alg I, the likelihood of attending college is near 0), and although approximately 60% of new college freshmen are assessed as unprepared for college-level work, less than half of students who start taking remedial math finish. [This means that students who are not ready for college math \(generally Algebra I with some Alg II\) are less likely to graduate.](#)

For Additional Reading (please also see all links above)

[Brookings Institute: Advanced Math in Eighth Grade](#)

[Brookings Institute: The Misplaced Math Student: Lost in Eighth-Grade Algebra](#)

[NCTM President Linda M. Gojak \(former\): Algebra: Not 'If' but 'When'](#)

Univ. Akron’s Sandra Wilder [Algebra: The Key to Student Success, Or Just Another Hurdle?](#)

[USDept of ED Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes](#)

- How am I helping my students to see ways to use mathematics to analyze and address issues within their communities?⁶

6

<https://www.curriculumassociates.com/-/media/mainsite/files/ready-classroom-mathematics/ready-classroom-mathematics-cultural-responsiveness-whitepaper-2019.pdf>

- c) Questions for reflection:
 - What have I learned about my students’ prior knowledge and skills—including the languages they speak and ways they communicate—and in what ways do I encourage them to use these in their learning of mathematics?
 - How do I learn about the experiences and interests of my students? And how do I communicate that these experiences and interests are valued in relation to their learning of mathematics?
 - In what ways do students see themselves and their communities reflected in positive ways while learning mathematics?
 - How do I invite authentic, meaningful parent/community engagement in my students’ learning of mathematics?
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
 - a) Rationale: The norms and routines that guide students’ regular interactions with one another about mathematics must be intentionally developed to support a sense of shared responsibility and ownership of mathematics knowledge and skills.
 - b) Examples:
 - A classroom Math Wall (either on the wall or on a virtual platform) is one way to provide a space to display students’ reasoning about specific problems to be referred to later
 - establish norms for both acceptable and unacceptable behavior through role-plays
 - setting up clear routines for engaging with mathematics tasks, such as those articulated by Kelemanik, Lucenta, & Creighton (2016; also see FosteringMathPractices.com/RoutinesForReasoning), provides structured ways for students to productively engage with mathematics and with one another
 - c) Questions for reflection:
 - In what ways do I position my students as having authority over the mathematics knowledge being developed?
 - What norms have I established to ensure equitable participation and the reduction of unequal status among students?
 - How do I support the different language needs in my classroom?
 - What instructional routines do I use to scaffold students’ engagement in productive mathematical discourse and collaboration?
 - Who is given mathematical authority in my classroom? Who is not?
 - What evidence do I have that my students are taking ownership of mathematics?
- 4) Applying mathematics: How to use mathematics to understand and investigate meaningful situations”
 - a) Rationale: While understanding mathematical concepts and relationships well enough to demonstrate proficiency with state-mandated assessments is important, it is even more critical for students to learn to use mathematics as a tool for investigating and critiquing issues within their communities. Too often “school mathematics” becomes compartmentalized and seen as something relevant only for an assessment or grade. What we want to work toward with CRMT is having students see mathematics as a tool for analyzing the world in which they live. This will strengthen students’ interest and engagement in mathematics
 - b) Examples:
 - Connect a significant mathematics content objectives as well as a significant social/cultural context--students make sense of mathematics and use mathematics to make sense of their world:
 - Substitute examples in generic problems with examples from the community
 - Ask for examples connected to students’ lives and circle of familiarity
 - Engage in current debates in the community (ie. placement of a building, traffic pattern, school enrollment, etc)
 - c) Questions for reflection:
 - How do I integrate concepts into instruction that are more relevant to my students?

Appendix 2: Culturally Responsive Mathematics Teaching Actions

(Summarized/Excerpts from:

<https://www.curriculumassociates.com/-/media/mainsite/files/ready-classroom-mathematics/ready-classroom-mathematics-cultural-responsiveness-whitepaper-2019.pdf>)

- 1) Supporting deep learning: How to ensure student success with coherent and connected mathematical understandings:
 - a) Rationale: Mathematics is at the core of CRMT, and it's important to remember that the learning environment supports students' success in mathematics. A focus on being culturally relevant in the absence of meaningful mathematics only exacerbates existing inequities in academic outcomes. While this is not unique to CRMT, there is an equity focus here in that for too many students, mathematics learning has been limited to rote skills and procedures, so-called "basic skills." The culturally responsive mathematics teacher recognizes the potential in every student to engage in mathematical thinking and finds ways to elicit students' mathematical reasoning.
 - b) Examples:
 - starting a lesson with a Number Talk that invites students to share their strategies about a specific problem. (see [here](#) for more details)
 - using an instructional routine to engage students in discussing and connecting multiple representations used to solve contextual problems
 - gather in front of a class Math Wall to reflect on their prior work and consider how it is related to a new question posed by the teacher
 - c) Questions for reflection:
 - What are the "big ideas" of mathematics my students will learn in this unit? This year?
 - What is the prior mathematical knowledge my students may need to draw on to make sense of these big ideas?
 - How am I giving students time to develop their own mathematical thinking? And how am I communicating that their thinking is what matters, not just their answers?
 - How am I ensuring my students learn mathematics with coherence? What connections and relationships will help them to build conceptual understanding?
 - Am I encouraging students to make connections between multiple representations and strategies?
- 2) Engaging and valuing identities: How to honor students' experiences, communication practices and communities
 - a) Rationale: An important aspect of CRMT is to positively reflect students' cultures and communities within their learning in a nontrivial way...Communication is a part of everyone's daily life and must be fostered within the mathematics classroom. What CRMT asks us to do is recognize the ways our students communicate and allow them to use familiar, comfortable forms of communication as part of the learning of mathematics. This does not preclude the need to teach students academic language and mathematical notation, but the formal communication is best built after students have had opportunities to informally share ideas. ...Students are part of communities outside of school, and these environments are rich spaces for seeing and applying mathematical ideas.
 - b) Examples:
 - "One strategy they developed was to have students conduct short two-minute videos of interviews with a parent/guardian during back-to-school night asking the simple question, "How do you use math in your job or everyday life?" The result was a trove of examples of applications of mathematics, many of which were easily connected to topics the students would be studying. You can find examples of these parent videos on the project website: Tacib.Weebly.com"
 - provide students with multiple means for communicating their mathematical thinking—language, visuals, gestures, and even calculator keystrokes—and then used these to introduce more formal academic language and mathematical notation
 - Seek to join student spaces outside of school, these strategies also allow you to get a better sense of the ways students' lives are mathematically rich--

Algebra II

The Real Number System (N-RN)

- A. Extend the properties of exponents to rational exponents (1, 2)

Quantities ★ (N-Q)

- A. Reason quantitatively and use units to solve problems (2)

The Complex Number System (N-CN)

- A. Perform arithmetic operations with complex numbers (1, 2)
- C. Use complex numbers in polynomial identities and equations (7)

Seeing Structure in Expressions (A-SSE)

- A. Interpret the structure of expressions (2)
- B. Write expressions in equivalent forms to solve problems (3, 4)

Arithmetic with Polynomials and Rational Expressions (A-APR)

- B. Understand the relationship between zeros and factors of polynomials (2, 3)
- C. Use polynomial identities to solve problems (4)
- D. Rewrite rational expressions (6)

Creating Equations ★ (A-CED)

- A. Create equations that describe numbers or relationships (1)

Reasoning with Equations and Inequalities (A-REI)

- A. Understand solving equations as a process of reasoning and explain the reasoning (1, 2)
- B. Solve equations and inequalities in one variable (4)
- C. Solve systems of equations (6, 7)
- D. Represent and solve equations and inequalities graphically (11)

Interpreting Functions (F-IF)

- A. Understand the concept of a function and use function notation (3)
- B. Interpret functions that arise in applications in terms of the context (4, 6)
- C. Analyze functions using different representations (7, 8, 9)

Building Functions (F-BF)

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Algebra II/PreCalculus [includes all of Algebra II above, adds the following:]

- N-CN.8, 9
- F-BF.5
- F-IF.5
- A-APR.1, 7
- S-ID.4, 5
- S-IC.1-6
- F-TF.1-8
- F-LE.2, 4, 5
- AP Learning Objectives LIM.1
- AP Learning Objectives LIM.2

Geometry

Congruence (G-CO)

- A. Experiment with transformations in the plane (1, 2, 3, 4, 5)
- B. Understand congruence in terms of rigid motions (6, 7, 8)
- C. Prove geometric theorems (9, 10, 11)
- D. Make geometric constructions (12, 13)

Similarity, Right Triangles, and Trigonometry (G-SRT)

- A. Understand similarity in terms of similarity transformations (1, 2, 3)
- B. Prove theorems involving similarity (4, 5)
- C. Define trigonometric ratios and solve problems involving right triangles (6, 7, 8)

Circles (G-C)

- A. Understand and apply theorems about circles (1, 2, 3)
- B. Find arc lengths and areas of sectors of circles (5)

Expressing Geometric Properties with Equations (G-GPE)

- A. Translate between the geometric description and the equation for a conic section (1)
- B. Use coordinates to prove simple geometric theorems algebraically (4, 5, 6, 7)

Geometric measurement and dimension (G-GMD)

- A. Explain volume formulas and use them to solve problems (1, 3)
- B. Visualize relationships between two-dimensional and three-dimensional objects (4)

Modeling with Geometry (G-MG)

- A. Apply geometric concepts in modeling situations (1, 2, 3)

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Algebra I

The Real Number System (N-RN)

- B. Use properties of rational and irrational numbers (3)

Quantities★(N-Q)

- A. Reason quantitatively and use units to solve problems (1, 2, 3)

Seeing Structure in Expressions (A-SSE)

- A. Interpret the structure of expressions (1, 2)
- B. Write expressions in equivalent forms to solve problems (3)

Arithmetic with Polynomials and Rational Expressions (A-APR)

- A. Perform arithmetic operations on polynomials (1)
- B. Understand the relationship between zeros and factors of polynomials (3)

Creating Equations★ (A-CED)

- A. Create equations that describe numbers or relationships (1, 2, 3, 4)

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Reasoning with Equations and Inequalities (A-REI)

- A. Understand solving equations as a process of reasoning and explain the reasoning (1)
- B. Solve equations and inequalities in one variable (3, 4)
- C. Solve systems of equations (5, 6)
- D. Represent and solve equations and inequalities graphically (10, 11, 12)

Interpreting Functions (F-IF)

- A. Understand the concept of a function and use function notation (1, 2, 3)
- B. Interpret functions that arise in applications in terms of the context (4, 5, 6)
- C. Analyze functions using different representations (7, 8, 9)

Building Functions (F-BF)

- A. Build a function that models a relationship between two quantities (1)
- B. Build new functions from existing functions (3)

Linear, Quadratic, and Exponential Models★ (F-LE)

- A. Construct and compare linear, quadratic, and exponential models and solve problems (1, 2, 3)
- B. Interpret expressions for functions in terms of the situation they model (5)

Interpreting categorical and quantitative data (S-ID)

- A. Summarize, represent, and interpret data on a single count or measurement variable (1, 2, 3)
- B. Summarize, represent, and interpret data on two categorical and quantitative variables (5, 6)
- C. Interpret linear models (7, 8, 9)

Seventh Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 7

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 7.RP.A ■ Analyze proportional relationships and use them to solve real-world and mathematical problems.
- 7.NS.A ■ Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- 7.EE.A ■ Use properties of operations to generate equivalent expressions.
- 7.EE.B ■ Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- 7.G.A ● Draw, construct and describe geometrical figures and describe the relationships between them.
- 7.G.B ● Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- 7.SP.A □ Use random sampling to draw inferences about a population.
- 7.SP.B ● Draw informal comparative inferences about two populations.
- 7.SP.C □ Investigate chance processes and develop, use, and evaluate probability models.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

Eighth Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 8

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 8.NS.A □ Know that there are numbers that are not rational, and approximate them by rational numbers.
- 8.EE.A ■ Work with radicals and integer exponents.
- 8.EE.B ■ Understand the connections between proportional relationships, lines, and linear equations.
- 8.EE.C ■ Analyze and solve linear equations and pairs of simultaneous linear equations.
- 8.F.A ■ Define, evaluate, and compare functions.
- 8.F.B ■ Use functions to model relationships between quantities.
- 8.G.A ■ Understand congruence and similarity using physical models, transparencies, or geometry software.
- 8.G.B ■ Understand and apply the Pythagorean Theorem.
- 8.G.C ● Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- 8.SP.A □ Investigate patterns of association in bivariate data.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

Fifth Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 5

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 5.OA.A ● Write and interpret numerical expressions.
- 5.OA.B ● Analyze patterns and relationships.
- 5.NBT.A ■ Understand the place value system.
- 5.NBT.B ■ Perform operations with multi-digit whole numbers and with decimals to hundredths.
- 5.NF.A ■ Use equivalent fractions as a strategy to add and subtract fractions.
- 5.NF.B ■ Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- 5.MD.A □ Convert like measurement units within a given measurement system.
- 5.MD.B □ Represent and interpret data.
- 5.MD.C ■ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- 5.G.A ● Graph points on the coordinate plane to solve real-world and mathematical problems.
- 5.G.B ● Classify two-dimensional figures into categories based on their properties.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

REQUIRED FLUENCIES FOR GRADE 5

| | |
|-----------|----------------------------|
| 5.NBT.B.5 | Multi-digit multiplication |
|-----------|----------------------------|

Sixth Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 6

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 6.RP.A ■ Understand ratio concepts and use ratio reasoning to solve problems.
- 6.NS.A ■ Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- 6.NS.B ● Compute fluently with multi-digit numbers and find common factors and multiples.
- 6.NS.C ■ Apply and extend previous understandings of numbers to the system of rational numbers.
- 6.EE.A ■ Apply and extend previous understandings of arithmetic to algebraic expressions.
- 6.EE.B ■ Reason about and solve one-variable equations and inequalities.
- 6.EE.C ■ Represent and analyze quantitative relationships between dependent and independent variables.
- 6.G.A □ Solve real-world and mathematical problems involving area, surface area, and volume.
- 6.SPA ● Develop understanding of statistical variability.
- 6.SPB ● Summarize and describe distributions.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

REQUIRED FLUENCIES FOR GRADE 6

| | |
|----------|--------------------------------|
| 6.NS.B.2 | Multi-digit division |
| 6.NS.B.3 | Multi-digit decimal operations |

Third Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 3

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 3.OA.A ■ Represent and solve problems involving multiplication and division.
- 3.OA.B ■ Understand properties of multiplication and the relationship between multiplication and division.
- 3.OA.C ■ Multiply and divide within 100.
- 3.OA.D ■ Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- 3.NBT.A ● Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 3.NF.A ■ Develop understanding of fractions as numbers.
- 3.MD.A ■ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- 3.MD.B □ Represent and interpret data.
- 3.MD.C ■ Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- 3.MD.D ● Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- 3.G.A □ Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

REQUIRED FLUENCIES FOR GRADE 3

| | |
|-----------|--|
| 3.OA.C.7 | Single-digit products and quotients (Products from memory by end of Grade 3) |
| 3.NBT.A.2 | Add/subtract within 1000 |

Fourth Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 4.OA.A ■ Use the four operations with whole numbers to solve problems.
- 4.OA.B □ Gain familiarity with factors and multiples.
- 4.OA.C ● Generate and analyze patterns.
- 4.NBT.A ■ Generalize place value understanding for multi-digit whole numbers.
- 4.NBT.B ■ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 4.NF.A ■ Extend understanding of fraction equivalence and ordering.
- 4.NF.B ■ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4.NF.C ■ Understand decimal notation for fractions, and compare decimal fractions.
- 4.MD.A □ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- 4.MD.B □ Represent and interpret data.
- 4.MD.C ● Geometric measurement: understand concepts of angle and measure angles.
- 4.G.A ● Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

REQUIRED FLUENCIES FOR GRADE 4

| | |
|-----------|-------------------------------|
| 4.NBT.B.4 | Add/subtract within 1,000,000 |
|-----------|-------------------------------|

First Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 1

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 1.OA.A ■ Represent and solve problems involving addition and subtraction.
- 1.OA.B ■ Understand and apply properties of operations and the relationship between addition and subtraction.
- 1.OA.C ■ Add and subtract within 20.
- 1.OA.D ■ Work with addition and subtraction equations.
- 1.NBT.A ■ Extending the counting sequence.
- 1.NBT.B ■ Understand place value.
- 1.NBT.C ■ Use place value understanding and properties of operations to add and subtract.
- 1.MD.A ■ Measure lengths indirectly and by iterating length units.
- 1.MD.B ● Tell and write time.
- 1.MD.C □ Represent and interpret data.
- 1.G.A ● Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

REQUIRED FLUENCIES FOR GRADE 1

| | |
|----------|------------------------|
| 1.OA.C.6 | Add/subtract within 10 |
|----------|------------------------|

Second Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 2

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 2.OA.A ■ Represent and solve problems involving addition and subtraction.
- 2.OA.B ■ Add and subtract within 20.
- 2.OA.C □ Work with equal groups of objects to gain foundations for multiplication.
- 2.NBT.A ■ Understand place value.
- 2.NBT.B ■ Use place value understanding and properties of operations to add and subtract.
- 2.MD.A ■ Measure and estimate lengths in standard units.
- 2.MD.B ■ Relate addition and subtraction to length.
- 2.MD.C □ Work with time and money.
- 2.MD.D □ Represent and interpret data.
- 2.G.A ● Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

REQUIRED FLUENCIES FOR GRADE 2

| | |
|-----------|--|
| 2.OA.B.2 | Single-digit sums and differences (sums from memory by end of Grade 2) |
| 2.NBT.B.5 | Add/subtract within 100 |

Appendix 1: Standards Emphasis

[Standards Achieve the Core K-8](#)

[PARCC Framework](#)

[AP Calculus Course and Exam Description](#)

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|--|--|---|--|--|---|
| <p>Know number names and the count sequence</p> <p>Count to tell the number of objects</p> <p>Compare numbers</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</p> <p>Work with numbers 11–19 to gain foundations for place value</p> | <p>Represent and solve problems involving addition and subtraction</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction</p> <p>Add and subtract within 20</p> <p>Work with addition and subtraction equations</p> <p>Extend the counting sequence</p> <p>Understand place value</p> <p>Use place value understanding and properties of operations to add and subtract</p> <p>Measure lengths indirectly and by iterating length units</p> | <p>Represent and solve problems involving addition and subtraction</p> <p>Add and subtract within 20</p> <p>Understand place value</p> <p>Use place value understanding and properties of operations to add and subtract</p> <p>Measure and estimate lengths in standard units</p> <p>Relate addition and subtraction to length</p> | <p>Represent & solve problems involving multiplication and division</p> <p>Understand properties of multiplication and the relationship between multiplication and division</p> <p>Multiply & divide within 100</p> <p>Solve problems involving the four operations, and identify & explain patterns in arithmetic</p> <p>Develop understanding of fractions as numbers</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition</p> | <p>Use the four operations with whole numbers to solve problems</p> <p>Generalize place value understanding for multi-digit whole numbers</p> <p>Use place value understanding and properties of operations to perform multidigit arithmetic</p> <p>Extend understanding of fraction equivalence and ordering</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations</p> <p>Understand decimal notation for fractions, and compare decimal fractions</p> | <p>Understand the place value system</p> <p>Perform operations with multi-digit whole numbers and decimals to hundredths</p> <p>Use equivalent fractions as a strategy to add and subtract fractions</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</p> <p>Graph points in the coordinate plane to solve real-world and mathematical problems*</p> | <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers</p> <p>Understand ratio concepts and use ratio reasoning to solve problems</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions</p> <p>Reason about and solve one-variable equations and inequalities</p> <p>Represent and analyze quantitative relationships between dependent and independent variables</p> | <p>Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems</p> <p>Use properties of operations to generate equivalent expressions</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> | <p>Work with radical and integer exponents</p> <p>Understand the connections between proportional relationships, lines, and linear equations**</p> <p>Analyze and solve linear equations and pairs of simultaneous linear equations</p> <p>Define, evaluate, and compare functions</p> <p>Use functions to model relationships between quantities</p> |

* Indicates a cluster that is well thought of as a part of a student's progress to algebra, but that is currently not designated as major by the assessment consortia in their draft materials. Apart from the one asterisked exception, the clusters listed here are a subset of those designated as major in the assessment consortia's draft documents.

** Depends on similarity ideas from geometry to show that slope can be defined and then used to show that a linear equation has a graph which is a straight line and conversely.

Kindergarten

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR KINDERGARTEN

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- K.CC.A ■ Know number names and the count sequence.
- K.CC.B ■ Count to tell the number of objects.
- K.CC.C ■ Compare numbers.
- K.OA.A ■ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- K.NBT.A ■ Work with numbers 11–19 to gain foundations for place value.
- K.MD.A ● Describe and compare measurable attributes.
- K.MD.B □ Classify objects and count the number of objects in categories.
- K.G.A ● Identify and describe shapes.
- K.G.B □ Analyze, compare, create, and compose shapes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

| | |
|-----|--|
| K–2 | Addition and subtraction – concepts, skills, and problem solving; place value |
| 3–5 | Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |

REQUIRED FLUENCIES FOR KINDERGARTEN

| | |
|----------|-----------------------|
| K.OA.A.5 | Add/subtract within 5 |
|----------|-----------------------|

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. Teachers are consistently monitoring and gathering data throughout the block and Exit Ticket to make informed decisions. Teachers' instruction is based on groups they are leading. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice <ul style="list-style-type: none"> Prioritize practice on lower achievement non-priority standards Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> Prioritize practice on lower achievement priority standards. | <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of scholars score 70% or better on exit tickets Students in grades 3-4 either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes |
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| ng time | <ul style="list-style-type: none"> Teachers are consistently monitoring and gathering data throughout the block and Exit Ticket to make informed decisions. Teachers' instruction is based on groups they are leading. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice <ul style="list-style-type: none"> Fluency building, Completing high-level problems in workbooks, Working on Rich tasks, Iready Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> Fluency building, prerequisite lessons and skills, Iready. | <p>working on the skill.</p> <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of scholars score 50% or better on exit tickets |
| <p style="text-align: center;">Quarter 4 Arc 4 Using Data to Plan for the Future and Crescendo</p> <p style="text-align: center;"><i>In Arc 4, we launch our crescendo strategy, which is a strategy focused largely on our grades with state tests (3rd & 4th). We ramp up our response to data to make more rapid adjustments to future instruction to best meet students' needs and we go all in on creating a vibrant student culture so that students are excited to meet their potential.</i></p> | | |
| Math Core Block | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teachers plan and execute Error Analysis Response (EAR) lessons at a foundational level based on the mock and recent classwork to respond to student data. Teachers use student data from the baseline assessment to plan strategic student interventions or additional supports. Teachers create a vibrant student culture. Teachers and leaders strategically support students with developing key academic habits that will help them elevate the content knowledge they have. Leaders support teachers in planning strong EAR lessons by leading strong Looking at Student Work / EAR Intellectual Prep meetings. Teachers and leaders have structures in place to effectively track and respond to data. Teachers show 20% growth or meet 80% mastery on priority standards on Minimock Quizzes. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students know their math identity 90% of scholars score 70% or better on exit tickets Students in grades 3-4 show growth in EAR lesson compared to baseline assessment Students in grades 3-4 either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes |
| Power Up | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> Follow the crescendo guidelines. <ul style="list-style-type: none"> Utilizing MiniMocks and rapid feedback cycles. Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of scholars score 70% or better on exit tickets Students in grades 3-4 show growth in EAR lesson compared to baseline assessment Students in grades 3-4 either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes |
| Individ ualize d Learni ng time | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> Follow the crescendo guidelines. Teachers are aligning instructions based on data from the baseline assessment to prepare students for state testing and the next grade level. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students name the "I can statement" (objective of the lesson) and why they are working on the skill. |

*In Arc 3, Collaborative and independent work is a time when **every scholar** progresses toward mastery of the day's objective and the learning standard. Teachers design and manage practice time to create the conditions for growth: All students get a balance of opportunities to lock in new skills and understandings and gain important insights from making mistakes. During this time, teachers are active coaches of the student experience- providing targeted and transferable feedback and batch debriefs that makes learning from successes and mistakes more likely and stickier.*

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| Math Core Block | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teachers execute student practice overall structure at a proficient level. Teachers monitor and use data in-the-moment in the intro to make decisions about how to best support students and respond to errors for students to be successful with student practice. Teachers use all rapid feedback practices for effective student practice <ul style="list-style-type: none"> Effectively planning to maximize outcomes of practice times (problem selection and rapid feedback look fors) Naming Laps so students know what they are looking for in student work as students work. Providing effective rapid feedback to individuals Providing effective batch feedback with Show Call to address a trend they are seeing in student work during Workshop or Independent Practice. Providing targeted transferable feedback As needed, co-teachers parallel teach the intro or pull small groups during student practice to provide extra supports to students. Collaborative meetings focus on supporting teachers with understanding how to implement effective and purposeful student practice. Looking at student work and identifying misconceptions and targeted transferable feedback. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students know their math identity 90% of students that were not proficient with their ET improve their exit ticket in PU. |
| Power Up | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. Teachers are consistently monitoring and gathering data throughout the math lesson and Exit Ticket to make informed decisions for Power Up. <ul style="list-style-type: none"> Teachers use LASW protocols to analyze Exit Ticket data and plan for Power Up using the lesson pacing template. Depending on data, teachers can also use time to pre-teach math skills for upcoming lessons All grades continue to implement differentiated instruction with small groups using data from Exit Tickets and SWYKS--teacher created <ul style="list-style-type: none"> Example of groups: Iready, one teacher is ET review and practice problems, one teacher reviews upcoming prerequisite skills or fluency building. All Power Up time is devoted towards power up. Teachers continue to build routines and strong relationships Mondays are used only for Iready to ensure everyone gets 30 minutes a week. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of scholars that were not proficient with their ET improve their exit ticket in PU. |
| Individualized Learning | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students name the "I can statement" (objective of the lesson) and why they are |

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| | <ul style="list-style-type: none"> Teachers continue to build their rapid feedback toolkit by leveraging the skill Show Call to address a trend they are seeing in student work during Workshop or Independent Practice. Teachers monitor and use data in-the-moment in the intro to make decisions about how to best support students and respond to errors. In Game Intro Lessons, this means teachers will monitor and gather data during turn and talks to decide on the right “next step” strategy for students. In Exercise Based Lessons, teachers will monitor, gather and use data in student work on the Problem of the Day to decide where to start and focus the conversation. Teachers use different tools that foster volleyball discourse and maintain a strong teacher/student ratio. Teachers effectively elicit and stamp key points in the lesson. Collaborative meetings focus on supporting teachers with understanding the big idea and key points in the lesson to support teachers with facilitating students to these understandings in the intro. | <ul style="list-style-type: none"> 80% of scholars will meet the CFS and show their work on all assessments. 90% of scholars score 25% or better on exit tickets |
| Power Up | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> All Power Up time is devoted towards power up. Teachers continue to build routines and strong relationships Mondays are used only for Iready to ensure everyone gets 30 minutes a week. Teachers are consistently monitoring and gathering data throughout the math lesson and Exit Ticket to make informed decisions for Power Up. <ul style="list-style-type: none"> Teachers use LASW protocols to analyze Exit Ticket data and plan for Power Up using the lesson pacing template. Depending on data, teachers can also use time to pre-teach math skills for upcoming lessons All grades continue to implement differentiated instruction with smaller groups using data from Exit Tickets and SWYKS--teacher created <ul style="list-style-type: none"> Example of groups: Iready, one teacher is ET review and practice problems, one teacher reviews upcoming prerequisite skills or fluency building. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students know routines and procedures Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 80% of scholars will meet the CFS while solving problems in PU. 90% of scholars that were not proficient with their ET improve their exit ticket in PU. |
| Individual Learning time | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> Teachers continue to use ILT time to build routines and strong relationships Teachers help students understand and name the “I can statement” (objective of the lesson) and why they are working on the skill. Teachers are consistently monitoring and gathering data throughout the block and Exit Ticket to make informed decisions. Teachers' instruction is based on groups they are leading. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice <ul style="list-style-type: none"> Fluency building, Completing high-level problems in workbooks, Working on Rich tasks, Iready Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> Fluency building, prerequisite lessons and skills, Iready | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students can name the “I can statement” (objective of the lesson) and why they are working on the skill. Students know routines and procedures Students have a strong culture with classmates and teachers. 80% of scholars will meet the CFS on the work in ILT. 90% of scholars score 25% or better on exit tickets. |
| Quarter 3 Arc 3 Strong Student Practice and Debrief | | |

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| | <ul style="list-style-type: none"> Teachers continue to build routines and strong relationships Mondays are used only for Iready to ensure everyone gets 30 minutes a week. Teachers use LASW protocols to analyze Exit Ticket data and plan for Power Up using the lesson pacing template. <ul style="list-style-type: none"> Depending on data, teachers can also use time to pre-teach math skills for upcoming lessons Co-teachers start implementing differentiated small group using data from Exit Tickets and SWYKS--teacher created <ul style="list-style-type: none"> Example of groups: Iready, one teacher is ET review and practice problems, one teacher reviews upcoming prerequisite skills or fluency building. Grade 4 starts to implement differentiated tasks depending on Exit Ticket data. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice <ul style="list-style-type: none"> Iready, fluency building, rich tasks Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> Smaller group instruction with ET review and practice problems. | |
| Individual Learning time | <p>Teacher Outcomes:</p> <p>Weeks 1-2</p> <ul style="list-style-type: none"> Teachers articulate the vision of excellence, goals, and how the ILT aligns to the core math block. Teachers use ILT time to build routines and strong relationships <ul style="list-style-type: none"> Use relationship icebreakers and math identity starters <p>Rest of Q1</p> <ul style="list-style-type: none"> Teachers help students understand and name the “I can statement” (objective of the lesson) and why they are working on the skill. Teachers continue to use ILT time to build routines and strong relationships Teachers being instruction based on groups they are leading. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice <ul style="list-style-type: none"> Fluency building, Completing high level problems in workbooks, Working on Rich tasks, Iready. Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> Fluency building, prerequisite lessons and skills, Iready. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students can articulate the vision of excellence, goals, and how the ILT aligns to the core math block. Students can name the “I can statement” (objective of the lesson) and why they are working on the skill. Students know routines and procedures Students are building strong cultures with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of students are engaged and completing the work. 100% of students are completing Exit Tickets. |
| <p align="center">Quarter 2 Arc 2 Monitoring/Diagnosing and Response to Error</p> <p align="center"><i>In Arc 2, the focus is for leaders, teachers, and students to develop a deep understanding of the math and why the math works while monitoring and responding to errors in the introduction. Phase Two is all about achieving mastery in the following areas:</i></p> | | |
| Math Core Block | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teachers execute the overall structure of the introduction at a proficient level. <ul style="list-style-type: none"> Keeping the heavy lifting on students with strategic minimal scaffolds Communicating a clear vision for thinking on the page Stamping the conjecture or key point within the allotted time | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students know routines and procedures Students have a strong culture with classmates and teachers. Students know their math identity. |

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| | <p>implemented coach feedback</p> <ul style="list-style-type: none"> Teacher has completed lesson internalization and implemented coach feedback for first week's lesson | |
| Power Up | <p>In Power Up for Arc 0, we focus on strong professional development, vision setting, and planning relationship building and math identity activities (5-10 min.)</p> <ul style="list-style-type: none"> Teacher can articulate the vision of excellence, goals, and how the power up aligns to the core block Teachers plan to build investments, math identity, and relationship building activities | . |
| Individual Learning time | <p>In ILT for Arc 0, we focus on strong professional development, vision setting, and planning relationship building and math identity activities, and internalization of prerequisite lessons for unit 1.</p> <ul style="list-style-type: none"> Teacher can articulate the vision of excellence, goals, and how the ILT aligns to the core math block Teachers use ILT time to build routines and strong relationships <ul style="list-style-type: none"> Use relationship icebreakers and math identity starters Begin using fluency activities and prerequisite lessons Students can articulate the vision of excellence, goals, and how the ILT aligns to the core block | |
| <p>Quarter 1 Arc 1 Laying the Foundation - Strong Planning and Preparation to Maximize Learning</p> <p><i>In Arc 1 we lay the foundation for our work in the Power Up for the rest of the year. Arc 1 is all about achieving mastery in the following areas:</i></p> | | |
| Math Core Block | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teachers foster a focused, engaged classroom by ensuring students by leveraging the Culture of Belonging practices to meet the school's vision of excellence for all key routines, habits, and procedures Teachers execute the overall structure of opening a lesson at a proficient level. <ul style="list-style-type: none"> Executing seamless instructional routines: Show-call and TT Arriving at the conjecture or key point within allotted time. Keeping the heavy lifting on students. Using effective moves to hold out for exemplar responses and complete concept development during discourse. The structures of Intellectual Preparation are put in place and become a habitual component of the school's math program. Build relationships and content expertise through collaborative meetings structures | <p>Student Outcomes</p> <ul style="list-style-type: none"> Students know routines and procedures Students are building strong cultures with classmates and teachers. Students know their math identity 90% of students are engaged and completing the workshop or the problem or best effort on Problems of the Day. 100% of students are completing Exit Tickets. |
| Power Up | <p>Teacher Outcomes:</p> <p>Weeks 1-3</p> <ul style="list-style-type: none"> Teachers uses first 5-10 minutes in Power Up time to build strong relationships and student math identity <ul style="list-style-type: none"> Use relationship icebreakers, math identity starters, and fluency practice if time allows. Majority time in Power up time is used for math lesson instruction to incorporate routines and procedures for the math lesson. Teachers give Iready Diagnostic <p>Rest of Q1</p> <ul style="list-style-type: none"> All Power Up time is devoted towards power up. (math lessons are only executed during core math block time) | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students know routines and procedures Students are building strong cultures with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of students are engaged and completing work. |

Arc of the Year

The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources. The AOTY is a roadmap to how we have a network plan to reach this goal.

Network Arc of The Year

| Pre-Launch Arc 0 | Quarter 1 Arc 1 | Quarter 2 Arc 2 | Quarter 3 Arc 3 | Quarter 4 Arc 4 |
|---|---|---|--|--|
| <p>Vision Setting and Practice</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> ● N/A Summer Institute <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> ● Teachers are prepared and know lesson structures for start of school ● 90% of teachers strongly agree or agree with teacher preparedness in the summer survey. | <p>Laying the Foundation - Strong Planning and Preparation to Maximize Learning</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> ● 90% of students are engaged and completing the Think About It. ● 100% of students are completing Exit Tickets. <p>Teacher Outcomes:</p> <p>80% of Teachers are proficient in Arc 1.</p> <p>Department Growth Goal- Average of 1.7≤ points increase from baseline to end of ARC</p> | <p>Monitoring/Diagnosing and Response to Error</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> ● 80-90% of scholars will meet the CFS and show their work on exit tickets. ● At least 60% of scholars average an exit ticket rubric score 2 and 3. <p>Teacher Outcomes:</p> <p>80% of Teachers are proficient in Arc 2.</p> <p>Department Growth Goal- Average of 1.7≤ points increase from baseline to end of ARC</p> | <p>Strong Student Practice and Debrief</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> ● 80-90% of scholars will meet the CFS and show their work on exit tickets. ● At least 70% of scholars average an exit ticket rubric score 2 and 3. (Possibly Change) <p>Teacher Outcomes:</p> <p>80% of Teachers are proficient in Arc 3</p> <p>Department Growth Goal- Average of 1.7≤ points increase from baseline to end of ARC</p> | <p>Using Data to Plan for the Future and Crescendo</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> ● At least 80% of scholars average an exit ticket rubric score 2 and 3. ● Students either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes <p>Teacher Outcomes: 80% of Teachers are proficient in Arc 4.</p> <p>Department Growth Goal- Average of 1.7≤ points increase from baseline to end of ARC</p> |

5-8 Math Program Arc of The Year

| Math Comp onent | Goals | Observation Checklists |
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| <p>Summer Pre-Launch Arc 0</p> <p><i>The main focus of this Arc is to prepare teachers with vision setting, goal setting, planning, preparing and practicing for the start of school.</i></p> | | |
| <p>Math Core Block</p> | <p>This Arc starts over the summer, we focus on planning, leading strong professional development, and preparing for the start of school with the internalization of the first unit and practicing routines and procedures within a lesson.</p> <ul style="list-style-type: none"> ● Teachers can articulate the vision of excellence, goals, and how the curriculum aligns ● Teacher can execute key instructional routines/procedures from first module/unit ● Teacher has completed unit/module 1 internalization and has | |

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| Failure to visualize concepts: | <ul style="list-style-type: none"> -use simple, consistent language -provide visual examples -assess and explicitly teach concept terminology -copy of VA kept at student desk | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Difficulty solving word problems: | <ul style="list-style-type: none"> -use concrete examples -highlight key operational words -have students restate problem -use of calculator/manipulatives | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Other examples | <ul style="list-style-type: none"> -provide specific content scaffolds <ul style="list-style-type: none"> -Examples: place value chart, number sentence frame, multiplication chart, fraction chart, manipulatives, graphic organizer -Small group instruction-differentiation -Peer tutoring -visuals -Iready | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |

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| PD time Content PD | Professional Develop on various teaching strategies and development throughout the year. | <ul style="list-style-type: none"> Occurs monthly during network PD led by Math VP/ |
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Planning Instructional Scaffolds

To support all students in gaining access to grade-level content, there may be a need to provide additional instructional scaffolds during the lesson. Below are suggestions for how a teacher would identify a gap in a student's current ability and how they may provide support. The goal is for scaffolding to be used for a short period of time and then taken away as students become more proficient and able to work through tasks independently.

| Instructional Scaffolds Teacher Planning and Preparation | | |
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| Math Power Up and Core Block | | |
| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
| Difficulty remembering math facts: | <ul style="list-style-type: none"> -separate facts into sets of fact families -provide extra opportunities -provide references(multiplication chart) to assist in fact calculation -use manipulative objects -practice flashcards with peer/volunteer -use folding in technique for flashcard practice -student self-check/correct practice sheets | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Difficulty attending to important details: | <ul style="list-style-type: none"> -Read directions to students -highlight operational signs/key words -use vertical lines/graph paper for organization -reduce the number of problems per page -use a window overlay to isolate problems -have student repeat directions to teacher | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Slow rate of completion: | <ul style="list-style-type: none"> -reduce number of items to complete -provide manipulatives | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Problems sequencing steps for computation: | <ul style="list-style-type: none"> -consistent review of steps -reference sheet kept at student desk -use acronyms to remember steps -color coding of steps -use of manipulative objects -use of calculator | <ul style="list-style-type: none"> -Power Up with small group -Partner work -Independent work |

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| | <p>by the end of the unit with any misconceptions that might occur.</p> <p>Due Prior to Lesson Unpack:</p> <ul style="list-style-type: none"> Teachers complete the unit unpack independently and bring to department meetings. | |
| <p>Meeting</p> <p>Observation /Feedback Meetings</p> | <ul style="list-style-type: none"> Weekly observation feedback cycle with your VP at your school. VP will do informal observations during the week then meet for a coaching meeting where VP will provide feedback and give an action step to continue growth and development. | <ul style="list-style-type: none"> Occurs weekly or bi-weekly with your VP. |
| <p>Meeting</p> <p>Math Data Meetings</p> | <p>Objective is to focus on data and student achievement. Focus on Exit Tickets and SWYKs.</p> <p>Due Prior to Data Meeting:</p> <ul style="list-style-type: none"> Bring and complete LASW protocol for either the previous days Exit Tickets, Spiral Review, or SWYK to analyze. The VP will determine which data to bring to the meeting. | <ul style="list-style-type: none"> Occurs weekly with your VP. Looking at Student Work Meeting Protocol (LASW) LASW Error Analysis Lesson Template (EAR) |
| <p>(Possible Meeting)</p> <p>5-8 Math Department Meeting</p> | <p>Objective is to meet as a math cohort and collaborate on upcoming lessons, units, and data.</p> <p>Due Prior to Department Meeting:</p> <ul style="list-style-type: none"> VP will determine any prework for meeting. | <ul style="list-style-type: none"> Can occur monthly during department co-planning time on Fridays. 5-8 Math Department Meeting Protocol |
| <p>(Possible Meeting)</p> <p>Practice Clinics</p> | <p>Objective is to have an opportunity to review look-fors related to key lesson types and routines and practice longer portions of lessons in front of peers and leaders for feedback. Practice Clinics are often focused on taxonomy skills.</p> | <ul style="list-style-type: none"> Can occur weekly depending on the need. |
| <p>Data Day</p> <p>Interim Analysis</p> | <p>Completed during scoring and Interim Analysis Planning time, Due one week after IA.</p> <p>Work in grade teams to complete IA analysis plan</p> <ul style="list-style-type: none"> Review IA analysis on standards, questions, errors, and misconceptions Create a reteach plan and reassessments Complete IA tracker | <ul style="list-style-type: none"> Occurs quarterly after interims during network Data Day. IA Analysis |

Teacher Planning Expectations and Meeting Structures

Intellectual prep is the work that teachers do prior to teaching a lesson. This work includes: (1) unpacking the units, (2) unpacking the lessons with my VP or other teachers, (3) independently internalizing lessons through lesson annotations and lesson prep, (4) weekly teacher observation and feedback cycle, and (5) data analysis meetings by looking at student work through the Looking at Student Work Protocol for Exit Tickets and SWYs.

| Meeting Type | Teacher Pre-Work | Meeting Times and Protocols |
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| <p>Prep and planning</p> <p>Daily Intellectual plan and preparation for lessons (IPP)</p> | <p>Objective is to deeply know and be prepared to teach each lesson daily.</p> <p>Due Weekly:</p> <ul style="list-style-type: none"> Read and annotate the lesson plan according to the IPP protocol. Complete solve the Intro problem, a few Workshop problems, all IP problems you expect students to complete, and all of the ET items -using the strategy(ies) for the lesson. Reteach lessons and Crescendo planning for state assessment will use the Error Analysis Reteach (EAR) protocol. | <ul style="list-style-type: none"> No Meeting-IPP is done independently. IPP Protocol Refer to scaffolds listed below table to make adjustments based on individual student needs. |
| <p>Prep and Planning</p> <p>Exit Ticket Protocol</p> | <p>Objective is to review how students are doing at the end of each lesson.</p> <p>Completed after each Lesson, Due Prior to teaching in Power UP</p> <ul style="list-style-type: none"> Use Looking At Student Work Protocol. Plan spiral review and small group instruction. | <ul style="list-style-type: none"> Looking at student work (LASW) happens mostly independently, but can be part of meetings like lesson unpacks and data meetings. LASW Error Analysis Lesson Template (EAR) |
| <p>Prep and Planning (Possible Meeting)</p> <p>Unit and Lesson Unpack</p> | <p>Unit Unpack</p> <p>Objective is to focus on key standards for the unit, key building blocks of the unit, key problem types, and understand what students must know and do by the end of the unit with any misconceptions that might occur.</p> <p>Due Prior to Unit Unpack:</p> <ul style="list-style-type: none"> Teachers complete the unit unpack independently and bring it to a meeting if required. <p>Lesson Unpack</p> <p>Objective is to focus on key standards for the unit, key building blocks of the unit, key problem types, and understand what students must know and do</p> | <ul style="list-style-type: none"> Meeting occurrence depends on the need of the grade level. Can be independently or in a meeting. <p>Unit Unpack</p> <ul style="list-style-type: none"> Due two weeks prior to the start of a unit and meeting can take place prior to start of unit. Unit Unpack Protocol <p>Lesson Unpack</p> <ul style="list-style-type: none"> Meeting can occur weekly depending on the need and possibly in concurrence with O/F meeting. Lesson Unpack Protocol |

Although the BEN model is designed to ensure students meet and exceed grade-level standards, it is important for there to be additional intentionality made in the weeks leading up to state testing. Please see [this memo](#) for more information about Crescendo in grades 3-8.

Prior to Start of Crescendo

| MOCK Data Informs Instruction | Teacher Preparation | Student Culture |
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| <ul style="list-style-type: none"> -Administer MOCK Interim Assessments -Analyze MOCKs -Identify student readiness groups -Identify most common misconceptions and errors in standards -Determine standards that will be the focus, priority and non-priority -Based on standards, identify groups and student goals | <ul style="list-style-type: none"> -Prepare and give teachers resources to analyze data and create reteaches from IA data -Build mindsets around crescendo and pump teachers up for the 4-5 weeks prior to the state test -Teachers prepare student hype for culture and ways to motivate them throughout the 5 weeks -Review EAR lesson structures (has been PD in previous IA data analysis PDs) | <ul style="list-style-type: none"> -Hype students up for crescendo and getting them excited to push themselves to meet goals -Students receive goals and know the areas that they need to work on |

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

Being a teacher is really rewarding work, but also takes a lot of dedication. This year I really want to build strong relationships with my students as discussed during PD with culturally responsive teaching practices and social-emotional awareness in math. This will be the only way I can build trust with my students, and support them through the hard work that we are going to do this year. It first starts the intellectually preparing process for the lessons (IPP). I ensure I make time to annotate the lessons, then prior to the lessons and using the Exit Ticket from the day before, I add extra questions or students' names that I need to call on or circulate around so that they will be able to be successful during the lesson. Also before the lesson starts, I have to prepare the slides for the lesson so I can reference it throughout the lesson. While teaching the lesson, I follow the lesson plan, but I also make sure to put my own personality into it. I don't want to sound like a robot. Right now we are in Arc 1 of the observation checklist, so I make sure to remember what my VP has worked with me and I incorporate the feedback into the lesson. I also know that volleyball discourse with habits of discussion are important elements in the lesson. This is how students learn the concepts through rich discussions. As students share their thoughts and strategies, I listen, restate, and stamp key ideas that align with the lesson. While students are working with partners or independently, I aggressively monitor students. I name laps and look fors, then I circulate around the students and provide feedback on student work habits, math strategies, partner discussion, and I make sure to monitor each student. During the Exit Ticket, I also circulate around the room and take notes on common errors and misconceptions so I am prepared for when I look over the Exit Tickets and planning for tomorrow's lesson. Once the lesson is done, then I have to prepare for the next day's Power Up. I use the Exit Ticket Protocol and find the student work I want to highlight during the small group reteach time during Power Up. Power Up is a great time to close gaps and help students review errors they made in the previous day's lesson so they can be ready for the new lesson. If students did well on the Exit Ticket, then the student works on Iready. There is a lot of planning of prep that is needed in teaching. I have unit unpacks to better understand the math concepts in each unit. There are lesson unpacks, where we look at student exit tickets and dig deeper into a lesson as a grade level so that we can provide the best lesson. Data analysis is a big part of being informed and making decisions for instruction of the lessons, power up, and reteach days. There is a lot of work to do this year, but I know students will feel loved and supported by me! This year will be great!

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| | <ul style="list-style-type: none"> Students get more “at bats” with common problems that highlight errors and misconceptions from SWYK Student continue to work on these problems in spiral review | |
| Interim Assessment | <ul style="list-style-type: none"> Given 4 times a year. IAs are administered 1 day and cover current material up to IA. MOCKs in grades 3-4 are cumulative interims to prepare for state testing. IAs given on Thursdays, make-ups on Fridays Complete IA Analysis on Fridays during Network IA planning days | <ul style="list-style-type: none"> Teachers use BEN’s SWYK/Interim rubric scale for SWYKS and Interims. There are separate grading scales for grades K-2 and grades 3-12 <ul style="list-style-type: none"> See instructional Guidebook |
| State Testing | <ul style="list-style-type: none"> Administered one time per year, in the Spring. This is a benchmark assessment that measures student progress against grade-level standards. | <ul style="list-style-type: none"> Not Graded |
| Sankofa Day | <ul style="list-style-type: none"> Sankofa Day is not an assessment, but a day of reflection based on Interim results for students All content areas will have Sankofa Days Students will reflect on their math identity and IA results using grade-appropriate reflection Students will also use Illuminate portal to review their IAs and dive deeper into how they did with multiple choice questions versus Open Response Questions | <ul style="list-style-type: none"> Sankofa Reflection Folder Teachers can give a grade using BEN’s homework/classwork rubric <ul style="list-style-type: none"> See instructional Guidebook |

Crescendo Planning

Students in grades 3-8 and select high school grades are required to take assessments developed and administered by the state department of education. The rigor and scope of these assessments vary by state and carry significant weight as to the state’s assessment of a BRICK School and its students. To this end, it is important to ensure all students are adequately prepared to perform at or above grade level standard on these assessments.

Below are some belief statements that are held by the BRICK Education Network as it relates to standardized testing:

- A student is not a state test composite score.
- Standardized tests are not going away, yet.
- Students are often incorrectly judged (and their school) based on test results.
- Students of color, especially in the communities we serve, CAN and DO achieve at high levels.
- BEN is not a “skill and drill” and “drop everything and test prep” network
- BEN’s academic program and model can and should lead to state test proficiency
- Most assessments are rigorous but oftentimes biased, and represent high academic standards (it is a worthy test)
- For BEN, state test results are ONE piece of a student’s *Road to Success*
- We can prepare our students for these tests

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| Bi-Weekly Show What You Know (SWYKs) | Implement a cycle of bi-weekly SWYKs and reteaches | <ul style="list-style-type: none"> Bi-Weekly SWYKs will allow for teachers to collect data and action plans to provide reteachs and spiral review each week. |
| Reteach Days | Use reteach days for prerequisite skills for small group of students that need the lesson and skill | <ul style="list-style-type: none"> Teach prerequisite lesson Reteach current content based on Exit Tickets Reteach previous content based on SWYKs and Interims. Build on student work habits, conceptual understanding, and open-ended responses |
| Homework | Teacher assigns homework based on individual class/student need | <ul style="list-style-type: none"> Homework should take students no longer than 20 minutes to complete. Homework should be building fluency with facts for grade level. Homework should cover math concepts that have already been taught. Resources include: <ul style="list-style-type: none"> Fact Master worksheets Archived HW from previous years Grades 2-4 Cumulative Reviews Outside materials |

Assessment Methods/Data Cycle/Grading Resources

Assessments and data cycles are crucial to BRICK to ensure we are data-informed and using data to help make instruction decisions.

| Assessment Type | Cycle | Grading Resources |
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| Exit Ticket | <ul style="list-style-type: none"> Given every day at the end of core lesson Complete Looking at Student Work (LASW) Protocol for mastered, not mastered Plan spiral reviews and small group instruction | <ul style="list-style-type: none"> Teachers grade 2 Exit Tickets weekly using BEN's homework/classwork rubric <ul style="list-style-type: none"> See instructional Guidebook |
| Spiral Bi-Weekly Show What You Know (SWYK) | <ul style="list-style-type: none"> Given on Thursday during Power-Up block before the core lesson. Quizzes have 5-6 questions with multiple choice and 1 Open End Responses <ul style="list-style-type: none"> 2 questions are reviewed and covered in 2-week cycle 3 questions are on current content Review quizzes and analyze using a similar LASW audit to prepare for reteach during Power Up. Reteach <ul style="list-style-type: none"> Plan mini reteach intro | <ul style="list-style-type: none"> Teachers use BEN's SWYK/Interim rubric scale for SWYKS and Interims. There are separate grading scales for grades K-2 and grades 3-12 <ul style="list-style-type: none"> See instructional Guidebook |

Accelerated Learning

Accelerated learning requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate “just in time” scaffolds that address the necessary content knowledge and skills students need to engage in the most immediate work of the grade. Through ongoing, embedded formative assessments and analysis, teachers and leaders adjust the curriculum proactively within a task, lesson or unit to provide dedicated space and time for this learning to take place.

| Component | Overview | Vision |
|---|--|--|
| Unit Analysis/Priority Lesson Identified | Using Priority Units with priority standards, identify priority lessons that students must master in order to be successful in the unit. Use prerequisite lessons and skills to teach prior to the priority lessons to help students be successful with priority lessons. | <ul style="list-style-type: none"> Using Iready diagnostic and Unit Unpack identify priority lessons and prerequisite skills needed for the lessons. Grade level teachers will meet with ILT teachers to align on prerequisite skills and lessons Unit Unpack will be the final determination of how and when this occurs within the unit. Lessons and skills will be taught in ILT. See ILT section below. |
| Power UP | Focus block of time to focus on spiral review and build on prerequisite skills | <ul style="list-style-type: none"> Allows students to have more “at bats” with spiral standards Use pre determine prerequisite lessons when needed Small group differentiated instruction for students that need additional support. Students will also have uninterrupted time on Iready weekly to build on concepts based on the Iready diagnostic assessment. |
| Individualized Learning Time | Students that need more extensive support in math will be given accelerated learning lessons with just in time support to help students understand concepts prior to learning grade level concepts by incorporating pre-teaching and priming of priority lessons. Students will also receive support with fluency and foundational skill practices. Students that are on grade level or exceeding grade level will have opportunities to continue to build their understanding of concepts by working on higher level tasks and enrichment resources | <p>Beginner/Novice/Apprentice</p> <ul style="list-style-type: none"> Identified prerequisite lesson based on priority lesson from the unit. Students complete Exit Tickets from prerequisite lessons Students and teacher track mastery towards the standard based on Exit Ticket data Students build fluency and foundational skills needed in the unit. <p>Apprentice/Grade Level/Expert</p> <ul style="list-style-type: none"> Students build mastery on standards in the unit <ul style="list-style-type: none"> Problem sets from workbooks (challenging problems like Master level, and PhD level questions) Problem set worksheets Iready lessons Khan Academy lessons Problem set worksheets Rich Math Tasks Online Game Practice Students complete ILT Exit Ticket Students and teacher track mastery toward the standard based on Exit Ticket data. |

| Platform | Purpose |
|--------------------------|---|
| Clever | <i>Platform used for single sign on for both students and staff. Clever links all BRICK platforms and programs to make signing on easy. Students log into Chromebook via Clever.</i> |
| Google Classroom | <i>Google Classroom allows teachers to provide assignments through Google that students can work on individually or collaboratively. Teachers can provide feedback via Google.</i> Note: Academic Directors provide guidance on the use of Google Classroom as part of the instructional model |
| GoGuardian | <i>GoGuardian helps the school easily manage their devices, better understand their students, and keep them safer online.</i> |
| Illuminate | <i>Illuminate is a platform BRICK uses to build, deliver and analyze student assessments. Illuminate houses all SWYK and Illuminate data. All 3-12 students will take their SWYKs online no later than the start of Q2. See next section for Illuminate resource.</i> |
| iReady | <i>Online learning platform for literacy and math used in K-8 classrooms. In iREADY, teachers have the ability to assign specific standards/skills to students and/or allow students to follow a grade level pathway. If a student struggles, iREADY will move the student down to foundational skills to master before moving on.</i> |
| Desmos (Optional) | <i>Desmos can be used in a range of different ways including a free graphing calculator or using activities to connect mathematical concepts to concrete, real-world shapes and pictures. Teachers and students can engage in the moment since teachers can see student work immediately. Teachers can use premade activities (as part of the curriculum or publicly shared) or build their own to target specific class needs.</i> |

- Building stronger work habits
- Building deeper understanding of concepts
- Building understanding of different problem types like multiple select, story problems, or open-ended responses
- Differentiation and learning modalities included:
 - Partner work
 - Manipulatives and concrete modeling
 - Visual Anchors
 - Charting the Error

Individualized Learning Time (ILT Grade 4-8)

Individual Learning time is another key component of the K-4 math program that allows students to knock down all barriers to be successful mathematicians. ILT is a supplemental ELA and Math block for grades 4-8. Students in grades 4-8 will have up to four extra support blocks in math to build a deeper understanding of math concepts and skills depending on their readiness levels. Those students that need more extensive support in math will be given accelerated learning lessons with just-in-time support to help students understand concepts prior to learning grade-level concepts by incorporating pre-teaching and priming of priority lessons. Students will also receive support with fluency and foundational skill practices. Students that are on grade level or exceeding grade level will have opportunities to continue to build their understanding of concepts by working on higher level tasks, Iready, and Computer Science.

Expectations/Vision

| For Beginner/Novice/Apprentices | For Apprentice/Grade Level/Expert |
|---|---|
| <ul style="list-style-type: none"> ● Identified prerequisite lesson based on priority lesson from the unit. ● Students complete Exit Tickets from prerequisite lessons ● Students and teacher track mastery towards the standard based on Exit Ticket data ● Students build fluency and foundational skills needed in the unit. | <ul style="list-style-type: none"> ● Students build mastery on standards in the unit <ul style="list-style-type: none"> ○ Problem sets from workbooks (challenging problems like Master level, and PhD level questions) ● Iready/Khan lessons ● Computer Science |

Classroom Environment

The math classroom is essential for students to feel comfortable to build their confidence and ownership in their learning. The classroom needs to have a designated space for math resources and math manipulatives. The classroom needs to have an agenda for each lesson type along with the daily Visual Anchor and any math manipulatives that will be used for the lesson. Teachers need to ensure that the math classrooms allow for students to make mistakes and grow from their mistakes. Students should also feel comfortable with the productive struggles and allow for students to grapple with rigorous problems types. The teacher is the facilitator in leading students to understand mathematical concepts and content. The only way to have an effective math classroom with these components is to build lasting relationships with each student and utilize culturally responsive teaching strategies mentioned above in the culturally responsive practices section and the social emotional teaching section.

[Link to Classroom Readiness Checklist for SY 22/23](#)

Online Programs

Teachers will use the following programs with the K-4 Math Program.

Power Up (2-8)/Small Group (K-1)

At BRICK our mission is to relentlessly knock down all barriers to students' academic success. In the K-4 math program, knocking down these barriers means that students are provided systematic, explicit instruction to build their foundational math skills and address any of the students' needs according to data and classroom observations. The main focus of Power Up is to build students' understanding of math concepts. This allows students to have more “at bats” with math problems to develop accuracy and efficiency with all problem types.

Expectations

- Power Up is before the Math Block using Iready, reviewing Exit Tickets, or completing independent work
- Start and End times are essential to ensure core math block starts on time
- Students spend majority of time completing math problems to have more “at bats”
- Teachers use lessons problems based on data from exit tickets and assessments
- IF co-teachers, each teacher should have a group of students to focus on exit ticket review or pre-teaching.
- Thursday's Power up will be used for bi-weekly SWYK.

Power Up Block (2 week cycle)

| Monday Day 1 (30 min.) | Tuesday Day 2 (30 min.) | Wednesday Day 3 (30 min.) | Thursday Day 4 (30 min.) |
|--|--|--|--|
| Power UP-30 Minutes | | | |
| Not SWYK Week <ul style="list-style-type: none"> • Reteach SWYK | Not SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill | Not SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill | Not SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill |
| SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill | SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill | SWYK Week <ul style="list-style-type: none"> • Review upcoming SWYK | SWYK Week <ul style="list-style-type: none"> • SWYK Quiz |

Reteach Days

Most weeks have 4 lessons identified for each week in the scope and sequence, which allows for one reteach day each week. Reteach days are very important and necessary in the math program. These are not free days and need to be utilized with the same urgency and determination as a lesson. Teachers will utilize this time based on data from the week and interim data to inform their instruction.

Expectations/Vision

- Be efficient with time. Every minute counts and this time is focused on data informed instruction
- Teachers have a plan and materials ready for the instruction
- Data-Informed Decisions from the following:
 - Exit Tickets
 - Spiral Reviews
 - Splitting a lesson into two days
 - Interim Reteaches
- Based on the data, teachers have a specific focus for the reteach such as:

Purpose: This lesson structure is for lessons that require more direct instruction or require students to apply skills and concepts in more challenging contexts. Funneled questioning is still the primary instructional tool; however, the teacher may take more liberties with direct modeling and/or he/she may focus on problem-solving strategies rather than forming and proving mathematical conjectures. Students are still expected to develop conceptual understanding of math topics and strategies and to persevere by making connections to previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems.

| Component Name | <u>Opening</u> → | <u>Interaction with New Material</u> → | <u>Partner Practice and Debrief</u> → | <u>Independent Practice and Debrief</u> → | <u>Exit Ticket</u> |
|--------------------------|---|--|---|---|--|
| Component Purpose | Debrief the mathematical concepts (what and why) presented in the task to arrive at a new understanding and develop a key point for the day's lesson. | Apply the key point when solidifying procedural steps or solving a rigorous problem to hone critical thinking skills, solidify conceptual understanding, and develop a clear procedure and criteria for success for solving. | Apply the key point to reinforce mathematical understanding of the concept and strategies through collaborative work and teacher feedback. Provide the class with batch feedback based on trends noticed during work time. | Students get sufficient at-bats applying key point to a variety of problems at grade level rigor bar and receive feedback from their teacher. Teacher provides the class with batch feedback based on trends noticed during work time. | Collect data on student learning for the day's lesson. |
| Timing | ≤ 25 min | | ≤ 10 min | ≤ 13 min | ≤ 7 min |

Error Reteach Analysis (EAR)-Chart the Error

Purpose: Respond to data/re-teach/extend. Through the use of error analysis, guided questioning and discussion students will identify and fix a common misconception related to a skill they learned the previous day. These are sequenced so that after a particularly complex conceptual lesson or a lesson involving a skill that surfaces a common misconception, students get another focused at bat to either fix their misunderstanding or deepen their reasoning around key mathematical concepts and viable strategies to guide them away from making the same error. These lessons start with analyzing fictional student work and are structurally based off of the Standards for Mathematical Practice 3. Teachers should review these lessons as they grade the exit tickets from the previous day's lesson to ensure that the error analyzed in the Think About It is one that their students are most commonly making and if not, they can revise the Think About It to reflect their student's misunderstanding.

| Component Name | <u>Error Analysis (Chart the Error)</u> → | <u>Partner Practice and Debrief</u> → | <u>CFU</u> → | <u>Independent Practice and Debrief</u> → | <u>Exit Ticket</u> |
|--------------------------|--|--|--|--|--|
| Component Purpose | Students complete the Think About It problem by analyzing two samples of student work from the previous lesson. They decide which example, if any or if both, that they agree with and justify their answer. Through teacher guided discussion, students come to the key point of the lesson and work to isolate the error. Students cross out the incorrect work, highlight the correct work, and then stamp the key point and the criteria for success. | Students continue to solidify their understanding of the key point through collaborative work and teacher feedback. Teacher provides the class with batch feedback based on trends noticed during work time and possibly the growth that students made on the common misconception from the error analysis. | Students complete this problem individually that is designed to surface the error and the teacher can identify students who may need more support during independent practice. | Students get multiple at-bats with problems and receive feedback from their teacher. Teacher provides the class with batch feedback based on trends noticed during work time. | Collect data on student learning for the day's lesson. |
| Timing | ≤ 18 min | ≤ 10 min | ≤ 5 min | ≤ 15 min | ≤ 7 min |

Lesson Structures

5-8 Math Block Overview

| 5-8 Math | | | | |
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| Power Up 30 min. | Daily Math Lesson Block M-TH 60 min. | | | Grades 4-8 Individualized Learning Time (ILT) 45 min. (2x a week) |
| Power up is a data driven time for teachers to use to meet the needs of their students by using: <ul style="list-style-type: none"> • Iready, • reviewing Exit Tickets • pre-teaching lesson for “just in time” teaching | Conjecture Based Lesson (TTC) | Exercise Based Lesson (INM) | Chart the Error Reteach (CTE) | ILT is a supplemental block for grades 4-8 in ELA and Math. Math will have two blocks a week. It is a separate block to address unfinished learning that is data driven for teachers to meet the needs of their students by: <ul style="list-style-type: none"> • Utilizing individual student goals • Data driven instruction to address <ul style="list-style-type: none"> ○ unfinished learning from pre-unit assessments ○ Key standards for the grade level ○ Differentiated small group instruction |
| | <ul style="list-style-type: none"> • Discourse Driven • Key Problems to foster discourse of concepts and strategies • Partner Work • Living Visual Anchor for resource | <ul style="list-style-type: none"> • Cumulative task of the unit • Independent work • Leverage prior knowledge to develop, test, and revise solution strategies • Revision time based on math discussion | <ul style="list-style-type: none"> • Error analysis of major misconception • Student discuss differences between student work • Students know action step takeaway to not make same mistakes | |

Test the Conjecture Lesson (TTC)

Purpose: Through the use of investigation and guided inquiry, students develop conceptual understanding of math topics and strategies. They persevere by developing and proving mathematical conjectures. Structurally based off of the Standards for Mathematical Practice 3, these lessons push students to make viable arguments and critique the thinking of others to generate a conjecture that will then be tested. They must make connections to previously learned content, apply sound mathematical practices, and think flexibly.

| Component Name | Opening → | Test the Conjecture → | Partner Practice and Debrief → | Independent Practice and Debrief → | Exit Ticket |
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| Component Purpose | Students complete the Think About It problem* and then debrief the thinking and work samples to develop a new understanding. They synthesize in the form of a conjecture for the day's lesson. | Further develop and reinforce understanding. Test the lesson's conjecture using 2-3 example problems, stamp the conjecture as a mathematical rule and create an exemplar. Develop a strategy for solving problems by applying the day's conjecture. | Continue to develop students' understanding of the conjecture through collaborative work, applying the conjecture, and receiving teacher feedback. Provide the class with batch feedback based on trends noticed during work time. | Students get multiple at-bats w/conjecture and receive feedback from their teacher. Teacher provides the class with batch feedback based on trends noticed during work time. | Collect data on student learning for the day's lesson. |
| Timing | ≤ 25 min | | ≤ 10 min | ≤ 13 min | ≤ 7 min |

Exercise Based Lesson (EBL)-Interaction with New Material (INM)

focus of Power Up is to build students' understanding of math concepts. This allows students to have more “at bats” with math problems to develop accuracy and efficiency with all problem types.

Vision Statement for Individualized Learning

Individual Learning time is another key component of the K-4 math program that allows students to knock down all barriers to be successful in mathematics. ILT is a supplemental ELA and Math block for grades 4-8. Students in grade 4-8 will have up to four extra support blocks in math to build a deeper understanding of math concepts and skills depending on their readiness levels. Those students that need more extensive support in math will be given accelerated learning lessons with just in time support to help students understand concepts prior to learning grade level concepts by incorporating pre-teaching and priming of priority lessons. Students will also receive support with fluency and foundational skill practices. Students that are on grade level or exceeding grade level will have opportunities to continue to build their understanding of concepts by working on higher level tasks and enrichment resources.

Student Achievement and Implementation Goals

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| <p>SY 23-24 Student Achievement Goals:</p> <ul style="list-style-type: none"> • 100% of scholars will meet the CFS and show their work on all assessments. • At least 70% of scholars average an exit ticket rubric score 2 and 3. • All students will attain 70%+ percent correct on SWYK/Unit assessments • 100% of scholars will move one readiness band by the end of the year. (Scholars on grade level/expert maintain their readiness group) • All students on grade level will meet their i-Ready Annual Typical Growth Target • All students not on grade level will meet their i-Ready Annual Stretch Growth target | <p>SY 23-24 Implementation Goals:</p> <ul style="list-style-type: none"> • By the end of SY 23-24, 80% of teachers will be proficient and 20% will be foundational in executing all Arcs throughout the year. • By the end of SY 23-24, 100% of teachers consistently complete IPP. • By the end of SY 23-24, 100% of teachers will be observed and effectively real-time coached bi-weekly on data-responsive instruction. • By the end of SY 23-24, 100% of teachers will engage in consistent norming, scoring, and analyzing data and implementing action plans on exit tickets, unit assessments, and interim assessments. |
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Part III | Math Core Curriculum 5-8

Student Experience Narrative

5-8 Experience

I am in sixth grade and it is Math Power-Up. We start the day with the spiral review for the week on previous taught standards. Sometimes it's from our exit ticket and sometimes it's problems from a previous unit so we don't forget all the content we have learned. Each day we try to complete more problems and get more problems correctly so we are at 100% by the end of the week. I like Power-Up time because sometimes I get to work in small groups with the teacher or with partners. Now it's time for the Core Math Block, before it starts I make sure I have a pencil and my math workbook out on my desk. The teacher introduces the objective for the lesson, then we read the Think About It Problem (TAI) as a class. It is like the Problem of the day. Then we usually have 5 minutes to solve the problem.. As we work the teacher walks around the room and talks to partners on how they are solving. The teacher is looking for student work to share on the board. I hope the teacher picks me! Once the timer goes off, we stop talking and put our pencils down to start the discussion on the TAI. The teacher picks a student's work and projects it on the doc camera so we can all see it. The student then begins to explain their work and the teacher copies the work onto the Visual Anchor. The teacher asks questions about the student's work and we build on to what was said. It's really important during the class discussion that I track the speaker and listen closely. I also like to use hand signals while the speaker is talking to show that I agree, disagree, or have something to build on to what the speaker said. Sometimes the teacher calls on me when I use my hand signals. After the discussion, we come up with a conjecture to help us identify the key learning for the day and apply it to upcoming problems throughout the lesson. Once we know the conjecture is true, we stamp the Criteria For Success The teacher leads us through partner practice and independent practice. First we start with a partner practice, where we get to talk and do a problem with our elbow partner. This is fun because we get to learn from our classmates. When we complete partner practice we move on to independent practice. Regardless of the practice (partner or independent), I feel supported because my teacher walks around and gives me feedback to make sure my work is accurate and efficient. Sometimes the teacher gives feedback to the entire class! Any time I get feedback, I apply it. At the end of the lesson it's time to do the Exit Ticket. I hope I get it all right. I can't wait till I find out tomorrow. The very last thing we do before the next class is get our IDream scores. I have been really good. Math is so fun!

Overview/Vision/Key Components

In order for BEN to fulfill the math vision to develop confident mathematicians who are resilient problem-solvers equipped to be leaders, to address the challenges facing the world now and in the future, we have three key components to our BEN's K-4 mathematics program. The three key components are core math block, Power Up, and Individualized Learning Time (ILT). Together, the components will create a balanced math program that is aligned with the most up to date best practices for supporting students in becoming strong, independent mathematicians and critical thinkers.

Vision Statement for Core Math Block

At Brick our mission is to help students unlock their limitless potential by providing students with a strong mathematics curriculum. A key component to BEN's 5-8 Math program is the core math block where all tier 1 math instruction occurs in 60-minute blocks utilizing Achievement's First Mathematics Curriculum. We chose Achievement First Mathematics Curriculum because it aligns with our Math Vision and meets expectations in all components from EdReports. EdReports is a nationally recognized evaluation tool for districts across the country to evaluate core curricula. During the core math block, teachers follow the scripted daily lesson plans that help teachers engage in strong instructions where students can learn math concepts through rich math tasks, math discourse, partner practice time, independent work time, and informal assessing through Exit Tickets.

Vision Statement for Power Up

At BRICK our mission is to relentlessly knock down all barriers to students' academic success. In the K-4 math program, knocking down these barriers means that students are provided systematic, explicit instruction to build their foundational math skills and address any of the students' needs according to data and classroom observations. The main

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| | <ul style="list-style-type: none"> ■ Prioritize practice on lower achievement non-priority standards ○ Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> ■ Prioritize practice on lower achievement priority standards. | <ul style="list-style-type: none"> ● Students in grades 3-4 either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes |
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| | <ul style="list-style-type: none"> Teachers execute student practice overall structure at a proficient level. Teachers monitor and use data in-the-moment in the intro to make decisions about how to best support students and respond to errors for students to be successful with student practice. Teachers use all rapid feedback practices for effective student practice to ensure students are ready for the next grade level. | |
| Power Up | <p>Teacher Outcomes</p> <p>Grades 3-4</p> <ul style="list-style-type: none"> Follow the crescendo guidelines. <ul style="list-style-type: none"> Utilizing MiniMocks and rapid feedback cycles. Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. <p>Grades K-2</p> <ul style="list-style-type: none"> Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. Teachers are consistently monitoring and gathering data throughout the math lesson and Exit Ticket to make informed decisions for Power Up. <ul style="list-style-type: none"> Teachers use LASW protocols to analyze Exit Ticket data and plan for Power Up using the lesson pacing template. Depending on data, teachers All grades continue to implement differentiated instruction with small groups using data from Exit Tickets and SWYKS--teacher created <ul style="list-style-type: none"> Example of groups: Iready, one teacher is ET review and practice problems, one teacher reviews upcoming prerequisite skills or fluency building. All Power Up time is devoted towards power up. Teachers continue to build routines and strong relationships Mondays are used only for Iready to ensure everyone gets 30 minutes a week. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of scholars score 70% or better on exit tickets Students in grades 3-4 show growth in EAR lesson compared to baseline assessment Students in grades 3-4 either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes |
| Individualized Learning time | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> Follow the crescendo guidelines. Teachers are aligning instructions based on data from last major assessment to prepare students for state testing and the next grade level. Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. Teachers are consistently monitoring and gathering data throughout the block and Exit Ticket to make informed decisions. Teachers' instruction is based on groups they are leading. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students name the "I can statement" (objective of the lesson) and why they are working on the skill. Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of scholars score 70% or better on exit tickets |

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| | <ul style="list-style-type: none"> All grades continue to implement differentiated instruction with small groups using data from Exit Tickets and SWYKS--teacher created <ul style="list-style-type: none"> Example of groups: Iready, one teacher is ET review and practice problems, one teacher reviews upcoming prerequisite skills or fluency building. All Power Up time is devoted towards power up. Teachers continue to build routines and strong relationships Mondays are used only for Iready to ensure everyone gets 30 minutes a week. | |
| Individualized Learning time | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. Teachers are consistently monitoring and gathering data throughout the block and Exit Ticket to make informed decisions. Teachers' instruction is based on groups they are leading. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice <ul style="list-style-type: none"> Fluency building, Completing high level problems in workbooks, Working on Rich tasks, Iready Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> Fluency building, prerequisite lessons and skills, Iready. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students name the "I can statement" (objective of the lesson) and why they are working on the skill. Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of scholars score 50% or better on exit tickets |
| <p align="center">Quarter 4 Arc 4 Using Data to Plan for the Future and Crescendo</p> <p align="center"><i>In Arc 4, we launch our crescendo strategy, which is a strategy focused largely on our grades with state tests (3rd & 4th). We ramp up our response to data to make more rapid adjustments to future instruction to best meet students' needs and we go all in on creating a vibrant student culture so that students are excited to meet their potential.</i></p> | | |
| Math Core Block | <p>Teacher Outcomes:</p> <p>Grades 3-4</p> <ul style="list-style-type: none"> Teachers plan and execute Error Analysis Response (EAR) lessons at a foundational level based on the mock and recent classwork to respond to student data. Teachers use student data from the mock to plan strategic student interventions or additional supports. Teachers create a vibrant student culture. Teachers and leaders strategically support students with developing key academic habits that will help them elevate the content knowledge they have. Leaders support teachers in planning strong EAR lessons by leading strong Looking at Student Work / EAR Intellectual Prep meetings. Teachers and leaders have structures in place to effectively track and respond to data. Teachers show 20% growth or meet 80% mastery on priority standards on Minimock Quizzes <p>Grades K-2</p> <ul style="list-style-type: none"> As needed, teachers parallel teach the intro or pull small groups during student practice to provide extra supports to students. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students have a strong culture with classmates and teachers. Students know their math identity 90% of scholars score 70% or better on exit tickets Students in grades 3-4 show growth in EAR lesson compared to baseline assessment Students in grades 3-4 either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes |

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| | <ul style="list-style-type: none"> ○ Expert/Grade Level/Apprentice <ul style="list-style-type: none"> ■ Fluency building, Completing high level problems in workbooks, Working on Rich tasks, Iready ○ Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> ■ Fluency building, prerequisite lessons and skills, Iready. | <ul style="list-style-type: none"> ● 80% of scholars will meet the CFS on the work in ILT. ● 90% of scholars score 25% or better on exit tickets. |
| <p align="center">Quarter 3 Arc 3 Strong Student Practice and Debrief</p> <p><i>In Arc 3, Collaborative and independent work is a time when every scholar progresses toward mastery of the day's objective and the learning standard. Teachers design and manage practice time to create the conditions for growth: All students get a balance of opportunities to lock in new skills and understandings and gain important insights from making mistakes. During this time, teachers are active coaches of the student experience- providing targeted and transferable feedback and batch debriefs that make learning from successes and mistakes more likely and stickier.</i></p> | | |
| Math Core Block | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> ● Teachers execute student practice overall structure at a proficient level. ● Teachers monitor and use data in-the-moment in the intro to make decisions about how to best support students and respond to errors for students to be successful with student practice. ● Teachers use all rapid feedback practices for effective student practice <ul style="list-style-type: none"> ○ Effectively planning to maximize outcomes of practice times (problem selection and rapid feedback look fors) ○ Naming Laps so students know what they are looking for in student work as students work. ○ Providing effective rapid feedback to individuals ○ Providing effective batch feedback with Show Call to address a trend they are seeing in student work during Workshop or Independent Practice. ○ Providing targeted transferable feedback ● As needed, co-teachers parallel teach the intro or pull small groups during student practice to provide extra supports to students. ● Collaborative meetings focus on supporting teachers with understanding how to implement effective and purposeful student practice. Looking at student work and identifying misconceptions and targeted transferable feedback. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> ● Students know routines and procedures ● Students have a strong culture with classmates and teachers. ● Students know their math identity. ● 80% of scholars will meet the CFS and show their work on all assessments. ● 80% of scholars score 75% or better on exit tickets |
| Power Up | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> ● Teachers are providing effective and purposeful student practice with the majority of time in practice, less teacher talking. ● Teachers are consistently monitoring and gathering data throughout the math lesson and Exit Ticket to make informed decisions for Power Up. <ul style="list-style-type: none"> ○ Teachers use LASW protocols to analyze Exit Ticket data and plan for Power Up using the lesson pacing template. ○ Depending on data, teachers can also use time to pre-teach math skills for upcoming lessons | <p>Student Outcomes:</p> <ul style="list-style-type: none"> ● Students have a strong culture with classmates and teachers. ● Students know their math identity and areas that are strong and areas that they need to improve on. ● 90% of scholars that were not proficient with their ET improve their exit ticket in PU. |

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| Math Core Block | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teachers execute the intro overall structure at a proficient level. Teachers continue to build their rapid feedback toolkit by leveraging the skill Show Call to address a trend they are seeing in student work during Workshop or Independent Practice. Teachers monitor and use data in-the-moment in the intro to make decisions about how to best support students and respond to errors. In Game Intro Lessons, this means teachers will monitor and gather data during turn and talks to decide on the right “next step” strategy for students. In Exercise Based Lessons, teachers will monitor, gather and use data in student work on the Problem of the Day to decide where to start and focus the conversation. Teachers use different tools that foster volleyball discourse and maintain a strong teacher/student ratio. Teachers effectively elicit and stamp key points in the lesson. Collaborative meetings focus on supporting teachers with understanding the big idea and key points in the lesson to support teachers with facilitating students to these understandings in the intro. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students know routines and procedures Students have a strong culture with classmates and teachers. Students know their math identity. 80% of scholars will meet the CFS and show their work on all assessments. 80% of scholars score 50% or better on exit tickets |
| Power Up | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> All Power Up time is devoted towards power up. Teachers continue to build routines and strong relationships Mondays are used only for Iready to ensure everyone gets 30 minutes a week. Teachers are consistently monitoring and gathering data throughout the math lesson and Exit Ticket to make informed decisions for Power Up. <ul style="list-style-type: none"> Teachers use LASW protocols to analyze Exit Ticket data and plan for Power Up using the lesson pacing template. Depending on data, teachers can also use time to pre-teach math skills for upcoming lessons All grades continue to implement differentiated instruction with small groups using data from Exit Tickets and SWYKS--teacher created <ul style="list-style-type: none"> Example of groups: Iready, one teacher is ET review and practice problems, one teacher reviews upcoming prerequisite skills or fluency building. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students know routines and procedures Students have a strong culture with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 80% of scholars will meet the CFS while solving problems in PU. 90% of scholars that were not proficient with their ET improve their exit ticket in PU. |
| Individualized Learning time | <p>Teacher Outcomes</p> <ul style="list-style-type: none"> Teachers continue to use ILT time to build routines and strong relationships Teachers help students understand and name the “I can statement” (objective of the lesson) and why they are working on the skill. Teachers are consistently monitoring and gathering data throughout the block and Exit Ticket to make informed decisions. Teachers' instruction is based on groups they are leading. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students can name the “I can statement” (objective of the lesson) and why they are working on the skill. Students know routines and procedures Students have a strong culture with classmates and teachers. |

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| | <ul style="list-style-type: none"> Majority time in Power up time is used for math lesson instruction to incorporate routines and procedures for the math lesson. Teachers give Iready Diagnostic <p>Rest of Q1</p> <ul style="list-style-type: none"> All Power Up time is devoted towards power up. (math lessons are only executed during core math block time) Teachers continue to build routines and strong relationships Mondays are used only for Iready to ensure everyone gets 30 minutes a week. Teachers use LASW protocols to analyze Exit Ticket data and plan for Power Up using the lesson pacing template. <ul style="list-style-type: none"> Depending on data, teachers can also use time to pre-teach math skills for upcoming lessons Co-teachers start implementing differentiated small group using data from Exit Tickets and SWYKS--teacher created <ul style="list-style-type: none"> Example of groups: i-Ready, one teacher is ET review and practice problems, one teacher reviews upcoming prerequisite skills or fluency building. Grade 4 starts to implement differentiated tasks depending on Exit Ticket data. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice <ul style="list-style-type: none"> Iready, fluency building, rich tasks Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> Smaller group instruction with ET review and practice problems | <ul style="list-style-type: none"> Students know their math identity and areas that are strong and areas that they need to improve on. 90% of students are engaged and completing work. |
| Individualized Learning time | <p>Teacher Outcomes: Weeks 1-2</p> <ul style="list-style-type: none"> Teachers articulate the vision of excellence, goals, and how the ILT aligns to the core math block. Teachers use ILT time to build routines and strong relationships <ul style="list-style-type: none"> Use relationship icebreakers and math identity starters <p>Rest of Q1</p> <ul style="list-style-type: none"> Teachers help students understand and name the “I can statement” (objective of the lesson) and why they are working on the skill. Teachers continue to use ILT time to build routines and strong relationships Teachers being instruction based on groups they are leading. <ul style="list-style-type: none"> Expert/Grade Level/Apprentice <ul style="list-style-type: none"> Fluency building, Completing high level problems in workbooks, Working on Rich tasks, Iready Apprentice/Novice/Below Grade Level <ul style="list-style-type: none"> Fluency building, prerequisite lessons and skills, Iready | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students can articulate the vision of excellence, goals, and how the ILT aligns to the core math block. Students can name the “I can statement” (objective of the lesson) and why they are working on the skill. Students know routines and procedures Students are building strong cultures with classmates and teachers. Students know their math identity and areas that are strong and areas that they need to improve on. 90% of students are engaged and completing the work. 100% of students are completing Exit Tickets. |

Quarter 2 | Arc 2 Monitoring/Diagnosing and Response to Error

In Arc 2, the focus is for leaders, teachers, and students to develop a deep understanding of the math and why the math works while monitoring and responding to errors in the introduction. Phase Two is all about achieving mastery in the following areas:

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| | <p>from first module/unit</p> <ul style="list-style-type: none"> Teacher has completed unit/module 1 internalization and has implemented coach feedback Teacher has completed lesson internalization and implemented coach feedback for first week's lesson | |
| Power Up | <p>In Power Up for Arc 0, we focus on strong professional development, vision setting, and planning relationship building and math identity activities (5-10 min.)</p> <ul style="list-style-type: none"> Teacher can articulate the vision of excellence, goals, and how the power up aligns to the core block Teachers plan to build investments, math identity, and relationship building activities | n/a-summer |
| Individualized Learning time | <p>In ILT for Arc 0, we focus on strong professional development, vision setting, and planning relationship building and math identity activities, and internalization of prerequisite lessons for unit 1.</p> <ul style="list-style-type: none"> Teacher can articulate the vision of excellence, goals, and how the ILT aligns to the core math block Teachers use ILT time to build routines and strong relationships <ul style="list-style-type: none"> Use relationship icebreakers and math identity starters Begin using fluency activities and prerequisite lessons Students can articulate the vision of excellence, goals, and how the ILT aligns to the core block | n/a-summer |
| <p>Quarter 1 Arc 1 Laying the Foundation - Strong Planning and Preparation to Maximize Learning</p> <p><i>In Arc 1 we lay the foundation for our work in the Power Up for the rest of the year. Arc 1 is all about achieving mastery in the following areas:</i></p> | | |
| Math Core Block | <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teachers execute the intro overall structure at a proficient level. Teachers consistently build and use visual anchors at a foundational level. Teachers foster a focused, engaged classroom by ensuring students by leveraging the Culture of Belonging practices to meet the school's vision of excellence for all key routines, habits, and procedures, including our two Maximize the Math focus areas: Kids Listening to Kids and Partner Work. Teachers lay the foundation for rapid feedback by leveraging the skill Naming Laps to name for students what they are looking for in student work as students work independently. The structures of Intellectual Preparation are put in place and become a habitual component of the school's math program. Build relationships and content expertise through collaborative meetings structures. | <p>Student Outcomes</p> <ul style="list-style-type: none"> Students know routines and procedures Students are building strong cultures with classmates and teachers. Students know their math identity 90% of students are engaged in the T/T (GIL) or putting in best effort on Problems of the Day (EBL). 100% of students are completing Exit Tickets. |
| Power Up | <p>Teacher Outcomes: Weeks 1-3</p> <ul style="list-style-type: none"> Teachers use first 5-10 minutes in Power Up time to build strong relationships and student math identity <ul style="list-style-type: none"> Use relationship icebreakers, math identity starters, and fluency practice if time allows. | <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students know routines and procedures Students are building strong cultures with classmates and teachers. |

Arc of the Year

The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources for (1) the AOTY as a whole followed by (2) guidance on each portion of the arc. The AOTY is a roadmap to how we as a network plan to reach this goal!

Network Arc of The Year

| Pre-Launch Arc 0 | Quarter 1 Arc 1 | Quarter 2 Arc 2 | Quarter 3 Arc 3 | Quarter 4 Arc 4 |
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| <p>Vision Setting and Practice</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • N/A Summer Institute <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Teachers are prepared and know lesson structures for start of school • 90% of teachers strongly agree or agree with teacher preparedness in the summer survey. | <p>Laying the Foundation - Strong Planning and Preparation to Maximize Learning</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • 90% of students are engaged in the T/T (GIL) or putting in best effort on Problems of the Day (EBL). • 90% of students are completing Exit Tickets. <p>Teacher Outcomes:</p> <p>80% of Teachers are proficient in Arc 1.</p> | <p>Monitoring/Diagnosing and Response to Error</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • 80-90% of scholars will meet the CFS and show their work on exit tickets. • 60% of scholars average an exit ticket rubric score 2 and 3. <p>Teacher Outcomes:</p> <p>80% of Teachers are proficient in Arc 2.</p> | <p>Strong Student Practice and Debrief</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • 80-90% of scholars will meet the CFS and show their work on exit tickets. • At least 70% of scholars average an exit ticket rubric score 2 and 3. <p>Teacher Outcomes:</p> <p>80% of Teachers are proficient in Arc 3.</p> | <p>Using Data to Plan for the Future and Crescendo</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • At least 70% of scholars average an exit ticket rubric score 2 and 3. • Students in grades 3-4 show growth in EAR lesson compared to baseline assessment • Students in grades 3-4 either have 20% growth or meet 80% mastery on priority standards on Minimock Quizzes <p>Teacher Outcomes:</p> <p>80% of Teachers are proficient in Arc 4.</p> |

K-4 Math Program Arc of The Year

| Math Component | Teacher Outcomes | Student Outcomes |
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| <p>Summer Pre-Launch Arc 0</p> <p>The main focus of this Arc is to prepare teachers with vision setting, goal setting, planning, preparing and practicing for the start of school.</p> | | |
| <p>Math Core Block</p> | <p>This Arc starts over the summer, we focus on planning, leading strong professional development, and preparing for the start of school with the internalization of the first unit and practicing routines and procedures within a lesson.</p> <ul style="list-style-type: none"> • Teachers can articulate the vision of excellence, goals, and how the curriculum aligns • Teacher can execute key instructional routines/procedures | <p>n/a-summer</p> |

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| | -Small group instruction-differentiation -Peer tutoring -visuals -Iready | -Partner work -Independent work |
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Meeting Structures

Teachers and leaders will participate in various meetings throughout the week to get tailored coaching from their instructional leader, to work collaboratively with peers in preparation for lessons and units, and to analyze student work. To prepare for these meetings, teachers should complete the pre-work identified by their instructional leader, which includes (but is not limited to): gathering a video clip of a lesson, preparing student work exemplars, and scoring assessments and analyzing data. Further preparation will be determined and communicated by the Instructional Leader. A detailed outline of each meeting is included in the chart below:

| Meeting Type | Description & Purpose | Frequency |
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| Observation & Feedback Meeting (OFs) | During observation feedback or coaching meetings, teachers will reflect on the impact of their instructional practice on student outcomes and practice specific and actionable feedback to improve student learning. | 1x / week or 1/x bi-weekly |
| Collaborative Planning Meeting <ul style="list-style-type: none"> - <i>Data Meeting</i> - <i>Lesson Unpack + Planning Meeting</i> - <i>Unit/Module Unpack + Planning Meeting</i> | During a collaborative planning meeting, grade team teachers have an opportunity to work together to unpack new units, unpack key upcoming lessons, and/or review recent assessment data and develop action plans. During a lesson unpack, teachers may also practice key lesson components with peers and receive feedback. This is an opportunity to share best practices and plan for acceleration and intervention based on student performance data. | 1x / week |
| Practice Clinic | Practice Clinics are used as an opportunity to review look-fors related to key lesson types and routines and practice longer portions of lessons in front of peers and leaders for feedback. Practice Clinics are often focused on taxonomy skills. | 1x / week |
| Co-Teacher Planning Meeting | The Co-Teacher planning meeting is an opportunity for content co-teachers to work together to plan upcoming lessons, review student performance data, and develop action plans. Teachers should work together to plan for both classes and ensure all students across the grade level are meeting their goals. | 1x/ week [guidance from school leader] |

| Instructional Scaffolds Teacher Planning and Preparation | | |
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| Math Power Up and Core Block | | |
| Why would this student need this? | What is the scaffold that can be used? | What part of the lesson would this apply to? |
| Difficulty remembering math facts: | <ul style="list-style-type: none"> -separate facts into sets of fact families -provide extra opportunities -provide references(multiplication chart) to assist in fact calculation -use manipulative objects -practice flashcards with peer/volunteer -use folding in technique for flashcard practice -student self-check/correct practice sheets | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Difficulty attending to important details: | <ul style="list-style-type: none"> -Read directions to students -highlight operational signs/key words -use vertical lines/graph paper for organization -reduce the number of problems per page -use a window overlay to isolate problems -have student repeat directions to teacher | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Slow rate of completion: | <ul style="list-style-type: none"> -reduce number of items to complete -provide manipulatives | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Problems sequencing steps for computation: | <ul style="list-style-type: none"> -consistent review of steps -reference sheet kept at student desk -use acronyms to remember steps -color coding of steps -use of manipulative objects -use of calculator | <ul style="list-style-type: none"> -Power Up with small group -Partner work -Independent work |
| Failure to visualize concepts: | <ul style="list-style-type: none"> -use simple, consistent language -provide visual examples -assess and explicitly teach concept terminology -copy of VA kept at student desk | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Difficulty solving word problems: | <ul style="list-style-type: none"> -use concrete examples -highlight key operational words -have students restate problem -use of calculator/manipulatives | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson -Partner work -Independent work |
| Other examples | <ul style="list-style-type: none"> -provide specific content scaffolds -Examples: place value chart, number sentence frame, multiplication chart, fraction chart, manipulatives, graphic organizer | <ul style="list-style-type: none"> -Power Up with small group -Intro to the lesson |

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| Meeting Observation /Feedback Meetings | <p>Objective is to focus on key standards for the unit, key building blocks of the unit, key problem types, and addressing gaps from pre-unit assessment.</p> <ul style="list-style-type: none"> • Observation feedback cycle with your VP at your school. • VP will do informal observations during the week then meet for a coaching meeting where VP will provide feedback and give an action step to continue growth and development. | <ul style="list-style-type: none"> • Occurs weekly or bi-weekly with your VP. |
| Meeting Co-Teaching Meeting | <p>Objective is to have an opportunity for content co-teachers to work together to plan upcoming lessons, review student performance data, and develop action plans. Teachers should work together to plan for both classes and ensure all students across the grade level are meeting their goals.</p> | <ul style="list-style-type: none"> • Occurs weekly |
| Possible Meeting Practice Clinics | <p>Objective is to have an opportunity to review look-fors related to key lesson types and routines and practice longer portions of lessons in front of peers and leaders for feedback. Practice Clinics are often focused on taxonomy skills.</p> | <ul style="list-style-type: none"> • Can occur weekly depending on the need. |
| Data Day Interim Analysis | <p>Completed during scoring and Interim Analysis Planning time, Due one week after IA.</p> <p>Work in grade teams to complete IA analysis plan</p> <ul style="list-style-type: none"> ○ Review IA analysis on standards, questions, errors, and misconceptions ○ Create a reteach plan and reassessments ○ Complete IA tracker | <ul style="list-style-type: none"> • Occurs quarterly after interims during network Data Day. • IA Analysis |
| PD time Content PD | <p>Professional Development on various teaching strategies and development throughout the year.</p> | <ul style="list-style-type: none"> • Occurs monthly during network PD led by Math VP/ |

Planning Instructional Scaffolds

To support all students in gaining access to grade-level content, there may be a need to provide additional instructional scaffolds during the lesson. Below are suggestions for how a teacher would identify a gap in a student's current ability and how they may provide support. The goal is for scaffolding to be used for a short period of time and then taken away as students become more proficient and able to work through tasks independently.

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| | <p>ET items -using the strategy(ies) for the lesson.</p> <ul style="list-style-type: none"> Reteach lessons and Crescendo planning for state assessment will use the Error Analysis Reteach (EAR) protocol. | |
| <p>Prep and Planning</p> <p>Exit Ticket Protocol</p> | <p>Objective is to review how students are doing at the end of each lesson.</p> <p>Completed after each Lesson, Due Prior to teaching in Power UP</p> <ul style="list-style-type: none"> Use Looking At Student Work Protocol Plan spiral review and small group instruction. | <ul style="list-style-type: none"> Looking at student work (LASW) happens mostly independently, but can be part of meetings like lesson unpacks and data meetings. LASW Error Analysis Lesson Template (EAR) |
| <p>Meeting</p> <p>Unit and Lesson Unpack meetings</p> | <p>Unit Unpack Objective is to focus on key standards for the unit, key building blocks of the unit, key problem types, and understand what students must know and do by the end of the unit with any misconceptions that might occur.</p> <p>Due Prior to Unit Unpack:</p> <ul style="list-style-type: none"> Teachers complete the unit unpack independently and bring to department meetings. <p>Lesson Unpack Objective is to focus on key standards for the unit, key building blocks of the unit, key problem types, and understand what students must know and do by the end of the unit with any misconceptions that might occur.</p> <p>Due Prior to Lesson Unpack:</p> <ul style="list-style-type: none"> Teachers complete the unit unpack independently and bring to department meetings. | <p>Unit Unpack</p> <ul style="list-style-type: none"> Occurs two weeks prior to the start of a unit during during lesson unpack meeting. Unit Unpack Protocol <ul style="list-style-type: none"> Teachers collaborate during the meeting. <p>Lesson Unpack</p> <ul style="list-style-type: none"> Occurs weekly during during lesson unpack meeting. Lesson Unpack Protocol <ul style="list-style-type: none"> Teachers collaborate on their IPP, key concepts of the lessons and practice critical components of the lesson. |
| <p>Meeting</p> <p>Math Data Meetings</p> | <p>Objective is to focus on data and student achievement. Focus on Exit Tickets and SWYKs.</p> <p>Due Prior to Data Meeting:</p> <ul style="list-style-type: none"> Bring and complete LASW protocol for either the previous days Exit Tickets, Spiral Review, or SWYK to analyze. The VP will determine which data to bring to the meeting. | <ul style="list-style-type: none"> Occurs weekly during department meetings on Fridays. Looking at Student Work Meeting Protocol (LASW) LASW Error Analysis Lesson Template (EAR) |

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

Being a teacher is really rewarding work, but also takes a lot of dedication. This year I really want to build strong relationships with my students as discussed during PD with culturally responsive teaching practices and social emotional awareness in math. This will be the only way I can build trust with my students, and support them through the hard work that we are going to do this year. It first starts with the intellectually preparing process for the lessons (IPP). I ensure I make time to annotate the lessons, then prior to the lessons and using the Exit Ticket data from the day before, I add extra questions or students' names that I need to call on or circulate around so that they will be able to be successful during the lesson. Also before the lesson starts, I have to prepare the Visual Anchor for the day so students can reference it throughout the lesson. While teaching the lesson, I follow the lesson plan, but I also make sure to put my own personality into it. I don't want to sound like a robot. Right now we are in Arc 1 of the observation checklist, so I make sure to remember what my VP has worked with me and I incorporate the feedback into the lesson. I also know that volleyball discourse with habits of discussion are important elements in the lesson. This is how students learn the concepts through rich discussions. As students share their thoughts and strategies, I add it to the visual anchor, this way students feel ownership of their learning. While students are working with partners or independently, I actively monitor students. I name laps and look fors, then I circulate around the students and provide feedback on student work habits, math strategies, partner discussion, and I make sure to monitor each student. During the Exit Ticket, I also circulate around the room and take notes on common errors and misconceptions so I am prepared for when I look over the Exit Tickets and planning for tomorrow's lesson. Once the lesson is done, then I have to prepare for the next day's Power Up. I use the Exit ticket Protocol and find the student work I want to highlight during the small group reteach time during Power Up. Power Up is a great time to close gaps and help students review errors they made in the previous day's lesson so they can be ready for the new lesson. If students did well on the Exit Ticket, then the student works on Iready. There is a lot of planning of prep that is needed in teaching. I have unit unpacks to better understand the math concepts in each unit. There are lesson unpacks, where we look at student exit tickets and dig deeper into a lesson as a grade level so that we can provide the best lesson. Data analysis is a big part of being informed and making decisions for instruction of the lessons, power up, and reteach days. There is a lot of work to do this year, but I know students will feel loved and supported by me! This year will be great!

Teacher Planning Expectations and Meeting Structures

Intellectual prep is the work that teachers do prior to teaching a lesson. This work includes: (1) unpacking the units, (2) unpacking the lessons with my VP or other teachers, (3) independently internalizing lessons through lesson annotations and lesson prep, (4) weekly teacher observation and feedback cycle, and (5) data analysis meetings by looking at student work through the Looking at Student Work Protocol for Exit Tickets and SWYKs.

| Type | K-4 Teacher Pre-Work | Meeting Expectations and Protocols |
|--|---|---|
| Prep and planning | Objective is to deeply know and be prepared to teach each lesson daily. | <ul style="list-style-type: none"> No Meeting-IPP is done independently. IPP Protocol Refer to scaffolds listed below table to make adjustments based on individual student needs. |
| Daily Intellectual plan and preparation for lessons (IPP) | Due Weekly: <ul style="list-style-type: none"> Read and annotate the lesson plan according to the IPP protocol. Complete solve the Intro problem, a few Workshop problems, all IP problems you expect students to complete, and all of the | |

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| | <ul style="list-style-type: none"> • Grades 3-4 will also use Illuminate portal to review their IAs and dive deeper into how they did with multiple choice questions versus Open Response Questions | |
|--|--|--|

Crescendo Planning

Students in grades 3-8 and select high school grades are required to take assessments developed and administered by the state department of education. The rigor and scope of these assessments vary by state and carry significant weight as to the state's assessment of a BRICK School and its students. To this end, it is important to ensure all students are adequately prepared to perform at or above grade level standard on these assessments.

Below are some belief statements that are held by the BRICK Education Network as it relates to standardized testing:

- A student is not a state test composite score.
- Standardized tests are not going away, yet.
- Students are often incorrectly judged (and their school) based on test results.
- Students of color, especially in the communities we serve, CAN and DO achieve at high levels.
- BEN is not a "skill and drill" and "drop everything and test prep" network
- BEN's academic program and model can and should lead to state test proficiency
- Most assessments are rigorous but oftentimes biased, and represent high academic standards (it is a worthy test)
- For BEN, state test results are ONE piece of a student's *Road to Success*
- We can prepare our students for these tests

Although the BEN model is designed to ensure students meet and exceed grade-level standards, it is important for there to be additional intentionality made in the weeks leading up to state testing. Please see [this memo](#) for more information about Crescendo in grades 3-8.

Prior to the Start of Crescendo

| MOCK Data Informs Instruction | Teacher Preparation | Student Culture |
|--|--|---|
| <ul style="list-style-type: none"> -Administer MOCK Interim Assessments -Analyze MOCKs -Identify student readiness groups -Identify most common misconceptions and errors in standards -Determine standards that will be the focus, priority and non-priority -Based on standards, identify groups and student goals | <ul style="list-style-type: none"> -Prepare and give teachers resources to analyze data and create reteaches from IA data -Build mindsets around crescendo and pump teachers up for the 4-5 weeks prior to the state test -Teachers prepare student hype for culture and ways to motivate them throughout the 5 weeks -Review EAR lesson structures (has been PD in previous IA data analysis PDs) | <ul style="list-style-type: none"> -Hype students up for crescendo and getting them excited to push themselves to meet goals -Students receive goals and know the areas that they need to work on |

Assessment Methods/Data Cycle/Grading Resources

Assessments and data cycles are crucial to BRICK to ensure we are data-informed and using data to help make instruction decisions.

| Assessment Type | Cycle | Grading Resources |
|---|--|--|
| Exit Ticket | <ul style="list-style-type: none"> Given every day at the end of core lesson Complete Looking at Student Work (LASW) Protocol for mastered, not mastered Plan spiral reviews and small group instruction | <ul style="list-style-type: none"> Teachers grade 2 Exit Tickets weekly using BEN's homework/classwork rubric <ul style="list-style-type: none"> See instructional Guidebook |
| Spiral Bi-Weekly Show What You Know (SWYK) | <ul style="list-style-type: none"> Given on Thursday during Power-Up block before the core lesson. Quizzes have 5-6 questions with multiple choice and 1 Open End Responses 2 questions are reviewed and covered in 2-week cycle 3 questions are on current content Review quizzes and analyze using a similar LASW audit to prepare for reteach during Power Up. Reteach Plan mini reteach intro Students get more "at bats" with common problems that highlight errors and misconceptions from SWYK Student continue to work on these problems in spiral review | <ul style="list-style-type: none"> Teachers use BEN's SWYK/Interim rubric scale for SWYKS and Interims. There are separate grading scales for grades K-2 and grades 3-12 See instructional Guidebook |
| Interim Assessment | <ul style="list-style-type: none"> Given 4 times a year. IAs are administered 1 day and cover current material up to IA. MOCKs in grades 3-4 are cumulative interims to prepare for state testing. IAs given on Thursdays, make-ups on Fridays Complete IA Analysis on Fridays during Network IA planning days | <ul style="list-style-type: none"> Teachers use BEN's SWYK/Interim rubric scale for SWYKS and Interims. There are separate grading scales for grades K-2 and grades 3-12 <ul style="list-style-type: none"> See instructional Guidebook |
| State Testing | <ul style="list-style-type: none"> Administered one time per year, in the Spring. This is a benchmark assessment that measures student progress against grade-level standards. | <ul style="list-style-type: none"> Not Graded |
| Sankofa Day | <ul style="list-style-type: none"> Sankofa Day is not an assessment, but a day of reflection based on Interim results for students All content areas will have Sankofa Days Students will reflect on their math identity and IA results using grade-appropriate reflection | <ul style="list-style-type: none"> Sankofa Reflection Folder Teachers can give a grade using BEN's homework/classwork rubric <ul style="list-style-type: none"> See instructional Guidebook |

| | | |
|---|---|--|
| | and priming of priority lessons. Students will also receive support with fluency and foundational skill practices. Students that are on grade level or exceeding grade level will have opportunities to continue to build their understanding of concepts by working on higher level tasks and enrichment resources | <ul style="list-style-type: none"> Students build mastery on standards in the unit <ul style="list-style-type: none"> Problem sets from workbooks (challenging problems like Master level, and PhD level questions) Problem set worksheets Iready/Khan lessons Khan Academy lessons Problem set worksheets Rich Math Tasks Online Game Practice Students complete ILT Exit Ticket Students and teacher track mastery toward the standard based on Exit Ticket data. |
| Bi-Weekly Show What You Know (SWYKs) | Implement a cycle of bi-weekly SWYKs and reteaches | <ul style="list-style-type: none"> Bi-Weekly SWYKs will allow for teachers to collect data and action plans to provide reteachs and spiral review each week. |
| Reteach Days | Use reteach days for prerequisite skills for small group of students that need the lesson and skill | <ul style="list-style-type: none"> Teach prerequisite lesson Reteach current content based on Exit Tickets Reteach previous content based on SWYKs and Interims. Build on student work habits, conceptual understanding, and open-ended responses |
| Homework | Teacher assigns homework based on individual class/student need | <ul style="list-style-type: none"> Homework should take students no longer than 20 minutes to complete. Homework should be building fluency with facts for grade level. Homework should cover math concepts that have already been taught. Resources include: <ul style="list-style-type: none"> Fact Master worksheets Archived HW from previous years Grades 2-4 Cumulative Reviews Outside materials |

| | |
|-------------------|---|
| Illuminate | <i>Illuminate is a platform BRICK uses to build, deliver and analyze student assessments. Illuminate houses all SWYK and Illuminate data. All 3-12 students will take their SWYKs online no later than the start of Q2. See next section for Illuminate resource.</i> |
| iReady | Online learning platform for literacy and math used in K-8 classrooms. In iREADY, teachers have the ability to assign specific standards/skills to students and/or allow students to follow a grade-level pathway. If a student struggles, iREADY will move the student down to foundational skills to master before moving on. |

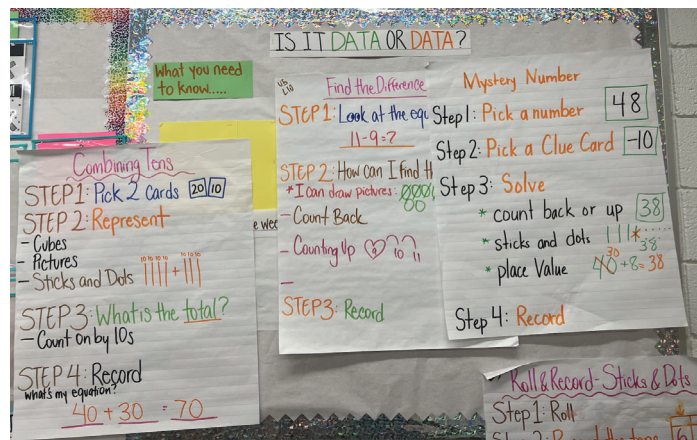
Accelerated Learning

Accelerated learning requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate “just in time” scaffolds that address the necessary content knowledge and skills students need to engage in the most immediate work of the grade. Through ongoing, embedded formative assessments and analysis, teachers and leaders adjust the curriculum proactively within a task, lesson or unit to provide dedicated space and time for this learning to take place.

| Component | Overview | Vision |
|---|---|---|
| Unit Analysis/Priority Lesson Identified | Using Priority Units with priority standards, identify priority lessons that students must master in order to be successful in the unit. Use prerequisite lessons and skills to teach prior to the priority lessons to help students be successful with priority lessons. | <p>Grades K-4</p> <ul style="list-style-type: none"> Using Iready diagnostic and Unit Unpack identify priority lessons and prerequisite skills needed for the lessons. Teachers use previous grades lessons (fishtank lessons in grades 3-4) to help students learn prerequisite concepts. <ul style="list-style-type: none"> Lesson can be taught during power up and reteach days Unit Unpack will be the final determination of how and when this occurs within the unit. Grade 4 teachers will meet with ILT teachers to align on prerequisite skills and lessons Grade 4 will utilize time in ILT. See ILT section below. |
| Power UP | Focus block of time to focus on spiral review and build on prerequisite skills | <ul style="list-style-type: none"> Allows students to have more “at bats” with spiral standards Use pre determine prerequisite lessons when needed Small group differentiated instruction for students that need additional support. Students will also have uninterrupted time on Iready weekly to build on concepts based on the Iready diagnostic assessment. |
| Individualized Learning Time | Students that need more extensive support in math will be given accelerated learning lessons with just-in-time support to help students understand concepts prior to learning grade level concepts by incorporating pre-teaching | <p>Beginner/Novice/Apprentice</p> <ul style="list-style-type: none"> Identified prerequisite lesson based on priority lesson from the unit. Students complete Exit Tickets from prerequisite lessons Students and teacher track mastery towards the standard based on Exit Ticket data Students build fluency and foundational skills needed in the unit. <p>Apprentice/Grade Level/Expert</p> |

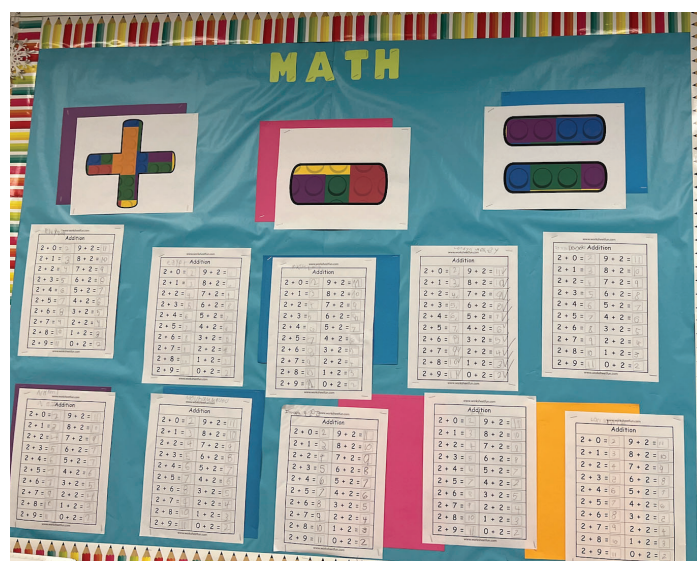
Math Unit Display

Designated space to highlight the current unit with descriptions and resources (unit anchor charts posters, core objectives, vocabulary, etc.)



Student Work Display

Designated space for student work AND Cubes poster



Iready Display/Assessment Display

Designated space to display Iready completion of lessons % or minute completion. Designated space to highlight assessment doughnut or students meeting 70%

[insert photo]

Online Programs



Teachers will use the following programs with the K-4 Math Program.

| Platform | Purpose |
|------------------|---|
| Clever | Platform is used for single sign-on for both students and staff. Clever links all BRICK platforms and programs to make signing on easy. Students log into Chromebook via Clever. |
| Google Classroom | Google Classroom allows teachers to provide assignments through Google that students can work on individually or collaboratively. Teachers can provide feedback via Google. Note: Academic Directors provide guidance on the use of Google Classroom as part of the instructional model |
| GoGuardian | GoGuardian helps the school easily manage their devices, better understand their students, and keep them safer online. |

Classroom Environment

The math classroom is essential for students to feel comfortable to build their confidence and ownership in their learning. The classroom needs to have a designated space for math resources and math manipulatives. The classroom needs to have an agenda for each lesson type along with the daily Visual Anchor and any math manipulatives that will be used for the lesson. Teachers need to ensure that the math classrooms allow for students to make mistakes and grow from their mistakes. Students should also feel comfortable with the productive struggles and allow for students to grapple with rigorous problem types. The teacher is the facilitator in leading students to understand mathematical concepts and content. The only way to have an effective math classroom with these components is to build lasting relationships with each student and utilize culturally responsive teaching strategies mentioned above in the culturally responsive practices section and the social-emotional teaching section.

Link to [Classroom Readiness Checklist for SY 23/24](#)

| Math Environment | |
|---|--|
| <p>Math Carts</p> <p><i>Math manipulatives sorted and labeled in designated organizer/bin system</i></p> |  |
| <p>Student Workbooks</p> <p><i>Student workbooks organized in desks or baskets in math storage area</i></p> |  |
| <p>Math Calendar and Number Line</p> <p><i>Calendar is set in area of room to review date, # of days in school, number line.</i></p> | <p>[insert photo]</p> |

- Based on the data, teachers have a specific focus for the reteach such as:
 - Building stronger work habits
 - Building deeper understanding of concepts
 - Building understanding of different problem types like multiple select, story problems, or open-ended responses
- Differentiation and learning modalities included:
 - Partner work
 - Manipulatives and concrete modeling
 - Visual Anchors
 - Charting the Error

Individualized Learning Time (ILT Grade 4-8)

Individual Learning time is another key component of the K-4 math program that allows students to knock down all barriers to be successful mathematicians. ILT is a supplemental ELA and Math block for grades 4-8. Students in grades 4-8 will have up to four extra support blocks in math to build a deeper understanding of math concepts and skills depending on their readiness levels. Those students that need more extensive support in math will be given accelerated learning lessons with just-in-time support to help students understand concepts prior to learning grade-level concepts by incorporating pre-teaching and priming of priority lessons. Students will also receive support with fluency and foundational skill practices. Students that are on grade level or exceeding grade level will have opportunities to continue to build their understanding of concepts by working on higher level tasks, Iready, and Computer Science.

Expectations/Vision

| For Beginner/Novice/Apprentices | For Apprentice/Grade Level/Expert |
|---|--|
| <ul style="list-style-type: none"> ● Identified prerequisite lesson based on priority lesson from the unit. ● Students complete Exit Tickets from prerequisite lessons ● Students and teacher track mastery towards the standard based on Exit Ticket data ● Students build fluency and foundational skills needed in the unit. | <ul style="list-style-type: none"> ● Students build mastery on standards in the unit <ul style="list-style-type: none"> ○ Problem sets from workbooks (challenging problems like Master level, and PhD level questions) ● Iready lessons ● Computer Science |

Small Group (K/1) OR Power Up (Grades 2-4)

At BRICK our mission is to relentlessly knock down all barriers to students' academic success. In the K-4 math program, knocking down these barriers means that students are provided systematic, explicit instruction to build their foundational math skills and address any of the students' needs according to data and classroom observations. The main focus of Power Up is to build students' understanding of math concepts. This allows students to have more "at bats" with math problems to develop accuracy and efficiency with all problem types.

Expectations

- Power Up is before the Math Block using Iready, reviewing Exit Tickets, or pre-teaching lesson for "just in time" teaching
- Start and End times are essential to ensure core math block starts on time
- Students spend majority of time completing math problems to have more "at bats"
- Teachers use lessons problems based on data from exit tickets and SWYKs
- IF co-teachers, each teacher should have a group of students to focus on exit ticket review or pre-teaching.
- Thursday's Power up will be used for bi-weekly SWYK.

Power Up Block (2 week cycle)

| Monday Day 1 (30 min.) | Tuesday Day 2 (30 min.) | Wednesday Day 3 (30 min.) | Thursday Day 4 (30 min.) |
|--|--|--|--|
| Power UP-30 Minutes | | | |
| Not SWYK Week <ul style="list-style-type: none"> • Reteach SWYK | Not SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill | Not SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill | Not SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill |
| SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill | SWYK Week <ul style="list-style-type: none"> • ET Review • Pre-teaching group of specific skill | SWYK Week <ul style="list-style-type: none"> • Review upcoming SWYK | SWYK Week <ul style="list-style-type: none"> • SWYK Quiz |

Reteach Days

Most weeks have 4 lessons identified for each week in the scope and sequence, which allows for one reteach day each week. Reteach days are very important and necessary in the math program. These are not free days and need to be utilized with the same urgency and determination as a lesson. Teachers will utilize this time based on data from the week and interim data to inform their instruction.

Expectations/Vision

- Be efficient with time. Every minute counts and this time is focused on data informed instruction
- Teachers have a plan and materials ready for the instruction
- Data-Informed Decisions from the following:
 - Exit Tickets
 - Spiral Reviews
 - Splitting a lesson into two days
 - Interim Reteaches

Grades K-4 Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to students.

| Component Name | Understand | → | Exploration | → | Discussion | → | Extension | → | Evaluation |
|-------------------|--|---|---|---|--|---|---|---|--|
| Component Purpose | Initial engagement by students to visualize and understand the task and what the solution requires | | Aligned to the problem-solving approach, students leverage prior knowledge to develop, test, and revise solution strategies | | Present understanding developed and strategies utilized during Exploration, and make connections to and name new concepts and skills | | Time to apply acquired knowledge by building on or extending concepts and/or skills | | Assess knowledge development and effectiveness of the lesson |
| Component Timing | 3-5 minutes | | 10-12 minutes | | 15-20 minutes | | 10-15 minutes | | 5-10 minutes |

Grades K-4 Error Analysis Reteach (EAR) Lessons-Teacher Built Lessons

Purpose:

- To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of identified concepts.
- Lessons are devoted to concepts and skills for which many students have previously demonstrated low levels of mastery and where there is a known common error to target in the analysis.

| Component Name | <u>Framing</u> → | <u>Error Analysis</u> → | <u>Aligned Practice</u> → | <u>Exit Ticket</u> |
|-------------------|--|---|--|--|
| Component Purpose | Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance | Students analyze an example and non-example in order to clarify misconceptions and deepen understanding | Practice engages students in continued thinking about growth area through solving problems, analyzing work, and writing explanations | Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill |
| Component Timing | 2 minutes | 5 minutes | 10 minutes | 3 minutes |

Exercise Base Lesson (EBL)

Purpose:

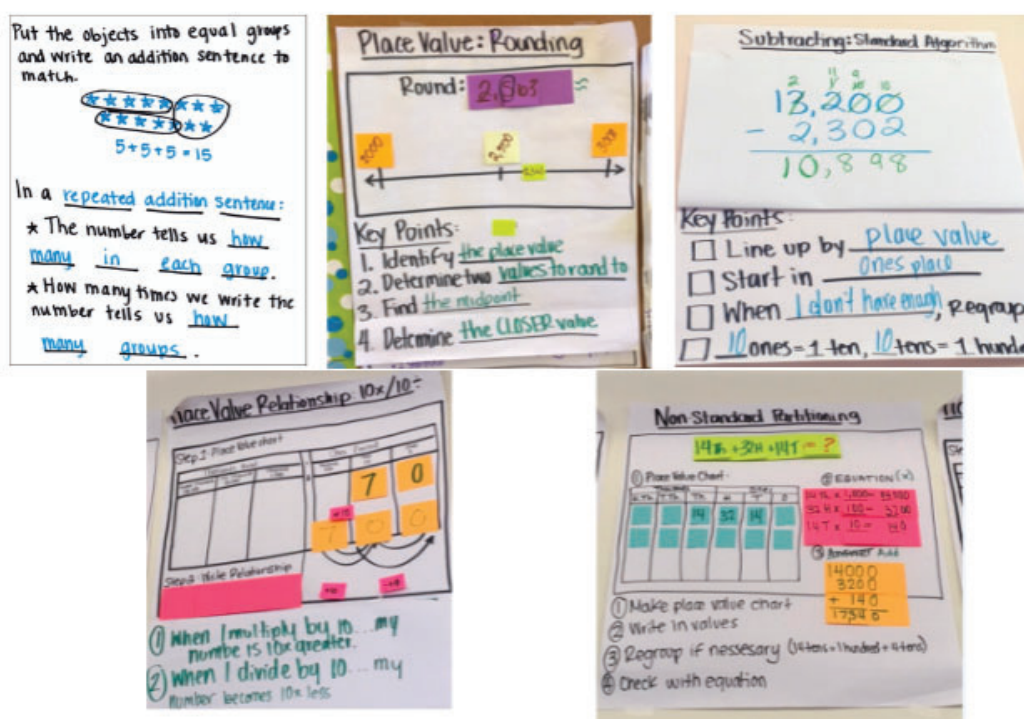
- To enable students to make connections, draw conclusions, identify key points and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and carefully selected exercises.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

| Component Name | Introduction | → | Workshop | → | Discussion | → | Independent Practice | → | Closing & Exit Ticket |
|-------------------|--|---|---|---|---|---|--|---|---|
| Component Purpose | Develop meaning through connection making and focus student thinking on prioritized concept and strategy | | Collaborative processing time to continue to develop an understanding of prioritized concept and strategy | | Discuss thinking and work completed during Workshop to clarify lingering misconceptions | | Independent processing and internalization of prioritized concept and strategy | | Summarize and assess the day's learning and make connections to big ideas of the unit |
| Component Timing | 15-25 minutes | | 10 minutes | | 5 minutes | | 10-20 minutes | | 5 minutes |

Exercise Based Visual Anchor CFS (2--4):

Students name the strategies/key points to support the co-creation of the visual anchor, consistently using evidence and precise mathematical vocabulary to support their claims

- Key Points:** clearly articulated on VA with precise math vocabulary in a student-accessible way
- Reference:** strategies are articulated in a step-by-step way that students can reference, as needed, during Workshop and IP
- Formatting:** title based on content / pre-made in one color / added colors are bold / precise math language / clear, neat, legible, simple, seen from across the room / post-its can be used for multiple classes



K-2 Game Based Lesson (GBL)

Purpose

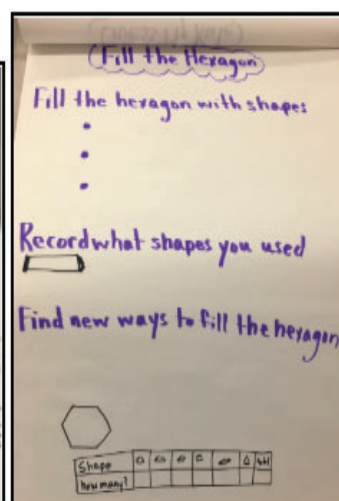
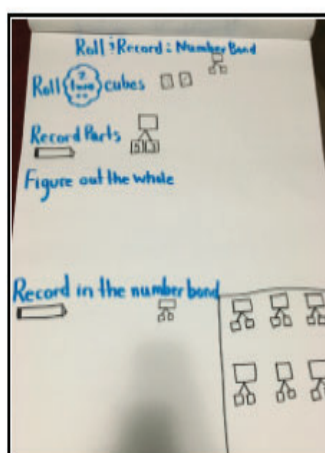
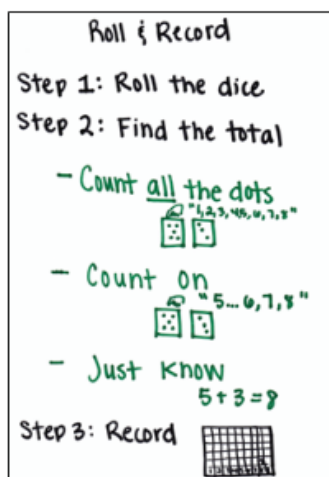
- To enable students to make connections, identify and practice multiple strategies, and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and a carefully selected game.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

| Component Name | Introduction | → | Workshop | → | Mid-Workshop Interruption | → | Discussion | → | Closing & Exit Ticket |
|-------------------|---|---|---|---|---|---|--|---|--|
| Component Purpose | Develop an initial understanding of the concept, the associated strategies, and the game used to practice the concept | | Collaborative processing time to continue to develop an understanding of prioritized concept and strategy | | Responds to data by discussing strategies from observations and/or clarifies a shared misconception | | Summarize the day's learning, share efficient strategies, clarify misconceptions, and/or apply strategies to a new problem | | As relevant, students complete an exit ticket or skill fluency practice to show evidence of learning |
| Component Timing | 10-15 minutes | | 15-20 minutes | | 3-5 minutes | | 5-7 minutes | | 3-5 minutes |

Game Based Visual Anchor CFS (K-2):

Students name the strategies to support the co-creation of the visual anchor, consistently using evidence and precise mathematical vocabulary to support their claims

- Illustrate the What-To-Do steps (captures the WHAT): pre-populated with steps / space to fill in strategies
- Strategies & Key Points (captures the HOW): space for strategies / hunt for and introduce in CPA order
- Reference: pictures align with student thinking and recording / students can use during Workshop
- Formatting: pre-made in one color / added colors are bold / precise math language / clear, neat, legible, simple, seen from across the room



*These two game-intro visual anchors show what is pre-built. They will get filled in with student lesson

Lesson Structure

K-4 Math Block Overview

| K-8 Math Blocks | | | | | |
|---|--------------------------------|------------------------------------|--------------------------------|-------------------------------------|--|
| Power Up Small Group (K-1) | Daily Math Lesson Block M-F | | | | Grades 4 Individualized Learning Time (ILT) |
| Power up is a data driven time for teachers to use to meet the needs of their students by using: <ul style="list-style-type: none"> • Iready, • reviewing Exit Tickets • pre-teaching lesson for “just in time” teaching | Game Intro Lesson (K-2) | Exercise Based Lesson (2-4) | Task Based Lesson (K-4) | Error Analysis Reteach (K-4) | ILT is a supplemental ELA or Math block for grades 4-8 to address unfinished learning that is data driven for teachers to meet the needs of their students by: <ul style="list-style-type: none"> • Utilizing individual student goals • Pre-teaching and priming of priority lesson in each unit • Fluency and foundational skills • High level tasks and enrichment resources • Iready/Khan |

Overview/Vision/Key Components

In order for BEN to fulfill the math vision to develop confident mathematicians who are resilient problem-solvers equipped to be leaders, to address the challenges facing the world now and in the future, we utilize three key components to our BEN's K-4 mathematics program; the core math block, Power Up, and Individualized Learning Time (ILT). Together, the components create a balanced math program that is aligned with the most up-to-date best practices for supporting students in becoming strong, independent mathematicians and critical thinkers.

Vision Statement for Core Math Block

At Brick our mission is to help students unlock their limitless potential by providing students with a strong mathematics curriculum. A key component to BEN's K-4 Math program is the core math block where all tier 1 math instruction occurs in 60-minute blocks utilizing Achievement's First Mathematics Curriculum. We chose Achievement First Mathematics Curriculum because it aligns with our Math Vision and meets expectations in all components from EdReports. EdReports is a nationally recognized evaluation tool for districts across the country to evaluate core curricula. During the core math block, teachers follow the scripted daily lesson plans that help teachers engage in strong instructions where students can learn math concepts through rich math tasks, math discourse, partner practice time, independent work time, and informal assessing through Exit Tickets.

Vision Statement for Power Up

At BRICK our mission is to relentlessly knock down all barriers to students' academic success. In the K-4 math program, knocking down these barriers means that students are provided systematic, explicit instruction to build their foundational math skills and address any of the student's needs according to data and classroom observations. The main focus of Power Up is to build students' understanding of math concepts. This allows students to have more "at bats" with math problems to develop accuracy and efficiency with all problem types.

Vision Statement for Individualized Learning

Individual Learning time is another key component of the K-4 math program that allows students to knock down all barriers to be successful in mathematics. ILT is a supplemental ELA and Math block for grades 4-8. Students in grade 4-8 will have up to four extra support blocks in math to build a deeper understanding of math concepts and skills depending on their readiness levels. Those students that need more extensive support in math will be given accelerated learning lessons with just-in-time support to help students understand concepts prior to learning grade-level concepts by incorporating pre-teaching and priming of priority lessons. Students will also receive support with fluency and foundational skill practices. Students that are on grade level or exceeding grade level will have opportunities to continue to build their understanding of concepts by working on higher-level tasks and enrichment resources.

Student Achievement and Implementation Goals

| | |
|--|--|
| <p>SY 23-24 Student Achievement Goals:</p> <ul style="list-style-type: none"> 100% of scholars will meet the CFS and show their work on all assessments. At least 70% of scholars average an exit ticket rubric score 2 and 3. All students will attain 70%+ percent correct on SWYK/Unit assessments 100% of scholars will move one readiness band by the end of the year. (Scholars on grade level/expert maintain their readiness group) All students on grade level will meet their i-Ready Annual Typical Growth Target All students not on grade level will meet their i-Ready Annual Stretch Growth target | <p>SY 23-24 Implementation Goals:</p> <ul style="list-style-type: none"> By the end of SY 23-24, 80% of teachers will be proficient and 20% will be foundational in executing all Arcs throughout the year. By the end of SY 23-24, 100% of teachers consistently complete IPP. By the end of SY 23-24, 100% of teachers will be observed and effectively real-time coached bi-weekly on data-responsive instruction. By the end of SY 23-24, 100% of teachers will engage in consistent norming, scoring, and analyzing data and implementing action plans on exit tickets, unit assessments, and interim assessments. |
|--|--|

Part II | Math Core Curriculum K-4

Student Experience Narrative

Grades K-2

It's time for Math!! I am so excited to see how I did on yesterday's exit ticket. Depending on how I did on my exit ticket, I might work with a small group of students with my teacher and we practice more math together. I get to work with my friends and learn with manipulatives to help me understand the concept better. It's fun using math tools to learn! Sometimes I work on Iready and get to learn with the computer. It's exciting to see the different math topics I get to learn. I really like Power Up time because I get to practice math!

After Power Up, we start the math lesson. The teacher shows us the math game for the day! I love getting to play math games with my friends and using math tools to learn. Once the teacher shows us the steps for the game, we have a discussion on all the different strategies we can use to help us play the game. Today we are adding tens! I love to count by tens! Now, it's time to play the game with my partner. I have to add $55+40$ to get the first point. I start counting by tens from 55 4 times which is 55, 65, 75, 85, 95. My partner checks my work by using base ten blocks and adding the tens. My teacher gives me a start on my paper. The teacher is always walking around and checking our work. Sometimes the teacher helps us when we make mistakes. Mistakes are ok because that is how we learn. After we play the game, it's time to show that teacher what I know by completing my exit ticket. I think I got my whole exit ticket correct!!

Grades 2-4

It's time for Math!! I am so excited to see how I did on yesterday's exit ticket. Yesterday, during power up I worked with the teacher and got to use fraction tiles to help me understand how to make equivalent fractions. I like using math tools to help me learn. I did so much better on my exit ticket yesterday because I worked with the teacher on the fraction tiles that today I can work on my Iready computer lessons. Power Up is fun because I can practice skills that I need to improve on or work on new skills to prepare for the lesson.

It's time for the core math block!. We start the lesson with a problem of the day. I was able to use my knowledge of the fraction tiles from power up to solve the problem of the day. The teacher picked my work to show to the class! I like it when the teacher show calls my work. Then we discuss all the strategies we can use to solve the problems and the teacher writes the strategies on the visual anchor. We start our partner practice and we get to work with partners. I like working with partners because I get to learn more about how to solve the problems. Yes! The teacher put a check on my paper because we showed our work and got the answer right. Now it's time to work independently on some more math problems. The teacher is constantly walking around and giving us feedback. I just completed my exit ticket and I think I got them all right. I can't wait to see how I did on my exit ticket tomorrow!

Standards Focus

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skills and understanding and may leave students unprepared for the challenges of a later grade. [Link to Appendix 1: Standards Emphasis by Grade](#)

| Grade | High-Level Summary of Major Work in Grades K–12 |
|--|---|
| K-2 | Addition and subtraction - concepts, skills, and problem-solving; and place value |
| 3-5 | Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving |
| 6 | Ratios and proportional relationships; early expressions and equations |
| 7 | Ratios and proportional relationships; arithmetic of rational numbers |
| 8 | Linear algebra and linear functions |
| Alg I | Linear equations and inequalities, linear and exponential functions, One and two-variable linear equations, Intro to polynomials and quadratics |
| Geo | Coordinate geometry, Transformations, Triangles, Constructions, Geometric properties and relationships, Trig ratios, Circles |
| Alg II/ PreCalc | Quadratics, Polynomials, Rationals, Radicals, Exponentials, Sequences, Trig Functions, Statistics, Composition and Inverse functions, Limits and Continuity |
| 12th Grade Math Options | <p>College Algebra: SAT Review (Q1), Equations and Inequalities, Function Modeling, quadratics, Polynomials, Rationals, Radicals, Exponentials, Trig ratios, Systems of Equations</p> <p>Consider AP Classes or Non-AP Classes in the following areas:</p> <p>Statistics: Exploring One-Variable and Two-Variable Data, Sampling and Experimentation, Anticipating Patterns through Probability and Statistical Inference (Proportions, Means, Chi-Square and slope regression model)</p> <p>Calculus AB: Concepts, methods and applications of differential and integral calculus</p> <p>Computer Science Principles: Creative Development, Data, Algorithms and Programming, Computer Systems and Networks, Impact of Computing</p> |

Guiding Research and Texts

- [Knowing and Valuing Every Learner: Culturally Responsive Mathematics Teaching](#)
- [Social and Emotional Learning Competencies](#)
- [Principles to Actions](#)
- [Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades](#)
-

K-12 Math: Curriculum Continuum

Before reviewing the K-12 Math Curriculum Continuum, it is critical to understand the critical decisions that were made in this progression. There has been much national debate around when students should study Algebra I: 8th grade or high school, especially with respect to the lower rates at which BIPOC have access and opportunities to enroll in Algebra I in the 8th grade (see: [A Leak in the STEM Pipeline: Taking Algebra I Early](#)). To be clear, in this discussion, “Acceleration” refers to taking Alg I or other math courses earlier than the traditional path. This is different from “accelerated learning” discussed elsewhere in this guidebook.

We believe:

- 1) For the majority of students, focusing on mastering middle school math--with a heavy emphasis on the foundations of algebra--is far more beneficial than taking Algebra I in 8th grade.
- 2) We must prioritize algebraic skills-starting in Kindergarten-in all math instruction in order to increase the success of students in high school and college math. [See guidance here on how programs PK-12 build algebraic understanding.](#)
- 3) For students who are excelling in math consistently, we believe that enrichment should be considered before course acceleration. Students with high levels of demonstrated proficiency should be given harder problems on grade-level material such as those that combine multiple steps, processes and standards as well as complex situations or applications.
- 4) Course acceleration for elementary and middle grades students should be intentionally considered according to the recommendations provided in Appendix A of the CCSS Math, which states, “To prepare students for high school mathematics in eighth grade, districts are encouraged to have a well-crafted sequence of compacted courses. The term “compacted” means to compress content, which requires a faster pace to complete, as opposed to skipping content” ([CCSS Math Appendix A](#) pg 80).
- 5) The BRICK High School Math program should be built flexibly to accommodate acceleration at the secondary level including: (1) Taking two courses in one year (ie. Combining Geometry and PreCalc or Alg II and PreCalc or taking Geometry and Algebra II at the same time), (2) Offering summer courses that are full length with respect to both content and inclusion of the math practices), (3) Building partnerships with colleges and universities to allow for early or dual enrollment.

For more information about the research and rationale, and for additional reading, please see [Appendix 3](#).

At the beginning of the academic year teachers must read over each IEP to determine what accommodations and modifications should be provided throughout the year. Below is a table that outlines the differences with accommodations, modifications, and interventions.

| Accommodation vs. Modification vs. Intervention | | |
|---|--|---|
| Definition | Examples | Clarification |
| Accommodations: Changes made to the classroom, instruction, or tests to help students completely acquire the educational curriculum without changing the content. This does not change the learning expectation. Students will be accountable to produce/attain the same outcome as their peers. | <ul style="list-style-type: none"> • Preferential seating • Extra time for tests • Extra time for assignment completion • Reduce length of assignments • Tests read aloud • Test in small groups • Allow for frequent breaks • Allow for dictated answer instead of long written responses | <ul style="list-style-type: none"> • Accommodations are changes made to the student's school setting to help him or her be successful in the classroom. • Differentiation at the student's grade level • A change in the instruction that allows for evidence of mastery |
| Modifications: Instruction or tests may be shorter, easier or lower the expectations of learning. The changes of learning expectations are different from the expectations of peers of the same age. Students' products are not the same as students without modifications.. | <ul style="list-style-type: none"> • Reduce the difficulty of the content the student needs to know • Student vocabulary list • Pass/fail grading scale • Individualized materials for student • Involved in the same instruction, but provided different tasks/expectations | <ul style="list-style-type: none"> • Most often associated with IDEA and special education services. • Changes of what is expected from the students and/or taught to the student • It does not allow for evidence of mastery |
| Interventions: Improving and enhancing existing skills to teach academic and behavioral strategies to teach a new skill. These targeted instructions occur with assessment, planning and data collection of research. based strategy or program. The frequent progress monitor helps to determine if the instruction is in fact helping the student grow. | <ul style="list-style-type: none"> • Mini lessons building on what they know • Students reads, Teacher reads back, Student reads again for fluency | <ul style="list-style-type: none"> • In addition to the curriculum to help students make progress toward benchmarks. • Teachers a new skill or a new strategy to use when applying a skill |

Resources:

<https://specialneedsforspecialkids.org/2019/08/26/teaching-math-in-high-school-in-a-special-education-classroom/>
[Conceptualizations of Students with and without Disabilities as Mathematical Problem Solvers in Educational Research: A Critical Review](#)
[You Cubed Special Education](#)
[Understood.org](#)
[Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades](#)

Exceptional Learners

Our exceptional learners--inclusive of students who are struggling and advanced learners, whether they are classified or not--deserve the best education. We cannot “teach to the middle” and expect all students to be served. It is essential that we maintain responsibility for all students--the Gen Ed teacher is a fully invested partner with Special Educators. In addition, teachers must constantly be aware that her actions with students with special needs serve as a model for how students are interacting. Be mindful of language, tone, body language, that indicates the difference in a negative way.

First, it is critically important that all teachers who interact with a student who is classified understand the IEP. An IEP is an individualized educational plan--it is a legal document that outlines a student’s needs and diagnosis. Teachers must recognize that there are different reasons a student would have an IEP, and each student has different needs and each type of disability requires different actions from teachers in order to meet student needs. (See [types of disabilities](#)). For example, a student with dyscalculia will need very different accommodations and modifications than a student with dysgraphia. (See [Accommodations for Kids Who Think and Learn Differently](#)). *Especially in math, we must consider how reading, processing, executive functioning and all other student differences need to be supported in our classrooms.*

Second, there are some general practices--directly aligned to Culturally Responsive Teaching practices and the focus of developing social and emotional competencies--for working with exceptional learners who are struggling that can benefit all learners in math!

- Pre-requisite skills: We cannot go back and teach everything that a student could be missing before teaching something new. Rather, we must identify precisely what is needed and provide this instruction. For exceptional learners in particular (but good for all), the following strategies can be beneficial:
 - Draw diagrams to represent concepts
 - Provide additional practice in different forms
 - Teach the vocabulary explicitly in context
 - Remove the quantities and replace them with images
- Teach Vocabulary:
 - Use real words--don’t water the definitions down. Consistently incorporate them.
 - Use pictorial representations
 - Bold the words (have students underline)
 - Play games to reinforce internalization
 - Compare and contrast words
- Ground content in the familiar: Students benefit from learning in a connected context. When lessons build, approach from multiple access points and are clearly related, students’ brains are able to solidify these relationships and expand upon them
 - Frame the learning in a context familiar to students
 - Not all math is able to be taught in a “real world” application, but often it can be. Other times, math can be taught in connection to a previous topics (ie. “Yesterday we solved problems where we needed to use the Pythagorean theorem to solve a quadratic. Today, we’ll look at how we determine whether or not these solutions are reasonable answers to our problems.”).
- Include pictures and tangibles: As students build to work with quantities and numbers, we can replace the values with pictures or manipulatives to build student competency.
- Prioritize content and practice: Have students focus on content that will best set them up for success in what’s next and provide multiple at bats to practice with different problem types. This can be done by placing an asterisk next to the problems students should highlight.
- Generalize learning and record problem-solving steps: After solving a problem, ask, “How could I generalize this strategy or process to solve other problems?” Elicit response and stamp a specific and fully correct response.
- Utilize a problem-solving strategy so students consistently know where to begin and incorporate “ask yourself” questions--see [UPSC](#) example from HS. MS and ES use similar strategies.

Accelerated Learning in Math

BRICK prioritizes grade-level content and rigorous instruction for all students. *All students, regardless of ability, deserve and must have the opportunity to access grade-level content including exceptional learners with IEPs and our Multi-language learners. We must prioritize content allowing teachers to focus on the depth of understanding required for success in the current grade in preparation for the next grade. Teachers must continue to hold a high bar for student work and support students along the way.*

The concept of accelerated learning--providing students access to on-grade content by adding in just the right content scaffolds at just the right time for students who need additional knowledge to do the current work. "Effective interventions for improving mathematics achievement for students struggling with mathematics share one key feature: the design of the curricular materials and the instruction provided are systematic. The term systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s)."

In K-3 Math specifically, we will:

- Gather student achievement data based on Iready Diagnostics, quick checks, Topic assessments, and interim assessments to determine entry levels and progress throughout the year. Based on data, students will participate in small group intervention lessons during Power Up and parallel teaching when necessary. Learn more about the K-4 assessment strategy [here](#) and Power Up strategy [here](#).
- Leverage co-teacher in K-3 for:
 - Parallel teaching, small group instruction, pre-teaching, and additional conferences
 - Assign individual CFS and accommodations to students who need extra support
- Leverage Iready lessons to build in practice and understanding of priority standards and concepts.
- Incorporate fluency (accuracy and efficiency) practice 2-3 times a week, no longer than 5 minutes.

In 4-8 Math specifically, we will:

- Implement regular pre-teaching and priming of priority standards and priority lessons identified in the unit overviews that are necessary for students to be successful in upcoming lessons.
 - Identify and analyze current unit essential lessons that are required to be successful by the end of unit. These are the priority lessons of the unit.
 - Identify the prerequisite lessons that will be needed for students to be successful with the priority lessons
 - Teach prerequisite lessons and topics throughout the unit prior to priority lessons taught in class.
 - Materials used for prerequisite lessons are either from AF Math AF lessons from previous grades or [Fishtank Math Lessons](#).
 - Lessons can be taught in ILT or power up depending on the time prior to priority lesson being taught
- Implement cycle of immediate re-teach and/or enhanced math experience four times per week:
 - Teacher reviews Exit Tickets daily from class and sorts into "mastery" and "no mastery."
 - Teacher plans error analysis/chart the error lesson to be completed the following day on the exit ticket based on the highest leverage error
 - During Power-Up, before the math block, the teacher divides class into CTE/EAR group and enhancement group. Teacher spends the majority of the Power Up time directing instruction towards the larger group.
- Incorporate fluency (accuracy and efficiency) practice 2-3 times a week, no longer than 5 minutes.

| | |
|--|--|
| <p>Mathematically proficient students look closely to discern a pattern or structure. They also can step back for an overview and shift perspective.</p> <p>MP8 Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.</p> | |
|--|--|

Connecting Math Content Standards, Standards of Mathematical Practice, CRMT/CRT and SEL in the Classroom--What this looks like in practice:

It can be overwhelming to try to concentrate on each of the aspects described above separately, or as different goals to achieve. However, that is the complete opposite of what we are called to do! In fact, when done well and implemented with fidelity, these different elements, framings and calls to action directly serve one another's purpose.

It is our role, therefore, to work to understand the goals and nuances of each and work to seamlessly integrate them:

- The Math Practices, when explicitly taught and named, support students' development of SEL competencies and engage in the CRT practice of engaging all students in meaningful learning.
- The SEL competencies, when highlighted as a focus, serve to develop independent learners as called for in CRT as well as mathematicians who engage in genuine problem-solving and perseverance in math.
- Culturally Responsive Math Teaching practices call for teachers to engage and value students' identities and ideas, which depends on the SEL competencies of both self-awareness and social awareness and enhances the concept of developing an identity as a mathematician who effectively executes the math practices.

Here are two broad examples of this interconnectedness of content, practices, CRT and SEL in a classroom:

- 1) When we focus on using math in meaningful ways, as the CRT practice of applying math challenges us to do, we have the opportunity to cultivate the SEL competencies of responsible decision making and social awareness and building capacity to model with mathematics (MP4).
- 2) When we model for students how to self-regulate and think metacognitively by pausing during the manipulation process in order to probe into the referents for the symbols involved (MP3), they are developing the SEL competency of Self-Management and achieving the CRMT element of being supported in Deeper Learning.

As we continue to grow and learn about these areas of focus, we will deepen our understanding and enrich our instructional practices to even more effectively ensure all learners achieve their highest potential. Our program is specifically designed to meet the goals of these frames, and we must highlight these aspects as we prep and teach.

For more concrete and grade-level specific examples, please refer to each grade-level section that follows.

We also believe that Social and Emotional Learning is not something we as educators are just "setting up" for our students. We, too, must hone, reflect and sharpen our own SEL skills. As Meena Srinivasan, author of "SEL Everyday" writes, "We need to be aware of ourselves—our emotions, thoughts, reactions, values, and beliefs—and use that knowledge to improve teaching and create powerful learning environments. Having a strong adult SEL practice where we welcome diverse perspectives, manage strong emotions, and practice compassion towards ourselves and others can help us make better decisions in service of our students because we are less reactive toward them and can strengthen our relationships with them, too. Research confirms that teachers who were mandated to teach SEL but didn't cultivate their own practice actually worsened their students' SEL skills. In contrast, teachers who developed SEL skills not only improved their own well-being but improved the academic learning and social-emotional development of their students. We can grow and deepen our own SEL practice by reflecting on guiding questions as we develop our curriculum." ⁵

⁵ https://greatergood.berkeley.edu/article/item/three_keys_to_infusing_sel_into_what_you_already_teach

Social-Emotional Learning and Math

The Common Core calls teachers to three key shifts: [for more info, see: corestandards.org]

- Greater focus on fewer topics
- Coherence: Linking topics and thinking across grades
- Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

As we seek to be fully aligned and embrace the Common Core mindset, we must engage students and teachers in the process of thinking about their own thinking (metacognition). Therefore, we value the process of solving, working through productive struggle, and effective discourse in addition to finding correct answers.

To this end, we focus on social-emotional learning in our classrooms by connecting the Social Emotional Learning (SEL) competencies intentionally with the Standards for Mathematical Practice. The Standards for Mathematical practice are inextricably linked to the SEL Core Competencies, and our work must reflect a both/and approach.

| Standards for Mathematical Practices (MP) (excerpts) | Five SEL Core Competencies as Identified by CASEL ⁴ |
|--|---|
| <p>MP1 Make sense of problems and persevere in solving them: Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.</p> <p>MP2: Reason abstractly and quantitatively: Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.</p> <p>MP3 Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.</p> <p>MP4 Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.</p> <p>MP5 Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem.</p> <p>MP6 Attend to precision. Mathematically proficient students try to communicate precisely with others.</p> <p>MP7 Look for and make use of structure.</p> | <p>Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p> <p>Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p> |

⁴ <http://www.casel.org/social-and-emotional-learning/core-competencies>

- 1) Supporting deep learning: How to ensure student success with coherent and connected mathematical understandings
- 2) Engaging and valuing identities: How to honor students' experiences, communication practices and communities
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
- 4) Applying mathematics: How to use mathematics to understand and investigate meaningful situations”³

[See Appendix 2 for specific examples of each element](#)

BRICK's Vision for Math

We seek to develop confident mathematicians who are resilient problem-solvers equipped to be leaders, to address the challenges facing the world now and in the future. We demonstrate a growth mindset as they engage in a productive struggle that leads to deep understanding of math concepts and procedures. Our culture supports this mindset as we learn from mistakes, analyze student work and build their knowledge through rich, mathematical discourse.

Culturally Responsive Practices in Math

Culturally Responsive Teaching (CRT) is defined as “an educator’s ability to recognize students’ cultural displays of learning and meaning-making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. **All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning.**” (Hammond 14)¹

Ultimately, we know that the most effective environment for learning is one that is “intellectually and socially safe for learning”(Hammond 17) Additionally, providing students with the appropriate tools to access and engage deeply with text is equity. Key points from Hammond and New York’s Culturally Responsive-Sustaining Education Framework:

- “Students are prepared for rigor and independent learning. Students understand themselves as contributing members of an academically rigorous, intellectually challenging school and classroom community. Students demonstrate an ability to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Students are self-motivated, setting and revising academic personal goals to drive their own learning and growth.” (NY Culturally Responsive-Sustaining Education Framework 8)
- “Every culturally responsive teacher develops a socio-political consciousness, an understanding that we live in a racialized society that gives unearned privilege to some while others experience unearned disadvantage because of race, gender, class or language (Hammond 18).”
- “Students bring a critical lens to the world as they study historical and contemporary conditions of inequity and learn from historically marginalized voices. Students learn about power and privilege in the context of various communities and are empowered as agents of positive social change.” (NY Culturally Responsive-Sustaining Education Framework 8)
- “Culturally responsive information processing techniques grow out of learning traditions of oral cultures where knowledge is taught and processed through story, song, movement, repetitious chants, rituals, and dialogic talk (Hammond 127).
- “According to education researchers, feedback is one of the most powerful tools we have to improve learning. The brain needs feedback or it will keep doing the same thing over and over even if that doesn’t result in improved skill or performance (Hammond 102).”
- “This is the vital equity work: students must comprehend what they’re reading, possess advanced decoding skills, have word wealth, and be able to command all of these literacy skills. Our social justice frame should prompt us to ask these questions: How are students code breakers, how are they text users, how are they text critics, and how are they meaning-makers? Our culturally responsive pedagogies arm us to build these dispositions and skills in our most vulnerable kids (A Conversation About Instructional Equity with Zaretta Hammond²).”

How CRT shows up in the Mathematics Classroom: Specifically, Culturally Responsive Math Teaching (CRMT) is “premised on creating a learning environment focused on mathematical sense making in which each and every student feels valued for who they are, for their ways of engaging in mathematical reasoning and for their contributions to the collective success of those within the classroom community... CRMT requires teachers to (re)consider the mathematics learning environment they’ve created and how well it reflects these four elements:

¹ Hammond, Z. L. (2015). Culturally responsive teaching and the brain. Corwin Press.

² Hammond, Z. “A Conversation About Instructional Equity with Zaretta Hammond.” Collaborative Classroom. February 2020.

| Tenet | | Driver |
|----------------------------|---|---|
| Academics & SEL | Rigorous PK-12 academic curriculum with Integrated Social-Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i> | <ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Explicit Social-Emotional Learning Instruction Culture of Belonging Identity Student Voice Individualized Learning Pathways College and Career Readiness Trajectory |
| Development | Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i> | <ul style="list-style-type: none"> Teacher and Leader Content Development Unit & Lesson Unpacks Observation Feedback Cycle Residency Programs |
| Practices | High-impact teaching and leading practices <i>Teachers, support staff, and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity, and rigor in all classrooms.</i> | <ul style="list-style-type: none"> Culturally Responsive Teaching BEN's Best Practices for Teaching & Leading Accelerated Learning Arc of the Year Development |
| Data | Data-informed decision making <i>We collect and analyze academic, SEL, and program implementation data to pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers, and leaders to improve outcomes.</i> | <ul style="list-style-type: none"> BRICK Road to Success Looking at Student Work Analysis and Feedback Cycles Strategic Assessments: academic, behavior, and social-emotional data collection & analysis Quarterly Data Stepbacks Sankofa Reflection |

Part I | Math at BRICK Schools

Purpose of this Guidebook

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook.

BRICK's Mission

BRICK's mission is to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

BEN's Instructional Model

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.

The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.



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2023 - 2024

R-23b - Supplemental Attachments

The responses to other sections of this RFP mention numerous documents that can help to offer further insights into the applicant team's proposal and to the team's organizational capacity to effectively found a school in Rochester. For ease of reference, the table below provides information on what specific attachments are provided to further support previous parts of this narrative. Since some supplemental attachments are referenced more than once in the narrative, they appear below next to the section of the RFP that most closely correlates with that particular artifact.

| Section of RFP | Relevant Supplements |
|----------------|---|
| R-6af | <ol style="list-style-type: none">1. BRICK K-12 Math Guidebook SY 23-242. BRICK K-12 ELA Guidebook SY 23-24.3. BRICK K-12 Science Guidebook SY 23-244. BRICK K-12 SS_History Guidebook SY 23-245. Sample Teacher Institute Overview6. BRICK Instructional Guidebooks SY 23-247. School Leader Guidebook, K-12 SY23-248. School Performance Dashboard |
| R-9ad | <ol style="list-style-type: none">9. BRICK Academic Director prior experience10. BEN School Leader Readiness Criteria11. BEN Instructional Rubric12. BEN School & Network Leader Rubric |
| R-11ab | <ol style="list-style-type: none">13. Sample CMO Evaluation Tool |
| R-12ac | <ol style="list-style-type: none">14. Virtual Reopening Guidebook |
| R-14ad | <ol style="list-style-type: none">15. Draft Educational Service Agreement |
| R-21ad | <ol style="list-style-type: none">16. Purchasing Manual |
| Business Plan | <ol style="list-style-type: none">17. Sample BRACS Pay Scale Schedule |