

## 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](mailto: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")			
Education Corporation Name (if different than proposed charter school name):			
		Ed. Corp Status:	
Proposed Opening Date (Month/Year):		School District of Location (or NYC CSD):	

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

Lead Applicant(s) Contact Information					
Lead Applicant Name:					
Applicant is a (check all that apply):	Parent	Teacher	School Administrator	District Resident	SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Secondary Applicant Name (if applicable):					
Applicant is a (check all that apply):	Parent	Teacher	School Administrator	District Resident	SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)

Name:

Phone #:

Email:

Program Design

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

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



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.)**

## 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.

Lead Applicant Signature		
Signature:		

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

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

**R-00b Statistical Overview**

This request is not applicable to our organization.

## **R-02ab - Addressing Need**

Maven Academy School's mission is to prepare students from Freeport and surrounding communities to be college and career ready through an academic program that emphasizes rigor, high expectations for achievement and behavior, elements of a traditional education, and a values-based character education program. The school's staff will be focused on the intellectual, ethical, social, and emotional development of their students. Additionally, our focus on STEM skills will inform the curriculum and pave the way for the students attending our Freeport charter school to achieve positive post-K-12 outcomes.

Our model is built primarily on the traditional charter school model in that it will be located in an underserved neighborhood, is a public school that will operate as an independent entity in many ways, will be governed by a seven-person Board of Trustees, and offers parents and students the opportunity to be consumers empowered to make choices about the education children receive. One of our primary goals is addressing and reducing achievement gaps between several subgroups with an emphasis on tackling race and gender-based literacy gaps. Charter schools also have proven efficacy in closing the Scarsdale-Harlem achievement gap, which is the distance in academic achievement between an average public-school student in Harlem and Scarsdale. We believe a rigorous, intentional approach to student development will improve outcomes, enhance achievement, and prepare the students of Freeport Maven Academy for college and beyond.

Maven Charter Academy offers a modern approach to traditional education intended to serve students in an underserved area of Long Island. We emphasize grammar, logic, and rhetoric while also requiring students to engage in regular physical activity, study and create art and music, and learn through a hands-on, immersive approach to pedagogy and instruction. We emphasize four key elements of school design: community, curriculum, pedagogy, and practices. We want to be engaged with all of our school's stakeholders (including not only parents, but community members and business leaders), intentional in our design of curriculum and pedagogy, and reflective regarding school practices around instruction, discipline, organization, and development. We believe that educating the whole child is critical, and doing so requires emphasizing student learning and character development.

We approach individual subjects with the same overarching philosophy that guides our school's mission and vision. Our focus on real world skills and developing college- and career-ready students is reflected in our choice of subject-specific curricula. Over the next few paragraphs, we will outline key elements of our instructional program, why we chose these elements, and how we will assess the outcomes of these elements. The elements of our instructional program will be analyzed in greater detail in R-06af.

Maven Charter Academy emphasizes a balanced approach to education that combines the classical methodology of grammar, logic, and rhetoric with the latest technological advancements and data-driven practices. This blend ensures that students not only master foundational skills but also thrive in an ever-evolving digital world. Below you will find an overview of the school's key design elements.

## **The Trivium in the 21st Century**

The classical education model, particularly the trivium of grammar, logic, and rhetoric, has long been esteemed for its effectiveness in developing critical thinking and articulate expression. The grammar stage focuses on foundational knowledge—reading, writing, and arithmetic—crucial for young learners (Bauer, 2016). During the logic stage, students learn to analyze information and understand the relationships between different concepts (Clark & Jain, 2013). The rhetoric stage emphasizes the ability to communicate effectively and persuasively, skills indispensable for leadership and civic engagement (Hicks, 2001).

The Trivium is particularly valuable for K-2 students as it aligns with their natural developmental stages. Young children in the grammar stage are highly receptive to absorbing new information. They possess a remarkable capacity for memorization and enjoy activities that involve chanting, singing, and rhyming, which are effective techniques for teaching foundational knowledge. This stage lays a strong foundation for literacy and numeracy, crucial for their future academic success (Bauer, 2016).

Furthermore, the Trivium's emphasis on structured learning and discipline instills good study habits and a love for learning early on. By introducing young students to the fundamentals of grammar, they develop a strong command of language, which is essential for effective communication. This early exposure to structured learning frameworks helps students develop critical thinking and analytical skills from a young age, preparing them for the more complex stages of logic and rhetoric as they progress in their education (Clark & Jain, 2013).

## **Integration of Technology**

Incorporating cutting-edge technology into this traditional framework allows Maven Charter Academy to tailor education to individual needs and learning styles. Adaptive learning technologies, for example, use algorithms to provide personalized instruction and instant feedback, enhancing student engagement and achievement (Pane et al., 2017). Tools like digital portfolios, interactive e-books, and educational software facilitate a more dynamic and interactive learning environment.

Data-driven instruction, personalized learning, and embedded collaboration and communication are modern approaches that Maven Charter Academy employs to optimize educational outcomes. This methodology involves the continuous collection and analysis of student performance data to inform teaching strategies and interventions (Hamilton et al., 2009). By using data analytics, teachers can identify learning gaps, track progress, and customize instructional plans to support each student's growth (Means, Padilla, & Gallagher, 2010). These analytics also help us customize each student's learning program. Personalized learning environments are a cornerstone of Maven Charter Academy's approach. By leveraging technology, teachers can create custom learning experiences that cater to the diverse needs of students. For instance, educational software can provide differentiated instruction, ensuring that advanced students are challenged while those who need additional support receive the help they need. This tailored approach not only boosts academic performance but also fosters a love for learning among students (Pane et al., 2017).

In addition to individualized learning, Maven Charter Academy places a strong emphasis on collaboration and communication. The integration of collaborative tools such as online discussion boards, group projects, and video conferencing allows students to work together, even outside of the classroom. These tools not only help develop teamwork and communication skills but also prepare students for future educational and professional environments that increasingly rely on digital collaboration (Johnson et al., 2016). It is also worth noting that the majority of the instructional programs we intend to utilize are software-based, meaning each will collect, analyze, and summarize data for teachers and administrators. Programs like Lab Learner and Literacy Essentials were selected in part because of the rich, detailed data they provide educators with.

Combining the rigor of classical education with technological innovations ensures that Maven Charter Academy provides a robust and relevant education. This approach not only preserves the integrity of traditional learning methods but also prepares students for the demands of the 21st century.

## **References**

- Bauer, S. (2016). *The Well-Trained Mind: A Guide to Classical Education at Home*. W. W. Norton & Company.
- Clark, K., & Jain, R. (2013). *The Liberal Arts Tradition: A Philosophy of Christian Classical Education*. Classical Academic Press.
- Hicks, D. V. (2001). *Norms & Nobility: A Treatise on Education*. University Press of America.
- Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2017). *Continued Progress: Promising Evidence on Personalized Learning*. RAND Corporation.
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using Student Achievement Data to Support Instructional Decision Making*. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Means, B., Padilla, C., & Gallagher, L. (2010). *Use of Education Data at the Local Level: From Accountability to Instructional Improvement*. Office of Planning, Evaluation and Policy Development, U.S. Department of Education.
- Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2016). *NMC Horizon Report: 2016 K-12 Edition*. The New Media Consortium.

## **Emphasis on Character Education and Moral and Ethical Development**

Character education is fundamental to Maven Charter Academy's mission of fostering well-rounded individuals who contribute positively to society. By integrating character education into the curriculum, the school aims to nurture ethical, responsible, and compassionate citizens.

## **Core Virtues and Historical Context**

Character education involves teaching core virtues such as courage, justice, wisdom, and respect. Historically, American education systems have emphasized character development, but this focus waned in the early 2000s (Lickona, 1991). Research indicates that character education can significantly impact students' social and emotional development, leading to improved academic performance and behavior (Berkowitz & Bier, 2005).

### **Implementation at Maven Charter Academy**

At Maven Charter Academy, character education is woven into daily lessons and activities. The curriculum includes structured discussions on ethical dilemmas, role-playing scenarios, and community service projects. Students learn to articulate their feelings and make ethical decisions, which helps them understand their roles in the wider community (Lapsley & Narvaez, 2006).

We believe community involvement and integration with the curriculum are two critical ways to emphasize character education. One of the key components of character education at Maven Charter Academy is community involvement. Students engage in local service projects that allow them to apply the virtues they learn in real-world contexts. These projects foster a sense of responsibility and community engagement, teaching students the importance of contributing to society and making a positive impact (Battistich, 2003).

Character education is not limited to standalone lessons but is integrated across the academic curriculum. For example, literature classes explore themes of morality and ethics, while history lessons highlight the lives of individuals who exemplified strong character. This cross-curricular integration ensures that character education is a constant thread throughout students' educational experiences, reinforcing the importance of ethical behavior in all aspects of life (Berkowitz & Bier, 2005).

### **Emotional Literacy and Ethical Decision Making**

Emotional literacy is a key component of our character education program. By helping students understand and express their emotions, we equip them with the skills needed for healthy interpersonal relationships and ethical decision-making (Goleman, 1995). Lessons on emotional literacy include activities that teach students to identify their emotions, empathize with others, and resolve conflicts constructively.

Character education at Maven Charter Academy is designed to develop students' moral and ethical framework, ensuring they grow into conscientious and active members of society. This holistic approach to education supports the overall mission of the school to nurture the whole child.

### **References**

- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Berkowitz, M. W., & Bier, M. C. (2005). *What Works in Character Education: A Research-Driven Guide for Educators*. Character Education Partnership.



- Lapsley, D. K., & Narvaez, D. (2006). Character Education. In Handbook of Child Psychology (pp. 248-296). Wiley.
- Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.
- Battistich, V. (2003). Effects of a school-based program to enhance prosocial development on children's peer relations and social adjustment. Journal of Research in Character Education, 1(1), 1-16.

## **Physical Activity and Engagement**

Maven Charter Academy recognizes the critical role of physical activity in the overall development of children. Integrating physical movement into the daily routine not only supports physical health but also enhances cognitive function and academic performance.

### **Importance of Physical Activity**

Research consistently shows that regular physical activity is essential for children's health and well-being. It supports physical development, helps prevent obesity, and reduces the risk of chronic diseases (Janssen & LeBlanc, 2010). Moreover, physical activity has been linked to improved mental health, including reduced symptoms of depression and anxiety (Biddle & Asare, 2011).

### **Cognitive and Academic Benefits**

Physical activity is also beneficial for cognitive development. Studies have demonstrated that physical exercise can enhance brain function, leading to better memory, attention, and processing speed (Hillman, Erickson, & Kramer, 2008). Furthermore, there is a statistically significant correlation between physical activity and academic performance, suggesting that active students are more likely to achieve higher grades (Stevens et al., 2008).

### **Implementation at Maven Charter Academy**

Maven Charter Academy incorporates physical activity into the school day through structured physical education classes, recess, and classroom movement breaks. Our curriculum includes a variety of sports and games, promoting teamwork, coordination, and physical fitness. Additionally, teachers integrate movement into academic lessons, using activities that require students to move around and interact physically with the learning material.

At Maven Charter Academy, physical activity is seamlessly integrated into the daily routine while outdoor time is valued and protected. In addition to regular physical education classes, students participate in short, structured movement breaks throughout the day. These breaks are designed to re-energize students and improve focus, thereby enhancing their ability to learn and retain information (Kibbe et al., 2011). Outdoor learning and play are also prioritized at Maven Charter Academy. The school's schedule includes ample time for recess and outdoor activities, which provide opportunities for unstructured play and exploration. This approach not only supports physical health but also fosters creativity, social skills, and a connection with nature (Gill, 2014).

By emphasizing physical activity, Maven Charter Academy ensures that students benefit from a holistic education that nurtures both the mind and body. This approach supports the overall development of students, preparing them for lifelong health and success.

## **References**

- Janssen, I., & LeBlanc, A. G. (2010). Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. *International Journal of Behavioral Nutrition and Physical Activity*, 7(1), 40.
- Biddle, S. J. H., & Asare, M. (2011). Physical activity and mental health in children and adolescents: A review of reviews. *British Journal of Sports Medicine*, 45(11), 886-895.
- Hillman, C. H., Erickson, K. I., & Kramer, A. F. (2008). Be smart, exercise your heart: Exercise effects on brain and cognition. *Nature Reviews Neuroscience*, 9(1), 58-65.
- Stevens, T. A., To, Y., Stevenson, S. J., & Lochbaum, M. R. (2008). The importance of physical activity and physical education in the prediction of academic achievement. *Journal of Sport Behavior*, 31(4), 368-388.
- Kibbe, D. L., Hackett, J., Hurley, M., McFarland, A., Schubert, K. G., Schultz, A., & Harris, S. (2011). Ten years of TAKE 10!®: Integrating physical activity with academic concepts in elementary school classrooms. *Preventive Medicine*, 52, S43-S50.
- Gill, T. (2014). The Benefits of Children's Engagement with Nature: A Systematic Literature Review. *Children, Youth and Environments*, 24(2), 10-34.
- Dyson, B. (2014). Quality physical education: A commentary on effective physical education teaching. *Research Quarterly for Exercise and Sport*, 85(2), 144-147.

## **Art and Music**

Art and music are integral to Maven Charter Academy's curriculum, reflecting our commitment to fostering creativity and cultural awareness in students. These subjects are not only essential for artistic development but also contribute to cognitive and emotional growth.

### **Cognitive and Emotional Benefits of Art and Music**

Engaging in art and music education has numerous cognitive benefits. Studies show that music education enhances language development, spatial-temporal skills, and mathematical abilities (Rauscher & Zupan, 2000). Similarly, visual arts education improves fine motor skills, problem-solving abilities, and critical thinking (Winner et al., 2013).

Art and music also play a vital role in emotional development. They provide a medium for self-expression, helping students explore and communicate their emotions (Eisner, 2002). Participation in the arts has been linked to higher levels of self-esteem and empathy, as well as lower levels of anxiety and stress (Winner et al., 2013).

### **Implementation at Maven Charter Academy**

At Maven Charter Academy, art and music are woven into the fabric of daily instruction. Students participate in regular music and art classes where they explore various genres, techniques, and cultural traditions. These classes are designed to be hands-on and experiential, encouraging students to create, perform, and critically engage with art and music.

Art and music education at Maven Academy is interdisciplinary, often integrated with subjects like history, literature, and science. For example, students might study the historical context of a piece of music, analyze the literary themes in an opera, or explore the science behind sound and color. This interdisciplinary approach helps students see connections between different fields of knowledge and enhances their overall learning experience (Burton, Horowitz, & Abeles, 1999).

Art and music education also play a crucial role in promoting cultural awareness and appreciation. By exposing students to diverse artistic traditions and musical styles from around the world, Maven Charter Academy helps students develop a broader understanding and respect for different cultures. This cultural competency is essential in our increasingly globalized society (Gay, 2002).

## **Conclusion**

By making art and music central to the curriculum, Maven Charter Academy not only cultivates students' artistic talents but also supports their intellectual and emotional development. This holistic approach ensures that students develop a well-rounded education that values creativity alongside academic achievement.

## **References**

- Rauscher, F. H., & Zupan, M. A. (2000). Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field experiment. *Early Childhood Research Quarterly*, 15(2), 215-228.
- Winner, E., Goldstein, T. R., & Vincent-Lancrin, S. (2013). *Art for Art's Sake? The Impact of Arts Education*. OECD Publishing.
- Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press.
- Burton, J. M., Horowitz, R., & Abeles, H. (1999). Learning In and Through the Arts: Curriculum Implications. *Champions of Change: The Impact of the Arts on Learning*, 36-46.
- Fredricks, J. A., & Eccles, J. S. (2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology*, 42(4), 698-713.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.

## **Assessing the Execution of Key Design Elements**

To determine if Maven Charter Academy is effectively executing its key design elements in alignment with its mission, the school leaders will implement a comprehensive assessment strategy that includes the following components:

### **1. Regular Performance Data Analysis**

- a. **Student Achievement Metrics:** Monitor student performance on standardized tests, such as state assessments in ELA and Math. Compare these results against state averages and internal benchmarks.
- b. **Formative and Summative Assessments:** Use both formative (ongoing, during instruction) and summative (end-of-unit or -term) assessments to gauge student understanding and progress.
- c. **Personalized Learning Outcomes:** Evaluate the effectiveness of personalized learning plans through individual student progress tracking and adaptive learning technology data.

## **2. Teacher and Staff Evaluations**

- a. **Professional Development Participation:** Track teacher participation in ongoing professional development and its impact on instructional quality.
- b. **Instructional Observations:** Conduct regular classroom observations to ensure teaching practices align with the school's pedagogical approaches and mission.
- c. **Feedback Mechanisms:** Implement peer reviews and self-evaluations for teachers to reflect on their teaching methods and student engagement strategies.

## **3. Student and Parent Feedback**

- a. **Surveys and Focus Groups:** Regularly distribute surveys to students, parents, and staff to gather feedback on the school's environment, curriculum, and overall satisfaction.
- b. **Student Voice:** Include student input through focus groups or councils (once the school expands to include 3rd-5th graders) to understand their experiences and areas needing improvement.

## **4. Community Engagement and Partnerships**

- a. **Participation Rates:** Measure the level of parent and community participation in school events, workshops, and volunteer opportunities.
- b. **Partnerships Effectiveness:** Assess the impact of partnerships with local organizations and businesses on student learning experiences and community involvement.

## **5. Character Education and Social-Emotional Development**

- a. **Behavioral Metrics:** Track metrics such as attendance, disciplinary actions, and social-emotional learning assessments to gauge the impact of character education programs.
- b. **Community Service Participation:** Monitor student involvement in community service projects and their reflections on these experiences.

## **6. Bilingual Education and ELL Support**

- a. **Language Proficiency:** Use assessments to measure English language proficiency and native language maintenance for ELL students.
- b. **Program Evaluation:** Regularly review the bilingual education program's curriculum and instructional methods to ensure they meet the needs of ELL

students.

## **7. Support Services for Students with Disabilities**

- a. IEP Goals: Track progress on Individualized Education Program (IEP) goals and adjust support services as needed.
- b. Inclusion Metrics: Measure the effectiveness of inclusive practices and the academic and social progress of students with disabilities.

## **8. Technology Integration and Innovation**

- a. Usage Data: Analyze data from educational software to evaluate student engagement and learning outcomes.
- b. Efficacy Data: Use the data collected by aforementioned software to determine efficacy on student achievement and other factors.
- c. Technology Feedback: Gather feedback from teachers and students on the effectiveness of technology tools and resources.

## **9. Physical Activity and Wellness Programs**

- a. Physical Fitness Assessments: Conduct regular physical fitness assessments to monitor student health and wellness.
- b. Participation Rates: Track student participation in physical activities, recess, and structured movement breaks.

## **10. Art and Music Education**

- a. Performance and Exhibition: Evaluate student progress and engagement through art and music performances, exhibitions, and projects.
- b. Skill Development: Assess the development of specific skills in art and music through portfolio reviews and teacher evaluations.

### **Implementation Plan for Assessments:**

- Annual Review Meetings: Hold annual review meetings with staff and stakeholders to discuss data, reflect on successes and challenges, and plan for continuous improvement.
- Continuous Improvement Plan: Develop and update a continuous improvement plan based on assessment data, feedback, and review meetings.

By implementing this comprehensive assessment strategy, Maven Charter Academy can ensure it is effectively executing its key design elements and continuously aligning its practices with its mission to prepare students for college, career, and responsible citizenship.

### **Addressing Needs Identified in Response 1**

The information in this section directly addresses the specific needs identified in R-01abc by outlining detailed strategies and educational philosophies that align with the identified community requirements. While we hope the connections are apparent throughout both documents, this section is designed to make those connections explicit. Here's how Response 2 addresses each need identified in Response 1:

#### **1. Educational Disparities:**

- a. Identified Need: Freeport's diverse population includes a significant number of students from low-income households, ELLs, and students with disabilities. Critical issues include the early transition to middle school in 4th grade, which disrupts learning.
- b. Addressed in this Section: Maven Charter Academy will offer a K-5 model ensuring a smoother educational progression, providing stability and a nurturing environment for younger students. The emphasis on grammar, logic, and rhetoric ensures foundational knowledge crucial for early education stages.

**2. Individualized Learning:**

- a. Identified Need: Personalized learning plans to meet each student's unique strengths, weaknesses, and learning styles.
- b. Addressed in this Section: The integration of technology, such as adaptive learning technologies and data-driven instruction, allows for personalized instruction tailored to individual student needs. This personalized learning environment boosts academic performance and fosters a love for learning.

**3. Bilingual Education:**

- a. Identified Need: Recognizing the significant ELL population in Freeport, a strong bilingual education component is necessary.
- b. Addressed in this Section: Maven Charter Academy includes a robust bilingual education component to help ELL students develop proficiency in English while maintaining their native language skills. This fosters bilingualism and biliteracy, valuable in a multicultural society.

**4. Support Services for Students with Disabilities:**

- a. Identified Need: Comprehensive support services, including specialized instruction, therapy services, and assistive technology.
- b. Addressed in this Section: The school will provide specialized instruction, therapy services, and assistive technology, creating an inclusive learning environment where all students can thrive. The use of educational software that provides detailed data helps tailor learning experiences for students with disabilities.

**5. Community Engagement and Partnerships:**

- a. Identified Need: Strong community ties through engagement with parents, local organizations, and businesses.
- b. Addressed in this Section: Maven Charter Academy emphasizes community engagement by involving parents, local organizations, and businesses in the school's operations. Regular community events, parent workshops, and volunteer opportunities are planned to foster a sense of belonging and collaboration.

**6. Cultural Competence and Diversity:**

- a. Identified Need: Reflecting the cultural richness of Freeport in the curriculum and school culture.
- b. Addressed in this Section: The school's curriculum includes elements that celebrate cultural heritage, teach respect for differences, and prepare students to

be global citizens. The integration of art and music education promotes cultural awareness and appreciation, reflecting the diverse backgrounds of the students. Our social studies curriculum emphasizes citizenship and civics, and our intention in emphasizing these elements is to introduce students to the importance of serving the community and the world as a whole.

The responses in this section are intended to detail how Maven Charter Academy will address educational disparities, provide individualized learning, support bilingual education, offer comprehensive services for students with disabilities, engage with the community, and promote cultural competence and diversity, thereby aligning with the specific needs identified in our first response.

## **R-03ad - Proposal History**

### **a. Applicant Information**

Craig Mercado has been a school leader for nearly a decade, and during that time has an impressive record of achievement, including keeping his school open and his students safe throughout the COVID-19 pandemic. He oversaw his school's NYS accreditation, increased enrollment, and launched new educational programs (music program, digital arts, etc) without significant budgetary increases. While teaching founded and ran several after school programs for students to further their academic and social skills, leading to award winning student work such as the Scholastic Gold Key award. He has led several professional development sessions throughout the Diocese of Brooklyn on the integration of technology in the classroom. He received his M.S.Ed from Fordham University in 2016.

### **b. Proposal History**

Mr. Mercado is the driving force behind Maven Academy. He is joined in his efforts by the founding group, which consists of Dr. Patrick Fogarty, Mrs. Marilyn Dore-Pignataro, and Mr. Christian Echipare. Dr. Fogarty and Mr. Mercado have dedicated much of their lifelong friendship to improving student outcomes through education, sometimes together, sometimes independently. While they received support from the founding team members, the origins of Maven Charter Academy lie in Mr. Mercado's successful stewardship of a Catholic grammar school through the COVID-19 pandemic. At the same time, Dr. Fogarty was completing his doctoral work at Johns Hopkins University, and the convergence of his research and Mercado's practical experience led them to begin the process of planning a charter school. The proposal development process has spanned several years. Mrs. Dore-Pignataro joined the team in 2024 and provided valuable insight into Freeport, given her status as a longtime resident of the town. The founding team has met on at minimum a weekly basis for planning sessions, and often met more frequently.

Here is a detailed schedule of the founding team's meetings from January 2021 to May 2024. The schedule assumes that the team met at least once a week, with more frequent meetings as needed.

#### **Founding Team Meeting Schedule**

##### **2021**

- January to December 2021:
- Weekly meetings every Wednesday at 7:00 PM
- Additional meetings every first and third Saturday of the month at 10:00 AM

##### **2022**

- January to December 2022:
- Weekly meetings every Wednesday at 7:00 PM



- Additional meetings every first and third Saturday of the month at 10:00 AM

2023

- January to December 2023:
- Weekly meetings every Wednesday at 7:00 PM
- Additional meetings every first and third Saturday of the month at 10:00 AM

2024

- January to May 2024:
- Weekly meetings every Wednesday at 7:00 PM
- Additional meetings every first and third Saturday of the month at 10:00 AM

#### Meeting Summary

- Weekly Meetings:  $174 \text{ weeks} \times 1 \text{ meeting/week} = 174 \text{ meetings}$
- Additional Saturday Meetings:  $28 \text{ months} \times 2 \text{ meetings/month} = 56 \text{ meetings}$
- Total Meetings:  $174 + 56 = 230 \text{ meetings}$

This schedule ensures regular planning and coordination, reflecting the commitment and dedication of the founding team to develop the proposal for Maven Charter Academy.

#### **c. List of Founding Team Members**

Dr. Patrick Fogarty is a current school district administrator and former teacher. He is also a speaker, author, and consultant who has worked with K-12 schools, colleges, and yeshivas across the country. As the former Instructional Technology leader of the Diocese of Brooklyn and Queens and a school and district administrator since 2007, he is uniquely qualified to provide insight on the many ways in which technology is redefining education. He has served as both a building and a district administrator and has spent over a decade as the Director of Technology for several Long Island school districts. He received his doctorate from Johns Hopkins University in 2021. He currently serves as the Director of Technology for Jericho UFSD, one of the highest performing districts in the country.

All other members of the founding team are also members of the Board of Trustees. They are discussed in detail in Response 14.

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

Neither applicant has been involved in a previous submission.

**e. Letters of Justification for Previously Denied Applications**

This section is not applicable to us.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**R-03g - Probationary Status of Affiliated Charter School**

This request is not applicable to our organization.

## **R-04ac Community Outreach, Support, and Demand**

Maven Academy Charter School community outreach began in 2022 with attendance at local community events to raise recognition of the school's efforts to open in Freeport. The events increased awareness of and community input from the local citizens. Throughout the subsequent two years, Maven Academy Charter School has held many in-person and online Q&A sessions with locals to increase community input on the needs of the student population. Representatives from Maven Academy Charter School have met with local politicians including the Mayor of Freeport, who was supportive of the addition of an alternative school for the local population, but stated that he could not publicly support Maven Academy Charter School's endeavors.

Maven Academy Charter School produced and distributed physical mailers to local families with children of school age and conducted several email campaigns to raise awareness of the school. Online surveys were given to solicit the local community's needs and desires for a new school. Maven Academy Charter School regularly visits local churches to raise awareness of our meetings and solicit the opinions of the local populace on their concerns about the local schools. Additionally, the leadership team still holds monthly in-person and online meetings with community members. Maven Academy Charter School was also featured in a cover story of the Freeport Herald, the local community online and print newspaper.

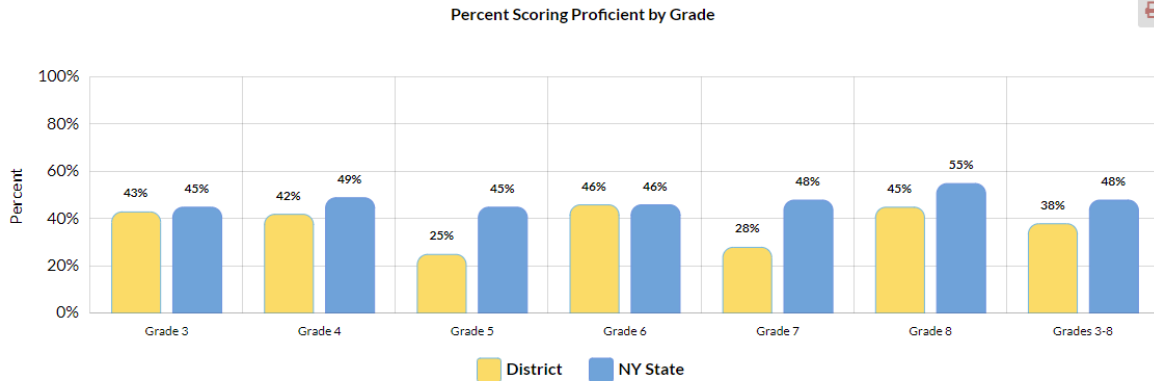
From the input we have received the community has raised concerns about the growing achievement gap in the local school and the drop in performance between the elementary and middle schools. Safety concerns have also been cited at the middle school. Many respondents have brought up the need for smaller class sizes to meet the needs of special education students. Community members have often voiced their lack of confidence in the local schools' ability to produce high-performing students.

The Hispanic community in Freeport, which comprises 30% of the population, has been more responsive to the establishment of a new option for public schools, as Hispanic students in the district underperform. The growing Hispanic population raised concerns about the fact that they make up the majority of the school-aged population but their children are not meeting standards. Parents of older children spoke of the lack of schooling during the COVID-19 pandemic and the effects it had on their children's long-term growth. Members of the Hispanic community also spoke of the difficulties of working many hours and not being able to be as involved with the school as they would like. A final major area of concern was the jump the students had to make from 4th to 5th grades as they didn't feel their children were ready for the different learning environment.

### GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

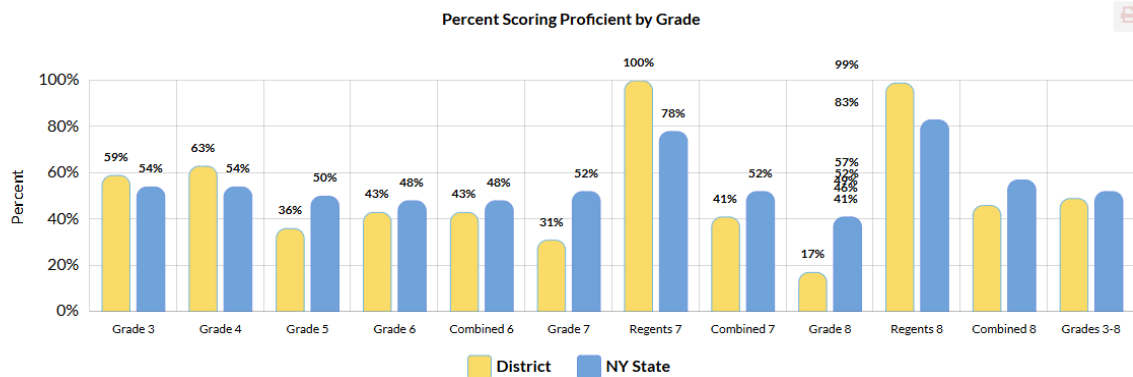
#### SUMMARY RESULTS



### GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

#### SUMMARY RESULTS



Maven Academy's online survey resulted in the following major concerns. Class size being too big and not allowing for differentiation has led to an inability for all students to move at a single pace. The level of teaching was cited several times along with the lack of extracurriculars. Parents felt that students could “get lost in the cracks.”

Maven Academy Charter School plans to meet the concerns of the community by ensuring small class sizes as we are looking to limit the number of students to 20-25 per class with two teachers per class. A full-time member of staff will be hired to be a Special Education Coordinator who will own decision-making around scholars who need special education services and has responsibility for pushing those cases through the educational bureaucracy. The special education coordinator will gather, assess, and analyze student data and analytics at the school regularly to support in identifying the need for academic intervention, and/or specialized

services. They partner will support and guide strategic decisions about changes that they need to make in order to radically improve student outcomes.

Maven Academy is also committed to meeting the needs and concerns of the community through our curriculum in ELA that will emphasize Orton-Gillingham's methods of learning to read for students who present with dyslexia. Maven Academy is committed to a 21st-century learning environment to avoid the learning lost during any forced closure due to natural disasters such as the COVID-19 pandemic.

Our outreach has included the following:

- Community fairs
- Public meetings held at the main branch library
- Public online forums
- Individual meetings with local officials
- Parent-Teacher Association meetings
- Visits to daycare centers
- Email campaigns
- Physical mailing campaigns
- Newspaper articles
- Social media outreach - Facebook, Twitter, and Instagram
- Website presence
- Signature gathering campaigns
- Individual local stakeholder meetings

## **b. Description and Analysis of Community Support**

The response to community outreach efforts has been positive. Freeport Unified School District uses a three-tier model for their pre-high school education. Freeport UFSD has four schools that serve K-4, one school that serves grades 5-6, and one school that serves grades 7-8. The idea of an alternative school to the current public school has been supported especially in the area of more years for the students in one school. The community's reaction at first was skeptical given the lack of knowledge about charter schools in the area. Some of the community had to first be exposed to what a charter school was and what a charter school was not. Once the definitions were understood community members were supportive of the idea. Greater accountability was a concern for the community and that was addressed through conversations with the community at local and virtual meetings. An explanation of the merits and functions of a classical education grew great interest from the participants in our forums. Community members were also interested in raising standards in their area, as their state test scores are very low, especially in the 5th grade.



When asked for comment on the establishment of a charter school in Freeport, the Superintendent of Freeport Unified School District refused to comment. The UFT (United Federation of Teachers) has also been silent on the issue. In our outreach efforts thus far, we have faced little opposition to the establishment of a charter school in Freeport and the positive support has far outweighed the negative comments.

Maven Academy Charter School's leadership has been in contact and met with the director of De La Salle School, the local Catholic school. De La Salle is a free all-boys Catholic school that serves grades 5-8. In our discussion with the head of school, [REDACTED] indicated that her school struggled to maintain enrollment at the 5th-grade level because many students chose to begin their academic career at a K-5 charter school outside of Freeport to avoid the Freeport public schools. This conversation was enlightening in showing that parents' desire for a charter school in their area pushed them to travel to a different village to fulfill their desire for school choice. She gave verbal support for the school and has offered to help in creating connections with the pastor of Our Holy Redeemer Catholic Church, their on-site church. The Pastor of the Church was neutral on the matter, but we have received support from Rev. Carlos Mario Urrego, the lead Spanish-speaking priest of the church. He has signed on to our petition signature sheet.

Maven Academy Charter School's leadership has focused their efforts directly on the Freeport community, but the surrounding community has shown their support through Facebook and website interactions. We continue outreach to the large Hispanic community by seeking a local, prominent Hispanic member of the board. We continue to speak with local business owners and elected officials to secure this position in the near future.

To date, we have received positive feedback in all of our interactions and very limited negative pushback. The negative comments we have received outline the substantial non-core class educational programs that Freeport schools provide such as band and art classes. There were also concerns about the tax impact a school would have on the community and how it would affect the public school funding. We continue to work to strengthen our ties with the Hispanic community.

### **c. Description and Analysis of Student Demand**

We have collected letters of support from local businesses and over 100 signatures of support from the local community supporting our initiative. Our website has produced 31 responses of instances of either interest in sending their child to a charter school in Freeport or direct waitlist enrollment. Considering that we are looking to open the school in a K-1 setting with limited seats this is 30% of our estimated initial enrollment. To fulfill our initial enrollment estimates of 100 students we would need only to continue our efforts to raise exposure of the school specifically in the Hispanic areas of Freeport. We anticipate that demand will be high as Freeport and its

surrounding districts consistently underperform the State on academic achievement metrics. As evidenced in the chart in R-04a not one grade 3rd through 8th even matched the State's average performance in ELA. While the 3rd and 4th graders of Freeport marginally outperformed the state the transition to 5th grade saw a dramatic and concerning drop in achievement. Students of Freeport set into this environment saw a Math proficiency pass rate of only 17% by the 8th grade. All the elementary schools in Freeport are magnet schools yet fail to achieve the desired results of a magnet school.

Freeport currently lacks any other elementary school outside of the public school options. There are no private or parochial schools that serve at the elementary level. Additionally, there are no schools that serve a K-5 population in any capacity. Given the great drop off in scores between 4th and 5th grades in the community a proper K-5 elementary school is needed to fill a glaring void within the community.

According to The New York State Board Association on studying the difference between K-8 schools and separate middle schools. "On one side were students assigned to separate K-5 elementary and 6-8 middle schools. On the other, students were assigned to a K-8 school." Much like previous research, the study found a dip in math scores of elementary school students in their first year in a separate middle school. However, students in grades three through five performed better in separate elementary schools, offsetting the lower sixth-grade scores. By eighth grade, attending a K-8 school had no effect in math." (Heiser 2018)

Freeport sees the drop off in scores when the students change from elementary school to middle school in grade 5 but does not see the return to form by grade 8. Freeport students were 42% and 63% proficient in ELA and Math respectively in 4th grade in 2023, the 5th grade scores saw a drop to 25% and 36%. By 8th grade, the ELA scores had returned to the "normal" 43% proficiency level, but the students' scores in math had continued to plummet to an abysmal 18%. The difference between 4th and 5th graders as opposed to 5th and 6th graders is why most districts that use middle schools begin them in 6th grade. The K-4 model of Freeport leaves young students in a difficult transition and a failing situation at a critical juncture of their educational journey. Maven Academy Charter School will provide this important and missing link from elementary school to middle school that is currently lacking in the Freeport community.

#### R-04d - Evidence of Community Outreach and Engagement

Date	Event	Action	Page
2/8/22	Website goes live.	Over the course of two-plus years, the site has had over 2400 page visits including 634 unique visitors	R-04D7
2/8/22	Facebook page goes live	Facebook has been used to advertise and reach out to the local community. Posts have reached over 1100 members and received 260-page engagements.	R-04D8
2/9/22	BOE meeting	Attended a BOE meeting. Spoke with an outgoing principal and procured her contact information to follow up about local community needs.	
2/15/22	Mayor's meeting	Met with Mayor Kennedy to gauge interest in a charter school in his city. We received an open invitation to continue the process.	R-04D9
2/16/22	Twitter page established	Began Twitter page.	R-04 D10
2/16/22	Facebook ad campaign #1	Created and published an ad for Freeport and surrounding communities to raise awareness of Maven Academy Charter School	R-04 D11
2/17/22	Facebook outreach	Created a survey and distributed it via Facebook to gauge the interest and thoughts of community members.	R-04 D12
2/20/22	Facebook ad campaign #2	Created and published an ad for Freeport and surrounding communities to increase survey awareness and participation	R-04 D13
2/27/22	Events111 pop-up shops	Solicited opinions from the local populace at a fair located at the Freeport Yacht Club. Met various community members and gathered information about their needs	R-04 D14
11/20/22	Gala Foods	Solicited opinions from the local populace at Gala Foods and collected signatures of support.	
2/4/23	Handbill	Created and began distribution of a new handbill outlining the core values of Maven Academy Charter School	R-04 D15
3/10/23	Physical Mailer	Launched a direct-to-consumer physical mail campaign of handbill to raise awareness of Maven Academy Charter	R-04 R-04

	outreach	School	D16
3/1/23	Facebook post	Facebook post inviting the community to March 19th Zoom meeting received 74 likes	R-04 D17-20
3/2/23	E-mail	Invited members of the community to Zoom meeting from our complied e-mail list that grew to 117 names	R-04 D20
3/10/23	Zoom Meeting	Held a Zoom meeting with prospective parents.	R-04 D24-25
4/27/23	E-mail	Sent out an e-mail to local business owners to raise awareness and garner support	R-04 D21
4/27/23	E-mail	Sent e-mail to Tom Canale member of Freeport Chamber of Commerce	R-04 D21
4/27/23	E-mail	Sent e-mail to Jeffrey Liebowitz member of Freeport Chamber of Commerce	R-04 D21
4/27/23	E-mail	Sent e-mail to Jonathan Tellekamp member of Freeport Chamber of Commerce	R-04 D21
4/27/23	E-mail	Sent e-mail to Deborah Hopkins member of Freeport Chamber of Commerce	R-04 D21
4/27/23	E-mail	Sent e-mail to Willy Zambrano member of Freeport Chamber of Commerce	R-04 D21
4/27/23	E-mail	Sent e-mail to Larry Dresner member of Freeport Chamber of Commerce	R-04 D21
4/27/23	E-mail	Sent e-mail to Adrian Marias member of Freeport Chamber of Commerce	R-04 D21
4/27/23	E-mail	Sent e-mail to Howard Colton member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Jason Greenberg member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Laura Rosenberg member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Michael Solomon member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Olivia Rosario member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Robert McLaughlin member of Freeport Chamber of Commerce	R-04 D21


4/29/23	E-mail	Sent e-mail to Rosemarie Barnett member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Sacha Comrie member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Susan Lyons member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to V. Roy Cacciatore member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Elizabeth Boitel member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Don Famrbach member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Robert Bennett member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Carmen Smith member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Ken Dookram member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Michael Fernandes member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to Mike Saadati member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to William Bonomo member of Freeport Chamber of Commerce	R-04 D21
4/29/23	E-mail	Sent e-mail to William White member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to Lee Ann Moltzen member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to David Sargoy member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to Dimitri Dauphin member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to Erik Mahler member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to Hilary Becker member of Freeport Chamber of	R-04





		Commerce	D21
5/6/23	E-mail	Sent e-mail to Larry Grebinar member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to Michael Wright member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to Millie Billitzer member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to Ron Ellerbe member of Freeport Chamber of Commerce	R-04 D21
5/6/23	E-mail	Sent e-mail to Mark Davilla member of Freeport Chamber of Commerce	R-04 D21
6/11/23	Facebook ad campaign #3	Spanish language advertisement to raise awareness of Maven Academy Charter School.	22
12/3/23	In-person outreach	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
12/10/23	In-person outreach	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
12/17/23	In-person outreach	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
1/12/24	Facebook Messenger	Reached out to Jorge Martinez, a local government official about an in-person meeting.	23
1/19/24	Facebook Messenger	Reached out to Jasmine Pena, a local community leader. The conversation with Ms. Pena was encouraging.	23
1/31/24	In-person event	Held in-person Q&A at Freeport Memorial Library	24-25
2/21/24	E-mail to local pastor	Sent an email reaching out to Rev. Mallette seeking support and guidance	26-28
2/21/24	E-mail to local pastor	Sent an email reaching out to Rev. Ahearne seeking support and guidance	26-28
2/21/24	E-mail to local pastor	Email sent reaching out to Christ Evangelical Lutheran Church seeking support and guidance	26-28
2/21/24	E-mail to local pastor	E-mail sent reaching out to Cornerstone Church Leadership seeking support and guidance	26-28

2/21/24	E-mail to local pastor	E-mail sent reaching out to Rev. Lewis seeking support and guidance	26-28
3/1/24 3/30/24	Local Businesses	Met with and collected letters of support from local business	R-04 E 2-8
3/3/24	In-person outreach	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
3/10/24	In-person outreach	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
3/17/24	In-person outreach	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
3/19/24	Online event	Held online Q&A via Zoom	24-25
4/7/24	In-person outreach	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
4/14/24	In-person outreach	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
4/10/24	In-person event	Held in-person Q&A at Freeport Memorial Library	24-25
4/26/24	Newspaper article	Freeport Herald cover story on the development of Maven Academy Charter School	29-30
5/5/24	In-person event	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
5/12/24	In-person event	Distributed flyers and answer questions at Our Holy Redeemer Church, Freeport United Methodist Church, and Gala Foods	22
5/15/24	In-person event	Held in-person Q&A at Freeport Memorial Library	24-25
5/22/24	Online event	Held online Q&A via Zoom	24-25
5/24/24	Facebook messenger	Sent a message to Carman J Pineyro, local community leader	31
5/25/24	E-mail	Sent e-mails out to mailing list calling for action of support.	32-33

**Maven Academy Charter School Website**



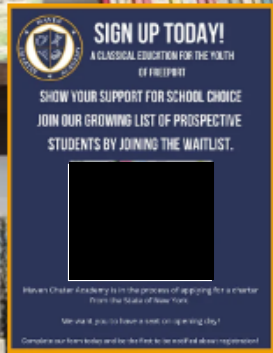


# Maven Charter Academy

info@mavencharteracademy.org | 516.330.4762

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[Academics](#)
[Student Life](#)
[Serving](#)
[Waitlist](#)
[FAQ](#)
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## What is Maven Academy?

Maven Academy is a prospective non-charter school that emphasizes a traditional approach to education with a modern approach to discipline and a focus on the education of the whole child. We offer:

**An innovative approach to traditional education**

- Our focus on grammar, logic, and rhetoric in combination with subject specific focuses on physical education, English language Arts, STEM, Art and Music

**Deep connections to families**

- We provide live Q&As on YouTube, provide a private tour on less than 24 hours notice, and have an open door policy to ensure that our parents feel heard and respected as part of the Maven community

**Character education**

- The emotional, moral, and ethical development of our students is paramount

**Physical activity and play**

- Movement, play, and physical activity are critical elements of Maven Charter Academy's pedagogical program

**Restorative justice**

- Maven Charter Academy teachers and leaders will be single minded in their pursuit of discipline that is restorative rather than punitive

**Social and emotional learning**

- Part of educating the whole child requires that the teachers and leaders at Maven Charter Academy acknowledge the critical importance of a child's healthy emotional development

### Show Your Support

[Download](#)
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Download, sign, and email to  
info@mavencharteracademy.org

We thank donors to the Maven Charter Academy

I am pleased to have been able to contribute to the academy's efforts to provide a high quality education for our children. I have been fortunate to have been able to contribute to the academy's efforts to provide a high quality education for our children. I have been fortunate to have been able to contribute to the academy's efforts to provide a high quality education for our children.


I believe that education is the only way to ensure a bright future for our children. I believe that education is the only way to ensure a bright future for our children. I believe that education is the only way to ensure a bright future for our children.

We appreciate your support and contribution to the academy. We appreciate your support and contribution to the academy. We appreciate your support and contribution to the academy.

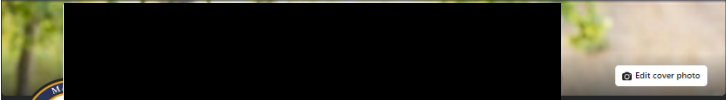
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Signature


Facebook Page:



# Maven Charter Academy to Open in 2024!



Edit cover photo



**Maven Academy**  
18 likes • 22 followers

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### Intro

Charter school

Edit bio

Page · School

Freeport, NY

info@mavencharteracademy.org

mavencharteracademy.org

Promote Website

Not yet rated (0 Reviews)

Edit details

Add featured

What's on your mind?

Photo/video Reel Live video

**Featured**  
People won't see this unless you pin something. Manage

**Posts**  
List view Grid view


Meta

Connect with more customers on WhatsApp  
Reach people who are more likely to message Maven Academy with an ad that clicks to WhatsApp.

Maven Academy (Sponsored item) Charter school

New York charter schools have an average math proficiency score of 86% (versus the NYS public school

Photos See all photos



Understand what's working best: See detailed insights for your accounts on Facebook and Instagram in Meta Business Suite.

Go to Meta Business Suite

### Page Overview

Followers: 22

Create a post Last 28 days


Post reach	1,187
Post Engagement	277
New Page likes	0
New followers	0

See Details

### Top post

Last 28 days

Boost this post to reach up to 1233 more people with every \$42 you spend.



Join our growing list of prospective students today!  
<https://www.mavencharteracademy.org/waitlist>

Published by Craig Mercado · May 24 at 2:13 PM ·

Post Impressions	Post reach	Post Engagement
231	227	74

See insights Boost post

Notes from Meeting with Mayor:

## Meeting with Mayor Robert T. Kennedy of Freeport

Thursday, March 10, 2022 3:58 PM

February 14, 2022 at 4pm

### Discipline

- Teach children the vocabulary of their feelings
- Restorative justice
- Discipline program?

### Pedagogy

- Classical education - Grammar, Logic, Rhetoric
  - Emphasis on specific subjects: physical education, English Language Arts, ST and Music
  - Science program: Lab Learner (<https://www.lablearner.com/emily-curricular>)
- Classical education with an added emphasis on physical well-being
- Morality and ethics - focus on building the whole child
- Experiential learning - immerse students in real world experiences as part of an effort to move our students into young men and women who can succeed in a system that is not always rigged in their favor
- Transitivity -
- More responsive to teachers and parents

### Relationships

- Live Q&As with parents
- Constant interaction
- 12 hour response time barring emergencies
- Teacher controls their class, but the principal and Board have open door policies
- Community outreach - emphasis on neighborhood interactions, understanding our community, how business supports education and education supports business, how the components of a community work together

- Emphasize community service - nursing homes, shelters, soup kitchens, toy and food drive

### Community Needs

- How can we be responsive to the needs of the community we're not a part of?
  - We're currently conducting community with the goal of addressing that very concern

### Facilities

- Where would you recommend we look for real estate?

### Staff and Teachers

- We need our teaching staff to be reflective of the community it serves while also looking for the most qualified

### Board of Education

- We need our Board to be reflective of the community it serves
  - Solicit suggestions re: BOE members

### Us

- Doctor of Education from Johns Hopkins University
- Decades of experience at every level: teacher, building admins, central office administrators teaching from 5th-12th grade, taught at yeshivas, Catholic schools, college
- We know where kids need to be to succeed, and we've had decades to understand the foundation they need to get them there
- Freeport is taxed like Oceanside and has outcomes like Uniondale
- Presence of Catholic school (even a small one) a sign that parents are open to exploring other options

- Location thoughts / real estate  
- Need / interest in this?  
- Community leaders we can contact  
- Responsive to community needs

- Trade school company  
- 6000 sq ft  
- Take out an ad in the Herald  
- 10-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000-1001-1002-1003-1004-1005-1006-1007-1008-1009-1010-1011-1012-1013-1014-1015-1016-1017-1018-1019-1020-1021-1022-1023-1024-1025-1026-1027-1028-1029-1030-1031-1032-1033-1034-1035-1036-1037-1038-1039-1040-1041-1042-1043-1044-1045-1046-1047-1048-1049-1050-1051-1052-1053-1054-1055-1056-1057-1058-1059-1060-1061-1062-1063-1064-1065-1066-1067-1068-1069-1070-1071-1072-1073-1074-1075-1076-1077-1078-1079-1080-1081-1082-1083-1084-1085-1086-1087-1088-1089-1090-1091-1092-1093-1094-1095-1096-1097-1098-1099-1100-1101-1102-1103-1104-1105-1106-1107-1108-1109-1110-1111-1112-1113-1114-1115-1116-1117-1118-1119-1120-1121-1122-1123-1124-1125-1126-1127-1128-1129-1130-1131-1132-1133-1134-1135-1136-1137-1138-1139-1140-1141-1142-1143-1144-1145-1146-1147-1148-1149-1150-1151-1152-1153-1154-1155-1156-1157-1158-1159-1160-1161-1162-1163-1164-1165-1166-1167-1168-1169-1170-1171-1172-1173-1174-1175-1176-1177-1178-1179-1180-1181-1182-1183-1184-1185-1186-1187-1188-1189-1190-1191-1192-1193-1194-1195-1196-1197-1198-1199-1200-1201-1202-1203-1204-1205-1206-1207-1208-1209-1210-1211-1212-1213-1214-1215-1216-1217-1218-1219-1220-1221-1222-1223-1224-1225-122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6-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-

## Maven Academy Charter School Twitter/X



Example of Facebook ads:



**Maven Academy Charter School Survey**

Share your insight with us

Do you live in Freeport, NY? \*

- ☐ Yes  
☐ No

If you do not live in Freeport, NY, are you interested in your children attending a charter school located in Freeport, NY? \*

- ☐ Yes  
☐ No

Do you have children aged 4-8? \*

- ☐ Yes  
☐ No

What is your perception of the schools in Freeport? \*

- ☐ Great  
☐ Good  
☐ Average  
☐ Poor  
☐ Very Poor

What do you think is the biggest problem with the schools in Freeport? \*

Add answer here

How involved do you feel in your child's school? \*

- ☐ Extremely involved  
☐ Highly involved  
☐ Somewhat involved  
☐ Not too involved  
☐ Not involved at all

Would you be interested in sending your child to a charter school at no cost to you? (Charter schools are independently-operated public schools that have the freedom to design classrooms that meet their students' needs. \*

- ☐ Yes  
☐ No  
☐ Maybe

Would you be interested in learning more about Freeport Maven Academy, a charter school planning for a 2023-2024 opening? \*

- ☐ Yes  
☐ No

Thank you for your participation. For your chance to win a \$25 Amazon gift card enter your email address below.



Email

☐ I need a reset



Submit


Example of Facebook survey outreach:

**Maven Academy**  
Sponsored · 

✕ ⋮

We need your input! Complete the survey and enter for a chance to win an Amazon gift card.

<https://www.mavenacademyNY.org/about-5>

**Maven Academy  
Charter School**  
[mavenacademyNY.org](https://www.mavenacademyNY.org)



Scan the QR code for more entered into a drawing to win an Amazon gift card!



**PROVIDING FREEPORT'S  
FAMILIES WITH SCHOOL  
CHOICE**

What we offer:

- Grades K-2
- Academic rigor
- Classical approach to education
- Focus on the whole child
- Emphasis on academic excellence

We need your input!


What would you want in a new elementary school? Let us know!


[info@mavenacademyNY.org](mailto:info@mavenacademyNY.org)


516-200-4782


[facebook.com/MavenacademyNY](https://facebook.com/MavenacademyNY)

School  
**Maven Academy**

 WhatsApp

 Like

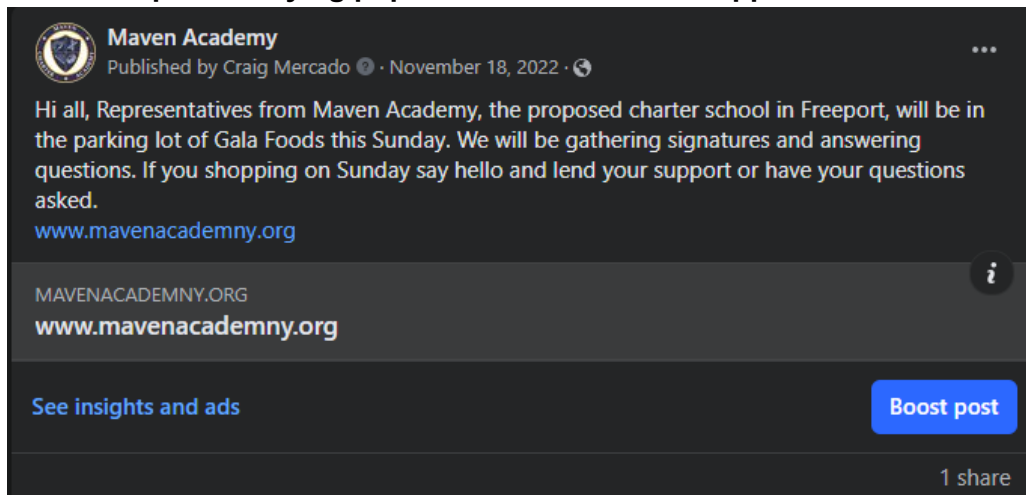
 Comment

 Share

## Events 111 Local business meeting




## Facebook post notifying population of Gala Foods appearance:




## Maven Academy Charter School handbill





## Maven Charter Academy to Open in 2024!



Maven Charter Academy is a proposed charter school designed to educate traditionally underserved students in Freeport, NY.

### What is a charter school?

A charter school is a tuition-free school that is publicly funded but independently run.

### Why choose a charter school?

New York charter schools have an average math proficiency score of 86% (versus the NYS public school average of 55%), and reading proficiency score of 90% (versus the NYS public school average of 54%).


### Charter school benefits:

- Improved student outcomes ✓
- Parental choice ✓
- Rigorous academics ✓
- Family and community connections ✓
- Focus on educating the whole child ✓

### OUR DESIGN

- An innovative approach to traditional education
- Data-driven instruction and decision-making
- A values-based character education program
- Serving K-2 students in 2024 and K-8 students by 2030

info@mavenacademyny.org  
www.mavenacademyny.org



## Why Choose Maven Charter Academy?


**An innovative approach to traditional education** - Maven Charter Academy prioritizes the education of the whole child in a way that prepares students to become vital contributors to society. Our ultimate goal is to educate students "through the accumulated wisdom of the ages for a lifetime of flourishing regardless of their profession or place of employment" (Williams, 2022). A deep understanding of history, thorough knowledge of the fundamental principles of science and math, and a love and appreciation for art and music are core tenets of Maven Charter Academy.

**Restorative justice** - Maven Charter Academy teachers and leaders will be single-minded in their pursuit of discipline that is restorative rather than punitive. Restorative practices focus on addressing harm, offering people who have committed or been harmed the opportunity to safely discuss the nature and consequences of the offense.

**Character education** - The emotional, moral, and ethical development of our students is paramount. At Maven Charter Academy, students are educated about the vocabulary of their feelings, ethical and moral decision making, and their role in the world beyond the school's doors.

**Physical activity and play** - Movement, play, and physical activity are critical elements of Maven Charter Academy's pedagogical program. School should focus on the development of every aspect of the child, and the mind and body should work in conjunction. Maven Charter Academy acknowledges the critical importance of a child's healthy physical as well as emotional development.

**Social and emotional learning** - Part of educating the whole child requires that the teachers and leaders at Maven Charter Academy acknowledge the critical importance of a child's healthy emotional development. Self-regulation and emotional health are integral for a child to become a successful adult.



**Connect with us!**  
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www.mavenacademyny.org  
(516) 200-4762

Example of a physical mailer sent to families in Freeport with school-aged children

Develop your  
child's **academic  
success** for a  
brighter future  
with a **quality  
education!**



160 East Sunrise Highway, #1036, Freeport

THE RIGHT CHOICE FOR FREEPORT'S FAMILIES

Visit our website and sign up for our mailing list to  
be the first to know when enrollment begins!

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A **safe** and **educational  
environment** for your  
child to grow!

Our mission is to prepare students to be college  
and career ready through elements of a traditional  
education and a values-based character education  
program. The school's staff will be focused on  
the intellectual, ethical, social, and emotional  
development of their students.

- Prepare your child to become a vital contributor to society •
- Increase your child's emotional, moral, ethical, and academic development
- Keep your child moving with play and physical activities

Visit our website and sign up for our mailing list to be the first to know when enrollment begins!  
[www.mavencharteracademy.org](http://www.mavencharteracademy.org) | [info@mavencharteracademy.org](mailto:info@mavencharteracademy.org) | 516-200-4762

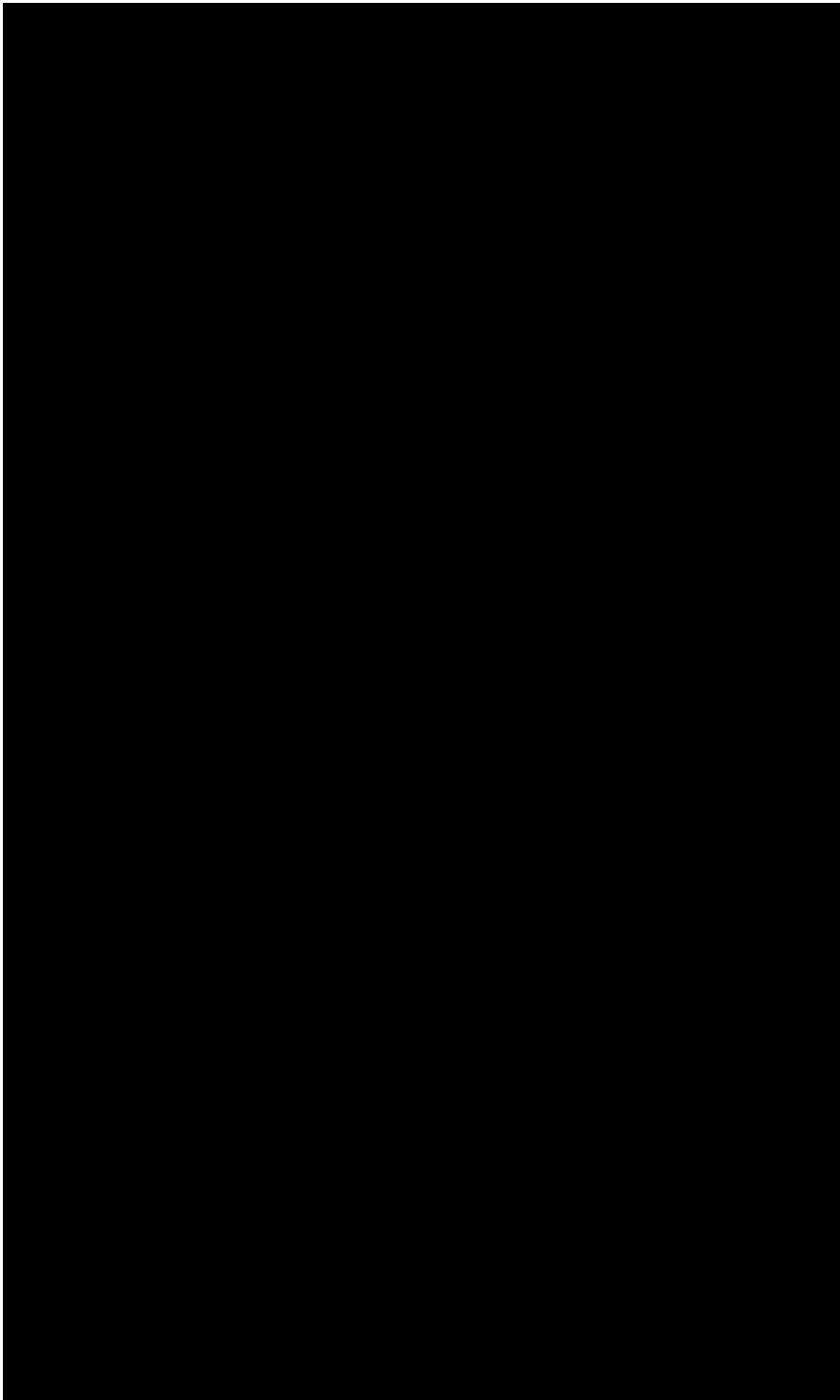
Maven Charter Academy  
160 East Sunrise Highway, #1036  
Freeport, NY 11520

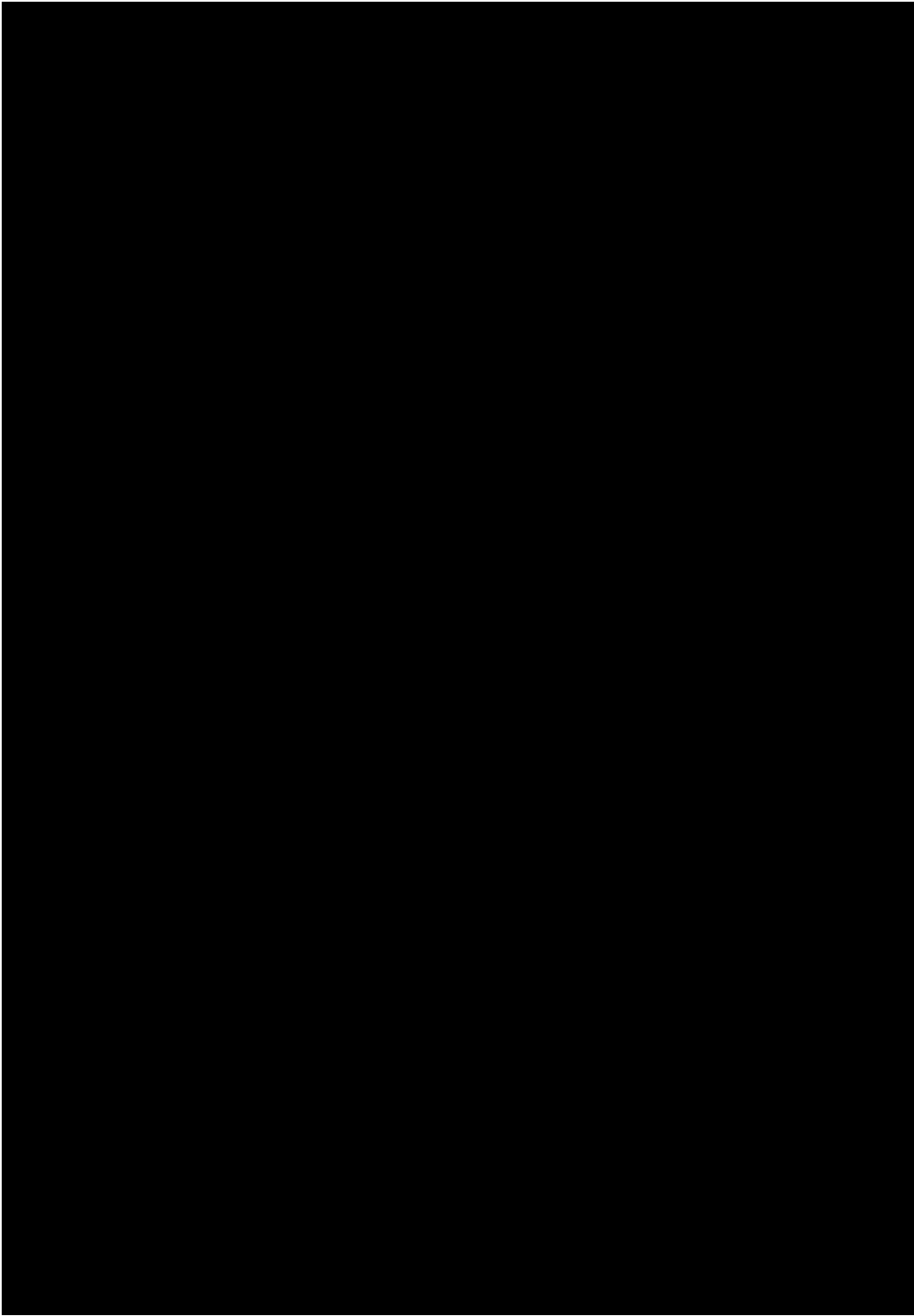
THIS SPACE RESERVED FOR  
ADDRESSING

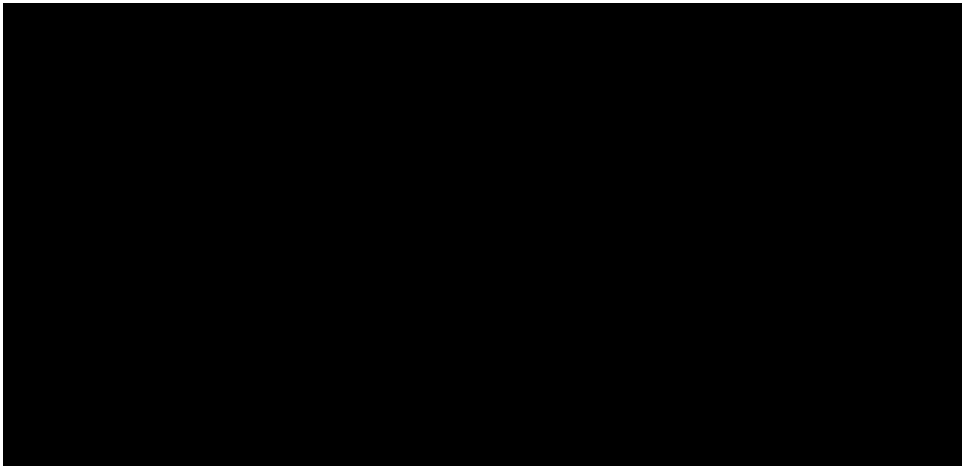
00337479

E-mail list of community members who signed up for notifications.


Email	First Name	Last Name
[REDACTED]		







Example of Facebook community post shared to various groups for 74 likes



Maven Academy

Published by Patrick Fogarty · April 30, 2023 ·

Maven Academy NY has been conducting outreach in Freeport for the last several months and we've heard your enthusiasm and your questions. To that end, we would like to invite you to join a Maven Academy NY Q&A session on Wednesday, May 10th. This meeting will be held via Zoom, and the info to join is below:

Maven Academy is inviting you to a scheduled Zoom meeting.

Topic: Maven Academy NY Q&A Session

Time: May 10, 2023 7 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us05web.zoom.us/j/87081141618...>

Meeting ID: 870 8114 1618

Passcode: qMB8ts

US05WEB.ZOOM.US

Join our Cloud HD Video Meeting

See insights and ads

Boost again

74

1 comment

2 shares

## List of businesses and examples of letter sent to local businesses:

Hi Larry,

We're writing because you're an influential resident of Freeport, and we want to work on behalf of Freeport's students. To put it simply, we need your help. As a valued member of the Freeport community, we would like to invite you to consider becoming a member of the Board of Education for our charter school, Maven Charter Academy (<https://www.mavenacademyny.org>).

Freeport Maven Academy's mission is to prepare students from Freeport and surrounding communities to be college and career ready through an academic program that emphasizes rigor, high expectations for achievement and behavior, elements of a traditional education, and a values-based character education program. As a member of the Board of Education, you would play an important role in helping to shape the future of our school and ensuring that our students receive the best possible education.

We are Maven Charter Academy's founders, Dr. Patrick Fogarty and Mr. Craig Mercado. We have spent our lives working in education, serving as teachers, principals, and district level administrators in both public and private schools. We also have significant experience outside of education, having worked in human resources, software development, and retail management prior to committing ourselves to education. We both received our Master's degrees in Education from Fordham University, and Dr. Fogarty received his doctorate from Johns Hopkins University. Maven Charter Academy represents the culmination of our years of working to improve outcomes for the children in the communities we serve. Now, as we embark on launching a charter school in Freeport, we seek local partners to help us build something incredible.

The Board of Education is responsible for setting policy, establishing goals, and overseeing the budget and operations of the school. We are looking for individuals who are passionate about education, committed to the success of our students, and willing to work collaboratively with others to achieve our shared goals. Your specific expertise would go a long way towards helping ensure our school can support the children of Freeport at the highest levels.

If you are interested in joining our Board of Education, we would love to hear from you. Please visit our website at [mavenacademyny.org](https://www.mavenacademyny.org), and if it interests you, please reach out to us. You can respond to this email or call us at (516) 200-4762. If you have any questions or would like to reach out with your thoughts, please do not hesitate to contact us.

Thank you for your consideration, and we hope to from you soon.


Dr. Fogarty and Mr. Mercado

## Example of Facebook ad (Spanish)



¡INSCRÍBASE HOY!

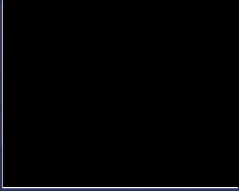
<https://www.mavencharteracademy.org/waitlist>



## ¡INSCRÍBASE HOY!

UNA EDUCACIÓN CLÁSICA PARA LA JUVENTUD DE FREEPORT

MUESTRE SU APOYO A LA ELECCIÓN DE ESCUELA  
ÚNASE A NUESTRA CRECIENTE LISTA DE ESTUDIANTES  
PROSPECTIVOS UNIÉNDOSE A LA LISTA DE ESPERA.



Maven Charter Academy está en proceso de solicitar un estatuto del Estado de Nueva York.  
¡Queremos que tenga un asiento el día de la inauguración!  
Complete nuestro formulario hoy y sea el primero en ser notificado sobre la inscripción.

Messenger Send message

Like Comment Share

Flyer used in physical distribution efforts at local gatherings



## Maven Charter Academy

[mavencharteracademy.org](http://mavencharteracademy.org)

Providing the families of Freeport with school choice



**PROPOSED FREEPORT CHARTER SCHOOL INFORMATION SESSION**



**What we offer:**

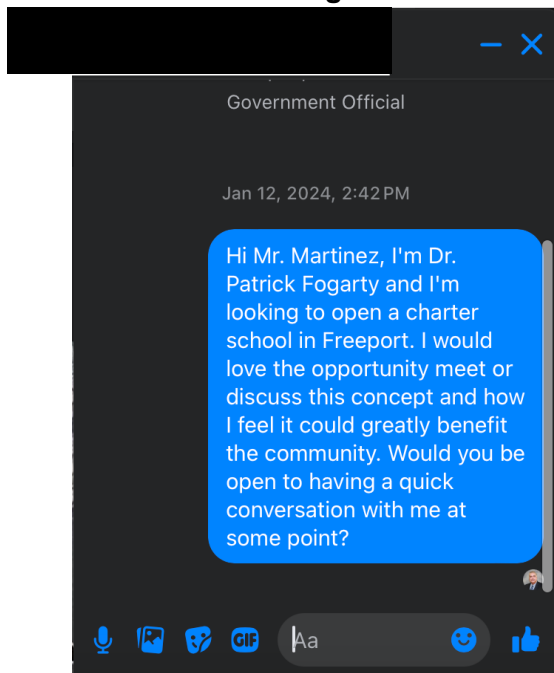
- Grades K-5
- Small class size
- Emphasis on academic excellence
- Modern approach to traditional education
- Focus on the whole child including movement, art, and music

**Zoom Info Session**  
Tuesday, March 19, 7pm

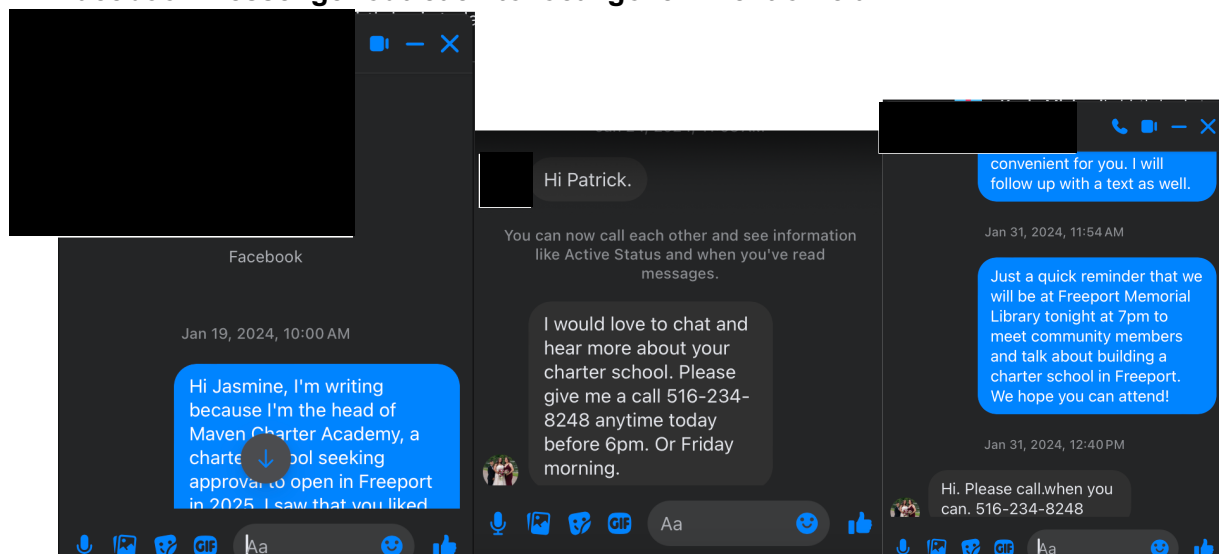
[www.mavencharter-academy.org/zoom](https://www.mavencharter-academy.org/zoom)  
Meeting ID: 754 986 6074  
Passcode: 3FuwBK



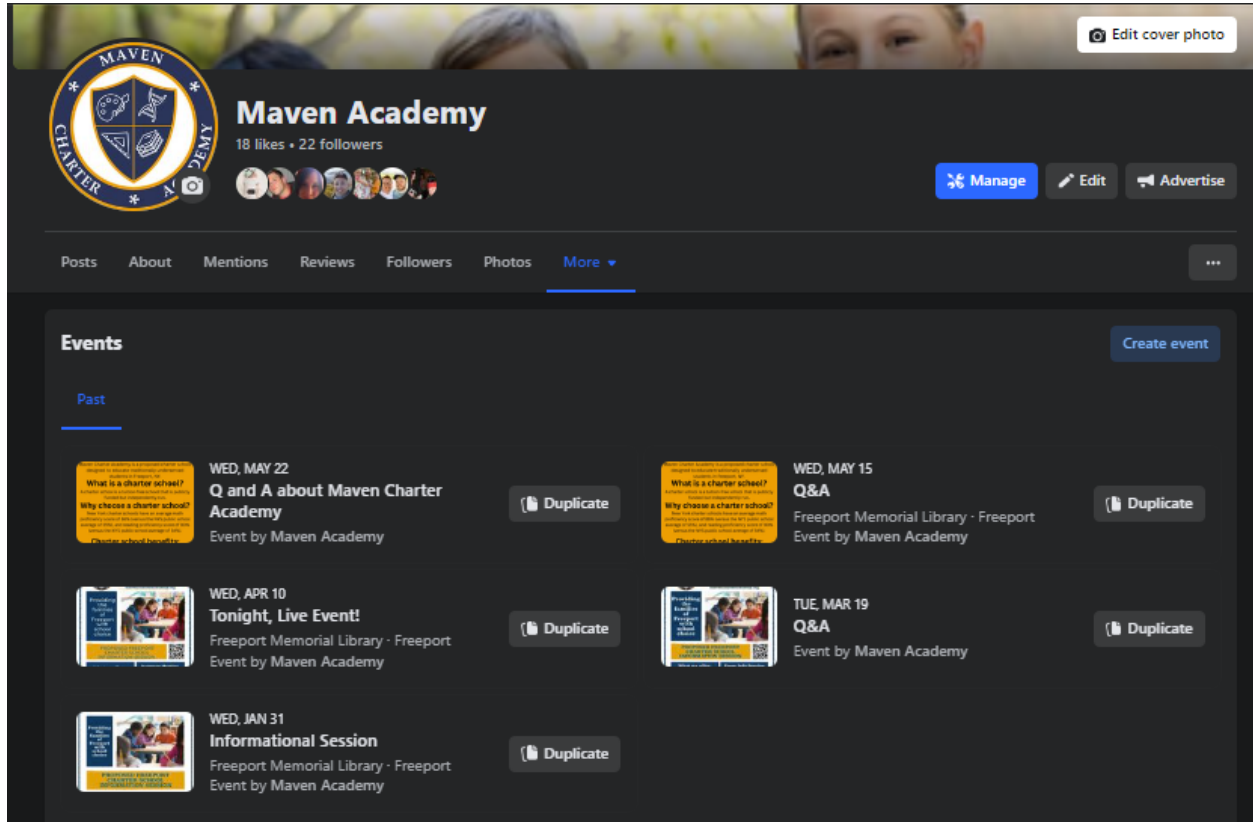
### Facebook Messenger outreach to local government official:



### Facebook Messenger outreach to local government official:



**Promoted In-person Q&A at Freeport Memorial Library and via Zoom:**

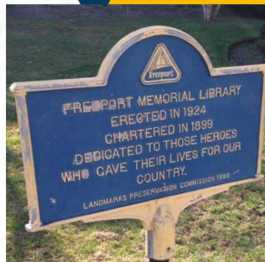
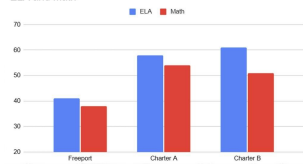


**Example of slides used at informational Sessions in-person and online**



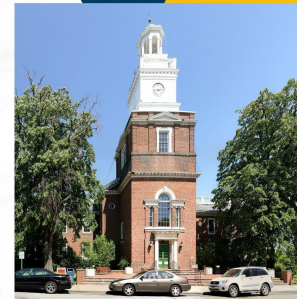
## WHY FREEPORT?

ELA and Math



## WHY FREEPORT?

- Surrounding communities have seen charter schools significantly outperform their local public schools as well as Freeport public schools
- New York charter schools have an average math proficiency score of 86% (versus the NYS public school average of 55%), and reading proficiency score of 90% (versus the NYS public school average of 54%), and outperform Freeport schools in many academic areas



## ABOUT CHARTER SCHOOLS



### WHAT IS A CHARTER SCHOOL?

A charter school is a tuition-free school that is publicly funded but independently run



### WHY CHOOSE A CHARTER SCHOOL?

New York charter schools typically exceed the standardized test scores of their public school peers, and small schools provide flexibility and deep community connections

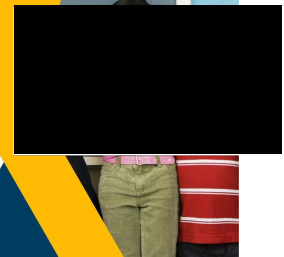


### BENEFITS OF A CHARTER SCHOOL

- Improved student outcomes
- Parental choice
- Rigorous academics
- Family and community connections
- Focus on educating the whole child

## ABOUT MAVEN CHARTER ACADEMY

- We have spent our lives working in education, serving as teachers, principals, and district level administrators in both public and private schools
- We also have significant experience outside of education, having worked in human resources, software development, and retail management prior to committing ourselves to education
- We both received our Master's degrees in Education from Fordham University, and Dr. Fogarty received his doctorate from Johns Hopkins University
- Maven Charter Academy represents the culmination of our years of working to improve outcomes for the children in the communities we serve
- As we embark on launching a charter school in Freeport, we seek local partners to help us build something incredible.



## DR. PATRICK FOGARTY



Dr. Fogarty is a speaker, author, educator, administrator, and consultant who has worked with K12 schools, colleges, and yeshivas across the country. As the former Instructional Technology leader of the Diocese of Brooklyn and Queens and a school and district administrator since 2007, he is uniquely qualified to provide insight on the many ways in which technology is redefining education. He received his doctorate from Johns Hopkins University in 2021.

## CRAIG MERCADO



Mr. Mercado has been a school leader for nearly a decade, and during that time has an impressive record of achievement, including keeping his school open and his students safe throughout the COVID-19 pandemic. He oversaw his school's NYS accreditation, increased enrollment, and launched new educational programs (music program, digital arts, etc.) without significant budgetary increases. He received his M.S.Ed from Fordham University in 2018.



## ACADEMICS

English Language Arts - Phonics-based instruction centered on the building blocks of literacy and an emphasis on Greek and Latin roots

Math - A Singapore-style math program built on fewer topics deeper student understanding

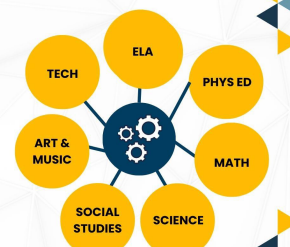
Civics - Civics oriented with a focus on citizenship and their role on their neighborhood, city, and the world

Lab-based hands on learning

Physical Education - Emphasis on movement throughout the day with both structured and unstructured play

Art and Music - Participation in both music and arts that center student creativity

Technology - High level integration throughout the curriculum based on the SAMR model



## OUR TENETS

1

### INNOVATIVE APPROACH TO TRADITIONAL EDUCATION

Maven Charter Academy prioritizes the education of the whole child in a way that prepares students to become vital contributors to society

2

### CHARACTER EDUCATION

The emotional, moral, and ethical development of our students is paramount. Our students are educated about the vocabulary of their feelings, ethical and moral decision making, and their role in the world beyond the school's doors

3

### PHYSICAL ACTIVITY AND PLAY

Movement, play, and physical activity are critical elements of Maven Charter Academy's pedagogical program. School should focus on the development of every aspect of the child, and the mind and body should work in conjunction

4

### SOCIAL AND EMOTIONAL LEARNING

Part of educating the whole child requires that the teachers and leaders at Maven Charter Academy acknowledge the critical importance of a child's healthy emotional development

## CONTACT US

(516) 200-4762

[info@mavencharteracademy.org](mailto:info@mavencharteracademy.org)

[mavencharteracademy.org](http://mavencharteracademy.org)

If you have questions for us:  
[patrick@mavencharteracademy.org](mailto:patrick@mavencharteracademy.org)  
[craig@mavencharteracademy.org](mailto:craig@mavencharteracademy.org)



## Emails to local pastors

Charter school supporters seeking your guidance



**Maven Charter Academy** <info@mavencharteracademy.org>

Wed, Feb 21, 1:20 PM ☆ ↶ ⋮

I hope this email finds you well. I'm Dr. Patrick Fogarty, and I'm writing on behalf of Maven Charter Academy, a K-5 charter school we are hoping to open in Freeport in 2025. We would love time to meet with you to discuss the needs of the community and the ways we can best serve the constituents of Freeport. We are also working to fill our Board of Education with Freeport residents who can both help us shape the school to reflect the neighborhood and provide support as we grow and work to fulfill our mission.

If you can find some time to meet or speak with us, I'd be very grateful. Please let me know if you have any availability.

Thank you,  
Patrick  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org) <<http://mavencharteracademy.org>>



**Maven Charter Academy** <info@mavencharteracademy.org>

Wed, Feb 21, 1:27 PM ☆ ↶ ⋮

I hope this email finds you well. I'm Dr. Patrick Fogarty, and I'm writing on behalf of Maven Charter Academy, a K-5 charter school we are hoping to open in Freeport in 2025. We would love time to meet with you to discuss the needs of the community and the ways we can best serve the constituents of Freeport. We are also working to fill our Board of Education with Freeport residents who can both help us shape the school to reflect the neighborhood and provide support as we grow and work to fulfill our mission.

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Patrick  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)

Charter school supporters seeking your guidance External Inbox x



**Maven Charter Academy** <info@mavencharteracademy.org>

Wed, Feb 21, 4:40 PM ☆ ↶ ⋮

I hope this email finds you well. I'm Dr. Patrick Fogarty, and I'm writing on behalf of Maven Charter Academy, a K-5 charter school we are hoping to open in Freeport in 2025. We would love time to meet with you to discuss the needs of the community and the ways we can best serve the constituents of Freeport. We are also working to fill our Board of Education with Freeport residents who can both help us shape the school to reflect the neighborhood and provide support as we grow and work to fulfill our mission.

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Thank you,  
Patrick  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)

Contact Transfiguration



**Maven Charter Academy** <info@mavencharteracademy.org>

Tue, Apr 2, 12:44 PM ☆ ↶ ⋮

I hope this email finds you well. I'm Craig Mercado, and I'm writing on behalf of Maven Charter Academy, a K-5 charter school we are hoping to open in Freeport in 2025. We would love time to meet with you to discuss the needs of the community and the ways we can best serve the constituents of Freeport. We are also working to fill our Board of Education with Freeport residents who can both help us shape the school to reflect the neighborhood and provide support as we grow and work to fulfill our mission.

If you can find some time to meet or speak with us, I'd be very grateful. We would also be happy to provide coffee and bagels to your parishioners after Sunday service because it would give us an opportunity to meet more community members and discuss our plans to make Freeport an educational destination on Long Island. Please let me know if you have any availability.

Thank you,  
Craig Mercado  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)

Partnering with your church



**Maven Charter Academy** <info@mavencharteracademy.org>

Tue, Apr 2, 11:53 AM ☆ ↶ ⋮

I hope this email finds you well. I'm Craig Mercado, and I'm writing on behalf of Maven Charter Academy, a K-5 charter school we are hoping to open in Freeport in 2025. We would love time to meet with you to discuss the needs of the community and the ways we can best serve the constituents of Freeport. We are also working to fill our Board of Education with Freeport residents who can both help us shape the school to reflect the neighborhood and provide support as we grow and work to fulfill our mission.

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Thank you,  
Craig Mercado  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)  
[mavencharteracademy.org](http://mavencharteracademy.org)

## Partnering with your church



**Maven Charter Academy** <info@mavencharteracademy.org>

Tue, Apr 2, 11:46 AM ☆ ↩ ⋮

Dear Cornerstone Church leadership,

I hope this email finds you well. I'm Craig Mercado, and I'm writing on behalf of Maven Charter Academy, a K-5 charter school we are hoping to open in Freeport in 2025. We would love time to meet with you to discuss the needs of the community and the ways we can best serve the constituents of Freeport. We are also working to fill our Board of Education with Freeport residents who can both help us shape the school to reflect the neighborhood and provide support as we grow and work to fulfill our mission.

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Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)

## Partnering with your church



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Thank you,  
Craig Mercado  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)

## Partnering with your church in Baldwin



**Maven Charter Academy** <info@mavencharteracademy.org>

Tue, Apr 2, 12:26 PM ☆ ↩ ⋮

I hope this email finds you well. I'm Craig Mercado, and I'm writing on behalf of Maven Charter Academy, a K-5 charter school we are hoping to open in Freeport in 2025. We would love time to meet with you to discuss the needs of the community and the ways we can best serve the constituents of Freeport. We are also working to fill our Board of Education with Freeport residents who can both help us shape the school to reflect the neighborhood and provide support as we grow and work to fulfill our mission.

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Thank you,  
Craig Mercado  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)

## Partnering with your church



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[mavencharteracademy.org](http://mavencharteracademy.org)

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Thank you,  
Craig Mercado  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)

## Partnering with your Freeport church



**Maven Charter Academy** <info@mavencharteracademy.org>

Tue, Apr 2, 12:56 PM ☆ ↶ ⋮

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Thank you,  
Craig Mercado  
Co-founder, Maven Charter Network  
[mavencharteracademy.org](http://mavencharteracademy.org)

## Newspaper Article about Maven Academy Charter School



SELECT A TOWN



### Movement to start charter school grows

Posted April 25, 2024



([https://gamma.creativecirclecdn.com/liherald/original/20240425-093257-FRE%20Charter%20A\\_4-25%20%28bigger%29.jpg](https://gamma.creativecirclecdn.com/liherald/original/20240425-093257-FRE%20Charter%20A_4-25%20%28bigger%29.jpg))

Craig Mercado, former principal of St. Ephrem Catholic Academy in Brooklyn, intends to lead Maven Charter School.  
PHOTOS COURTESY OF CRAIG MERCADO

By Mohammad Rafiq (<mailto:mrafiq@liherald.com>)

Efforts have begun in Freeport to establish a new charter school.

A charter school is a learning institution that, like a public school, receives funding from the government, but operates independently of the state school system.

Leading the charge for the new school is Craig Mercado, of Brooklyn, the former principal of St. Ephrem Catholic Academy in Brooklyn. Before his six-year tenure there, Mercado was an elementary school instructor and a high school English teacher at public and private schools in Brooklyn.

Now he is focused on establishing the Maven Charter Academy in Freeport. Mercado is one of four board members of Maven — a word which means “someone who is knowledgeable in something” — along with Patrick Fogarty, of Rockville Center, a teacher for nearly two decades who recently completed his doctorate at John Hopkins University’s School of Education, and who is now focused on recruiting other board members.

They intend to apply to the State University of New York, which has an approval process in place for charter schools, as early as June. If and when Maven is established, Mercado, who has a master’s from Fordham University in educational administration and supervision, plans to serve as its principal.

Asked why he identified Freeport as a potential location for a charter school, Mercado said, “Patrick and I went through a lot of areas to see where other charter schools were ... and we based a lot of it on public test scores, to see what communities are underserved and what communities aren’t testing to the level that they probably should.”

Asked why the pair were drawn to a charter-school model instead of a traditional public school, Fogarty said, “I think the charter-school model is like a public school with lower overhead. And as a result, you have more flexibility. You have the ability to be a little more creative. ... It gives you the opportunity to launch a school and manage it almost more like a small business than a large school district.”

Explaining the lower overhead, Fogarty added, “You’re staffing only based on need. We’re starting off small, and we’re going to add staff as we need it. We’re entirely enrollment-dependent. We have lower overhead as far as teachers that we hire — we’re not obligated to go with only union employees. That helps keep our costs down.”

“(You can) sort of cut the fat,” Mercado said. “It’s very hard to get too bloated. When you’re an entire district, that bloat can happen very easily.”



A common concern about a charter schools is that a portion of its state funding would come from money that is now going to the Freeport school district. The district, and parents who send their children to the village's public schools, might not approve of that arrangement. But, Mercado said, the reality is more complicated.

"The money that the state sends goes with the child," he explained. "Whether Archer Street or Giblyn gets money is based on their enrollment as well. We're just an additional public school in that area ... we're just not under the Freeport uni ed district."

Mercado emphasized that Maven would receive only 80 percent of the funding that a public school would receive per child enrolled. His view is that a charter school would be no more in competition with the district's public schools district than the public schools compete with one another.

A petition the pair created has received over 100 signatures of support from village residents, and about a dozen local businesses have signed a separate letter of support.

Mercado and Fogarty will host a public meeting at the Freeport Memorial Library on May 15, at 7 p.m., and a Zoom meeting on May 22, at 7 p.m., the link for which can be found at [MavenCharterAcademy.org/zoom](https://MavenCharterAcademy.org/zoom).

Freeport School District of cials did not respond to several requests for comment.

#### HELP SUPPORT LOCAL JOURNALISM

*The worldwide pandemic has threatened many of the businesses you rely on every day, but don't let it take away your source for local news. Now more than ever, we need your help to ensure nothing but the best in hyperlocal community journalism comes straight to you. Consider supporting the Herald with a small donation. It can be a one-time, or a monthly contribution, to help ensure we're here through this crisis. To donate or for more information, click here (/donate/).*

#### SPONSORED CONTENT

How prepared are you? Let Attorney Anthony A. Nozzolillo, Esq. help you make sure your Estate Planning (Wills, Trusts, Testamentary Provisions) is in order (/freeport/stories/will-trust-death-preparedness-attorney-anthony-nozzolillo,208057)

Attorney Anthony A. Nozzolillo Esq. takes on the Tumultuous Residential Landlord/Tenant Relationship in New York State (/freeport/stories/landlord-tenant-rights-attorney-anthony-nozzolillo,207381)

NCAA Madness, Sweet 16 Teams Set! (/freeport/stories/ncaa-madness-sweet-16-teams-set,206899)

#### OTHER ITEMS THAT MAY INTEREST YOU

What is 'emotional safety' (/freeport/stories/what-is-emotional-safety,208203)

Town o cially claims eminent domain over Capri (/freeport/stories/town-o cially-claims-eminent-domain-capri,208193)

West Hempstead raised more than \$12k for these scholars (/freeport/stories/west-hempstead-community-scholarship-fund-2024,208191)

Helen Duryea, Karl Riesterer Sr., Lesley McAvoy honored by rotary club (/freeport/stories/duryea-riesterer-mcavoy-rotary,208188)

#### Comments

[Report an inappropriate comment \(/report\\_item.html?sub\\_id=207450&referring\\_url=%2Ffreeport%2Fstories%2Fmovement-to-start-charter-school-grows%2C207450\)](#)

0 comments

Sort by Oldest

Add a comment...

[Facebook Comments Plugin](#)



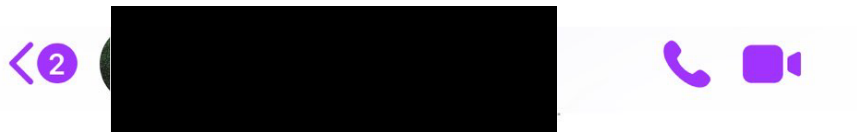
**FREE WEEKLY EMAIL NEWSLETTER**  
CLICK HERE TO SIGN UP NOW (/signup.html)

fl

[ADVANCED SEARCH \(/SEARCH.HTML\)](#)



Facebook Messenger outreach to local community leader:



Join Us in Shaping the Future of  
Education at Maven Charter  
Academy

Ms. Piñeyro

I hope this message finds you well. My name is Craig Mercado, and I am reaching out to you as a member of the founding team of Maven Charter Academy School, an exciting new educational institution we are working to open in Freeport, New York. Our mission is to provide a top-quality innovative and nurturing learning environment for the children of Freeport, and we are seeking the support and involvement of esteemed local community members like yourself.

At Maven Charter Academy, we believe that a strong connection between our school and the local community is essential for



## E-mail to mailing list call to action:



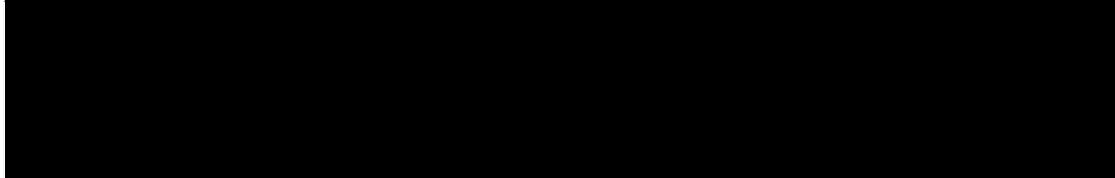
Maven Charter Academy <info@mavencharteracademy.org>

### Join Us in Shaping the Future of Education at Maven Charter Academy

6 messages

Maven Charter Academy <info@mavencharteracademy.org>

Sat, May 25, 2024 at 10:49 AM



Dear Parents and Guardians,

Thank you for showing interest in Maven Charter Academy. I am excited to announce that we are completing our application for Maven Charter Academy, right here in Freeport, NY. This innovative charter school is dedicated to providing a high-quality, personalized education that prepares our children for a bright and successful future.

Maven Charter Academy aims to cultivate a learning environment where every student can thrive academically, socially, and emotionally. Our curriculum will be rigorous and engaging, emphasizing critical thinking, creativity, and real-world problem-solving skills. With a focus on small class sizes, individualized instruction, and a supportive school culture, we are committed to helping each child reach their full potential.

However, bringing this vision to life requires the collective effort and support of our community. This is where you come in. We need your voice, your passion, and your dedication to make Maven Charter Academy a reality. Here's how you can help:

1. Express Your Support: Write letters of support to local education authorities and community leaders. Your advocacy is crucial in demonstrating the demand and enthusiasm for Maven Charter Academy. We have provided a letter which you can sign and return to us via email, to show that you support school choice in Freeport.
2. Create an informational Session: Do you know parents who are looking for a high-quality alternative to the limited choices for elementary education in Freeport? Gather them together and we will set up a live, or virtual meeting to address any concerns, answer any questions, and outline how Maven Charter Academy can serve their children's educational goals.

3. Volunteer Your Time: We are forming committees to assist with various aspects of our planning process, from curriculum development to community outreach. Your skills and expertise can make a significant difference.
4. Spread the Word: Share information about Maven Charter Academy with friends, family, and neighbors. Encourage other parents and community members to get involved and support this initiative.
5. Stay Informed and Engaged: Follow us on social media, sign up for our newsletter, and participate in community meetings. Staying connected will keep you informed about our progress and upcoming events.

The establishment of Maven Charter Academy represents an incredible opportunity for our children and our community. Together, we can create a school that not only meets the educational needs of our students but also fosters a lifelong love of learning and a strong sense of community.

We invite you to join us on this final leg of this important endeavor. Please feel free to contact us at [info@mavenchateracademy.org](mailto:info@mavenchateracademy.org) for more information or to find out how you can get involved.

Thank you for your support and commitment to the future of our children.

Sincerely,


Craig Mercado

Co-Founder

Maven Charter Academy

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2 attachments

 Letter of support.pdf

27K

 Letter of Support en Espanol.pdf

21K

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#### **R-04e Evidence of Community Support**

Maven Academy Charter School has received support from local community members. Residence, businesses, and prospective parents have shown their support in the form of letters, e-mails, and verbal support.

Evidence	Explanation	Page
Business Letter	A signed letter of support from Quinn's Auto Repair	R-04E2
Business Letter	A signed letter of support from Freeport Beverage	R-04E3
Business Letter	A signed letter of support from Atlantic Hardware	R-04E4
Business Letter	A signed letter of support from Freeport Collision	R-04E5
Business Letter	A signed letter of support from Ben Jackson, Local Businessman and community leader	R-04E6
Business Letter	A signed letter of support from New Z Deli and Grill	R-04E7
Business Letter	A signed letter of support from Freeport Pharmacy	R-04E8
Signature list	List of signatures of Freeport community members from various events.	R-04E 9-21
Survey Results	Results of the survey from Maven Academy Charter School website	R-04E 22
E-mails	E-mails received directly and on the Academy website showing support or indicated interest	R-04E 23

## Letters of support from local businesses:



## Maven Charter Academy

mavenacademyny.org  
(516) 200-4762  
info@mavenacademyny.org

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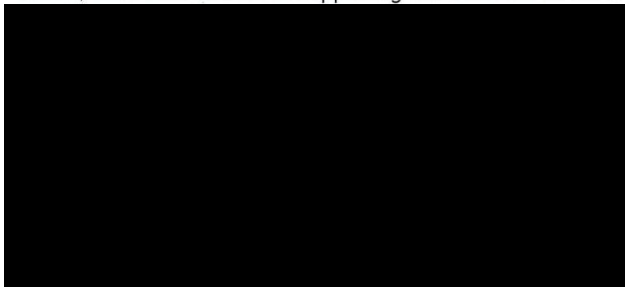
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As a valued member of the Freeport community, I would like to express my strong support for Maven Charter Academy, a K-5 charter school to be opened in Freeport, NY (<https://www.mavencharteracademy.org>).

I [REDACTED] am a supporter of Freeport Maven Academy's mission, which is to prepare students from Freeport and surrounding communities to be college and career ready through an academic program that emphasizes rigor, high expectations for achievement and behavior, elements of a traditional education, and a values-based character education program. Charter schools have been proven to have positive effects on the communities in which they operate, and I believe Freeport would benefit greatly from Maven Charter Academy's presence.

Charter schools have a track record of providing high-quality, innovative education that prepares students for success in college and beyond. The proposed curriculum and educational philosophy of Maven Charter Academy aligns with my own educational values, and I believe it will offer the children of Freeport a unique and engaging learning experience.

I wholeheartedly endorse the opening of Maven Charter Academy and believe it will have a positive impact on the educational landscape in Freeport. It will provide families with more options and help improve educational outcomes for all students in the area. I encourage the decision-makers to approve this new school, and I look forward to supporting this endeavor in 2025 and beyond.





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[REDACTED]



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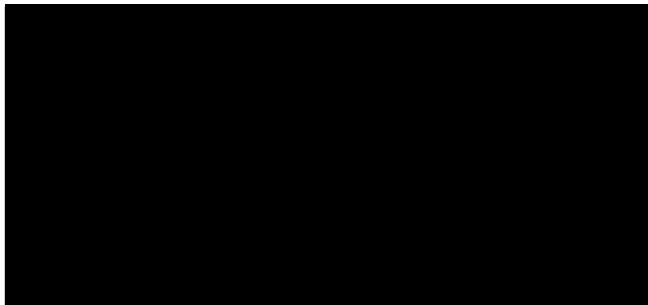
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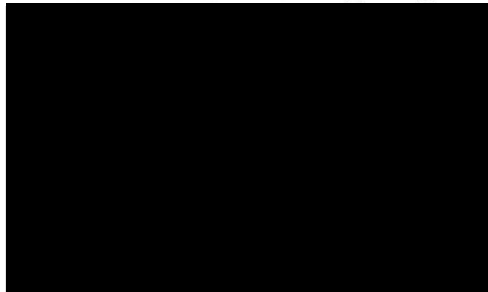
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[REDACTED]

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Name of Business



## Maven Charter Academy

mavenacademyny.org  
(516) 200-4762  
info@mavenacademyny.org

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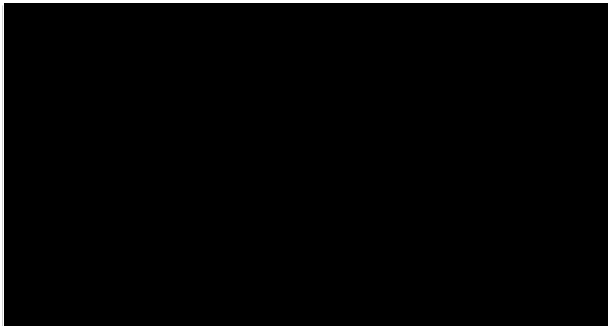
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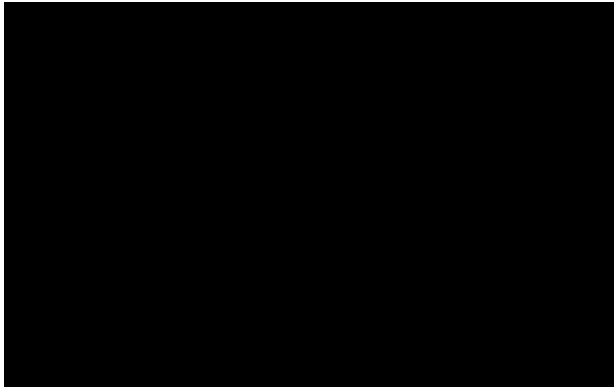
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**Signatures from supporters:**



## Maven Charter Academy

**Petition for New Charter School Maven Charter Academy**

Petition for a new charter school Maven Charter Academy  
Maven Charter Academy is a proposed free public charter school for Freeport students and families. Maven Charter Academy seeks to open its doors to K-2 students in September 2025. We hope to open to fifth grade in September 2028. We are looking for at least 250 petitioners.

**Signers of the petition**

**Petition Signers**

Name (Nombre)	Email Address - Dirreccion/Physical Address	Date & Tel # Fecha y numero de telefono
[Redacted]		

### Maven Charter Academy Supporter Sign Up Sheet

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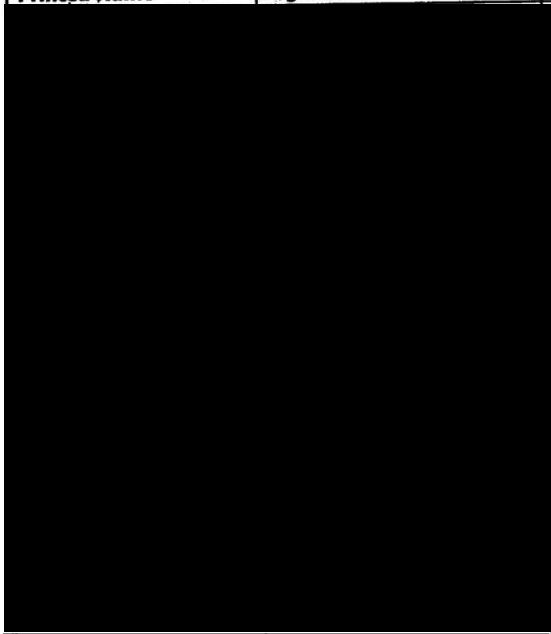
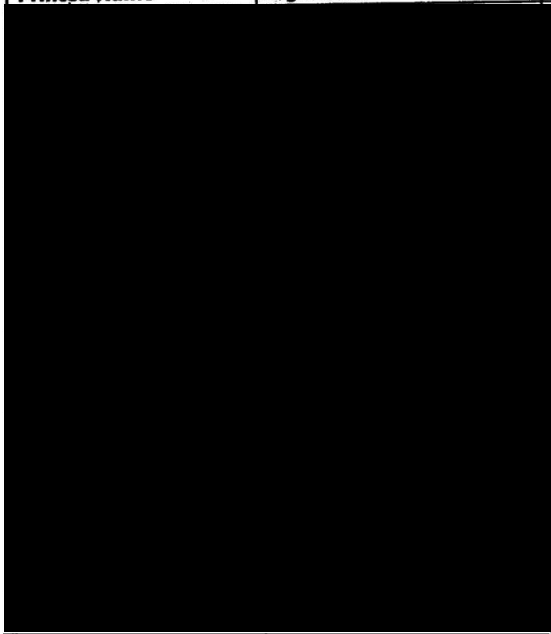
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Printed Name	Signature	Address	Comment
			

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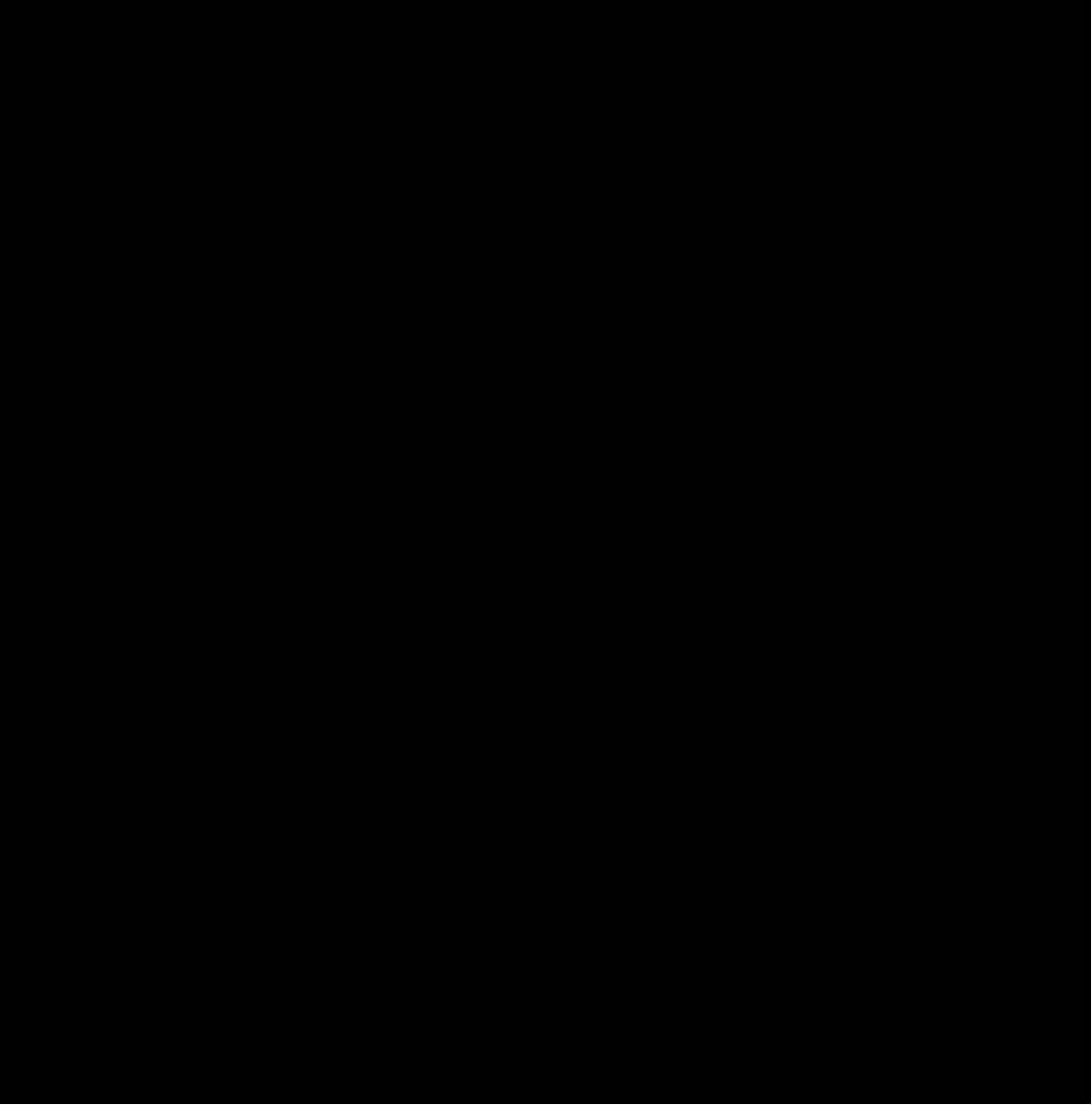
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## Maven Charter Academy Supporter Sign Up Sheet

[illegible]

Sample of Online Survey Results:

Share your experience with us

Default view21 items

+ New View

More Actions

Default view

Refresh order

Manage Fields

Sort


Filter

Search

	📅 Submission Time	👤 Do you live in Freeport?	👤 If you do not live...	👤 Do you have children?	👤 What is your perception?	👤 What do you think is the biggest problem with the schools in Freeport?	👤 How involved do you...	👤 Would you be in...	👤 Would you be in...	👤 Thank you for your...
1	May 3, 2024 12:15 PM	Yes	Yes	Yes	Poor	I prefer not to comment because my children do not currently attending Freeport...	Not too involved	Maybe	Yes	
2	Mar 26, 2024 10:02 PM	Yes	Yes	Yes	Good	There are not enough age appropriate practices in learning overall, is not very p...	Somewhat involved	Maybe	Yes	
3	Jan 31, 2024 12:24 PM	Yes	Yes	Yes	Average	Class size, child's level of understanding if it's more advanced than other studen...	Not involved at all	Yes	Yes	
4	Jan 20, 2024 1:22 AM	Yes	Yes	Yes	Good	Class sizes children to teacher ratios	Extremely involved	Yes	Yes	
5	Oct 23, 2023 6:47 AM	Yes	Yes	No	Poor	Overcrowding	Extremely involved	Yes	Yes	
6	Feb 22, 2022 5:47 AM	No	Yes	No	Poor	Increased gang activity and bullying	Extremely involved	No	Yes	
7	Feb 22, 2022 5:30 AM	Yes	Yes	Yes	Average	Covid	Highly involved	No	Yes	
8	Feb 22, 2022 5:24 AM	Yes	Yes	Yes	Great	Covid	Extremely involved	Yes	No	
9	Feb 22, 2022 3:44 AM	Yes	Yes	Yes	Good	attention to children	Extremely involved	Yes	Yes	
10	Feb 21, 2022 5:32 AM	Yes	Yes	Yes	Average	Hope to improve the level of teaching more extracurricular classes	Somewhat involved	Yes	Yes	
11	Feb 21, 2022 5:32 AM	Yes	Yes	No	Average	Hope to improve the level of teaching more extracurricular classes	Somewhat involved	Yes	Yes	
12	Feb 21, 2022 5:31 AM	Yes	Yes	Yes	Average	Hope to improve the level of teaching more extracurricular classes	Somewhat involved	Maybe	Yes	
13	Feb 21, 2022 5:30 AM	Yes	Yes	Yes	Average	Hope to improve the level of teaching more extracurricular classes	Somewhat involved	Maybe	Yes	
14	Feb 21, 2022 5:29 AM	No	Yes	Yes	Average	Hope to improve the level of teaching more extracurricular classes	Somewhat involved	Maybe	Yes	
15	Feb 21, 2022 12:50 AM	No	Yes	Yes	Average	location	Extremely involved	Yes	Yes	
16	Feb 19, 2022 5:40 PM	No	No	No	Very Poor	Mavens	Not involved at all	No	No	
17	Feb 19, 2022 11:59 AM	No	Yes	Yes	Good		Highly involved	Yes	Yes	
18	Feb 19, 2022 11:59 AM	Yes	No	Yes	Poor		Extremely involved	Yes	Yes	
19	Feb 19, 2022 11:58 AM	No	No	Yes	Average		Highly involved	Yes	Yes	
20	Feb 19, 2022 11:58 AM	Yes	Yes	Yes	Good		Extremely involved	Yes	Yes	
21	Feb 19, 2022 11:55 AM	No	Yes	Yes	Great		Highly involved	Maybe	Yes	


## E-mails from Maven Academy Charter School Website showing interest in and/or support of Maven Academy Charter School:

Information External Inbox x ⌵ 🖨 🔗

 Wed, Mar 20, 12:57 PM ☆ ↶ ⋮


Hello, I would like some information about your school. Is it open yet? Are you currently accepting enrollments? I missed yesterday's zoom will you be conducting another? Thanks!

---

 **Maven Charter Academy** Wed, Mar 20, 3:38 PM ☆

Hi Jenny, Thanks so much for writing! We are hoping to open for 2025. You can learn more about us on our website here: [mavencharteracademy.org](https://mavencharteracademy.org) More than anythin

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 Wed, Mar 20, 3:40 PM ☆ ↶ ⋮

Great. I will be there. Thanks!

[Yahoo Mail: Search, Organize, Conquer](#)

\*\*\*



MESSAGE

N/a

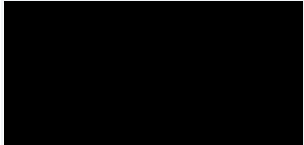


NUMBER OF ADDITIONAL POTENTIAL ENROLLEES IN YOUR HOUSEHOLD (IF ANY)

0


SUBMISSION SOURCE:

<https://www.mavenacademyny.org/waitlist>



MESSAGE

Can you send me info on this Charter school



SUBMISSION SOURCE:

<https://www.mavenacademyny.org/waitlist>



MESSAGE

Hello I am interested in learning all about the programs and how this charter school works



SUBMISSION SOURCE:

<https://www.mavenacademyny.org/waitlist>



MESSAGE

pre k



NUMBER OF ADDITIONAL POTENTIAL ENROLLEES IN YOUR HOUSEHOLD (IF ANY)

1


SUBMISSION SOURCE:

<https://www.mavencharteracademy.org/waitlist>



MESSAGE

Seeking a local college and career prep charter school for my child. Thank you.



NUMBER OF ADDITIONAL POTENTIAL ENROLLEES IN YOUR HOUSEHOLD (IF ANY)

1 possible

SUBMISSION SOURCE:

<https://www.mavencharteracademy.org/waitlist>



MESSAGE



and we just moved to the area



NUMBER OF ADDITIONAL POTENTIAL ENROLLEES IN YOUR HOUSEHOLD (IF ANY)

1

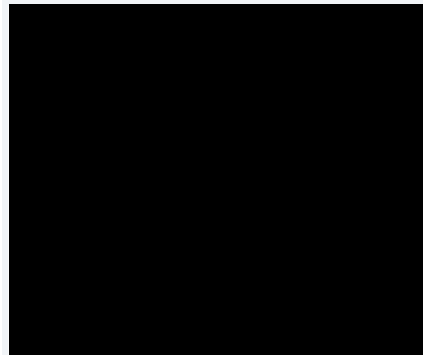
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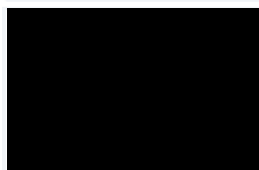
MESSAGE

I would like to apply for next year school



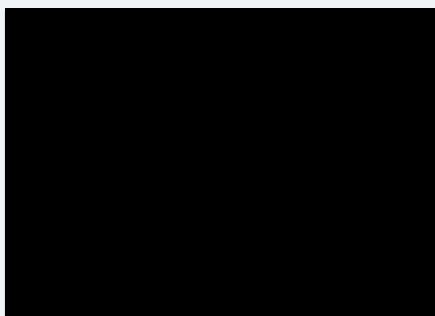
SUBMISSION SOURCE:

<https://www.mavencharteracademy.org/waitlist>



MESSAGE

I am interested for my incoming second grade child.



SUBMISSION SOURCE:

<https://www.mavencharteracademy.org/waitlist>

MESSAGE

I would like for my children to attend a charter school and hoping you can secure a location for the school.

NUMBER OF ADDITIONAL POTENTIAL ENROLLEES IN YOUR HOUSEHOLD (IF ANY)

1

SUBMISSION SOURCE:

<https://www.mavencharteracademy.org/waitlist>

MESSAGE

Very interested

NUMBER OF ADDITIONAL POTENTIAL ENROLLEES IN YOUR HOUSEHOLD (IF ANY)

0

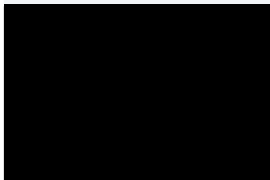
SUBMISSION SOURCE:

[https://www.mavencharteracademy.org/waitlist?fbclid=IwZXh0bgNhZW0CMTEAAR1hmQf32BnR0caGMgP5hZaDZy2FkhS54hi4aLXdHdoBDj7eHRUDyWdT8Qk\\_aem\\_AYRBffxohhnu68A5B7UCJ\\_fFL15TRlhgUre24D6JrqSrtLtLAkqMozLeOE1qMHZY9CGFtVwQKqAKMPKcht1plqaz](https://www.mavencharteracademy.org/waitlist?fbclid=IwZXh0bgNhZW0CMTEAAR1hmQf32BnR0caGMgP5hZaDZy2FkhS54hi4aLXdHdoBDj7eHRUDyWdT8Qk_aem_AYRBffxohhnu68A5B7UCJ_fFL15TRlhgUre24D6JrqSrtLtLAkqMozLeOE1qMHZY9CGFtVwQKqAKMPKcht1plqaz)



MESSAGE

Interested in enrollment

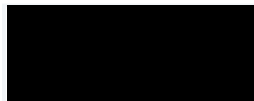


NUMBER OF ADDITIONAL POTENTIAL ENROLLEES IN YOUR HOUSEHOLD (IF ANY)

0

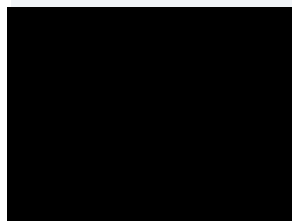
SUBMISSION SOURCE:

[https://www.mavencharteracademy.org/waitlist?fbclid=IwZXh0bgNhZW0CMTEAAR0jUlgU8SI9FekgVkr6fQ-AeEf452PI59hrl5o3hgyQ4Y1qqzRm0zltk2l\\_aem\\_AfW8VgCRmw72-Zu0MNMmYUmOzCn7BEyqzLYuvMN6Q3sLx8O3JliCXklLc8OS9Ilco6uTz4WsVFNYkyQ7QpYb2vEu2](https://www.mavencharteracademy.org/waitlist?fbclid=IwZXh0bgNhZW0CMTEAAR0jUlgU8SI9FekgVkr6fQ-AeEf452PI59hrl5o3hgyQ4Y1qqzRm0zltk2l_aem_AfW8VgCRmw72-Zu0MNMmYUmOzCn7BEyqzLYuvMN6Q3sLx8O3JliCXklLc8OS9Ilco6uTz4WsVFNYkyQ7QpYb2vEu2)



MESSAGE

Hello, I wanted to add my child to the waitlist.



NUMBER OF ADDITIONAL POTENTIAL ENROLLEES IN YOUR HOUSEHOLD (IF ANY)

1

SUBMISSION SOURCE:

<https://www.mavenacademyny.org/waitlist>



## **R-04F - Evidence of Student Demand**

To determine the support for school-aged children in the area we created a waiting list on our website. Respondents were asked the age of their child and their interest in enrollment in a K-5 school. The evidence for student demand can be found in the evidence chart in R-04E, specifically the signature sheets that were collected at various events including in-person meetings and church gatherings. Specific emails asking for enrollment are also included in the evidence from R-04E

As the site indicated that we were not currently taking applications and were only creating a waitlist, We anticipate that the true number of respondents would be much greater given an actual opportunity to enroll.

Document Type	Explanation	Page
Waitlist		R-04F 3
E-mail		R-04E 23
E-mail		R-04E 23
E-mail		R-04E 24
E-mail		R-04E 24
E-mail		R-04E 25
E-mail		R-04E 25
E-mail		R-04E 26
E-mail		R-04E 26
E-mail		R-04E 27
E-mail		R-04E 27
E-mail		R-04E 28
E-mail		R-04E 28
Excel sheet		R-04F 3

## Picture of wait list questionnaire.

### Maven Academy Waitlist and Info

While we are not currently accepting applications, we are asking interested families to join our waitlist. Doing so ensures we will be able to keep you updated on our school's launch.

#### Join Our Waitlist!

Please enter your contact information and we will be in touch soon. Thank you for your interest in Maven Academy!

\* Last Name

\* Email Address


\* Message

\* Child's first name

\* Child's age

Number of additional potential enrollees in your household (if any)

SUBMIT

 POWR

[Contact Form](#) - Create your own for free!

**Tabulation of parent interest from website survey:**

	A	B	C	D	E
1	Email Address	First Name	Last Name	Name	Interested in child attending?
2					Yes
3					Yes
4					Yes
5					Yes
6					Yes
7					Yes
8					No
9					No
10					Yes
11					Yes
12					Yes
13					Yes
14					Yes
15					Yes
16					Yes
17					Yes
18					Yes
19					Yes
20					Yes
21					Yes
22					

## **R-05ac - Enrollment**

### **a. Enrollment Plan**

#### **Alignment with School District of Location**

Maven Charter Academy's grade configuration aligns closely with the existing structure of the Freeport School District, which serves elementary students from Kindergarten through Grade 4 and then transitions them to a middle school for Grades 5-8. Our charter school will eventually serve Kindergarten through Grade 5, thus providing continuity in the early education phase and aligning with the district's configuration until Grade 4. The addition of Grade 5 aligns with the upper end of elementary education, providing a more gradual transition to middle school. This alignment minimizes disruptions for families and allows students to benefit from a stable educational environment during their formative years.

#### **Addressing Performance Declines in Grades 5-8**

It is important to note that academic performance data indicates a significant decline in student achievement in the Freeport School District as students transition from elementary to middle school. Standardized test scores and other performance metrics show that many students experience challenges in adapting to the middle school environment, which impacts their academic progress and overall well-being.

#### **Academic and Social-Emotional Benefits**

1. **Extended Academic Support:** By retaining students in an elementary setting through Grade 5, Maven Charter Academy can provide an additional year of focused academic support, ensuring that students master essential skills before transitioning to middle school. This extended period allows for a stronger foundation in core subjects such as mathematics, reading, and science, which are critical for success in higher grades.
2. **Social-Emotional Development:** The transition from elementary to middle school often involves significant social and emotional adjustments. Students must navigate new social dynamics, increased academic expectations, and a larger, more complex school environment. By extending the elementary experience, students at Maven Charter Academy will have more time to develop the social-emotional skills necessary to handle these challenges effectively.
3. **Consistency and Stability:** Maintaining a familiar and supportive environment through Grade 5 provides students with consistency during a critical developmental period. This stability can reduce anxiety and improve students' confidence, leading to better academic outcomes and a smoother transition to middle school.
4. **Parental Involvement:** Elementary schools typically encourage higher levels of parental involvement compared to middle schools. By extending the elementary grade span,

Maven Charter Academy can continue to foster strong parent-school partnerships, which are associated with improved student achievement and well-being.

### **Mitigating the Impact of Middle School Transition**

Maven Charter Academy's approach to extending the elementary school experience through Grade 5 is informed by research and best practices in education. Studies have shown that students benefit from a gradual transition to middle school, which allows them to acclimate to the increased academic and social demands more effectively. Our model aims to provide this gradual transition, thereby addressing the performance decline observed in Freeport schools.

1. **Data-Driven Instruction:** Utilizing data to inform instruction and identify areas where students need additional support will be a key component of our strategy. By closely monitoring student progress and implementing targeted interventions, we can ensure that students are well-prepared for the transition to middle school.
2. **Professional Development:** Teachers at Maven Charter Academy will receive ongoing professional development focused on strategies to support students during transitional periods. This training will equip educators with the skills and knowledge to address the unique needs of fifth-grade students as they prepare for middle school.
3. **Collaborative Learning Environment:** Creating a collaborative learning environment that emphasizes peer support and cooperative learning can help students develop the social skills needed for middle school. By fostering a sense of community and belonging, we can mitigate some of the social challenges associated with the transition.

By extending the elementary school experience through Grade 5, Maven Charter Academy seeks to provide a more gradual and supportive transition to middle school, addressing the performance decline observed in the Freeport School District. This approach not only aligns with the district's existing grade configuration but also offers significant academic and social-emotional benefits for students. Our commitment to data-driven instruction, professional development, collaborative learning, and comprehensive support services will ensure that students are well-prepared for the challenges of middle school and beyond.

### **Differences in Eligible or Minimum Age**

Maven Charter Academy will adhere to the age eligibility requirements similar to those of the Freeport School District. For Kindergarten, children must turn five years old by December 1st of the school year in which they are enrolling. This standard is consistent with the district's policy, ensuring no discrepancies that might impact enrollment decisions or create confusion among parents. Our alignment with the district's age requirements promotes equitable access and seamless transition for families moving between district and charter schools.

## **Pattern of Growth Over the Charter Term**

### **Initial Enrollment and Expansion**

Maven Charter Academy will open in 2025 with 1-2 Kindergarten classes and 1-2 First Grade classes, totaling no more than 50 students per grade level. Each subsequent year, the academy will add an additional grade, with the goal of filling two sections per grade level. The anticipated growth pattern is as follows:

- 2025-2026: Kindergarten and First Grade
- 2026-2027: Kindergarten, First Grade, and Second Grade
- 2027-2028: Kindergarten, First Grade, Second Grade, and Third Grade
- 2028-2029: Kindergarten, First Grade, Second Grade, Third Grade, and Fourth Grade
- 2029-2030: Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, and Fifth Grade

By the 2029-2030 school year, Maven Charter Academy will have reached its full grade span from Kindergarten through Fifth Grade, with two sections per grade level.

### **Student Attrition and Backfill Policy**

We anticipate a modest attrition rate, typical of elementary schools in the area. Attrition rates are expected to be around 5-7% annually, reflecting natural family moves or changes in educational preferences. To address this, Maven Charter Academy will implement a "backfill" policy where vacancies due to attrition in grades K-3 will be filled from the waiting list. This policy ensures stable enrollment numbers and continuous opportunities for new students to join the academy.

For grades 4 and 5, backfilling will be assessed on a case-by-case basis to ensure the incoming students can seamlessly integrate into the existing curriculum and classroom culture without significant disruption to their learning experience or that of their peers.

### **Future Growth Plans**

Looking beyond the initial charter term, Maven Charter Academy may aim to further expand its educational offerings, contingent on successful renewal and demonstrated demand. Potential growth areas include:

- Middle School Expansion: Adding Grades 6-8 to provide a consistent educational pathway for students beyond elementary school.
- Enhanced Specialized Programs: Introducing specialized programs such as advanced STEM (Science, Technology, Engineering, and Mathematics) initiatives, arts integration, and language immersion to meet diverse student interests and community needs.

- Community Engagement and Support Services: Expanding community partnerships and support services, including after-school programs, to further support student success and family engagement.

Maven Charter Academy's enrollment plan is designed to provide a stable and nurturing educational environment that aligns with the Freeport School District's existing structure. By carefully managing growth, addressing attrition, and planning for future expansion, the academy aims to serve the community effectively and provide high-quality education tailored to the needs of its students. This approach ensures that Maven Charter Academy can fulfill its mission of fostering academic excellence and personal growth in a supportive and inclusive setting.

## **References**

Freeport Union Free School District. (n.d.). Retrieved from [Freeport Schools] (<http://www.freeportschools.org/>)  
New York State Education Department. (n.d.). Charter Schools. Retrieved from [NYSED Charter Schools] (<http://www.nysed.gov/charter-schools>)

## **B. Target Population Enrollment**

Maven Charter Academy is committed to meeting and exceeding the enrollment and retention targets established by the SUNY Trustees for students with disabilities, English Language Learners (ELLs), and students eligible for Free and Reduced-Price Lunch (FRPL). Our strategies are designed to ensure that we create an inclusive and supportive educational environment that caters to the diverse needs of our student population.

### **Enrollment and Retention Targets**

According to the enrollment and retention calculator provided by the SUNY Charter Schools Institute, our specific targets for students with disabilities, ELLs, and FRPL students are as follows:

- Students with Disabilities: 11.9%
- English Language Learners (ELLs): 27.7%
- Free and Reduced-Price Lunch (FRPL) Students: 70.8%

These targets reflect the demographic composition of the Freeport UFSD and are designed to ensure equity and access for all student groups.

## **Recruitment Strategies**

To attract and enroll students from these target populations, Maven Charter Academy will employ a variety of recruitment strategies:

1. **Community Outreach:** We will conduct extensive outreach within the Freeport community, particularly in neighborhoods with high concentrations of students with disabilities, ELLs, and FRPL students. This includes distributing informational materials in multiple languages, hosting community meetings, and partnering with local community organizations and religious institutions.
2. **Parent Information Sessions:** Regular information sessions will be held to inform parents about the school's mission, programs, and enrollment process. These sessions will be conducted in English, Spanish, and other prevalent languages spoken in the community to ensure accessibility for non-English-speaking parents.
3. **Targeted Advertising:** We will utilize local media, social media platforms, and community bulletin boards to advertise our school. Advertisements will be placed in areas frequented by our target populations, such as community centers, libraries, and local businesses.
4. **Collaborations with Early Childhood Programs:** Collaborating with local preschools and daycare centers will help us reach families of young children, providing information about the benefits of enrolling in Maven Charter Academy from Kindergarten onward.

#### **At-Risk Admissions Factors, Set-Asides, and Preferences**

To increase the likelihood of enrolling targeted students, Maven Charter Academy will implement the following admissions preferences:

1. **At-Risk Admissions Factors:** Students from economically disadvantaged backgrounds and those with learning challenges will be given priority in the admissions process. This ensures that students who are most in need of a supportive educational environment have access to our programs.
2. **Set-Asides:** A percentage of seats in each grade level will be set aside specifically for students with disabilities, ELLs, and FRPL students. This proactive approach ensures that we meet our enrollment targets for these populations.
3. **Sibling Preference:** To promote family engagement and support, siblings of currently enrolled students will receive preference in the admissions process. This helps to create a stable and supportive school community for families.

#### **Retention Strategies**

Maven Charter Academy is dedicated to retaining all students, with a particular focus on our target populations. Our retention strategies include:



1. Individualized Support Plans: Each student with disabilities will have an Individualized Education Program (IEP) tailored to their specific needs. ELL students will receive customized language support services, and FRPL students will have access to additional resources such as free meals and after-school programs.
2. Professional Development for Staff: Ongoing professional development will be provided to all staff members to ensure they are equipped with the skills and knowledge to support diverse learners effectively. This includes training in differentiated instruction, culturally responsive teaching, and strategies for supporting ELL students.
3. Family Engagement Programs: Regular family engagement activities will be organized to build strong relationships between the school and families. This includes workshops, parent-teacher conferences, and family literacy nights, all designed to support parents in their role as partners in their children's education.
4. Monitoring and Evaluation: We will regularly monitor the efficacy of our retention efforts by disaggregating student performance data for each subgroup. This allows us to identify areas for improvement and make data-driven decisions to enhance our support services.

### **Continuous Improvement and Accountability**

Maven Charter Academy will establish a continuous improvement cycle to ensure that our recruitment and retention strategies remain effective:

1. Data Analysis: Regular analysis of enrollment and retention data will be conducted to assess our progress towards meeting targets. This includes tracking the demographic composition of our student body and monitoring student outcomes.
2. Stakeholder Feedback: We will solicit feedback from students, parents, and staff to understand their experiences and identify opportunities for improvement. This feedback will inform our strategies and help us better meet the needs of our community.
3. Adjustments to Strategies: Based on data analysis and stakeholder feedback, we will make necessary adjustments to our recruitment and retention strategies to ensure continuous improvement and alignment with our targets.

By implementing these comprehensive strategies, Maven Charter Academy aims to meet and exceed the enrollment and retention targets established by the SUNY Trustees, ensuring that all students, regardless of their background or needs, have access to a high-quality education.

### **References**

SUNY Charter Schools Institute. (n.d.). Enrollment and Retention Targets. Retrieved from SUNY Charter Schools Institute

New York State Education Department. (n.d.). Special Education. Retrieved from NYSED  
Special Education

New York State Education Department. (n.d.). English Language Learners. Retrieved from  
NYSED ELLs

New York State Education Department. (n.d.). Child Nutrition Programs. Retrieved from  
NYSED Child Nutrition

### **C. Enrollment table**

Maven Academy Charter School  
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30	AGE RANGE
Kindergarten	Elementary School	50	50	50	50	50	4-6
1st Grade	Elementary School	50	45	45	45	45	5-7
2nd Grade	Elementary School		45	45	45	45	6-8
3rd Grade	Elementary School			40	40	40	7-9
4th Grade	Elementary School				40	40	8-10
5th Grade	<i>Elementary School</i>					40	9-11
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		100	140	180	220	260	

**\*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	2025-26	2026-27	2027-28	2028-29	2029-2030
Kindergarten	Elementary School	2	2	2	2	2
1st Grade	Elementary School	2	2	2	2	2
2nd Grade	Elementary School		2	2	2	2
3rd Grade	Elementary School			2	2	2
4th Grade	Elementary School				2	2
5th Grade	Elementary School					2
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	6	8	10	12

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	23	23	23	23
2nd Grade	Elementary School	0	23	23	23	23
3rd Grade	Elementary School	0	0	20	20	20
4th Grade	Elementary School	0	0	0	20	20
5th Grade	Elementary School	0	0	0	0	20
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	100	140	180	220	260
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
<b>Total Enrollment</b>	<b>100</b>	<b>140</b>	<b>180</b>	<b>220</b>	<b>260</b>

Change in Net Enrollment from Prior Year (Count)	100	40	40	40	40
Change in Net Enrollment from Prior Year (Percent)	100.0%	40.0%	28.6%	22.2%	18.2%
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**



## **R-05d - Admissions Policy**

Maven Academy Charter School aims to provide a high-quality education to a diverse student body. Our admissions policy adheres to the guidelines set forth by the New York Charter Schools Act, ensuring a fair and transparent process that prioritizes specific groups of students as mandated by law. This policy reflects our commitment to inclusivity, community engagement, and support for at-risk students.

### **Statutory Preferences**

#### **1. Returning Students**

- Priority: Highest
- Description: Students currently enrolled in the charter school who wish to return for the next academic year will be automatically re-enrolled. This policy ensures continuity in education and fosters a stable learning environment (New York State Education Department, n.d.).

#### **2. Siblings of Returning Students**

- Priority: High
- Description: Siblings of students already enrolled in the charter school will receive priority in admissions. This approach helps to keep families together, support a cohesive community, and makes logistical planning easier for families (SUNY Charter Schools Institute, n.d.).

#### **3. Students Residing in the School District or CSD of Location**

- Priority: Moderate
- Description: Students who reside within the same school district or Community School District (CSD) as the charter school will be given preference. This ensures that the school serves the local community effectively, promoting community involvement and local support (Harvard Family Research Project, n.d.).

#### **4. Children of Employees**

- Priority: Up to 15% Set-Aside
- Description: Up to 15% of the available seats will be reserved for children of employees of the charter school. This provision supports staff recruitment and retention, recognizing the value of employees' contributions to the school. It also fosters a strong community where staff and their families are integral members (National Alliance for Public Charter Schools, n.d.).

### **At-Risk Students**

- Designations: Economically disadvantaged students, English language learners, students with disabilities, and other at-risk groups.
- Policy: While the charter school cannot set aside seats exclusively for at-risk students, it will implement proactive outreach and partnerships with community organizations to encourage their enrollment. The school is committed to providing supportive programs and services to ensure the success of at-risk students once enrolled. This aligns with our mission to serve all students, particularly those who may benefit the most from a high-quality education (U.S. Department of Education, n.d.).

## **Admissions Process**

### **1. Application Period**

- Timeline: The application period will be clearly communicated to the community, with ample time provided for families to submit applications. This period will be advertised through multiple channels, including the school's website, social media, local newspapers, and community events (Harvard Family Research Project, n.d.).
- Methods: Applications can be submitted online, by mail, or in person to ensure accessibility for all families (U.S. Department of Education, n.d.).

### **2. Lottery System**

- Purpose: If the number of applications exceeds the available seats, a random lottery will be conducted to determine admissions. This process ensures fairness and equality in the selection process (SUNY Charter Schools Institute, n.d.).
- Process: The lottery will be held publicly and will be transparent to ensure fairness. Separate lotteries will be conducted for each priority group, beginning with the highest priority (returning students) and proceeding through the other categories. The public nature of the lottery enhances trust and transparency in the admissions process (SUNY Charter Schools Institute, n.d.).

### **3. Notification**

- Timeline: Families will be notified of the lottery results and their admission status within a specified timeframe as determined by New York State. This timeline will be communicated consistently to all interested families to manage expectations and planning (New York State Education Department, n.d.).
- Follow-Up: Waitlisted students will be notified of their position on the waitlist and will be admitted as spaces become available. Regular updates will be provided to waitlisted families to keep them informed of their status (SUNY Charter Schools Institute, n.d.).

## **Rationale for the Admissions Policy**

The admissions policy at Maven Academy Charter School is designed to create an inclusive and supportive educational environment. By prioritizing returning students, siblings, local residents, and children of employees, we ensure stability, community cohesion, and support for our staff. Our proactive approach to enrolling at-risk students underscores our commitment to equity and providing high-quality education to those who need it most.

This policy aligns with the New York Charter Schools Act and the Institute's guidance, ensuring compliance and fairness in the admissions process. It reflects our dedication to serving the local community, fostering a supportive school culture, and maintaining transparency and equity in our admissions practices (SUNY Charter Schools Institute, n.d.).

## **References**

- Harvard Family Research Project. (n.d.). Community engagement in education. Retrieved from <https://archive.globalfrp.org/family-involvement/publications-resources/community-engagement-in-education>
- National Alliance for Public Charter Schools. (n.d.). Ensuring access and equity in charter school admissions. Retrieved from <https://www.publiccharters.org/our-work/charter-law-database/components/10>
- New York State Education Department. (n.d.). New York Charter Schools Act. Retrieved from <http://www.nysed.gov/charter-schools/laws-and-regulations>
- SUNY Charter Schools Institute. (n.d.). Guidance on admissions policies. Retrieved from <https://www.newyorkcharters.org/applications-admissions-materials/>
- U.S. Department of Education. (n.d.). Supporting at-risk students. Retrieved from <https://www.ed.gov/oii-news/supporting-at-risk-students>



## **R-06af - Curriculum and Instructional Design**

### **Introduction to Curriculum and Instructional Design**

At Maven Charter Academy School, our curriculum and instructional design are meticulously crafted to provide a rigorous, research-based academic program that aligns with New York State (NYS) Learning Standards. This section delineates the comprehensive approach we have adopted to ensure our curriculum and assessments meet the diverse needs of our student population while adhering to our educational philosophy and mission. Through detailed curriculum selection, robust assessment systems, and innovative instructional methods, we aim to foster an environment that promotes academic excellence and holistic development.

The following pages provide a narrative that encapsulates our curriculum selection process, emphasizing the rationale behind choosing specific programs and the research supporting their effectiveness. We detail how our curriculum aligns with NYS standards and our educational philosophy, highlighting the resources and planning tools that will guide instructional delivery. Furthermore, we describe the various assessments we will employ to monitor and evaluate student progress, ensuring the validity and reliability of the results. This section also outlines our instructional methods, course overviews, promotion and graduation policies, and plans for annual programmatic audits, providing a comprehensive overview of how Maven Charter Academy will achieve and maintain high academic standards.

Sections A, C, and D are covered in the subject overviews below. Section D is touched upon in these sections, but additional detail is provided after the subject overviews. Sections E and F are primarily discussed at the document's conclusion.

## **Math**

### **Math Curriculum Summary and Rationale for Curriculum Decisions**

The proposed charter school will implement Singapore Math as its core mathematics curriculum for grades K-5. Singapore Math, known for its research-based approach, is particularly advantageous for K-5 students because it fosters a strong foundation in basic math skills via the Concrete-Pictorial-Abstract (CPA) approach. This curriculum improves students' problem-solving abilities through the development of essential skills such as creative problem-solving, logical reasoning, and analytical thinking. Furthermore, Singapore Math helps students build confidence, which is a critical component of success in mathematics as it encourages independent work and the pursuit of new challenges.

### **Research-Based Evidence of Effectiveness**

The effectiveness of Singapore Math is well-documented. Research has demonstrated that Singaporean students consistently perform at the top on international assessments such as the Trends in International Mathematics and Science Study (TIMSS). The CPA approach has been shown to significantly enhance students' understanding and retention of mathematical concepts (Ginsburg, 2010; Lim et al., 2005). This approach is particularly beneficial for young learners, as

it moves from concrete manipulation of objects to pictorial representations and finally to abstract symbols, ensuring a deep and lasting understanding of mathematical principles. The evidence of Singapore Math standards cited throughout this section come directly from Singapore's Ministry of Education (2012).

### **Alignment with New York State Standards**

Singapore Math is carefully aligned with the New York State Learning Standards for Mathematics. The curriculum is designed to meet and exceed state standards, ensuring that students are well-prepared for state assessments and future academic challenges. Each grade level incorporates state-specific standards into its scope and sequence, ensuring that all necessary content is covered thoroughly.

### **Alignment with Educational Philosophy and Mission**

Maven Charter Academy School's educational philosophy emphasizes individualized learning, critical thinking, and problem-solving. Singapore Math aligns perfectly with this philosophy by offering a curriculum that is flexible enough to cater to the needs of diverse learners. The focus on conceptual understanding and problem-solving supports the school's mission to develop students who are confident, independent thinkers equipped with the skills necessary for academic and life success.

### **Instructional Planning and Resources**

Teachers will be provided with comprehensive curriculum resources, including curriculum maps, scope and sequence documents, pacing guides, and lesson plans. These resources will be developed and selected by a dedicated curriculum team, consisting of experienced educators and subject matter experts. Teachers will receive ongoing professional development to ensure they are well-prepared to implement the curriculum effectively.

### **Curriculum Review, Evaluation, and Revision**

The curriculum will undergo regular review and evaluation to ensure its effectiveness and alignment with state standards. This process will involve analyzing student performance data, gathering feedback from teachers and students, and staying updated with the latest educational research. A Curriculum Review Committee, comprising administrators, teachers, and external experts, will be responsible for overseeing this process. Teachers will play an active role in the evaluation and revision of the curriculum, ensuring that it meets the needs of all students.

### **Detailed Scope and Sequence for Kindergarten to Grade 2**

#### **Kindergarten:**

- Numbers to 10:
  - Counting and number recognition
  - Writing numbers 0-10

- Understanding the concept of zero
- Comparing numbers (greater than, less than, equal to)
- Number Bonds:
  - Understanding number bonds up to 10
  - Composing and decomposing numbers
- Addition and Subtraction:
  - Introduction to addition and subtraction within 10
  - Solving simple word problems
- Shapes and Patterns:
  - Recognizing and naming 2D shapes (circle, square, triangle, rectangle)
  - Creating and extending patterns
- Measurement:
  - Understanding and comparing lengths, heights, and weights
  - Introduction to using non-standard units for measurement
- Numbers to 20:
  - Counting and number recognition up to 20
  - Understanding teen numbers as ten and some more
- Data Handling:
  - Sorting and classifying objects
  - Introduction to simple graphs (picture graphs)

#### **Kindergarten standards alignment:**

- **Counting and Cardinality:**
  - **NY-CC.K.CC.1:** Count to 100 by ones and by tens.
- Singapore Math covers this standard by including exercises that focus on counting within 100, using both concrete objects and pictorial representations.
  - **NY-CC.K.CC.2:** Count forward beginning from a given number within the known sequence.
    - The curriculum includes activities where students practice counting from various starting points within the range.
  - **NY-CC.K.CC.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.
    - Lessons involve writing numbers and associating them with sets of objects, ensuring mastery of number formation and quantity representation.
- **Operations and Algebraic Thinking:**
  - **NY-OA.K.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- Singapore Math's CPA approach addresses this by using physical objects, pictorial representations, and abstract symbols to teach addition and subtraction.
- **Number and Operations in Base Ten:**
  - **NY-NBT.K.1:** Compose and decompose numbers from 11 to 19 into ten ones and some further ones.
- Activities involve breaking down teen numbers into tens and ones using visual aids and manipulatives.

- **Measurement and Data:**
  - **NY-MD.K.1:** Describe measurable attributes of objects, such as length or weight.
  - The curriculum includes comparing and describing objects using terms related to size, length, and weight.
- **Geometry:**
  - **NY-G.K.1:** Describe objects in the environment using names of shapes.
  - Students learn to recognize and name 2D shapes through various engaging activities and hands-on experiences.

### **Grade 1:**

- Numbers to 100:
  - Counting and number recognition up to 100
  - Place value (tens and ones)
  - Comparing and ordering numbers
- Addition and Subtraction:
  - Addition and subtraction within 20
  - Solving word problems involving addition and subtraction
  - Introduction to regrouping (carrying and borrowing)
- Shapes and Patterns:
  - Recognizing and naming 3D shapes (cube, cone, sphere, cylinder)
  - Creating and recognizing patterns with shapes and numbers
- Measurement:
  - Understanding length, weight, and capacity using standard and non-standard units
  - Introduction to time (telling time to the hour and half-hour)
- Money:
  - Recognizing coins and their values
  - Simple addition and subtraction with money
- Numbers to 120:
  - Counting and number recognition up to 120
  - Exploring patterns in numbers
- Data Handling:
  - Collecting and organizing data
  - Creating and interpreting simple graphs (bar graphs, tally charts)

### **Grade 1 standards alignment:**

- **Operations and Algebraic Thinking:**
  - **NY-OA.1.1:** Use addition and subtraction within 20 to solve word problems.
  - Singapore Math provides a strong foundation in basic arithmetic through word problems that require students to apply addition and subtraction.
- **NY-OA.1.3:** Apply properties of operations as strategies to add and subtract.

- Lessons focus on the commutative and associative properties of addition, enabling students to understand and use these properties in calculations.
- **Number and Operations in Base Ten:**
  - **NY-NBT.1.1:** Understand that the two digits of a two-digit number represent amounts of tens and ones.
  - Place value concepts are emphasized, with activities that break down numbers into tens and ones using visual aids and manipulatives.
- **NY-NBT.1.4:** Add within 100, including adding a two-digit number and a one-digit number.
  - The curriculum includes a variety of addition exercises that involve regrouping and reinforce understanding of place value.
- **Measurement and Data:**
  - **NY-MD.1.1:** Order three objects by length; compare the lengths of two objects indirectly.
  - Activities involve measuring and comparing lengths using standard and non-standard units.
- **NY-MD.1.3:** Tell and write time in hours and half-hours.
  - Students practice reading clocks and writing times, integrating time-telling into daily routines.
- **Geometry:**
  - **NY-G.1.2:** Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.
  - Hands-on activities and visual aids help students understand the composition and decomposition of shapes.

## Grade 2:

- Numbers to 1,000:
  - Counting and number recognition up to 1,000
  - Place value (hundreds, tens, and ones)
  - Comparing and ordering numbers
- Addition and Subtraction:
  - Addition and subtraction within 100
  - Solving more complex word problems
  - Regrouping in addition and subtraction
- Multiplication and Division:
  - Introduction to multiplication as repeated addition
  - Introduction to division as repeated subtraction and equal sharing
  - Basic multiplication and division facts (2s, 5s, 10s)
- Shapes and Patterns:
  - Recognizing and naming more complex 3D shapes
  - Symmetry and patterns
- Measurement:
  - Understanding and using standard units for length, weight, and capacity
  - Telling time to the nearest five minutes
- Money:

- Counting and making change with coins and bills
- Solving word problems involving money
- Fractions:
  - Introduction to basic fractions ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ )
  - Understanding fractions as parts of a whole
- Data Handling:
  - Collecting, organizing, and interpreting data
  - Creating and interpreting more complex graphs (pictographs, bar graphs)

## Grade 2 standards alignment:

- **Operations and Algebraic Thinking:**
  - **NY-OA.2.1:** Use addition and subtraction within 100 to solve one- and two-step word problems.
    - Singapore Math includes a variety of word problems that challenge students to apply addition and subtraction in different contexts.
  - **NY-OA.2.2:** Fluently add and subtract within 20 using mental strategies.
    - Regular practice and drills are incorporated to build fluency in basic arithmetic.
- **Number and Operations in Base Ten:**
  - **NY-NBT.2.1:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
    - Place value concepts are reinforced through exercises that decompose numbers into hundreds, tens, and ones.
  - **NY-NBT.2.6:** Add up to four two-digit numbers using strategies based on place value.
    - The curriculum includes problems that require students to add multiple two-digit numbers, focusing on place value and regrouping.
- **Measurement and Data:**
  - **NY-MD.2.1:** Measure the length of an object by selecting and using appropriate tools.
    - Activities involve using rulers and other measurement tools to measure objects accurately.
  - **NY-MD.2.7:** Tell and write time from analog and digital clocks to the nearest five minutes.
    - Students practice reading clocks and writing times, integrating these skills into their daily routines.
- **Geometry:**
  - **NY-G.2.1:** Recognize and draw shapes having specified attributes.
    - Lessons include recognizing and drawing shapes with specific attributes, enhancing spatial awareness and geometric understanding.
  - **NY-G.2.3:** Partition circles and rectangles into two, three, or four equal shares.
    - Activities involve partitioning shapes and understanding fractions as parts of a whole.

By implementing Singapore Math, the proposed charter school will provide a rigorous, research-based mathematics curriculum that meets the needs of its diverse student population, aligns with New York State standards, and supports the school's educational philosophy and mission.

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## **Science**

### **Science Curriculum Summary and Rationale for Curriculum Decisions**

Our science program will be based on Lab Learner, a hands-on, research-based science curriculum developed through a fruitful partnership between scientists and educators. We selected Lab Learner due to its proven effectiveness in past implementations. The curriculum offers a comprehensive framework that equips young learners with the skills and knowledge necessary to thrive in a rapidly progressing scientific world.

#### **Research-based Evidence of Effectiveness**

Lab Learner is grounded in extensive research that highlights the benefits of inquiry-based and hands-on learning in science education. Recent studies confirm that these approaches significantly enhance students' understanding of scientific concepts and their ability to engage in scientific practices. For instance, Krajcik & Delen (2017) demonstrated that project-based learning, a core component of Lab Learner, leads to improved student outcomes in science education. Additionally, a meta-analysis by Lazonder & Harmsen (2016) found that scaffolding in inquiry-based learning environments enhances students' inquiry skills and scientific knowledge.

Lab Learner has also been shown to be effective in diverse educational settings, meeting the needs of all learners, including those from underrepresented groups in STEM. The curriculum's design fosters engagement and accessibility, contributing to closing achievement gaps and promoting equity in science education (National Science Foundation, 2020).

#### **Alignment to New York State Standards**

Lab Learner is meticulously aligned with the New York State Science Learning Standards (NYSSLs), which emphasize three-dimensional learning: disciplinary core ideas, science and engineering practices, and crosscutting concepts. This alignment ensures that our students receive a comprehensive education that meets state requirements and prepares them for standardized assessments. The curriculum's detailed alignment to NYSSLs is evident in its structured lesson plans, which integrate state standards into daily instruction (NYSED, 2016).

### **Alignment with Educational Philosophy and Mission**

Our educational philosophy centers on experiential learning, critical thinking, and the cultivation of 21st-century skills. Lab Learner aligns seamlessly with this philosophy by offering an inquiry-based approach that encourages students to explore, question, and experiment. This method supports our mission to nurture a lifelong love of learning and scientific inquiry. The curriculum's focus on real-world applications and problem-solving mirrors our school's commitment to preparing students for future academic and professional success (Lab Learner, 2021).

### **Instructional Planning and Curriculum Resources**

Teachers will have access to a range of resources to support effective instructional planning, including:

- Curriculum Maps: Provide an overview of the topics and skills covered throughout the year, ensuring alignment with state standards.
- Scope and Sequence Documents: Detail the specific content and skills to be taught at each grade level, ensuring a coherent progression of learning.
- Pacing Guides: Assist teachers in planning the timing and sequence of lessons to ensure comprehensive coverage of the curriculum within the school year.
- Lab Manuals and Activity Guides: Offer step-by-step instructions for hands-on experiments and activities, enabling teachers to effectively implement inquiry-based learning.

The principal and teaching staff will be responsible for creating and selecting these resources. This collaborative approach ensures that the curriculum is tailored to meet the specific needs of our students and aligns with our educational goals.

### **Review, Evaluation, and Revision Processes**

To ensure the ongoing effectiveness of the Lab Learner curriculum, we will implement a rigorous review and evaluation process, including:

- Ongoing Assessment: Teachers will use formative assessments, such as quizzes, observations, and student reflections, alongside summative assessments, such as unit tests and projects, to monitor student progress and identify areas for improvement.
- Data Analysis: Regular analysis of assessment data will help evaluate the effectiveness of the curriculum and instructional practices. This data-driven approach will inform instructional adjustments and curriculum modifications.
- Teacher Feedback: Teachers will provide feedback through professional development sessions, surveys, and regular meetings. This feedback will be essential in identifying strengths and areas for improvement in the curriculum.
- Curriculum Review Committees: These committees, comprising teachers, administrators, and external experts, will conduct an annual review of the curriculum to ensure it remains aligned with state standards and meets the evolving needs of our students.
- Revisions and Updates: Based on assessment data, teacher feedback, and curriculum reviews, the Curriculum Development Team will make necessary revisions to enhance the curriculum's effectiveness and alignment.



## Scope and Sequence

### Kindergarten: Introduction to Science

#### **Unit 1: Introduction to Science**

Activities focus on observing, asking questions, and using simple tools align with SEPs of asking questions, planning, and carrying out investigations.

- Emphasis on observing patterns (e.g., what tools are used in different scenarios) aligns with CCC of patterns.

#### **NYSSLS Alignment:**

- **K-PS2-1:** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
  - **Science and Engineering Practices:** Asking questions and defining problems; planning and carrying out investigations.
  - **Crosscutting Concepts:** Cause and effect; structure and function.
- **Lesson 1: What is Science?**
  - Definition of science.
  - Discussion of various scientists and their work.
  - Activity: Draw a picture of what you think a scientist looks like.
- **Lesson 2: Tools Scientists Use**
  - Introduction to magnifying glasses, rulers, thermometers, and scales.
  - Hands-on activity: Using a magnifying glass to observe small objects.
- **Lesson 3: Observing the World**
  - Using senses to observe objects.
  - Activity: Sensory walk to observe and record what is seen, heard, smelled, and felt.

#### **Unit 2: Living and Non-Living Things**

Exploration of living vs. non-living things and their needs aligns with K-LS1-1 by describing patterns in what plants and animals need.

- Activities involve developing models and analyzing data, aligning with SEPs.

**NYSSLS Alignment:** K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

- **Science and Engineering Practices:** Developing and using models; analyzing and interpreting data.
- **Crosscutting Concepts:** Patterns; systems and system models.
- **Lesson 1: Living vs. Non-Living**
  - Characteristics of living things (growth, movement, reproduction).
  - Sorting activity: Classify items as living or non-living.

- **Lesson 2: Needs of Living Things**
  - Basic needs: food, water, air, shelter.
  - Activity: Draw a habitat and label the needs of a chosen animal.
- **Lesson 3: Plants and Animals**
  - Differences and similarities between plants and animals.
  - Activity: Planting seeds and observing growth over time.

### **Unit 3: Weather and Seasons**

Recording weather conditions and identifying patterns directly aligns with K-ESS2-1.

- Learning about weather forecasting and its purpose aligns with K-ESS3-2, focusing on obtaining and communicating information.

### **NYSSLS Alignment:**

- K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
- K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- **Science and Engineering Practices:** Analyzing and interpreting data; obtaining, evaluating, and communicating information.
- **Crosscutting Concepts:** Patterns; cause and effect.
- **Lesson 1: Weather Conditions**
  - Types of weather: sunny, rainy, snowy, windy, cloudy.
  - Weather journal: Record daily weather observations.
- **Lesson 2: Seasons**
  - Characteristics of the four seasons.
  - Activity: Create a seasonal wheel showing different activities and changes in nature.
- **Lesson 3: Dressing for the Weather**
  - Importance of dressing appropriately for different weather.
  - Activity: Dress paper dolls for different weather conditions.

## **Grade 1: Exploring the Natural World**

### **Unit 1: The Scientific Method**

- Introduction to the scientific method and conducting simple experiments align with SEPs of asking questions and planning investigations.
- Exploring cause and effect relationships in experiments aligns with CCCs.

**NYSSLS Alignment:** 1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

- **Science and Engineering Practices:** Asking questions and defining problems; planning and carrying out investigations.
- **Crosscutting Concepts:** Cause and effect.

- **Lesson 1: Asking Questions**
  - Importance of curiosity and asking questions.
  - Activity: Create a list of scientific questions about everyday objects.
- **Lesson 2: Making Predictions**
  - Hypotheses and predictions.
  - Activity: Predict outcomes of simple experiments (e.g., what will happen to a plant with no water).
- **Lesson 3: Conducting Experiments**
  - Steps of an experiment: question, hypothesis, procedure, observation, conclusion.
  - Hands-on activity: Simple experiment on plant growth with different amounts of light.

## **Unit 2: Plants and Animals**

- Studying life cycles and habitats aligns with 1-LS1-1 and 1-LS3-1, focusing on structure and function, and patterns in nature.
- Designing solutions by mimicking plant and animal structures aligns with SEPs.
- **NYSSLS Alignment:**
- 1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- **Science and Engineering Practices:** Constructing explanations and designing solutions; analyzing and interpreting data.
- **Crosscutting Concepts:** Structure and function; patterns.
- **Lesson 1: Plant Life Cycles**
  - Stages of a plant life cycle: seed, sprout, seedling, mature plant.
  - Activity: Grow a plant from a seed and record observations.
- **Lesson 2: Animal Life Cycles**
  - Life cycles of different animals (butterflies, frogs, birds).
  - Activity: Create life cycle diagrams for a butterfly and a frog.
- **Lesson 3: Habitats**
  - Different habitats (forest, desert, ocean, grassland).
  - Activity: Create habitat dioramas and explain how animals and plants adapt to each habitat.

## **Unit 3: Earth and Space**

- Observations of the sun, moon, and stars to describe patterns align with 1-ESS1-1.
- Relating daylight to the time of year aligns with 1-ESS1-2, emphasizing patterns and scale.

**NYSSLS Alignment:**

- 1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- 1-ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of year.
- **Science and Engineering Practices:** Analyzing and interpreting data; constructing explanations.
- **Crosscutting Concepts:** Patterns; scale, proportion, and quantity.
- **Lesson 1: The Earth**
  - Introduction to landforms (mountains, valleys, plains) and bodies of water (lakes, rivers, oceans).
  - Activity: Create a clay model of different landforms.
- **Lesson 2: The Sky**
  - Observing the sky during the day and night.
  - Activity: Create a day and night sky chart showing the sun, moon, and stars.
- **Lesson 3: Weather Patterns**
  - Recording and analyzing weather data over time.
  - Activity: Graph weather data and identify patterns.

**Grade 2: Building Scientific Knowledge****Unit 1: Matter and Materials**

- Classifying materials and analyzing data on their properties aligns with 2-PS1-1 and 2-PS1-2.
- Exploring reversible and irreversible changes aligns with 2-PS1-4, focusing on cause and effect.
- **NYSSLS Alignment:**
  - 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
  - 2-PS1-2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
  - 2-PS1-4: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
- **Science and Engineering Practices:** Planning and carrying out investigations; analyzing and interpreting data; constructing explanations and designing solutions.
- **Crosscutting Concepts:** Cause and effect; energy and matter.
- **Lesson 1: Properties of Matter**
  - Characteristics of solids, liquids, and gases.
  - Hands-on activity: Sorting objects based on their state of matter.

- **Lesson 2: Changing States of Matter**
  - Processes: melting, freezing, condensation, evaporation.
  - Experiment: Observing ice melting and water evaporating.
- **Lesson 3: Materials in Our World**
  - Different materials and their properties (wood, metal, plastic, fabric).
  - Activity: Testing materials for strength, flexibility, and water resistance.

## **Unit 2: Energy and Motion**

- Investigating energy transfer aligns with 2-PS3-1 and 2-PS3-2, focusing on energy and matter.
- Hands-on activities with light and sound align with SEPs of planning and carrying out investigations.
- **NYSSLS Alignment:**
  - 2-PS3-1: Make observations to construct an evidence-based account that objects can be seen only when illuminated.
  - 2-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
  - **Science and Engineering Practices:** Planning and carrying out investigations; constructing explanations and designing solutions.
  - **Crosscutting Concepts:** Cause and effect; energy and matter.
- **Lesson 1: Sources of Energy**
  - Types of energy: solar, wind, water, fossil fuels.
  - Activity: Create simple solar-powered models (e.g., solar oven).
- **Lesson 2: Light and Sound**
  - How light and sound travel.
  - Experiments: Using prisms to split light, creating simple instruments to explore sound.
- **Lesson 3: Motion and Forces**
  - Basics of motion: push, pull, gravity.
  - Experiments: Rolling different objects down ramps, exploring how force affects motion.

## **Unit 3: Life Sciences**

- Investigating plant needs aligns with 2-LS2-1.
- Comparing biodiversity in habitats aligns with 2-LS4-1, emphasizing patterns and system models.
- **NYSSLS Alignment:**
  - 2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.

- 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
- **Science and Engineering Practices:** Planning and carrying out investigations; analyzing and interpreting data.
- **Crosscutting Concepts:** Patterns; systems and system models.
- **Lesson 1: Plant and Animal Needs**
  - Revisiting basic needs and how plants and animals meet these needs.
  - Activity: Create a needs chart for a chosen plant and animal.
- **Lesson 2: Ecosystems**
  - Different ecosystems (forest, desert, ocean, tundra).
  - Activity: Build a terrarium to observe a small ecosystem.
- **Lesson 3: Human Body**
  - Introduction to major body systems (skeletal, muscular, digestive, respiratory).
  - Activity: Create a model of the human body and label major organs.

#### **Unit 4: Earth Sciences**

- Using evidence to explain Earth events and designing solutions to prevent erosion align with 2-ESS1-1 and 2-ESS2-1.
- Activities focus on analyzing data and constructing explanations, aligning with SEPs and CCCs of stability and change.
- **NYSSLS Alignment:**
- 2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- 2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- **Science and Engineering Practices:** Analyzing and interpreting data; constructing explanations and designing solutions.
- **Crosscutting Concepts:** Stability and change; cause and effect.
- **Lesson 1: Earth's Resources**
  - Renewable and non-renewable resources.
  - Activity: Create posters advocating for the conservation of different resources.
- **Lesson 2: Weather and Climate**
  - Difference between weather and climate.
  - Activity: Compare and contrast weather data from different regions.
- **Lesson 3: Conservation**
  - Ways to protect the environment (reduce, reuse, recycle).
  - Activity: Create a recycling plan for the classroom.

Teachers will be actively involved in these processes through participation in professional learning communities, curriculum review committees, and targeted professional development sessions focused on curriculum evaluation and improvement.

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## **English Language Arts**

### **ELA Curriculum Summary and Rationale for Curriculum Decisions**

#### **Curriculum Summary:**

Maven Charter Academy will use Literacy Essentials, a product developed by Access Literacy, as the core curriculum for our Kindergarten, 1st, and 2nd-grade English Language Arts program. This comprehensive curriculum includes phonics, reading comprehension, vocabulary, writing, and fluency components designed to build foundational literacy skills.

#### **Rationale and Research-Based Evidence:**

Literacy Essentials is grounded in research-based instructional strategies that have proven effective in enhancing early literacy skills. According to research by the National Reading Panel (2000), explicit and systematic instruction in phonemic awareness and phonics significantly improves children's reading abilities. Literacy Essentials aligns with these findings by providing structured phonics lessons and practice.

Additionally, a study by Foorman et al. (2016) found that early literacy interventions lead to improved reading outcomes, particularly for students from disadvantaged backgrounds, which aligns with our target population in Freeport, NY. Literacy Essentials includes differentiated instruction to meet diverse learners' needs, ensuring that all students can achieve literacy proficiency.

#### **Alignment to New York State Standards:**

The Literacy Essentials curriculum is aligned with the New York State Next Generation English Language Arts Learning Standards. The curriculum maps, scope and sequence documents, and pacing guides ensure that all instruction meets state standards. For example, the Kindergarten curriculum aligns with the standard RF.K.3, which focuses on phonics and word recognition.

**Alignment with Educational Philosophy and Mission:**

Our educational philosophy is rooted in traditional education principles, emphasizing a strong foundation in core academic skills, character development, and moral values. Literacy Essentials supports this philosophy by integrating high-quality literature that promotes cultural and moral values alongside academic skills. This alignment furthers our mission to develop well-rounded individuals prepared for academic and personal success.

**Instructional Planning Resources:**

Teachers will utilize curriculum maps, scope and sequence documents, and pacing guides provided by Literacy Essentials. These resources outline what to teach and when to teach it, ensuring a cohesive and comprehensive instructional plan. The Director of Curriculum and Instruction will be responsible for overseeing the creation and selection of these resources, with input from grade-level teachers.

**Processes for Curriculum Review and Revision:**

The school will implement an annual review process to evaluate the curriculum's effectiveness. This process will involve analyzing student performance data, teacher feedback, and alignment with state standards. The Director of Curriculum and Instruction, along with grade-level lead teachers, will be responsible for conducting the review and making necessary revisions. Teachers will be involved through collaborative planning meetings and professional development sessions focused on curriculum improvement.

**Detailed Scope and Sequence for ELA (K-2) Using Literacy Essentials****Kindergarten ELA Scope and Sequence****Unit 1: Foundations of Phonics**

- Duration: 4 weeks
- Skills and Content:
  - Phonemic awareness: recognizing and producing rhyming words, segmenting and blending sounds (NYS ELA Standard RF.K.2)
  - Letter recognition and formation (NYS ELA Standard RF.K.1)
  - Introduction to high-frequency words
  - Listening comprehension through read-alouds
- Assessments:
  - Phonemic awareness screening
  - Letter recognition tests
  - High-frequency word quizzes
  - Observation checklists during read-aloud sessions

**Unit 2: Beginning Readers**

- Duration: 6 weeks
- Skills and Content:
  - Phonics: short vowel sounds, consonant-vowel-consonant (CVC) words (NYS ELA Standard RF.K.3)
  - Vocabulary development through picture books



- Introduction to writing simple sentences
- Listening and speaking skills through story retelling
- Assessments:
  - DIBELS assessment for phonics and decoding
  - Vocabulary quizzes
  - Writing samples (sentence formation)
  - Story retelling performance tasks

### **Unit 3: Expanding Literacy Skills**

- Duration: 8 weeks
- Skills and Content:
  - Phonics: digraphs, blends, long vowel sounds (NYS ELA Standard RF.K.3)
  - Reading comprehension: identifying main idea and details in texts (NYS ELA Standard RL.K.1)
  - Writing: narrative writing, drawing and writing about experiences (NYS ELA Standard W.K.3)
  - Listening and speaking: participating in collaborative conversations (NYS ELA Standard SL.K.1)
- Assessments:
  - Phonics quizzes (digraphs, blends)
  - Reading comprehension questions
  - Narrative writing samples
  - Observation of collaborative conversations

### **Unit 4: Integration and Review**

- Duration: 4 weeks
- Skills and Content:
  - Review and integration of phonics skills
  - Advanced high-frequency words
  - Writing: opinion writing, expressing preferences (NYS ELA Standard W.K.1)
  - Listening and speaking: presentations and discussions
- Assessments:
  - Cumulative phonics test
  - High-frequency word quizzes
  - Opinion writing samples
  - Presentation evaluation rubrics

## **Grade 1 ELA Scope and Sequence**

### **Unit 1: Building Fluency**

- Duration: 5 weeks
- Skills and Content:
  - Phonics: consonant blends, silent e, vowel teams (NYS ELA Standard RF.1.3)
  - Fluency: reading with accuracy and expression (NYS ELA Standard RF.1.4)
  - Vocabulary: context clues and word meanings (NYS ELA Standard L.1.4)
  - Writing: descriptive writing, using adjectives and details (NYS ELA Standard W.1.2)

- Assessments:
  - Phonics quizzes (blends, silent e)
  - Fluency checks (reading passages)
  - Vocabulary quizzes
  - Descriptive writing samples

## **Unit 2: Comprehension Strategies**

- Duration: 7 weeks
- Skills and Content:
  - Reading comprehension: making predictions, summarizing, identifying text structure (NYS ELA Standard RL.1.1, RL.1.2)
  - Phonics: advanced vowel teams, r-controlled vowels (NYS ELA Standard RF.1.3)
  - Writing: narrative writing, sequencing events (NYS ELA Standard W.1.3)
  - Listening and speaking: asking and answering questions about texts (NYS ELA Standard SL.1.2)
- Assessments:
  - Comprehension questions
  - Phonics quizzes (vowel teams, r-controlled vowels)
  - Narrative writing samples
  - Listening and speaking observation checklists

## **Unit 3: Writing for a Purpose**

- Duration: 6 weeks
- Skills and Content:
  - Phonics: diphthongs, inflectional endings (NYS ELA Standard RF.1.3)
  - Reading comprehension: comparing and contrasting texts (NYS ELA Standard RL.1.9)
  - Writing: informative writing, using facts and definitions (NYS ELA Standard W.1.2)
  - Listening and speaking: collaborative discussions, using agreed-upon rules (NYS ELA Standard SL.1.1)
- Assessments:
  - Phonics quizzes (diphthongs, inflectional endings)
  - Comparison and contrast questions
  - Informative writing samples
  - Discussion participation rubrics

## **Unit 4: Integration and Review**

- Duration: 4 weeks
- Skills and Content:
  - Review and integration of phonics skills
  - Advanced vocabulary development
  - Writing: opinion writing, providing reasons and evidence (NYS ELA Standard W.1.1)
  - Listening and speaking: formal and informal presentations
- Assessments:
  - Cumulative phonics test
  - Vocabulary quizzes
  - Opinion writing samples

- Presentation evaluation rubrics

## **Grade 2 ELA Scope and Sequence**

### **Unit 1: Enhancing Fluency and Vocabulary**

- Duration: 5 weeks
- Skills and Content:
  - Phonics: advanced phonics patterns, prefixes and suffixes (NYS ELA Standard RF.2.3)
  - Fluency: reading with appropriate rate, accuracy, and expression (NYS ELA Standard RF.2.4)
  - Vocabulary: using context to determine word meaning, synonyms, antonyms (NYS ELA Standard L.2.4)
  - Writing: narrative writing, developing characters and plot (NYS ELA Standard W.2.3)
- Assessments:
  - Phonics quizzes (prefixes, suffixes)
  - Fluency checks (reading passages)
  - Vocabulary quizzes
  - Narrative writing samples

### **Unit 2: Deepening Comprehension**

- Duration: 7 weeks
- Skills and Content:
  - Reading comprehension: identifying main idea and supporting details, inferencing (NYS ELA Standard RL.2.1, RL.2.2)
  - Phonics: multisyllabic words, compound words (NYS ELA Standard RF.2.3)
  - Writing: informative writing, incorporating facts and explanations (NYS ELA Standard W.2.2)
  - Listening and speaking: asking and answering questions to demonstrate understanding (NYS ELA Standard SL.2.2)
- Assessments:
  - Comprehension questions
  - Phonics quizzes (multisyllabic, compound words)
  - Informative writing samples
  - Listening and speaking observation checklists

### **Unit 3: Writing with Purpose**

- Duration: 6 weeks
- Skills and Content:
  - Phonics: irregularly spelled words, homophones (NYS ELA Standard RF.2.3)
  - Reading comprehension: comparing and contrasting versions of the same story (NYS ELA Standard RL.2.9)
  - Writing: opinion writing, using linking words and phrases (NYS ELA Standard W.2.1)
  - Listening and speaking: recounting or describing key ideas from texts read aloud (NYS ELA Standard SL.2.4)
- Assessments:
  - Phonics quizzes (irregularly spelled words, homophones)
  - Comparison and contrast questions

- Opinion writing samples
- Recounting key ideas rubrics

#### **Unit 4: Integration and Review**

- Duration: 4 weeks
- Skills and Content:
  - Review and integration of phonics skills
  - Advanced vocabulary development
  - Writing: research writing, gathering information from multiple sources (NYS ELA Standard W.2.7)
  - Listening and speaking: formal and informal presentations
- Assessments:
  - Cumulative phonics test
  - Vocabulary quizzes
  - Research writing samples
  - Presentation evaluation rubrics

### **Evaluation Rubrics, Unit Tests, Lesson Plan Templates, Pacing Calendars**

#### **Evaluation Rubrics**

##### **Narrative Writing Rubric (K-2)**

- Criteria:
  - Organization: Clear beginning, middle, and end (4 points)
  - Details: Use of descriptive details and sensory language (4 points)
  - Characters/Plot: Development of characters and plot (4 points)
  - Conventions: Correct grammar, punctuation, and spelling (4 points)
- Total Points: 16

##### **Reading Comprehension Rubric (K-2)**

- Criteria:
  - Main Idea: Identification of main idea and supporting details (4 points)
  - Inferencing: Ability to make logical inferences (4 points)
  - Text Structure: Understanding of text structure (4 points)
  - Vocabulary: Use of context to determine word meaning (4 points)
- Total Points: 16

#### **Unit Tests**

##### **Sample Unit Test: Phonics and Reading Comprehension (Grade 1)**

- **Part 1: Phonics (10 questions)**
- Multiple-choice questions on consonant blends, silent e, and vowel teams
- **Part 2: Reading Comprehension (2 passages)**
- Short passages with comprehension questions (main idea, details)
- Example Passage: “The Big Trip” - Questions about characters, setting, and events

## Sample Unit Test: Writing (Grade 2)

- **Part 1: Opinion Writing Prompt**
- Prompt: “Write an opinion piece about your favorite book. Include reasons and examples to support your opinion.”
- **Part 2: Informative Writing Prompt**
- Prompt: “Write an informative piece about an animal of your choice. Include facts and details about its habitat, diet, and behavior.”

## Lesson Plan Templates

### Lesson Plan Template for Kindergarten (ELA)

- **Lesson Title:** Introduction to Rhyming Words
- **Objective:** Students will be able to recognize and produce rhyming words.
- **Standards:** NYS ELA Standard RF.K.2
- **Materials:** Picture cards, rhyming word list, whiteboard
- **Procedure:**
- **Introduction (5 minutes):** Introduce the concept of rhyming words with examples.
- **Guided Practice (10 minutes):** Use picture cards to identify rhyming pairs.
- **Independent Practice (15 minutes):** Students work in pairs to create a list of rhyming words.
- **Assessment (5 minutes):** Quick oral assessment where students share their rhyming words.
- **Closure (5 minutes):** Review the lesson and sing a rhyming song.
- **Differentiation:** Provide additional support for students struggling with rhyming words, such as one-on-one instruction or visual aids.

### Lesson Plan Template for Grade 1 (ELA)

- **Lesson Title:** Understanding Main Idea and Details
- **Objective:** Students will be able to identify the main idea and supporting details in a text.
- **Standards:** NYS ELA Standard RL.1.2
- **Materials:** Short story, graphic organizer, whiteboard
- **Procedure:**
- **Introduction (5 minutes):** Explain the concepts of main idea and supporting details.
- **Guided Practice (10 minutes):** Read a short story together and use a graphic organizer to identify the main idea and details.
- **Independent Practice (15 minutes):** Students read a different story and complete a graphic organizer independently.
- **Assessment (5 minutes):** Students share their main ideas and supporting details with the class.
- **Closure (5 minutes):** Summarize the lesson and discuss why identifying the main idea is important.
- **Differentiation:** Provide simpler texts for students who need extra support and more challenging texts for advanced students.

## Pacing Calendars

### Kindergarten ELA Pacing Calendar (Sample)

- **Week 1-4:** Unit 1 - Foundations of Phonics
- Phonemic awareness activities
- Letter recognition and formation practice
- High-frequency word introduction
- **Week 5-10:** Unit 2 - Beginning Readers
- Short vowel sounds and CVC words
- Vocabulary development through picture books
- Writing simple sentences
- **Week 11-18:** Unit 3 - Expanding Literacy Skills
- Digraphs, blends, and long vowel sounds
- Reading comprehension activities
- Narrative writing
- **Week 19-22:** Unit 4 - Integration and Review
- Review of phonics skills
- Advanced high-frequency words
- Opinion writing

### Grade 1 ELA Pacing Calendar (Sample)

- **Week 1-5:** Unit 1 - Building Fluency
- Consonant blends, silent e, vowel teams
- Fluency practice with reading passages
- Descriptive writing
- **Week 6-12:** Unit 2 - Comprehension Strategies
- Reading comprehension strategies
- Advanced vowel teams and r-controlled vowels
- Narrative writing and sequencing
- **Week 13-18:** Unit 3 - Writing for a Purpose
- Diphthongs, inflectional endings
- Comparing and contrasting texts
- Informative writing
- **Week 19-22:** Unit 4 - Integration and Review
- Review of phonics skills
- Advanced vocabulary development
- Opinion writing and presentations

### Grade 2 ELA Pacing Calendar (Sample)

- **Week 1-5:** Unit 1 - Enhancing Fluency and Vocabulary
- Advanced phonics patterns, prefixes and suffixes
- Fluency practice

- Narrative writing
- **Week 6-12:** Unit 2 - Deepening Comprehension
- Identifying main idea and supporting details
- Multisyllabic words and compound words
- Informative writing
- **Week 13-18:** Unit 3 - Writing with Purpose
- Irregularly spelled words, homophones
- Comparing and contrasting texts
- Opinion writing
- **Week 19-22:** Unit 4 - Integration and Review
- Review of phonics skills
- Advanced vocabulary development
- Research writing and presentations

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## Social Studies

### Social Studies Curriculum Summary and Rationale for Curriculum Decisions

At Maven Charter Academy, the Social Studies curriculum for Kindergarten through Grade 2 is based on My World Interactive by Savvas Learning Company, supplemented by Scholastic

News. The curriculum is chosen for its research-based approach, alignment with New York State (NYS) standards, and ability to meet the needs of our diverse student population.

### **Research-Based Evidence of Effectiveness**

My World Interactive is built on a strong foundation of research in educational practices and cognitive science. Studies have shown that interactive, student-centered learning improves retention and understanding of social studies concepts (Savvas Learning Company, 2023). The curriculum is designed to be engaging and interactive, which is particularly effective for young learners (National Council for the Social Studies, 2020).

Scholastic News provides current event articles and activities that are age-appropriate and engaging, helping students understand the world around them. Research indicates that discussing current events in the classroom can improve students' critical thinking skills and civic awareness (Scholastic, 2023).

### **Alignment with New York State Standards**

My World Interactive aligns with NYS Social Studies Learning Standards, which emphasize understanding historical events, geographic concepts, economic principles, and civics. Each grade level's content builds on previous knowledge, ensuring a coherent progression of skills and knowledge. Scholastic News aligns with the NYS standards by providing current event topics that relate to historical and civic concepts students are learning.

### **Alignment with Educational Philosophy and Mission**

The curriculum aligns with our classical education approach and Catholic school values by emphasizing moral and ethical lessons through historical and contemporary contexts. While not explicitly stated, these values are woven into the lessons, promoting virtues such as justice, responsibility, and respect.

### **Instructional Planning and Resources**

Teachers will use curriculum maps, scope and sequence documents, and pacing guides to ensure consistency and alignment with standards. These resources will be created and maintained by the instructional leadership team, which includes curriculum coordinators and grade-level leads. Regular professional development will support teachers in effective curriculum implementation.

### **Curriculum Review and Revision Processes**

The curriculum will be reviewed annually through a collaborative process involving teachers, curriculum coordinators, and school leaders. This process includes analyzing student assessment data, gathering teacher feedback, and reviewing alignment with updated NYS standards. Adjustments will be made to address identified gaps and enhance effectiveness.

## **B. Assessment System**

### **Diagnostic, Formative, and Summative Assessments**

Diagnostic Assessments:



We will use beginning-of-year assessments to identify students' baseline knowledge and skills. Tools such as the Fountas & Pinnell Benchmark Assessment System will help teachers tailor instruction to meet individual needs.

#### **Formative Assessments:**

Ongoing assessments will include quizzes, class discussions, and interactive activities. These assessments help monitor student progress and inform instructional adjustments. Digital tools like Kahoot and Google Forms will provide immediate feedback.

#### **Summative Assessments:**

End-of-unit tests and projects will evaluate student mastery of content. These assessments will include multiple-choice questions, short answers, and performance tasks aligned with NYS standards.

### **Assessment Selection Considerations**

We selected assessments that provide comprehensive data on student performance. The chosen assessments are research-backed and have proven validity and reliability.

### **Data Collection and Analysis**

Assessment results will be collected through our student information system and analyzed using data dashboards. Teachers and school leaders will review this data during regular data meetings to identify trends and inform instructional strategies.

### **Ensuring Validity and Reliability**

We will use standardized assessment tools and train teachers in consistent administration practices. Regular calibration sessions will ensure scoring reliability.

### **Responsibility for Assessments**

Teachers will administer assessments, with support from the instructional leadership team for data analysis. The team will ensure assessments are implemented effectively and results are used to improve instruction.

### **Stakeholder Access to Results**

Teachers, school leaders, the board of trustees, and parents will have access to assessment results through our parent portal and regular reports. Students will receive feedback through graded assignments and conferences.

### **Informing Parents and Students**

Parents will be informed about academic achievement and progress through quarterly report cards, parent-teacher conferences, and progress reports. Communication will be timely, frequent, and clear.

## **C. Instructional Methods**

### **Pedagogical Approach**

Our instructional methods include a blend of direct instruction, inquiry-based learning, and cooperative learning. We employ techniques such as think-pair-share, group projects, and hands-on activities to engage students actively in their learning.

### **Supporting Research**

Research supports that active learning strategies, such as cooperative learning and inquiry-based instruction, significantly improve student outcomes (Johnson & Johnson, 2009; Hmelo-Silver, 2004). These methods are particularly effective for young learners, fostering critical thinking and problem-solving skills.

### **Alignment with Educational Philosophy**

These methods align with our classical education approach, emphasizing deep understanding, critical thinking, and moral development. They further our mission by creating a supportive and engaging learning environment that nurtures each student's potential.

## **D. Course or Subject Overview**

### **Social Studies Scope and Sequence**

#### **Kindergarten**

- Content and Skills: Introduction to community helpers, basic geographic concepts (maps, landforms), national holidays, and cultural traditions.
- Curricular Programs: My World Interactive, Scholastic News
- Assessments: Teacher-made quizzes, projects, class discussions

#### **Grade 1**

- Content and Skills: Understanding communities, roles of government, basic economic concepts (needs vs. wants), significant historical figures.
- Curricular Programs: My World Interactive, Scholastic News
- Assessments: Unit tests, performance tasks, oral presentations

#### **Grade 2**

- Content and Skills: Local history, basic principles of democracy, geographical features, and their impact on communities.
- Curricular Programs: My World Interactive, Scholastic News
- Assessments: End-of-unit projects, multiple-choice tests, written reflections

## **E. Promotion and Graduation Policy**

### **Promotion Policies**

Students will be promoted based on their academic performance, attendance, and social development. Early promotion may be considered for exceptionally advanced students.

### **Retention Policies**

Retention decisions will be based on comprehensive evaluations, including academic performance and teacher recommendations. Excessive absences may lead to retention if they significantly impact academic progress.

### **Communication of Policies**

Promotion and retention policies will be communicated to parents at the beginning of the school year through handbooks and meetings. Regular updates will be provided during parent-teacher conferences.

## **F. Programmatic Audits**

### **Annual Programmatic Audits**

Purpose and Objectives:

The purpose of annual programmatic audits is to evaluate the effectiveness of our academic program, governance, and operations. The objectives are to ensure continuous improvement and accountability.

Areas to be Audited:

- Academic program effectiveness
- Alignment with educational philosophy and standards
- Governance and leadership effectiveness
- Operational efficiency

Schedule of Events:

- Initial planning meeting (August)
- Mid-year progress review (January)
- Final audit and report (June)

Responsible Persons:

The audits will be conducted by an external consultant, with input from the instructional leadership team and the board of trustees.

End Product:

The audit will result in a comprehensive report detailing findings, recommendations, and action plans.

Dissemination:

The report will be shared with the board of trustees, school leadership, and made available to parents and the community.

Hiring Consultants:

We plan to hire external consultants with expertise in educational audits to ensure an objective and thorough evaluation.

### **Social Studies Scope and Sequence**

Kindergarten:

- Unit 1: Our Community
  - Content: Community helpers, roles, and responsibilities
  - Skills: Identifying community helpers, understanding roles
  - Standards: K.1, K.2
  - Assessment: Project on community helpers
- Unit 2: Geography Basics
  - Content: Maps, landforms, directions
  - Skills: Using maps, identifying landforms
  - Standards: K.3, K.4
  - Assessment: Map creation activity

#### Grade 1:

- Unit 1: Understanding Communities
  - Content: Types of communities, urban, suburban, rural
  - Skills: Comparing communities, identifying characteristics
  - Standards: 1.1, 1.2
  - Assessment: Community comparison project
- Unit 2: Government and Democracy
  - Content: Roles of government, basic principles of democracy
  - Skills: Identifying government roles, understanding democracy
  - Standards: 1.3, 1.4
  - Assessment: Class election activity

#### Grade 2:

- Unit 1: Local History
  - Content: Significant events in local history
  - Skills: Understanding historical events, timelines
  - Standards: 2.1, 2.2
  - Assessment: Timeline project
- Unit 2: Geography and Communities
  - Content: Geographic features, impact on communities
  - Skills: Identifying features, understanding impact
  - Standards: 2.3, 2.4
  - Assessment: Geographic features project

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## Art and Music

### Art and Music Curriculum Summary and Rationale for Curriculum Decisions

The art and music curriculum at Maven Charter Academy will draw from research-based programs proven to be effective in meeting the diverse needs of elementary students. The selection of curricula is rooted in classical education principles and integrates Catholic school values, emphasizing creativity, cultural literacy, and critical thinking.

#### Art Curriculum:

- **Research-Based Evidence:** The art curriculum will be based on the “ArtsEdge” program by the Kennedy Center, which is aligned with national standards and supports student engagement through creative exploration (Kennedy Center, 2021).
- **Alignment to NYS Standards:** The curriculum aligns with NYS Learning Standards for the Arts, focusing on creating, presenting, responding, and connecting. This ensures that students not only develop artistic skills but also learn to appreciate and critique art.
- **Educational Philosophy Alignment:** The curriculum furthers the school’s mission by fostering a well-rounded education that includes artistic literacy. Key design elements include hands-on projects and interdisciplinary connections.
- **Instructional Planning:** Teachers will use curriculum maps, scope and sequence documents, and pacing guides developed collaboratively. The school’s curriculum coordinator, in partnership with the art and music department, will create these resources.
- **Curriculum Review Process:** The curriculum will be reviewed annually by a committee of teachers and administrators, with input from external art education consultants. This process ensures alignment with state standards and the continuous improvement of teaching practices.

#### Music Curriculum:

- **Research-Based Evidence:** The music curriculum will incorporate the “Musicplay” program, which is research-backed and designed to engage young learners through a variety of musical activities (Berger, 2020).
- **Alignment to NYS Standards:** This program aligns with the NYS Learning Standards for the Arts, emphasizing performing, creating, responding, and connecting with music.
- **Educational Philosophy Alignment:** The music curriculum supports the school’s mission by promoting musical literacy and cultural appreciation. It includes singing, instrument playing, and music theory basics.
- **Instructional Planning:** Music teachers will follow detailed curriculum maps, scope and sequence documents, and pacing guides developed with input from experienced music educators.

- **Curriculum Review Process:** An annual review will be conducted to evaluate and revise the curriculum, ensuring it remains effective and aligned with educational goals.

## **B. Assessment System**

### **Art and Music Assessment System**

#### **Assessment Purposes and Design:**

- **Diagnostic Assessments:** Used to gauge students' prior knowledge and skills at the beginning of each unit. Tools include baseline drawing exercises for art and pitch-matching activities for music.
- **Formative Assessments:** Conducted throughout the units to monitor progress. Examples include sketchbooks in art and rhythm clapping exercises in music.
- **Summative Assessments:** Evaluate overall student learning at the end of units. These include final art projects and music performances.

#### **Selection Considerations:**

- **Assessment Validity and Reliability:** Ensured through standardized rubrics and scoring guides developed by art and music education specialists. Regular calibration sessions for teachers will maintain assessment consistency.
- **Impact of Learning Loss:** Special assessments will be designed to identify and address learning gaps, especially following disruptions like the COVID-19 pandemic.

#### **Data Collection and Analysis:**

- **Responsibilities:** Teachers will administer assessments, and results will be collected in a centralized database managed by the school's data coordinator. Regular analysis meetings will be held to discuss results and instructional adjustments.
- **Stakeholder Access:** Assessment results will be accessible to teachers, school leaders, the board of trustees, and parents through an online portal. Regular progress reports will be sent home.

## **C. Instructional Methods**

### **Art and Music Instructional Methods**

#### **Pedagogical Approach:**

- **Art Instruction:** Follows a hands-on, project-based approach, encouraging creativity and self-expression. Techniques include drawing, painting, sculpture, and mixed media.
- **Music Instruction:** Uses a blend of Orff and Kodály methods, emphasizing active music making, singing, and instrument playing.

## **Research and Models:**

- **Art Education:** Supported by research from Eisner (2002) on the educational benefits of the arts, highlighting the development of critical thinking and creativity.
- **Music Education:** Grounded in the work of Kodály (Choksy, 1999) and Orff (Warner, 1991), which emphasizes experiential learning and musical literacy.

## **Educational Philosophy Alignment:**

- **Art and Music Programs:** Both programs align with the school's classical education roots, fostering a well-rounded, culturally literate student body.

## **D. Course or Subject Overview**

### **Art and Music Course Descriptions**

#### **Kindergarten:**

- **Art:** Focuses on basic elements of art such as line, shape, color, and texture. Students explore various media and create simple projects.
- **Music:** Introduces basic musical concepts like rhythm, melody, and dynamics. Activities include singing, movement, and simple percussion instruments.

#### **Grade 1:**

- **Art:** Builds on foundational skills with more complex projects. Students learn about different artists and art movements.
- **Music:** Continues to develop musical skills with more structured activities. Introduction to reading simple musical notation and playing classroom instruments.

#### **Grade 2:**

- **Art:** Emphasizes creativity and self-expression through diverse projects. Students begin to critique their own and others' artwork.
- **Music:** Focuses on developing musical literacy. Students participate in group performances and learn basic music theory.

## **E. Promotion and Graduation Policy**

### **Promotion Policy:**

- **Criteria:** Based on students meeting or exceeding grade-level expectations in core subjects, including art and music.

- **Retention Provisions:** Considered for students with significant absences or who fail to meet academic standards. Parents are informed of promotion and retention decisions through regular meetings and written reports.

## 5. Programmatic Audits

### Purpose and Objectives:

- **Objective:** Ensure the effectiveness of the academic program, governance, and operations.
- **Areas Audited:** Academic performance, curriculum implementation, teacher effectiveness, and operational efficiency.
- **Schedule:** Annual audits conducted at the end of each academic year.
- **Responsible Persons:** Internal audit team supported by external consultants.
- **Written Product:** Comprehensive audit report disseminated to the board of trustees, school leadership, and key stakeholders.
- **Consultants:** External consultants may be hired for an unbiased evaluation.

### Scope and Sequence for Art and Music (K-2)

#### Kindergarten

##### Art:

- **Units:**
- **Unit 1:** Introduction to Lines and Shapes
- **Unit 2:** Exploring Colors
- **Unit 3:** Texture and Form
- **Unit 4:** Mixed Media Projects
- **Skills:**
- Basic drawing techniques
- Color mixing
- Creating textures with different tools
- **Assessments:** Baseline drawing, weekly sketchbook checks, final project presentation

##### Music:

- **Units:**
- **Unit 1:** Rhythm and Movement
- **Unit 2:** Pitch and Melody
- **Unit 3:** Introduction to Instruments
- **Unit 4:** Singing and Performance
- **Skills:**
- Clapping and moving to the beat
- Singing simple songs



- Playing simple percussion instruments
- **Assessments:** Rhythm clapping exercises, singing assessments, instrument playing evaluations

## **Grade 1**

### **Art:**

- **Units:**
- **Unit 1:** Lines and Shapes in Nature
- **Unit 2:** Primary and Secondary Colors
- **Unit 3:** Art from Different Cultures
- **Unit 4:** Creative Self-Portraits
- **Skills:**
- Observational drawing
- Understanding color theory
- Cultural art appreciation
- **Assessments:** Cultural art project, color mixing worksheets, final self-portrait project

### **Music:**

- **Units:**
- **Unit 1:** Advanced Rhythm Patterns
- **Unit 2:** Simple Musical Notation
- **Unit 3:** Group Instrumental Play
- **Unit 4:** Seasonal Songs and Performances
- **Skills:**
- Reading basic musical notation
- Playing simple songs on instruments
- Group singing and performance
- **Assessments:** Notation quizzes, instrumental play assessments, performance evaluations

## **Grade 2**

### **Art:**

- **Units:**
- **Unit 1:** Drawing from Observation
- **Unit 2:** Color and Composition
- **Unit 3:** Sculpture and 3D Art
- **Unit 4:** Art Critique and Appreciation
- **Skills:**
- Detailed observational drawing
- Advanced color techniques

- Basic sculpture techniques
- **Assessments:** Observation drawings, sculpture projects, art critiques

## Music:

- **Units:**
- **Unit 1:** Advanced Musical Notation
- **Unit 2:** Instrument Families
- **Unit 3:** Composition and Improvisation
- **Unit 4:** End-of-Year Performance
- **Skills:**
- Reading and writing musical notation
- Understanding different instrument families
- Composing simple melodies
- **Assessments:** Notation tests, composition projects, performance reviews

## Evaluation Rubrics, Unit Tests, Lesson Plan Templates, Pacing Calendars, and Evaluation Rubrics

### Evaluation Rubrics

### Art Evaluation Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Creativity	Highly original and imaginative	Somewhat original with creative elements	Shows basic level of creativity	Lacks originality and creativity
Technique	Mastery of art techniques and tools	Proficient use of techniques and tools	Basic use of techniques and tools	Struggles with techniques and tools
Effort and Participation	Consistently engaged and puts in maximum effort	Usually engaged and puts in good effort	Sometimes engaged with moderate effort	Rarely engaged and puts in minimal effort
Understanding Concepts	Demonstrates thorough understanding of concepts	Demonstrates good understanding of concepts	Demonstrates basic understanding of concepts	Struggles to understand concepts

## Music Evaluation Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Rhythm	Consistently accurate and steady	Mostly accurate with minor errors	Some accuracy but with several errors	Frequently inaccurate and unsteady
Pitch	Consistently accurate pitch	Mostly accurate pitch with minor errors	Some pitch accuracy but with several errors	Frequently inaccurate pitch
Participation	Actively participates and contributes	Generally participates and contributes	Sometimes participates and contributes	Rarely participates and contributes
Musical Understanding	Demonstrates thorough understanding of music	Demonstrates good understanding of music	Demonstrates basic understanding of music	Struggles to understand musical concepts

### Unit Tests

#### Art Unit Test for Kindergarten (Unit 1: Introduction to Lines and Shapes):

##### Part 1: Drawing Exercise (20 points)

1. Draw a picture using only lines (10 points).
2. Draw a picture using only shapes (10 points).

##### Part 2: Identification (10 points)

1. Identify the types of lines shown in the pictures (straight, curved, zigzag, etc.) (5 points).
2. Identify the shapes shown in the pictures (circle, square, triangle, etc.) (5 points).

#### Music Unit Test for Grade 1 (Unit 1: Advanced Rhythm Patterns):

##### Part 1: Rhythm Clapping (20 points)

1. Clap the following rhythm patterns accurately (10 points).
2. Create your own rhythm pattern and clap it (10 points).

## **Part 2: Musical Notation (10 points)**

1. Identify the musical notes shown (quarter note, half note, whole note) (5 points).
2. Draw the given rhythm pattern using musical notation (5 points).

### **Lesson Plan Templates**

#### **Art Lesson Plan Template:**

**Lesson Title:**

**Grade:**

**Unit:**

**Objective:**

**Materials Needed:**

**NYS Standards Addressed:**

**Introduction (10 minutes):**

- Brief overview of the lesson
- Discussion of key concepts

**Instruction (20 minutes):**

- Demonstration of techniques
- Guided practice

**Activity (20 minutes):**

- Independent or group work on project

**Closure (10 minutes):**

- Review of key concepts
- Student presentations

**Assessment:**

- Observation
- Student work evaluation using rubric

#### **Music Lesson Plan Template:**

**Lesson Title:**

**Grade:**

**Unit:**

**Objective:**

**Materials Needed:**

**NYS Standards Addressed:****Introduction (10 minutes):**

- Brief overview of the lesson
- Discussion of key concepts

**Instruction (20 minutes):**

- Demonstration of rhythm patterns
- Guided practice

**Activity (20 minutes):**

- Clapping exercises
- Singing or instrument playing

**Closure (10 minutes):**

- Review of key concepts
- Student performances

**Assessment:**

- Observation
- Student performance evaluation using rubric

**Pacing Calendars****Kindergarten Art Pacing Calendar**

Week	Unit	Key Concepts
1	Introduction to Lines and Shapes	Types of lines and shapes
2	Introduction to Lines and Shapes	Creating art with lines and shapes
3	Exploring Colors	Primary colors
4	Exploring Colors	Secondary colors
5	Texture and Form	Creating textures
6	Texture and Form	Exploring forms
7	Mixed Media Projects	Combining different media
8	Mixed Media Projects	Final project presentation

**Kindergarten Music Pacing Calendar**

Week	Unit	Key Concepts
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1	Rhythm and Movement	Clapping rhythms
2	Rhythm and Movement	Creating rhythm patterns
3	Pitch and Melody	Understanding pitch
4	Pitch and Melody	Singing simple melodies
5	Introduction to Instruments	Playing percussion instruments
6	Introduction to Instruments	Identifying instrument sounds
7	Singing and Performance	Group singing
8	Singing and Performance	Performance preparation

## Grade 1 Art Pacing Calendar

Week	Unit	Key Concepts
1	Lines and Shapes in Nature	Observational drawing
2	Lines and Shapes in Nature	Nature-inspired art
3	Primary and Secondary Colors	Color theory basics
4	Primary and Secondary Colors	Mixing colors
5	Art from Different Cultures	Cultural art forms
6	Art from Different Cultures	Creating cultural art
7	Creative Self-Portraits	Self-portrait techniques
8	Creative Self-Portraits	Final self-portrait project

## Grade 1 Music Pacing Calendar

Week	Unit	Key Concepts
1	Advanced Rhythm Patterns	Clapping complex rhythms
2	Advanced Rhythm Patterns	Creating rhythm patterns
3	Simple Musical Notation	Reading musical notes
4	Simple Musical Notation	Writing musical notes
5	Group Instrumental Play	Playing instruments in a group
6	Group Instrumental Play	Coordinating with peers
7	Seasonal Songs and Performances	Learning seasonal songs

8	Seasonal Songs and Performances	Preparing for performance
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## Grade 2 Art Pacing Calendar

Week	Unit	Key Concepts
1	Drawing from Observation	Detailed observational drawing
2	Drawing from Observation	Nature and objects drawing
3	Color and Composition	Advanced color techniques
4	Color and Composition	Creating balanced compositions
5	Sculpture and 3D Art	Basic sculpture techniques
6	Sculpture and 3D Art	Creating 3D projects
7	Art Critique and Appreciation	Critiquing art
8	Art Critique and Appreciation	Appreciating diverse art forms

## Grade 2 Music Pacing Calendar

Week	Unit	Key Concepts
1	Advanced Musical Notation	Reading and writing music
2	Advanced Musical Notation	Complex musical notes
3	Instrument Families	Identifying instrument families
4	Instrument Families	Exploring instrument sounds
5	Composition and Improvisation	Creating simple compositions
6	Composition and Improvisation	Improvising music
7	End-of-Year Performance	Preparing for performance
8	End-of-Year Performance	Final performance

## References

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Choksy, L. (1999). *The Kodály Method I: Comprehensive Music Education*. Prentice Hall.  
Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press.  
Kennedy Center. (2021). *ArtsEdge Curriculum*. The Kennedy Center.  
Warner, B. (1991). *Orff-Schulwerk: Applications for the Classroom*. Schott Music Corporation.

## Assessment Plan for Maven Charter Academy

### Introduction

Maven Charter Academy is committed to a robust assessment system to evaluate student knowledge and skills, ensuring alignment with the New York State (NYS) Learning Standards. This document details the diagnostic, formative, and summative assessments that will be used, including their purpose, design, format, and rationale for selection. Additionally, it describes the processes for collecting and analyzing assessment results, ensuring their validity and reliability, and informing stakeholders about academic achievement.

### Assessment Types and Purposes

#### 1. **Diagnostic Assessments**

- **Purpose:** To identify students' prior knowledge, skills, and any learning gaps at the beginning of the school year.
- **Assessments:**
  - **Fountas & Pinnell Benchmark Assessment System (F&P BAS)** (Fountas & Pinnell, 2007): Assesses students' reading levels to inform instruction.
  - **STAR Early Literacy Assessment** (Renaissance Learning, 2023): Evaluates early literacy skills to identify students' strengths and areas for growth.
- **Design:** Administered at the start of the academic year, these assessments include tools like the Fountas & Pinnell Benchmark Assessment System and STAR Early Literacy Assessment.
- **Format:** Mixed-format including multiple-choice questions, open-ended responses, and oral reading fluency checks.
- **Rationale:** These assessments provide baseline data that help teachers tailor instruction to meet individual student needs, addressing potential learning loss from previous years.

#### 2. **Formative Assessments**

- **Purpose:** To monitor student progress and inform instruction on an ongoing basis.
- **Assessments:**
  - **DIBELS (Dynamic Indicators of Basic Early Literacy Skills)** (Good & Kaminski, 2002): Assesses early literacy development and reading fluency.
  - **Math in Focus Topic Assessments** (Houghton Mifflin Harcourt, 2020): Regular assessments embedded within the Singapore Math curriculum.



- **Teacher-Created Quizzes and Observations:** Informal assessments designed by teachers to gauge understanding of daily lessons.
- **Design:** Regular, low-stakes assessments integrated into daily lessons.
- **Format:** Varied, including oral questions, written quizzes, digital tools like Kahoot, and performance-based tasks.
- **Rationale:** Formative assessments provide immediate feedback to both teachers and students, allowing for timely instructional adjustments and targeted interventions.
- 3. **Summative Assessments**
  - **Purpose:** To evaluate student mastery of content at the end of instructional units or the academic year.
  - **Assessments:**
    - **New York State Grades 3-8 English Language Arts and Mathematics Tests** (NYSED, 2016): State-mandated assessments to measure proficiency in ELA and Math.
    - **End-of-Unit Tests** (e.g., My World Interactive Social Studies Unit Tests by Savvas Learning Company, 2023): Assess understanding of unit-specific content.
    - **Lab Learner Science Unit Assessments** (Lab Learner, 2021): Evaluate mastery of science concepts and practices.
  - **Design:** Cumulative assessments such as unit tests, projects, and standardized tests aligned with NYS standards.
  - **Format:** Combination of multiple-choice questions, short answers, essays, and performance tasks.
  - **Rationale:** Summative assessments provide comprehensive data on student learning outcomes, informing curriculum effectiveness and instructional practices.

### Key Considerations for Assessment Selection and Creation

- **Ascertaining Learning Loss:** Special diagnostic tools, such as the STAR Early Literacy Assessment, will be developed to identify learning gaps, especially those exacerbated by the COVID-19 pandemic. Focused assessments in core areas such as math and reading at the beginning of each term are crucial.
- **Alignment with NYS Standards:** All assessments will be aligned with the NYS Learning Standards to ensure they measure relevant skills and knowledge.
- **Research-Based Practices:** The selection of assessments is informed by educational research to ensure they effectively measure student learning and provide actionable insights.

### Collection and Analysis of Assessment Results

- **Data Collection:** Assessment results will be collected using a centralized student information system (SIS). Teachers will input data from formative assessments daily, while summative assessment data will be recorded at the end of each unit or term.
- **Data Analysis:** Regular data analysis meetings will be conducted involving teachers and school leaders to review student performance trends and identify areas needing intervention. Dashboards will be used to visualize data for easy interpretation and action planning.

## Ensuring Validity and Reliability

- **Standardized Procedures:** Standardized administration procedures will be followed to ensure consistency across assessments. Training sessions will be provided to teachers to calibrate scoring and administration techniques.
- **Assessment Calibration:** Regular calibration sessions will be held to ensure that teachers' scoring remains consistent and unbiased. External assessments will be used as benchmarks to validate internal assessment results.

## Responsibilities for Administering and Analyzing Assessments

- **Teachers:** Responsible for administering both formative and summative assessments, collecting data, and providing immediate feedback to students.
- **School Leaders:** Oversee the assessment process, ensuring alignment with standards and effective data use. They will also coordinate professional development for teachers on assessment practices.
- **Curriculum Coordinators:** Assist in developing and reviewing assessments, ensuring they are aligned with instructional goals and standards.

## Ensuring Preparation for State Assessments

- **Alignment of Curriculum and Assessments:** Regular reviews of student work products and assessment results will ensure alignment with state standards and readiness for state assessments.
- **Professional Development:** Ongoing professional development for teachers will focus on effective instructional strategies and assessment practices to ensure student readiness.

## Access to and Use of Assessment Results

- **Teachers:** Access results through the SIS, using them to inform instructional practices and interventions.
- **School Leaders:** Use data to make informed decisions about curriculum and instruction, as well as to identify professional development needs.
- **Board of Trustees:** Regular reports will be provided, highlighting assessment outcomes and progress toward academic goals.
- **Parents and Students:** Results will be communicated through quarterly report cards, parent-teacher conferences, and progress reports available via the parent portal. Students will receive feedback through graded assignments and individual conferences.

## Informing Parents and Students about Academic Achievement

- **Communication Channels:** Academic achievements and progress will be communicated through multiple channels, including the parent portal, newsletters, and regular parent-teacher meetings.

- **Timely Updates:** Parents and students will receive timely updates on academic progress, ensuring they are well-informed about achievements and areas needing improvement.

## References

- Fountas, I. C., & Pinnell, G. S. (2007). *The Fountas & Pinnell Benchmark Assessment System*. Heinemann.
- Good, R. H., & Kaminski, R. A. (2002). *Dynamic Indicators of Basic Early Literacy Skills (6th ed.)*. Institute for the Development of Educational Achievement.
- Houghton Mifflin Harcourt. (2020). *Math in Focus: Singapore Math by Marshall Cavendish*.
- Lab Learner. (2021). *Lab Learner Curriculum*. Retrieved from [Lab Learner website](#).
- New York State Education Department (NYSED). (2016). *New York State Learning Standards*. Retrieved from [NYSED website](#).
- Renaissance Learning. (2023). *STAR Early Literacy Assessment*. Retrieved from [Renaissance Learning website](#).
- Savvas Learning Company. (2023). *My World Interactive Social Studies*.

## Promotion Policy

At Maven Charter Academy, our promotion policy is designed to ensure that students advance to the next grade level based on their academic performance, attendance, and overall development. The following criteria will be used to determine student promotion:

1. **Academic Performance:** Students must meet or exceed grade-level expectations in core subjects, including English Language Arts (ELA), Mathematics, Science, and Social Studies. Performance will be assessed through a combination of formative and summative assessments, classroom participation, and completion of assignments. Specific benchmarks will be set for each grade level, aligned with the New York State Learning Standards (NYSED, 2016).
2. **Attendance:** Regular attendance is crucial for academic success. Students are expected to maintain an attendance rate of at least 90%. Excessive absences may result in retention if they significantly impact academic progress. The school will equate every three tardies to one absence to ensure that students arrive on time and ready to learn.
3. **Social and Emotional Development:** Teachers will evaluate students' social and emotional development, including their ability to work collaboratively, exhibit positive behavior, and demonstrate responsibility and respect.

## Early Promotion

Early promotion may be considered for students who demonstrate exceptional academic performance and social-emotional maturity. The process for early promotion includes:

1. **Teacher Recommendation:** Teachers may recommend students for early promotion based on their assessment of the student's readiness for the next grade level.
2. **Parental Consent:** Parents must agree to the early promotion and understand the implications of advancing their child ahead of their peers.
3. **Administrative Approval:** The school principal, in consultation with teachers and the student support team, will make the final decision regarding early promotion.

## **Retention Policy**

Retention will be considered when a student fails to meet the academic and attendance criteria for promotion. The retention process includes:

1. **Identification and Intervention:** Students at risk of retention will be identified early in the school year. The school will implement targeted interventions, including additional support and resources, to help the student meet grade-level expectations.
2. **Parent-Teacher Conferences:** Parents will be informed of their child's progress and the potential for retention during parent-teacher conferences held at least twice a year.
3. **Final Decision:** The decision to retain a student will be made collaboratively by the student's teacher, parents, and the school principal. Parents will be notified of the retention decision in writing at the end of the school year.
4. **Support Plan:** Retained students will receive a customized support plan to address their specific academic and developmental needs in the following school year.

## **Communication of Policies**

Promotion and retention policies will be communicated to students and parents through the following means:

1. **Student Handbook:** The student handbook, distributed at the beginning of the school year, will outline the promotion and retention policies in detail.
2. **Parent-Teacher Meetings:** During orientation and regular parent-teacher conferences, teachers will explain the promotion criteria and discuss individual student progress.
3. **Written Notifications:** Parents will receive written notifications regarding their child's progress and any potential for retention or early promotion throughout the school year.

By implementing these comprehensive promotion policies, Maven Charter Academy ensures that all students are well-prepared for the next stage of their academic journey and future success.

## **References**

New York State Education Department (NYSED). (2016). *New York State Learning Standards*. Retrieved from <http://www.nysed.gov>.

## Programmatic Audits

### Purpose and Objectives

The purpose of the annual programmatic audits at Maven Charter Academy is to evaluate the implementation and effectiveness of the school's educational program, governance, and operations. The audits are designed to ensure continuous improvement, accountability, and alignment with the school's mission and educational philosophy. The specific objectives of these audits are:

1. **Evaluate Academic Program Effectiveness:** Assess the quality and impact of the curriculum, instructional methods, and student outcomes.
2. **Review Governance and Leadership:** Examine the effectiveness of the school's governance structures and leadership practices.
3. **Assess Operational Efficiency:** Analyze the efficiency and effectiveness of the school's operational processes and support systems.

### Areas to be Audited

The programmatic audits will encompass the following key areas:

1. **Academic Program:** Evaluation of curriculum alignment with NYS Learning Standards, instructional quality, student performance data, and effectiveness of support services for diverse learners.
2. **Governance and Leadership:** Review of the board of trustees' oversight, leadership team performance, strategic planning, and decision-making processes.
3. **Operations:** Assessment of financial management, facilities management, technology integration, and administrative support services.
4. **Stakeholder Satisfaction:** Gathering feedback from students, parents, teachers, and staff regarding their satisfaction with the school's programs and operations.

### Schedule of Events

The annual programmatic audit will follow a structured schedule to ensure comprehensive and timely evaluations:

1. **Initial Planning Meeting (August):** Conduct a meeting with the audit team, school leadership, and any external consultants to outline the audit process, objectives, and timeline.
2. **Data Collection and Analysis (September - November):** Collect quantitative and qualitative data through surveys, interviews, classroom observations, and review of academic and operational records.

3. **Mid-Year Progress Review (January):** Hold a mid-year review meeting to discuss preliminary findings, address any immediate concerns, and adjust audit plans as necessary.
4. **Final Audit and Report Preparation (April - May):** Compile and analyze all collected data, prepare a comprehensive audit report, and develop recommendations for improvement.
5. **Presentation of Findings (June):** Present the final audit report to the board of trustees, school leadership, and other key stakeholders.

## **Responsible Persons**

The programmatic audits will be conducted by a designated audit team, which may include:

1. **Internal Audit Team:** Comprising school administrators, teachers, and board members who have the relevant expertise.
2. **External Consultants:** Outside consultants with expertise in educational audits may be hired to provide an unbiased evaluation and bring in specialized knowledge.
3. **Data Coordinator:** An internal staff member responsible for managing the collection, organization, and analysis of data.

## **Description of Written End Product**

The end product of the annual programmatic audit will be a comprehensive report that includes:

1. **Executive Summary:** Overview of the audit objectives, methods, key findings, and recommendations.
2. **Detailed Findings:** In-depth analysis of each audited area, supported by data and evidence.
3. **Recommendations:** Actionable recommendations for addressing identified issues and areas for improvement.
4. **Appendices:** Supporting documents, including data tables, survey results, and interview transcripts.

## **Dissemination of the Audit Report**

The final audit report will be disseminated to the following stakeholders:

1. **Board of Trustees:** The board will receive the report for review and decision-making purposes.
2. **School Leadership:** The leadership team will use the report to inform strategic planning and operational improvements.
3. **Teachers and Staff:** Key findings and recommendations will be shared with teachers and staff to guide instructional and operational practices.
4. **Parents and Community:** A summary of the audit findings will be communicated to parents and the broader school community through newsletters, meetings, and the school website.

## **Plans to Hire Outside Consultants**

Maven Charter Academy plans to hire external consultants to conduct parts of the programmatic audits. These consultants will bring expertise in educational evaluation, provide an objective perspective, and ensure the credibility of the audit findings. The selection of consultants will be based on their experience, qualifications, and understanding of the charter school environment.

By implementing a comprehensive annual programmatic audit process, Maven Charter Academy will ensure continuous improvement and accountability, fostering an educational environment that supports student success and aligns with the school's mission and goals.

## **References**

New York State Education Department (NYSED). (2016). *New York State Learning Standards*. Retrieved from <http://www.nysed.gov>.

## **Conclusion**

Our key design elements were chosen with cognitive development, cultural and historical awareness, and personal growth in mind. Our traditional approach to ELA instruction will foster critical thinking and problem solving skills in our students, and will enmesh our students in the world of classical literature and history. Our sophisticated, hands-on approaches to math and science will prepare students for advanced studies and create students who are generators, rather than receptacles, of knowledge. And the emphasis on art, music, and movement ensures that we will help the children of Freeport become well rounded academics as well as knowledgeable, educated citizens.



# **Accountability Plan Template SUNY Authorized Charter Schools**

For schools enrolling students in grades Kindergarten - 8

This Accountability Plan template for schools enrolling students in Kindergarten – 8<sup>th</sup> grades outlines to the required Accountability Plan goals and measures in place since 2013 and revised in 2018 to incorporate the state’s ESSA accountability system.

Sections highlighted in **yellow** indicate where to insert information to complete the Accountability Plan. Some yellow highlighted sections provide space for the inclusion of additional academic or organizational goals and measures. It is not required that schools include additional goals. For further discussion, or for a detailed explanation of the goals and measures included in this template and required of all SUNY authorized charter schools, refer to the *Guidelines for Creating an Accountability Plan*, revised July, 2019.



# Maven Charter Academy School

## Accountability Plan

### for the Accountability Period 2025- 26 TO 2027- 28

#### ACADEMIC GOALS

##### GOAL I: ENGLISH LANGUAGE ARTS

**Goal:** Ensure that all students achieve proficiency in English Language Arts (ELA) through comprehensive literacy instruction and support rooted in grammar, logic, and rhetoric.

##### **Absolute Measures**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state’s English language arts exam for grades 3-8.
- Each year, the school’s aggregate Performance Index<sup>1</sup> (“PI”) on the state English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.
- Each year, 80% of ELL students who have been enrolled in the school for at least two years will demonstrate adequate growth in ELA, as measured by internal benchmark assessments.

##### **Comparative Measures**

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

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<sup>1</sup> The method for calculating a school’s Performance Index is detailed in the state’s Revised State Template for the Consolidated State Plan, p 47. The state’s Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: [www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)

## Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4<sup>th</sup> – 8<sup>th</sup> grades will be above the target of 50.

## GOAL II: MATHEMATICS

**Goal:** Our goal is to ensure that all students achieve proficiency in Mathematics through targeted instruction and interventions rooted in the Singapore math teaching methodologies.

### Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.
- Each year, 80% of students who have been enrolled in the school for at least two years will demonstrate adequate growth in mathematics, as measured by internal benchmark assessments.

### Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state 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 meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

## Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4<sup>th</sup> – 8<sup>th</sup> grades will be above the target of 50.

### **GOAL III: SCIENCE**

**Goal:** Our goal is to ensure that all students achieve proficiency in Science through inquiry-based learning and hands-on experiments.

#### **Absolute Measures**

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

#### **Comparative Measures**

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

### **GOAL IV: ESSA**

**Goal:** The school will remain in good standing according to the state's ESSA accountability system.

#### **Absolute Measure**

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

## **ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS**

### **GOAL V: SOCIAL-EMOTIONAL DEVELOPMENT**

**Goal:** To foster the social-emotional development of all students, ensuring they develop the skills necessary to be successful, responsible, and respectful members of the community.

- Each year, 90% of students will demonstrate growth in social-emotional competencies, as measured by the school's SEL assessment tool.
- Each year, the school will organize and conduct at least four community service projects in which at least 80% of students participate.
- Each year, 85% of students will achieve a satisfactory rating or higher on their behavior and conduct reports, as assessed by teachers and staff.

### **GOAL VI: COMMUNITY BUILDING**

**Goal:** To build a strong school community through effective parent and community engagement, ensuring active participation and collaboration in school activities and decision-making processes.

- Each year, at least 75% of parents will participate in parent-teacher conferences and other school events, as recorded by attendance logs.
- Each year, the school will administer a parent satisfaction survey, and at least 85% of respondents will indicate satisfaction with the school's communication and engagement efforts.

## **R-07ac - Calendar and Schedules**

The following 2025-2026 calendars outline the course of the school year divided into three terms and propose a 180 school day year for students with an additional 10 days for staff development. Maven Charter Academy has an extended day due to the unique nature of our schedule.

Interspersed throughout the day are interstitial periods of free play. The instructional time each day amounts to 300 minutes or 5 hours. This equates to 900 instructional hours per annum. If days are missed due to weather or unforeseen closures in which the school is unable to hold remote classes, additional days will be added to the end of the school year in June to meet the required number of hours for the academic year.

In the event of foreseen closure, Maven Academy will move to a remote learning environment. Each student will be provided with a device upon their enrollment at Maven Charter Academy and the teacher will follow a special schedule in order to meet the learning goals of the day. For remote learning the day will not include the interstitial free time and a modified online program will be used.

### **First Academic Year Calendar**

							Maven Charter Academy 2025-2026 School year Calendar													
							Indicates No school													
							Indicates Staff development day													
							Indicates important day of school calendar													
August							February													
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	15 Days of Classes						
							1	2	3	4	5	6	7	16-20 Winter Recess						
							8	9	10	11	12	13	14							
24	25	26	27	28	29	30	15	16	17	18	19	20	21							
31							22	23	24	25	26	27	28							
September							March													
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	21 Days of Classes						
	1	2	3	4	5	6	1	2	3	4	5	6	7	End of 2nd Term						
7	8	9	10	11	12	13	8	9	10	11	12	13	14	Report card and parent teacher conferences						
14	15	16	17	18	19	20	15	16	17	18	19	20	21	Staff development day						
21	22	23	24	25	26	27	22	23	24	25	26	27	28							
28	29	30					29	30	31											
October							April													
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	14 Days of Classes						
				1	2	3	1				1	2	3	4	2-10 Spring Recess					
5	6	7	8	9	10	11	5	6	7	8	9	10	11							
12	13	14	15	16	17	18	12	13	14	15	16	17	18							
19	20	21	22	23	24	25	19	20	21	22	23	24	25							
26	27	28	29	30	31		26	27	28	29	30									
November							May							19 Days of Classes						
S	M	T	W	TH	F	S							1	2	25 Memorial Day					
2	3	4	5	6	7		3	4	5	6	7	8	9							
9	10	11	12	13	14	15	10	11	12	13	14	15	16							
16	17	18	19	20	21	22	17	18	19	20	21	22	23							
23	24	25	26	27	28	29	24	25	26	27	28	29	30							
30							31													
December							June							16 Days of Classes						
S	M	T	W	TH	F	S			1	2	3	4	5	6	18 End of 3rd term					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	19 Juntennth					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	Last Day of school						
14	15	16	17	18	19	20	21	22	23	24	25	26	27	Staff development days						
21	22	23	24	25	26	27	28	29	30											
28	29	30	31																	
January							180 days of classes 10 days professional development													
S	M	T	W	TH	F	S														
				1	2	3														
4	5	6	7	8	9	10														
11	12	13	14	15	16	17														
18	19	20	21	22	23	24														
25	26	27	28	29	30	21														

## B. Student schedule

## **Narrative of typical day K-1**

On a typical school day at Maven Charter Academy, students will arrive between 7:30 and 8:00. Students will gather with their class in a common meeting room with the entire school population. At 8 am students will proceed to their homerooms. Teachers will instruct, aid, and reinforce the procedures of unpacking and preparing for the day's work. Morning classes will begin with an hour of Math instruction. Between Math instruction and an hour of English Language Arts, a 15-minute period will occur. Students may move about the room, free play, complete work, or prepare for their next class. This free period time is integral to Maven Charter Academy's foundation which puts movement and free play as an instrumental part of routine. The day will proceed with each class having a 15-minute period of free time in between the ending of one academic subject and the next. Lunch will be conducted as a whole school. Students will be instructed on proper etiquette and voice modulation. Recess will always follow lunch to allow students free time to build socialization skills. The end-of-day classes will be special subject classes, P.E., Art, or Music. Students will be instructed in each class and given the opportunity to learn as well as perform. Additionally, end of day classes have been designed to reinforce morning lessons. Math Lab, Science Lab, and Latin and Greek instruction will take place on different days to reinforce the learning from those subject areas earlier in the day and week.

Centers will exist in both the kindergarten and first grades to allow students the freedom to choose an area of interest while being overseen and instructed in small groups by their teacher. Additionally once a week students will complete lessons in the individualized learning software iReady in order to track student levels and progress as well as assist the student in mastery of grade level material.

### **Table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade**

1. Math minutes include one hour of math instruction each day with a 45-minute weekly period in the math lab where students will utilize manipulatives and complete tasks relevant to their weekly lessons.
2. ELA minutes include one hour of ELA instruction each day with an additional 45-minute period in Greek and Latin roots to strengthen students' foundational understanding of polysyllabic words and the foundations of the English language.
3. Science class will consist of 6 - 45 minute periods with at least one of those periods being in the lab each week.
4. Non-core instructional minutes include the following: P.E. class, Art class, Music class, centers, and iReady practice in ELA and Math.

K and 1	Weekly Instrucitonal Minutes
Math	345 minutes
ELA	346 minutes
Social Studies	347 minutes
Science	348 minutes
Non-core	315 minures
Total instnctional Minutes	1500 minutes

### Sample student schedule for a typical week with an explanation

1. Math and English Language Arts will begin each day as students are more alert in the morning session.
2. Free play between classes will take place within the classroom. This time will allow students a break from learning. This design element allows students to move around the room, process what they have learned, and work on interpersonal and socialization skills.
3. Special subjects P.E., Music, and Art will occur every day
4. Opening and closing procedures for the day are scheduled to learn organizational skills.
5. Lunch is a common period distinct from recess.
6. Teacher prep time will occur during special subject lessons.
7. The letter distinctions between classes do not denote performance levels but are rather used as distinctions between classes of the same age group.

#### Kindergarten A

		Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Arrival	Drop off / gather	Drop off / gather	Drop off / gather	Drop off / gather	Drop off / gather
8:00-8:15	Homeroom	Unpack/prepare	Unpack/prepare	Unpack/prepare	Unpack/prepare	Unpack/prepare
8:15 - 9:15	1 <sup>st</sup> period	Math	Math	Math	Math	Math
9:15 – 9:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
9:30 – 10:30	2 <sup>nd</sup> period	ELA	ELA	ELA	ELA	ELA
10:30 – 10:45	Interstitial time	Free play	Free play	Free play	Free play	Free play
10:45 – 11:30	3 <sup>rd</sup> period	Science	Science	Science	Science	Science
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 12:30	Recess	Recess	Recess	Recess	Recess	Recess
12:30 – 1:15	4 <sup>th</sup> period	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:15 – 1:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
1:30 – 2:15	5 <sup>th</sup> period	Art	PE	Music	PE	Music/Art
2:15 – 2:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
2:30 -3:15	6 <sup>th</sup> period	Centers	Latin/Greek	Science Lab	Math Lab	iReady
3:15- 3:30	Pack up	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal



# Kindergarten B

		Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Arrival	Drop off / gather	Drop off / gather	Drop off / gather	Drop off / gather	Drop off / gather
8:00-8:15	Homeroom	Unpack/prepare	Unpack/prepare	Unpack/prepare	Unpack/prepare	Unpack/prepare
8:15 - 9:15	1 <sup>st</sup> period	Math	Math	Math	Math	Math
9:15 – 9:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
9:30 – 10:30	2 <sup>nd</sup> period	ELA	ELA	ELA	ELA	ELA
10:30 – 10:45	Interstitial time	Free play	Free play	Free play	Free play	Free play
10:45 – 11:30	3 <sup>rd</sup> period	Science	Science	Science	Science	Science
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 12:30	Recess	Recess	Recess	Recess	Recess	Recess
12:30 – 1:15	4 <sup>th</sup> period	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:15 – 1:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
1:30 – 2:15	5 <sup>th</sup> period	PE	Art	PE	Music	Music/Art
2:15 – 2:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
2:30 -3:15	6 <sup>th</sup> period	Centers	Latin/Greek	Math Lab	Science Lab	iReady
3:15: 3:30	Pack up	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal

# 1<sup>st</sup> Grade Class B

		Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Arrival	Drop off / gather	Drop off / gather	Drop off / gather	Drop off / gather	Drop off / gather
8:00-8:15	Homeroom	Unpack/prepare	Unpack/prepare	Unpack/prepare	Unpack/prepare	Unpack/prepare
8:15 - 9:15	1 <sup>st</sup> period	Math	Math	Math	Math	Math
9:15 – 9:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
9:30 – 10:30	2 <sup>nd</sup> period	ELA	ELA	ELA	ELA	ELA
10:30 – 10:45	Interstitial time	Free play	Free play	Free play	Free play	Free play
10:45 – 11:30	3 <sup>rd</sup> period	Science	Science	Science	Science	Science
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 12:30	Recess	Recess	Recess	Recess	Recess	Recess
12:30 – 1:15	4 <sup>th</sup> period	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:15 – 1:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
1:30 – 2:15	5 <sup>th</sup> period	Centers	Latin/Greek	Math Lab	Science Lab	iReady
2:15 – 2:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
2:30 -3:15	6 <sup>th</sup> period	PE	Art	PE	Music	Art/Music
3:15: 3:30	Pack up	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal

# 1<sup>st</sup> grade Class A

		Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Arrival	Drop off / gather	Drop off / gather	Drop off / gather	Drop off / gather	Drop off / gather
8:00-8:15	Homeroom	Unpack/prepare	Unpack/prepare	Unpack/prepare	Unpack/prepare	Unpack/prepare
8:15 - 9:15	1 <sup>st</sup> period	Math	Math	Math	Math	Math
9:15 – 9:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
9:30 – 10:30	2 <sup>nd</sup> period	ELA	ELA	ELA	ELA	ELA
10:30 – 10:45	Interstitial time	Free play	Free play	Free play	Free play	Free play
10:45 – 11:30	3 <sup>rd</sup> period	Science	Science	Science	Science	Science
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 12:30	Recess	Recess	Recess	Recess	Recess	Recess
12:30 – 1:15	4 <sup>th</sup> period	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:15 – 1:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
1:30 – 2:15	5 <sup>th</sup> period	Centers	Latin/Greek	Science Lab	Math Lab	iReady
2:15 – 2:30	Interstitial time	Free play	Free play	Free play	Free play	Free play
2:30 -3:15	6 <sup>th</sup> period	Art	PE	Music	PE	Art/Music
3:15: 3:30	Pack up	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal	Pack up/dismissal

## C. Teacher Schedule

The teachers will have a schedule from 7:30 am to 4:00 pm Teachers will be expected to greet their students when they begin arriving at 7:30. After the dismissal of the students at 3:30 teachers will use the extra 30 minutes for preparation for the next day, conferencing with other teachers, scheduled conferences with parents, and individual discussions with the administration to address any concerns, attending grade level or faculty meetings as needed.

- **Time devoted to core teaching assignments, planning, and other activities**

Teachers will have a rotating schedule to monitor students during lunch and recess, not to exceed twice a week. Special subject teachers will be subject to monitoring duties. Teachers will be given prep periods during students' special subjects.

Teachers will devote 1,185 weekly minutes to the instruction of core subjects. Planning time will consist of 225 weekly minutes broken up into 45 daily minutes. Additional minutes may be used during the post-dismissal 30-minute period.

Teachers will be expected to monitor students during free play within the classroom, centers, and during their iReady practice sessions.

- **A narrative describing key considerations in the development of an alternate teacher schedule for remote and/or hybrid instruction, should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, planning time allotments, etc.)**

In the event of a remote or hybrid schedule teachers and students will use their school-given devices to maintain a consistency of instruction. Teachers will have access to Go Guardian software to be able to monitor student activity as they instruct and monitor student work.

Teachers will limit the learning day to the four core classes. Math will begin the day followed by ELA, Science, and Social Studies. A class will consist of a 30-minute Instructional period followed by a 15-minute individual work period monitored by the teacher. A ten-minute break will occur between classes. The day will end with a whole school art class (Grades K and 1) where students will work with the Art teacher on a project. As the school grows the last class special activity will adjust to maintain a reasonable class size utilizing all special subjects. The day will close with a 5-minute regroup of the class with their teacher.

The following schedule will be used in the event of a remote learning day:

	All Classes
8:00 - 8:45	Math
8:45 - 8:55	Break
8:55 - 9:50	ELA
9:50 - 10:00	Breat
10:00 - 10:45	Science
10:45 - 11:15	Lunch Break
11:15 - 12:00	Social Studies
12:00 - 12:10	Break
12:10 - 12:55	Art Project
12:55 - 1:00	Regroup with teacher

## **R-08ad - Specific Populations**

### **1. Identification of Struggling Students**

#### **Definition of a Struggling Student:**

At Maven Charter Academy School, a "struggling student" is defined as a student who demonstrates difficulty in meeting grade-level expectations in core academic areas (reading, writing, mathematics) despite receiving high-quality instruction. Indicators of struggle include consistently low performance on assessments, lack of progress in skill acquisition, and teacher observations of learning challenges (Fuchs & Fuchs, 2006).

#### **Identification within an RTI Framework:**

The school will utilize a Response to Intervention (RTI) program to identify struggling students. The RTI model includes:

- Universal Screening: All students will be assessed at the beginning of the school year using standardized tests and curriculum-based measures to identify those at risk (Jenkins et al., 2007).
- Progress Monitoring: Students identified as at risk will undergo frequent monitoring to track their progress. This will help in determining the effectiveness of interventions (Stecker, Fuchs, & Fuchs, 2008).
- Tiered Instruction:
  - Tier 1: High-quality, differentiated instruction in the general education classroom.
  - Tier 2: Targeted interventions in small groups for students who do not respond adequately to Tier 1.
  - Tier 3: Intensive, individualized interventions for students who show minimal response to Tier 2 interventions (Batsche et al., 2005).

### **2. Strategies and Resources for Assisting Struggling Students**

#### **Within General Education Classrooms:**

- Differentiated Instruction: Teachers will tailor their instruction to meet diverse learning needs (Tomlinson, 2001).
- Co-Teaching Models: General and special education teachers will collaborate to provide inclusive support (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010).
- Flexible Grouping: Students will be grouped based on their specific needs and abilities for targeted instruction (Lou et al., 1996).

#### **Other Settings:**

- Small Group Instruction: Focused sessions during and after school to provide intensive support.
- Tutoring: One-on-one or small group tutoring sessions with trained staff or volunteers.

- Technology Integration: Use of adaptive learning software to provide personalized learning experiences (Means, Toyama, Murphy, Bakia, & Jones, 2010).
- Planning Time: Regular planning sessions for teachers to develop intervention strategies and review student progress.
- Targeted Assistance: Instructional aides and specialists (e.g., reading specialists, math coaches) to support students.

### **Personnel and Resources:**

- Special Education Teachers: Certified special education professionals to support individualized education plans (IEPs).
- Counselors and Psychologists: To address social-emotional needs that may impact learning.
- Consultants: External experts to provide additional support and professional development for staff.

## **3. Remote Learning Interventions**

### **Effective Implementation in Remote Settings:**

- Virtual RTI Model: Continuation of RTI framework online with virtual screenings and progress monitoring (Kyzar et al., 2014).
- Digital Tools: Use of platforms like Google Classroom, Zoom, and specialized educational software for interventions (Dede, 2005).
- Virtual Small Groups and Tutoring: Scheduled online sessions for targeted instruction and tutoring.
- Parental Involvement: Training and resources for parents to support learning at home (Hoover-Dempsey et al., 2005).

## **4. Research and Evidence Supporting the Approach**

### **Evidence-Based Interventions:**

- RTI Framework: Supported by extensive research indicating its effectiveness in early identification and support of struggling students (Vaughn & Fuchs, 2003).
- Differentiated Instruction: Proven to increase engagement and achievement by addressing individual learning styles (Tomlinson, 2001).
- Technology in Education: Studies show that adaptive learning technologies can significantly improve academic outcomes (Means et al., 2010).

## **5. Evaluation of Program Efficacy**

### **Process for Evaluation:**

- Data Analysis: Regular review of assessment data to track student progress and adjust interventions.

- Feedback Mechanisms: Surveys and feedback from teachers, students, and parents to assess program effectiveness.
- Professional Development: Ongoing training for staff to ensure they are equipped with the latest strategies and tools.
- Program Reviews: Annual reviews by a dedicated committee to evaluate the effectiveness and make necessary adjustments.

By implementing these comprehensive strategies and utilizing data-driven approaches, Maven Charter Academy School aims to ensure that all students, particularly those struggling academically, receive the support they need to succeed.

## **b. Students with Disabilities**

### **1. Statement of Assurance**

Our charter school, located in Freeport, New York, is committed to fully abiding by all the assurances found in Appendix B of the 2024 SUNY Charter Schools Institute Request for Proposals (RFP) – Special Education Assurances. This commitment includes adhering to all federal laws and regulations related to the identification and service provision for students with disabilities (Individuals with Disabilities Education Act, 2004).

### **2. Process for Identifying Students with Disabilities (Child Find)**

Our school will implement a comprehensive Child Find process to identify students with disabilities. This process will be integrated into our Response to Intervention (RTI) framework and will include:

- Universal Screening: Screening all students to identify those who may need additional support.
- Data-Driven Decision Making: Monitoring student progress and identifying those who may require further evaluation.
- Collaboration: Involving parents, teachers, and specialists to gather information on students' academic and behavioral performance.
- Timely Referrals: Referring students for special education evaluation who do not respond to targeted interventions (US Department of Education, 2010).

### **3. Resources, Personnel, and Direct and Related Services**

Our school will provide a wide range of resources and personnel to support students with disabilities, including:

- Special Education Personnel: Certified special education teachers, speech therapists, occupational therapists, physical therapists, and counselors.
- Administrative Responsibilities: A dedicated Special Education Coordinator will oversee compliance, service delivery, and the coordination of special education services.

- Service Delivery: Services will be provided within general education classrooms through collaborative team teaching (CTT) and Special Education Teacher Support Services (SETSS), as well as in pull-out settings when necessary.
- Remote Learning: In a remote setting, students will continue to receive services through virtual platforms, ensuring continuity of therapy sessions, counseling, and instructional support.
- Instructional Materials and Technology: Access to adaptive technology and instructional materials tailored to individual needs.
- Professional Development: Ongoing training for staff on special education laws, instructional strategies, and the use of technology to support remote learning (Smith et al., 2013).

#### **4. Services or Settings Provided by the School District or Third-Party Contracts**

Certain services, as specified by the student's Individualized Education Program (IEP), may be provided by the school district of the student's residency or through third-party contracts. These may include specialized services that require specific expertise or resources not available within the school (IDEA, 2004).

#### **5. Research and Evidence Supporting the School's Approach**

Our approach to serving students with disabilities is grounded in research-based practices, including:

- RTI Framework: Supported by research demonstrating its effectiveness in early identification and intervention for students at risk of academic and behavioral difficulties (Vaughn & Fuchs, 2003).
- Inclusion Models: Evidence supports the benefits of inclusive education for students with disabilities, promoting higher academic achievement and social-emotional development (McLeskey, Waldron, & Redd, 2014).
- Collaborative Teaching: Studies show that collaborative team teaching improves outcomes for students with and without disabilities (Friend et al., 2010).

#### **6. Coordination Between General Education and Special Education**

Coordination between general education teachers and special education providers will include:

- Regular Collaborative Planning Sessions: Aligning instructional strategies and interventions.
- Shared Data Systems: Tracking student progress and adjusting instruction as needed.
- Joint Professional Development Opportunities: Building capacity for inclusive practices (Friend & Cook, 2010).

#### **7. Monitoring Achievement and Progress**

The achievement and progress of students with disabilities will be monitored through:

- Frequent Formative Assessments: Using progress monitoring tools.
- Data Analysis: Identifying trends and adjusting interventions.

- Virtual Platforms: Tracking engagement and performance in remote learning environments (Fuchs & Fuchs, 2006).

## **8. Evaluation of Program Efficacy**

To evaluate the efficacy of our special education program, we will:

- Regular Reviews of Student Progress: Evaluating program outcomes.
- Feedback Gathering: Collecting input from students, parents, and staff.
- Adjustments Based on Data: Modifying program components as needed (Hoover-Dempsey et al., 2005).

## **9. Professional Development**

Professional development for staff will include:

- Training on RTI and BIPs: Implementing effective behavioral intervention plans.
- Workshops on Instructional Strategies: Supporting students with disabilities.
- Technology Integration: Using technology to support learning in both in-person and remote settings (Smith et al., 2013).

By implementing these comprehensive methods and strategies, our charter school will ensure that students with disabilities receive the support and services they need to succeed academically and socially.

## **c. English Language Learners**

### **1. Identification Process**

- Home Language Questionnaire (HLQ): Upon enrollment, all students will complete a Home Language Questionnaire to identify those whose first language is not English.
- New York State Identification Test for English Language Learners (NYSITELL): Students identified through the HLQ will be assessed using NYSITELL to determine their English proficiency level.
- Comprehensive Review: To ensure students are not inappropriately identified as needing special education, the school will conduct a comprehensive review of academic, social, and emotional data, considering cultural and linguistic factors (Abedi, 2008).

### **2. Approach, Resources, and Personnel**

- Dual-Language Model and ESL Programs: The school will use a dual-language model and ESL pull-out and push-in programs tailored to the individual needs of ELLs.
- Bilingual Instructional Materials: Access to bilingual instructional materials, language acquisition software, and culturally responsive curriculum.



- **Qualified Personnel:** ESL-certified teachers and bilingual support staff will deliver language instruction. The ESL Coordinator will oversee program implementation and compliance with state and federal regulations.
- **Remote Learning Supports:** Language acquisition supports will continue in remote settings through virtual classes, online resources, and regular check-ins with ESL teachers (Goldenberg, 2008).

### **3. Research and Evidence**

- **Dual-Language Model and ESL Programs:** Research shows that these approaches improve academic outcomes and language proficiency for ELLs (Thomas & Collier, 2002).
- **Integrating Language Development:** Studies demonstrate that integrating language development into content areas accelerates language acquisition and academic achievement (August & Shanahan, 2006).

### **4. Coordination and Professional Development**

- **Collaborative Planning Meetings:** General education teachers and ESL staff will collaborate through regular planning meetings to align instructional strategies and share student progress.
- **Professional Development:** Training on culturally responsive teaching, language acquisition strategies, and differentiation techniques to support ELLs (Lucas & Villegas, 2013).

### **5. Monitoring Achievement and Progress**

- **Formative Assessments:** ELLs' progress will be monitored through ongoing formative assessments, annual English Language Proficiency Assessments (NYSESLAT), and regular academic performance reviews.
- **Exit Criteria:** Achieving proficiency on the NYSESLAT and meeting academic benchmarks will be criteria for exiting the ELL program (Abedi, 2008).

### **6. Program Evaluation**

- **Regular Evaluation:** The school will regularly evaluate the efficacy of the ELL program through student performance data, feedback from teachers and parents, and program reviews.
- **Data-Driven Adjustments:** Adjustments will be made based on data analysis and stakeholder feedback to ensure the needs of ELLs are met (Goldenberg, 2008).

### **7. Parental Communication**

- **Translated Materials:** All necessary materials, including notices, progress reports, and school information, will be translated into the languages spoken by the parents of ELLs.

- Translation Services: The school will utilize translation services and bilingual staff to ensure effective communication with non-English-speaking parents (Zehler et al., 2003).

## **8. Accessibility to Extracurricular Programming**

- Inclusive Programs: After-school and extracurricular programs will be inclusive and accessible to ELLs, with language support provided as needed.
- Language Enrichment Activities: The school will offer additional language enrichment activities to support ELLs' integration and participation in all school programs (Thomas & Collier, 2002).

## **d. Gifted and Advanced Students**

### **1. Identification Process**

- Standardized Test Scores: Students performing at the 95th percentile or above on standardized assessments will be considered for further evaluation.
- Teacher Recommendations: Teachers will provide insights based on classroom performance, creativity, problem-solving skills, and leadership qualities.
- Parent and Guardian Input: Gathering information from parents and guardians about their child's interests, strengths, and behaviors outside of school.
- Student Portfolios: Students will have the opportunity to showcase their work, projects, and achievements, highlighting their advanced capabilities.
- Cognitive Abilities Tests: Administering cognitive abilities tests to assess reasoning and intellectual potential.
- Observational Checklists: Teachers will use checklists to observe and document students' behaviors that indicate advanced learning needs (Pfeiffer & Petscher, 2008).

### **2. Strategies and Programs**

- Differentiated Instruction: Teachers will tailor lessons to meet the varying needs of advanced students by providing more complex, in-depth, and abstract learning opportunities (Tomlinson, 2001).
- Project-Based Learning (PBL): Engaging students in PBL activities that promote critical thinking, creativity, and real-world problem-solving skills.
- Enrichment Programs: Offering enrichment programs during and after school, including advanced math and science clubs, literature circles, and creative arts workshops.
- Acceleration Opportunities: Allowing advanced students to accelerate in specific subject areas, moving through the curriculum at a faster pace or taking higher-grade-level courses.
- Mentorship Programs: Establishing mentorship programs where advanced students can work with community professionals, university partners, and experts in various fields.
- Independent Study Projects: Providing opportunities for students to pursue independent study projects on topics of interest, with guidance and support from teachers.

- **Technology Integration:** Utilizing technology to provide access to online resources, advanced coursework, and virtual learning environments tailored to the needs of gifted students (VanTassel-Baska, 2006).

### **Implementation in a Remote Setting:**

In the event of a need for remote learning, Maven Charter Academy School will adapt these strategies to ensure continuity and effectiveness:

- **Virtual Differentiated Instruction:** Teachers will use online platforms to deliver differentiated lessons, utilizing digital tools to provide individualized learning paths.
- **Online Project-Based Learning:** Conducting PBL activities virtually, with students collaborating through digital platforms, engaging in virtual field trips, and presenting their projects online.
- **Virtual Enrichment Programs:** Continuing enrichment activities online, with virtual clubs, webinars, and interactive workshops.
- **Remote Acceleration Opportunities:** Providing access to higher-level courses and materials through online learning platforms, allowing for continued academic progression.
- **Virtual Mentorship:** Conducting mentorship programs via video conferencing, connecting students with mentors and experts remotely.
- **Independent Study in a Digital Format:** Supporting independent study projects with digital resources, online research tools, and virtual check-ins with teachers.
- **Technology and Online Resources:** Leveraging educational technology to provide advanced students with access to online libraries, advanced coursework, and interactive learning tools tailored to their needs (Means et al., 2010).

By implementing these methods and strategies, Maven Charter Academy School aims to ensure that academically advanced and/or gifted and talented students receive the support and opportunities they need to thrive and reach their full potential, whether learning in-person or remotely.

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## **R-09ad - Instructional Leadership**

In the foundational years of our school's operation, instructional leadership plays a pivotal role in shaping the academic program and ensuring its effective implementation. Central to this leadership structure are two key roles: the principal as the instructional leader and an executive leader tasked with ensuring compliance with state and local mandates.

### **Principal as the Instructional Leader:**

At the helm of instructional leadership stands the principal, a figurehead responsible for driving the school's academic vision forward. As the instructional leader, the principal sets the tone for instructional practices, curriculum development, and overall academic excellence within the school community. Their duties encompass:

1. **Curriculum Development:** The principal collaborates closely with faculty and staff to develop a robust curriculum aligned with educational standards and tailored to the needs of the student body. They oversee the selection of instructional materials, assessment tools, and pedagogical approaches to enhance teaching and learning outcomes.
2. **Professional Development:** Recognizing the importance of continuous growth among educators, the principal spearheads professional development initiatives aimed at enhancing teaching effectiveness and promoting innovative instructional strategies. They facilitate workshops, seminars, and training sessions to equip teachers with the skills and knowledge necessary to excel in their roles.
3. **Instructional Supervision:** The principal provides ongoing support and feedback to teachers through classroom observations, instructional walkthroughs, and collaborative planning meetings. By fostering a culture of reflection and inquiry, they empower educators to refine their instructional practices and address the diverse learning needs of students.

### **Executive Leader Ensuring Mandate Compliance:**

Alongside the principal, an executive leader assumes the critical responsibility of ensuring compliance with all state and local mandates, policies, and regulations. This role serves as a liaison between the school administration and external stakeholders, safeguarding adherence to legal requirements and educational standards. Key responsibilities include:

1. **Policy Implementation:** The executive leader remains vigilant in monitoring changes to educational policies and mandates at the state and local levels. They interpret and

communicate these directives to the school community, ensuring full compliance through timely adjustments to policies, procedures, and practices.

2. **Regulatory Oversight:** With a keen eye for detail, the executive leader conducts regular audits and assessments to verify adherence to mandated guidelines and regulations. They collaborate with administrative teams to address any areas of non-compliance and implement corrective measures as needed.
3. **Interagency Coordination:** Recognizing the interconnectedness of educational systems, the executive leader fosters collaborative partnerships with external agencies, governmental bodies, and community stakeholders. Through effective communication and advocacy, they advocate for the school's interests while navigating regulatory frameworks and bureaucratic processes.

### **Collaborative Coordination:**

While the principal focuses on instructional leadership and the executive leader on mandate compliance, both roles operate in tandem to ensure the holistic development and success of the school. Through collaborative coordination, these leaders align curriculum decisions with regulatory requirements, thereby fostering a supportive environment conducive to academic growth and achievement.

In essence, the instructional leadership structure within the first five years of school operation is characterized by a symbiotic relationship between the principal, as the instructional leader, and the executive leader, as the guardian of compliance. Together, they navigate the complexities of educational governance, steer the school towards excellence, and cultivate a culture of continuous improvement for the benefit of all stakeholders involved.

### **Teacher Support and Supervision**

Our teacher evaluation procedures aim to support professional growth and instructional effectiveness among our teaching staff.

- **New Teachers:** New teachers will undergo four formal observations annually. Each observation will be followed by a comprehensive written report and a one-on-one meeting to discuss goals and areas for improvement.
- **Returning Teachers:** Returning teachers will receive two formal observations per year, along with written reports and individual meetings to review progress and set goals for professional development.
- **Evaluation Method:** The Danielson evaluation method will serve as the framework for assessing teacher performance, providing a comprehensive and structured approach to evaluation.

- **Informal Observations:** In addition to formal evaluations, the principal will conduct informal observations throughout the school day, offering real-time feedback and support to teachers. These observations serve as opportunities for continuous improvement and professional dialogue.
- **Post-Dismissal Period:** The principal may utilize the 30-minute post-dismissal period for one-on-one meetings with teachers to provide feedback on informal observations, discuss instructional strategies, and address any concerns or challenges.

By integrating formal and informal evaluation practices, we aim to create a supportive and growth-oriented culture where teachers receive the guidance and resources needed to excel in their roles. Through collaboration between instructional leaders and teachers, we strive to cultivate a dynamic learning environment focused on student success and achievement.

### **Professional Development**

- How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;
- How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and,
- The process for evaluating the efficacy of the professional development program.

Our school's professional development program is designed to empower teachers to meet the diverse academic needs of all students while aligning with our school's mission. Professional development plans are intricately linked to our school's mission, core values, and key design elements. Sessions are designed to reinforce instructional practices that promote student engagement, academic rigor, cultural responsiveness, and holistic development.

### **Support for Diverse Teacher Needs:**

Our professional development program is tailored to address the needs of all teachers, including novice educators, those new to our school, highly effective teachers, and instructors of diverse subject areas. Specialized sessions cater to the unique needs of teachers working with students with disabilities, English Language Learners (ELLs), and other special populations.

### **Evaluation of Efficacy:**

We employ a multifaceted approach to evaluate the efficacy of our professional development program. This includes pre- and post-assessments, teacher surveys, classroom observations, student performance data, and feedback mechanisms. Evaluation findings inform ongoing

adjustments to our professional development offerings, ensuring continuous improvement and relevance.

By prioritizing ongoing professional growth and collaboration, our school's professional development program serves as a cornerstone for enhancing teaching effectiveness, fostering student success, and achieving our overarching educational goals. Below is an overview of how our program operates:

### **Frequency and Format:**

Professional development sessions are scheduled on predetermined dates within the academic calendar. These sessions vary in format, including whole-staff sessions, small group meetings, planning sessions, and targeted training based on specific needs.

### **Leadership and Provision:**

Professional development sessions are led and facilitated by a combination of instructional leaders, experienced educators, external experts, and specialized consultants. These individuals bring expertise in various domains relevant to our school's mission and objectives.

### **Identification of Topics:**

Topics for professional development are identified through a collaborative process involving instructional leaders, teacher input, data analysis, and consideration of emerging educational trends and research findings. The aim is to ensure alignment with school goals, curriculum objectives, and the needs of diverse student populations.

### **Alignment with School Mission and Design Elements:**

Our professional development plans will be intricately linked to our school's mission, core values, and key design elements. Sessions will be designed to reinforce instructional practices that promote student engagement, academic rigor, cultural responsiveness, and holistic development. Teachers will receive training in areas of institutional core values such as rhetoric, teaching Latin and Greek Root and facilitating and monitoring free play and centers time.

### **Support for Diverse Teacher Needs:**

Our professional development program will be tailored to address the needs of all teachers, including novice educators, those new to our school, highly effective teachers, and instructors of diverse subject areas. Specialized sessions shall cater to the unique needs of teachers working with students with disabilities, English Language Learners (ELLs), and other special populations.



These areas will be the focus of the pre-opening professional development sessions held in August.

### **Evaluation of Efficacy:**

We employ a multifaceted approach to evaluate the efficacy of our professional development program. This includes pre- and post-assessments, teacher surveys, classroom observations, student performance data, and feedback mechanisms. Evaluation findings inform ongoing adjustments to our professional development offerings, ensuring continuous improvement and relevance.

By prioritizing ongoing professional growth and collaboration, our school's professional development program serves as a cornerstone for enhancing teaching effectiveness, fostering student success, and achieving our overarching educational goals.

### **d. Teacher Evaluation and Accountability**

Describe how the school will formally evaluate teachers and hold them accountable for student achievement. If established teacher evaluations systems (e.g., Danielson rubric) would be used, the response should explain how the particular system was chosen and how it aligns with the overall proposed mission and academic program. This response should also include:

- An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,
- A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

Our school prioritizes teacher evaluation and accountability as essential components of fostering a culture of continuous improvement and ensuring student success. Here's how we plan to formally evaluate teachers and uphold accountability while aligning with our proposed mission and academic program:

### **Utilization of the Danielson Rubric:**

We have chosen to implement the Danielson Framework for Teaching as our primary evaluation tool due to its comprehensive nature and alignment with our educational philosophy. The Danielson rubric provides a research-based framework that emphasizes the domains of instruction, planning and preparation, classroom environment, and professional responsibilities. Its alignment with our mission underscores our commitment to fostering effective teaching practices that lead to positive student outcomes.

### **Establishing Expectations and Communication:**

Expectations for teacher performance and student achievement will be established collaboratively, involving input from instructional leaders, teachers, and relevant stakeholders. These expectations will be clearly articulated in our school's mission statement, vision, and guiding principles, ensuring alignment with our overarching educational goals. Communication of these expectations will occur through various channels, including staff meetings, professional development sessions, and individual conferences, fostering a shared understanding and commitment to excellence among all staff members.

### **Evaluation Process and Criteria:**

Our evaluation process will be structured, transparent, and reflective of best practices in educational assessment. Key components include:

1. **Observations and Feedback:** Teachers will undergo regular classroom observations conducted by instructional leaders using the Danielson rubric. Feedback from these observations will be constructive, specific, and aimed at supporting teacher growth and development.
2. **Goal Setting:** Teachers will engage in collaborative goal-setting exercises with instructional leaders, aligning individual professional goals with school-wide objectives and student achievement targets.
3. **Data-Informed Decision Making:** Teacher performance will be evaluated based on a combination of qualitative and quantitative data, including student assessments, classroom observations, student surveys, and evidence of professional growth.
4. **Professional Development:** Identified areas for improvement will be addressed through targeted professional development opportunities tailored to individual teacher needs.
5. **Accountability Measures:** Teachers and leaders will be held accountable for student achievement through ongoing monitoring of progress towards established goals, regular check-ins, and periodic evaluations. Performance reviews will be conducted annually, with opportunities for mid-year assessments and adjustments as needed.

By implementing a rigorous yet supportive evaluation and accountability framework grounded in the Danielson rubric, we aim to cultivate a culture of excellence, collaboration, and continuous improvement among our staff. Through transparent communication, data-driven decision-making, and targeted professional development, we are committed to empowering our teachers to maximize student learning and achievement.

## **R-10a Culture and Discipline**

### **General Approach to School Culture and Rationale**

Maven Charter Academy's approach to school culture is deeply rooted in the principles of classical education and the values found in traditional Catholic schools, albeit without explicitly stating these values. Our philosophy centers on the holistic development of each student, fostering not only academic excellence but also character formation and social-emotional growth. This integrated approach ensures that students are prepared to excel academically while also becoming responsible, ethical, and engaged members of their communities.

The rationale behind this approach lies in extensive research demonstrating that a strong, positive school culture significantly enhances student outcomes. According to Deal and Peterson (2016), schools with well-defined cultures, where values and expectations are clearly communicated and consistently upheld, see higher levels of student achievement and teacher satisfaction. Additionally, a classical education framework emphasizes critical thinking, moral integrity, and a lifelong love of learning, aligning perfectly with our mission to develop well-rounded, knowledgeable, and virtuous individuals.

### **Programs and Methods to Support Social and Emotional Development**

At Maven Charter Academy, we recognize that the social and emotional development of our students is as crucial as their academic progress. To this end, we will implement several specific programs and methods:

1. **Social-Emotional Learning (SEL) Programs:** We will adopt the SEL curriculum from the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL's framework, which includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, is widely regarded as the gold standard in SEL education (Durlak et al., 2011). By integrating SEL into our daily routines and classroom activities, we aim to foster a supportive environment where students feel valued and understood.
2. **Positive Behavioral Interventions and Supports (PBIS):** PBIS is a proactive approach to establishing the behavioral supports needed for students to achieve social, emotional, and academic success. It involves setting clear expectations, teaching appropriate behaviors, and recognizing and rewarding students who meet these expectations (Horner et al., 2010). PBIS will help us create a positive school climate where good behavior is the norm and students are motivated to succeed.

3. Restorative Practices: To address conflicts and behavioral issues, we will employ restorative practices, which focus on repairing harm and restoring relationships rather than punitive measures. This approach has been shown to improve school climate, reduce disciplinary issues, and promote a sense of community and accountability among students (Gregory, Clawson, Davis, & Gerewitz, 2016).

### **Maintaining a Safe and Orderly Environment**

A safe and orderly environment is paramount for effective teaching and learning. At Maven Charter Academy, we will employ a comprehensive strategy to ensure the safety and well-being of all students and staff:

1. Clear Behavioral Expectations: Establishing and consistently enforcing clear behavioral expectations is fundamental. Our PBIS framework will provide a structured system for defining, teaching, and supporting appropriate student behaviors. This will be complemented by regular training for staff on effective classroom management techniques and conflict resolution strategies.
2. Safety Protocols and Emergency Preparedness: We will develop and regularly update comprehensive safety protocols to address various emergencies, including natural disasters, fires, and lockdown situations. These protocols will be communicated clearly to all staff, students, and families, and we will conduct regular drills to ensure preparedness (Trump, 2011).
3. Student Support Services: We will provide robust support services, including counseling, mental health resources, and special education services, to address the diverse needs of our student population. By proactively supporting students' mental and emotional health, we can prevent many issues that might otherwise disrupt the learning environment.
4. Parental and Community Involvement: Engaging parents and the broader community in our safety and discipline efforts is crucial. We will hold regular meetings and workshops to educate parents on our policies and how they can support their children's positive behavior at home. Additionally, we will foster partnerships with local law enforcement and community organizations to enhance our safety measures.

### **Instilling Culture and Expectations with Board Members, Staff, Students, and Families**

Building a cohesive school culture requires the commitment and involvement of all stakeholders. At Maven Charter Academy, we will take deliberate steps to instill our values and expectations across the board:

1. Board Members: Our Board of Trustees will receive ongoing training on our school's mission, vision, and values, as well as their roles in upholding and promoting our culture. Regular retreats and professional development sessions will be held to ensure alignment and shared commitment to our goals.
2. Staff: From the hiring process onwards, we will emphasize the importance of cultural fit and alignment with our values. New staff will undergo comprehensive onboarding that includes training on our SEL, PBIS, and restorative practices frameworks. Continuous professional development will be provided to ensure staff are well-equipped to support our cultural and academic goals.
3. Students: We will actively involve students in the creation and maintenance of our school culture through student councils, leadership programs, and regular classroom discussions about our values and expectations. By giving students a voice and ownership in the process, we can foster a sense of belonging and accountability.
4. Families: Building a strong partnership with families is essential. We will engage families through regular communication, including newsletters, parent-teacher conferences, and school events. Workshops and informational sessions will be offered to help parents understand our culture and how they can support it at home.

The success of Maven Charter Academy will be built on a foundation of a strong, positive school culture that supports learning and achievement. Through deliberate planning, evidence-based programs, and the active involvement of all stakeholders, we will create an environment where every student can thrive academically, socially, and emotionally.

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## **R-10b Discipline Policy**

### **Maven Charter Academy Discipline Policy for General Education Students**

#### **Philosophy**

At Maven Charter Academy, discipline is a collaborative effort involving parents, administration, students, and teachers. Our focus is on promoting positive behavior by recognizing students who consistently make positive choices. Mistakes are a natural part of growth, and we help students reflect on errors in judgment and behavior, supporting them in learning to make better decisions. We teach and model positive behaviors such as listening, cooperation, and mutual respect, encouraging students to make independent decisions and act responsibly. Our goal is to create a positive and productive learning environment that enables students to strive for excellence.

#### **I. Substantive Acts for Which a Child May Be Disciplined**

##### **1. Disruptive Behavior**

- Acts of disruption, including excessive talking, shouting, or making noise that interrupts the classroom environment.
- Consequences: Warning (1 point), parent notification (3 points), detention (5 points), or in-school suspension (10 points).

##### **2. Insubordination**

- Refusal to comply with reasonable requests from school personnel, including teachers and staff.
- Consequences: Warning (1 point), parent notification (3 points), detention (5 points), or in-school suspension (10 points).

##### **3. Violence or Threats of Violence**

- Physical violence, fighting, or threats of physical harm toward others.
- Consequences: Immediate suspension (in-school or out-of-school) (10-15 points), parent conference (5 points), and potential expulsion (20 points).

##### **4. Bullying and Harassment**

- Acts of bullying, harassment, or intimidation based on race, color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender, or sex.
- Consequences: Warning (3 points), parent notification (5 points), detention (10 points), suspension (in-school or out-of-school) (15 points), and counseling.

#### 5. Theft or Damage to Property

- Stealing or damaging school property or the property of others.
- Consequences: Restitution (5 points), detention (10 points), suspension (in-school or out-of-school) (15 points), and parent conference (5 points).

#### 6. Drug and Alcohol Use

- Possession, use, or distribution of drugs, alcohol, or any controlled substances.
- Consequences: Immediate suspension (out-of-school) (15 points), parent conference (5 points), and potential expulsion (20 points).

#### 7. Weapons Possession

- Possession of any weapon or dangerous instrument on school property or at school events.
- Consequences: Immediate suspension (out-of-school) (20 points), parent conference (5 points), and mandatory expulsion in compliance with the federal Gun-Free Schools Act (20 points).

### **II. Point System**

The point system is designed to track and manage student behavior. Points are assigned based on the severity of the infraction, and accumulated points can lead to escalating consequences.

- 0-5 Points: Warning, parent notification, and behavior reflection assignments.
- 6-10 Points: Detention, parent-teacher conference, and behavior improvement plan.
- 11-20 Points: In-school suspension, counseling, and parent-administrator conference.
- 21+ Points: Out-of-school suspension, mandatory counseling sessions, and potential expulsion review.

Points reset at the end of each semester, allowing students to start fresh while encouraging continuous improvement in behavior.

### **III. Consequences**

Each act of misconduct will result in appropriate disciplinary action as outlined above. The principal or designated school administrator will determine the severity of the consequence based on the nature and frequency of the misconduct.

### **IV. Due Process Procedures**

#### 1. Short-Term Suspension (10 Days or Fewer)

- The student will be informed of the charges against them and given an opportunity to explain their side of the story.
- Parents will be notified of the suspension and its duration.
- If the suspension exceeds five days, a written notice will be provided, and a meeting with the parents will be scheduled.
- An informal hearing will be held where the student can deny the charges and present their version of events.

## 2. Long-Term Suspension (More Than 10 Days)

- The student will be given written notice of the charges and the evidence supporting the charges.
- A formal hearing will be conducted before an impartial hearing officer.
- The student and parents have the right to present evidence, cross-examine witnesses, and be represented by legal counsel.
- A written decision will be provided detailing the findings and the disciplinary action.

## **V. Individuals Responsible for Carrying Out the Discipline Policy**

- Classroom Teachers: Responsible for initial interventions and minor disciplinary actions.
- Principal or Designee: Responsible for overseeing the implementation of the discipline policy, conducting investigations, and determining suspensions.
- President:: Responsible for hearing appeals related to long-term suspensions and expulsions.
- School Board: Responsible for final appeals in disciplinary matters.

## **VI. Appeals Process**

Parents or guardians may appeal disciplinary decisions in writing to the principal within five school days of the decision. For long-term suspensions, appeals can be made to the superintendent and subsequently to the school board.

## **VII. Alternative Instruction**

Maven Charter Academy will provide alternative instruction to students who are suspended or expelled to ensure continuity of education. This will include:

- In-School Suspension: Students will receive assignments and support from designated staff to continue their education.
- Out-of-School Suspension: Arrangements will be made for students to receive instructional materials and support from teachers remotely.



- Expulsion: The school will coordinate with local education agencies to provide alternative educational opportunities.

### **VIII. Compliance with the Federal Gun-Free Schools Act**

In accordance with the federal Gun-Free Schools Act, any student found in possession of a firearm on school property will be subject to a mandatory expulsion for a period of not less than one year. The principal may modify this expulsion requirement on a case-by-case basis.

### **IX. Fourteenth Amendment Due Process Protections**

Maven Charter Academy adheres to the due process protections outlined in *Goss v. Lopez* (419 U.S. 565, 1975):

- Notice: Students will be given oral or written notice of the charges against them.
- Hearing: For suspensions of 10 days or fewer, students will have the opportunity to present their version of events. For suspensions longer than 10 days, a formal hearing will be provided.
- Appeal: Students and parents have the right to appeal disciplinary decisions to higher authorities within the school system.

This discipline policy ensures that all students at Maven Charter Academy are treated fairly and consistently while maintaining a safe and orderly learning environment.

## **R-10c Discipline Policy - Students with Disabilities**

### **Maven Charter Academy Discipline Policy for Students with Disabilities**

#### **Philosophy**

At Maven Charter Academy, discipline is a collaborative effort involving parents, administration, students, and teachers. We recognize that students with disabilities may require special considerations and supports to address their behavioral needs. Our discipline policy for students with disabilities is designed to be fair, supportive, and compliant with the Individuals with Disabilities Education Act (IDEA) and all relevant regulations. We aim to ensure that these students are provided with appropriate protections and supports in disciplinary matters.

#### **I. Substantive Acts for Which a Child May Be Disciplined**

##### **1. Disruptive Behavior**

- Acts of disruption, including excessive talking, shouting, or making noise that interrupts the classroom environment.
- Consequences: Warning (1 point), parent notification (3 points), detention (5 points), or in-school suspension (10 points).

##### **2. Insubordination**

- Refusal to comply with reasonable requests from school personnel, including teachers and staff.
- Consequences: Warning (1 point), parent notification (3 points), detention (5 points), or in-school suspension (10 points).

##### **3. Violence or Threats of Violence**

- Physical violence, fighting, or threats of physical harm toward others.
- Consequences: Immediate suspension (in-school or out-of-school) (10-15 points), parent conference (5 points), and potential expulsion (20 points).

##### **4. Bullying and Harassment**

- Acts of bullying, harassment, or intimidation based on race, color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender, or sex.
- Consequences: Warning (3 points), parent notification (5 points), detention (10 points), suspension (in-school or out-of-school) (15 points), and counseling.

##### **5. Theft or Damage to Property**

- Stealing or damaging school property or the property of others.

- Consequences: Restitution (5 points), detention (10 points), suspension (in-school or out-of-school) (15 points), and parent conference (5 points).

#### 6. Drug and Alcohol Use

- Possession, use, or distribution of drugs, alcohol, or any controlled substances.
- Consequences: Immediate suspension (out-of-school) (15 points), parent conference (5 points), and potential expulsion (20 points).

#### 7. Weapons Possession

- Possession of any weapon or dangerous instrument on school property or at school events.
- Consequences: Immediate suspension (out-of-school) (20 points), parent conference (5 points), and mandatory expulsion in compliance with the federal Gun-Free Schools Act (20 points).

### **II. Point System**

The point system is designed to track and manage student behavior. Points are assigned based on the severity of the infraction, and accumulated points can lead to escalating consequences.

- 0-5 Points: Warning, parent notification, and behavior reflection assignments.
- 6-10 Points: Detention, parent-teacher conference, and behavior improvement plan.
- 11-20 Points: In-school suspension, counseling, and parent-administrator conference.
- 21+ Points: Out-of-school suspension, mandatory counseling sessions, and potential expulsion review.

Points reset at the end of each semester, allowing students to start fresh while encouraging continuous improvement in behavior.

### **III. Due Process Procedures**

#### 1. Short-Term Suspension (10 Days or Fewer)

- The student will be informed of the charges against them and given an opportunity to explain their side of the story.
- Parents will be notified of the suspension and its duration.
- If the suspension exceeds five days, a written notice will be provided, and a meeting with the parents will be scheduled.
- An informal hearing will be held where the student can deny the charges and present their version of events.

#### 2. Long-Term Suspension (More Than 10 Days)

- The student will be given written notice of the charges and the evidence supporting the charges.
- A formal hearing will be conducted before an impartial hearing officer.
- The student and parents have the right to present evidence, cross-examine witnesses, and be represented by legal counsel.
- A written decision will be provided detailing the findings and the disciplinary action.

#### **IV. Manifestation Determination Review**

##### **1. Definition and Purpose**

- A manifestation determination review (MDR) is conducted when a student with a disability is subject to a disciplinary change of placement (i.e., suspension for more than 10 consecutive days or a series of removals that constitute a pattern).
- The MDR will determine whether the behavior in question was a manifestation of the student's disability.

##### **2. MDR Procedures**

- The review will be conducted by the IEP team and other qualified personnel within 10 school days of any decision to change the placement of a student with a disability due to a disciplinary action.
- The IEP team will review all relevant information in the student's file, including the IEP, teacher observations, and information provided by the parents, to determine if:
  - The conduct in question was caused by, or had a direct and substantial relationship to, the student's disability.
  - The conduct in question was the direct result of the school's failure to implement the IEP.

##### **3. Outcomes of MDR**

- If the behavior is determined to be a manifestation of the student's disability, the IEP team will conduct a functional behavioral assessment (FBA) and implement a BIP if not already in place. If a BIP exists, it will be reviewed and modified as necessary.
- If the behavior is not a manifestation of the student's disability, the student may be disciplined in the same manner as general education students, but will continue to receive educational services as specified under IDEA.

#### **V. Provision of Services During Disciplinary Removals**

##### **1. Short-Term Removals (10 Days or Fewer)**

- For suspensions of 10 days or fewer, students with disabilities will receive services to the extent necessary to enable them to continue to participate in the general education curriculum and progress toward meeting their IEP goals.

## 2. Long-Term Removals (More Than 10 Days)

- For suspensions exceeding 10 days, the IEP team will determine the appropriate services needed to ensure the student continues to receive a free appropriate public education (FAPE). These services will be provided in an alternative setting as necessary.

## **VI. Role of Classroom Teachers**

### 1. Knowledge and Implementation of BIPs

- Classroom teachers and relevant staff will be provided with the necessary training and resources to understand and implement each student's BIP. This includes:

- Regular professional development sessions on behavioral interventions and supports.
- Access to the student's BIP and ongoing support from special education staff.
- Collaboration with the IEP team to monitor and adjust interventions as needed.

### 2. Collaboration and Communication

- Teachers will collaborate with special education staff, parents, and administrators to ensure consistent implementation of BIPs and address any concerns or adjustments needed in real-time.

## **VII. Assurances and Legal Compliance**

### 1. Rights and Protections

- Maven Charter Academy will ensure that the rights and protections of students with disabilities are upheld in all disciplinary matters, consistent with IDEA and other applicable federal and state laws.

- Parents will be informed of their rights and provided with procedural safeguards notices whenever disciplinary actions are considered.

### 2. Documentation and Record-Keeping

- All disciplinary actions involving students with disabilities will be documented thoroughly, including the implementation of BIPs, MDR outcomes, and the provision of alternative educational services.

## **VIII. Appeals Process**

Parents or guardians may appeal disciplinary decisions involving their child with a disability in writing to the principal within five school days of the decision. For long-term suspensions or expulsions, appeals can be made to the superintendent and subsequently to the school board.

This policy ensures that all students at Maven Charter Academy, including those with disabilities, are treated fairly and consistently while maintaining a safe and supportive learning environment.

## R-10d Dress Code

Maven Charter Academy requires all K-2 students to wear uniforms to create a cohesive and distraction-free learning environment. Uniforms have a number of benefits to students (Baumann & Krskova, 2016; Gentile & Imberman, 2012; Pate, 2017).

The uniforms consist of the following options:

### Boys

- Shirt: White or orange polo shirt with the school logo on the top left.
- Bottoms: Blue shorts or pants.
- Socks: Blue or white.
- Shoes: Brown or black.

### Girls

- Shirt: White or orange polo shirt with the school logo on the top left.
- Bottoms: Blue skirt or pants.
- Socks: Blue or white.
- Shoes: Brown or black.



## Rationale

1. **Promoting Equality:** Uniforms eliminate the pressure on students to wear the latest fashion trends, thereby reducing socioeconomic disparities. This helps in promoting a sense of equality among students, fostering a more inclusive environment.
2. **Minimizing Distractions:** A standardized dress code minimizes distractions related to varied clothing choices, allowing students to focus more on their studies and less on their attire.
3. **School Identity and Pride:** Uniforms instill a sense of school identity and pride. Wearing the school colors and logo helps students feel connected to the school community and reinforces school spirit.
4. **Safety and Security:** Uniforms make it easier to identify students belonging to Maven Charter Academy, enhancing safety and security within the school premises and during off-campus activities.

### **Subsidizing Uniform Costs**

Maven Charter Academy is committed to ensuring that all students have access to the required uniforms, regardless of their family's financial situation. To support this commitment, the school will implement the following measures:

1. **Uniform Assistance Program:** The school will establish a uniform assistance program funded by donations, grants, and fundraising activities. This program will provide uniforms at a reduced cost or free of charge to families in need.
2. **Partnerships with Local Businesses:** The school will seek partnerships with local businesses and community organizations to secure donations of uniforms or financial support to subsidize the cost of uniforms for families facing financial difficulties.
3. **Second-hand Uniform Exchange:** The school will organize a second-hand uniform exchange program, where families can donate gently used uniforms that no longer fit their children. These uniforms will be made available to other families at little or no cost.
4. **Payment Plans:** Maven Charter Academy will offer flexible payment plans for purchasing uniforms, allowing families to spread the cost over several months.
5. **Annual Uniform Drive:** The school will host an annual uniform drive at the beginning of each school year to collect new and gently used uniforms for distribution to families in need.

By implementing these measures, Maven Charter Academy aims to ensure that every student can adhere to the dress code policy without financial burden, thereby supporting the overall goal of creating a positive and equitable learning environment for all students.

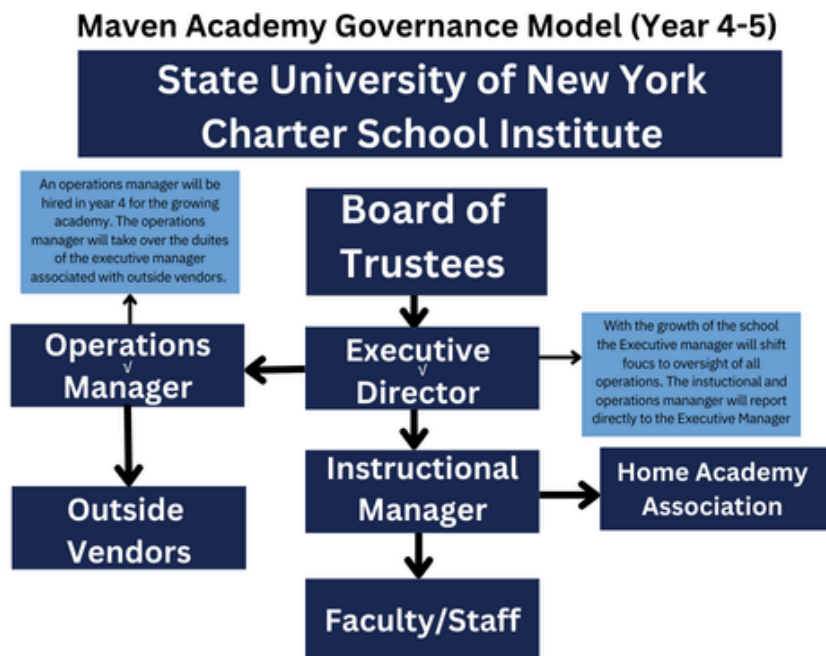
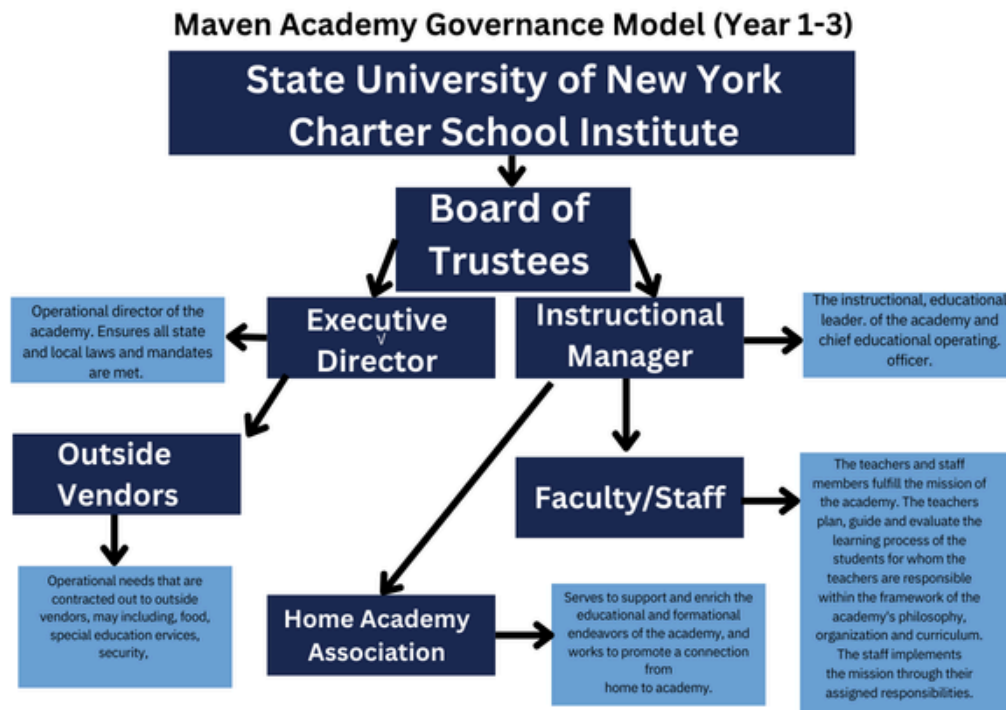
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## R-11ab - School Management and Leadership

### a. Organizational Chart



## **b. School Leadership and Management Structure**

In the foundational years of Maven Charter Academy's operation, instructional leadership plays a pivotal role in shaping the academic program and ensuring its effective implementation. Central to this leadership structure are two key roles: the principal as the instructional leader and an executive leader tasked with ensuring compliance with state and local mandates. Both the Executive Director and Instructional Leader will report directly to the Board of Trustees. This direct reporting structure ensures that the Board has a comprehensive understanding of the day-to-day operations of the school, facilitating informed decision-making and strategic planning.

### **Principal as the Instructional Leader**

At the helm of instructional leadership stands the principal, responsible for driving the school's academic vision forward. The principal's role is critical in setting the tone for instructional practices, curriculum development, and overall academic excellence within the school community. Their duties encompass:

1. **Curriculum Development:** The principal collaborates closely with faculty and staff to develop a robust curriculum aligned with educational standards and tailored to the needs of the student body. This includes overseeing the selection of instructional materials, assessment tools, and pedagogical approaches to enhance teaching and learning outcomes (Marzano, Waters, & McNulty, 2005).
2. **Professional Development:** Recognizing the importance of continuous growth among educators, the principal spearheads professional development initiatives aimed at enhancing teaching effectiveness and promoting innovative instructional strategies. They facilitate workshops, seminars, and training sessions to equip teachers with the skills and knowledge necessary to excel in their roles (Guskey, 2000).
3. **Instructional Supervision:** The principal provides ongoing support and feedback to teachers through classroom observations, instructional walkthroughs, and collaborative planning meetings. By fostering a culture of reflection and inquiry, they empower educators to refine their instructional practices and address the diverse learning needs of students (Danielson, 2007).

### **Executive Leader Ensuring Mandate Compliance**

Alongside the principal, an executive leader assumes the critical responsibility of ensuring compliance with all state and local mandates, policies, and regulations. This role serves as a liaison between the school administration and external stakeholders, safeguarding adherence to legal requirements and educational standards. Key responsibilities include:

1. **Policy Implementation:** The executive leader remains vigilant in monitoring changes to educational policies and mandates at the state and local levels. They interpret and communicate these directives to the school community, ensuring full compliance through timely adjustments to policies, procedures, and practices (Fullan, 2001).
2. **Regulatory Oversight:** With a keen eye for detail, the executive leader conducts regular audits and assessments to verify adherence to mandated guidelines and regulations. They collaborate with administrative teams to address any areas of non-compliance and implement corrective measures as needed (Hoy & Miskel, 2012).
3. **Interagency Coordination:** Recognizing the interconnectedness of educational systems, the executive leader fosters collaborative partnerships with external agencies, governmental bodies, and community stakeholders. Through effective communication and advocacy, they advocate for the school's interests while navigating regulatory frameworks and bureaucratic processes (Kowalski, 2010).

### **Transition to an Operations Manager**

After three years, Maven Charter Academy will hire an operations manager to take on the vendor oversight responsibilities from the Executive Director. This transition allows the Executive Director to shift to a more hands-on role in the creation and implementation of professional development and curriculum development. The Executive Director will then oversee both the instructional leader and operations manager, ensuring a cohesive management structure that supports the school's growth and development.

### **Collaborative Coordination**

While the principal focuses on instructional leadership and the executive leader on mandate compliance, both roles operate in tandem to ensure the holistic development and success of the school. Through collaborative coordination, these leaders align curriculum decisions with regulatory requirements, thereby fostering a supportive environment conducive to academic growth and achievement (Leithwood, Harris, & Hopkins, 2008).

### **Evaluation Procedures for Staff in Management Positions**

The Executive Director and Instructional Leader will undergo an annual review led by the Board of Trustees. The evaluation process is designed to ensure accountability and continuous improvement in leadership practices, guided by the ISLLC Standards.

#### **Executive Director Evaluation Criteria:**

- **Vision and Goals (Standard 1):** Develops and articulates a vision of learning supported by the school community. Uses data to set and monitor progress towards goals.

- Teaching and Learning (Standard 2): Promotes an environment that supports effective instruction and develops staff capacity for high-quality instruction.
- Management (Standard 3): Implements effective operational procedures and manages resources to support students and staff.
- Collaboration (Standard 4): Builds productive relationships with families and community partners, leveraging community resources for student achievement.
- Ethics and Integrity (Standard 5): Demonstrates ethical behavior and promotes fairness and equity in educational opportunities.
- The Education System (Standard 6): Advocates for the school within the broader educational landscape and navigates policies and regulations affecting education.

#### **Instructional Leader Evaluation Criteria:**

- Vision and Goals (Standard 1): Aligns school mission and vision with instructional practices and student achievement goals.
- Teaching and Learning (Standard 2): Uses data to drive instructional decisions and coaches teachers to improve instructional practices.
- Management (Standard 3): Oversees the effective use of instructional resources and supports teachers in managing their classrooms.
- Collaboration (Standard 4): Engages with community stakeholders and collaborates with staff to support student learning.
- Ethics and Integrity (Standard 5): Exhibits ethical leadership and promotes inclusive practices and equity.
- The Education System (Standard 6): Understands and responds to the broader educational context, ensuring compliance with regulations.

Both the Executive Director and Instructional Leader will meet with the oversight committee in September to review annual goals and in May to review the year's progress toward these goals. The committee will make recommendations to the Board on the retention of these leaders in a written report presented at the May meeting.

#### **Recruitment Plans for School Leaders**

The Board will lead the search for an instructional leader and an Executive Director with the following qualifications:

##### Instructional Leader Qualifications:

- Master's degree in education administration and supervision
- Track record of success in raising student achievement (preferably in a diverse urban school)
- Track record of success in mentoring teachers

- At least three years of relevant experience with demonstrable success in a similar role
- Effective written, oral, and visual communication skills
- NYS administrative license

#### Executive Director Qualifications:

- Master's degree in education administration and supervision
- Track record of success in running a school or school system at the district level
- Track record of success in school management
- At least three years of relevant experience with demonstrable success in a similar role
- Effective written, oral, and visual communication skills
- NYS SBL or SDL administrative license

The Board of Trustees has the authority to hire and dismiss the Executive Director and the Instructional Leader. Using the criteria above as guidelines, Maven Charter Academy will identify candidates through job postings on relevant education sites, third-party recruitment companies, educational organizations, and from colleges and universities. Qualified candidates will be interviewed by the hiring committee, and with their support, the candidates will be made available for an interview by the full Board. The Board will vote on the acceptance or denial of the candidate, with a simple majority required to accept the hiring committee's recommendation. The Board makes the final decision on the hiring and retention of both the Executive Director and Instructional Leader.

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**R-12ac - Personnel****a. Staffing Chart and Rationale**

<b>Year</b>	<b>Position</b>	<b>Number of Positions</b>	<b>Salary</b>	<b>Source for Salary</b>
2025	Executive Director	1	180000	Freeport School District Salary Data
2025	Principal	1	120000	Freeport School District Salary Data
2025	Kindergarten Teachers	2	75000	Freeport School District Salary Data
2025	1st Grade Teachers	2	75000	Freeport School District Salary Data
2025	Special Education	1	75000	Freeport School District Salary Data
2025	ELL Teacher	1	75000	Freeport School District Salary Data
2025	School Counselor	1	75000	Freeport School District Salary Data
2025	Administrative Assistant	1	35000	Freeport School District Salary Data
2025	School Secretary	1	35000	Freeport School District Salary Data
2025	Custodian	1	40000	Freeport School District Salary Data
2025	Part-time Art Teacher	1	40000	Freeport School District Salary Data



2025	Part-time Music Teacher	1	40000	Freeport School District Salary Data
2025	Part-time P.E. Teacher	1	40000	Freeport School District Salary Data
2025	Teachers Aides	4	35000	Freeport School District Salary Data
2026	2nd Grade Teachers	2	75000	Freeport School District Salary Data
2026	Teachers Aides	2	35000	Freeport School District Salary Data
2026	Special Education	1	75000	Freeport School District Salary Data
2026	ELL Teacher	1	75000	Freeport School District Salary Data
2027	3rd Grade Teachers	2	75000	Freeport School District Salary Data
2027	Teachers Aides	2	35000	Freeport School District Salary Data
2027	Full-time Art Teacher	1	70000	Freeport School District Salary Data
2027	Full-time Music Teacher	1	70000	Freeport School District Salary Data
2027	Full-time P.E. Teacher	1	70000	Freeport School District Salary Data
2028	Operations Manager	1	50000	Freeport School District Salary Data

2028	4th Grade Teachers	2	75000	Freeport School District Salary Data
2028	Teachers aides	2	35000	Freeport School District Salary Data
2028	Special Education	1	75000	Freeport School District Salary Data
2028	ELL Teacher	1	75000	Freeport School District Salary Data
2029	5th Grade Teachers	2	75000	Freeport School District Salary Data
2029	Teachers Aides	2	35000	Freeport School District Salary Data

**Rationale:**

The staffing structure and numbers for Maven Charter Academy are based on the projected growth and enrollment of the school. The initial year (2025) includes foundational positions such as the Executive Director, principal, and core teaching staff for Kindergarten and 1st grade. This foundational team is critical for setting the school's culture and academic standards. The inclusion of special education and ELL teachers ensures that the school can meet the diverse needs of its student population from the outset (Lohman, 2010).

The gradual addition of grade-level teachers aligns with the school's growth plan to add one grade level each year until reaching 5th grade. This phased approach allows the school to maintain manageable class sizes and provide focused attention to each cohort of students (Education Commission of the States, 2021).

The salary figures are based on comparative data from Freeport Public Schools to ensure competitive compensation that will attract and retain high-quality staff. Competitive salaries are crucial in mitigating teacher turnover and ensuring continuity in student learning experiences (Carver-Thomas & Darling-Hammond, 2017). We believe each role plays a critical part in the effective operation of the school. For example, the administrative assistant and custodian roles are crucial for maintaining efficient school operations and a clean, safe learning environment, which are foundational to effective learning (Hattie, 2009).

## **b. Qualifications and Responsibilities**

### **Executive Director:**

- Qualifications: Master's degree in Education Administration, valid New York State School Building Leader certification or School District Leader certification 3+ years of leadership experience.
- Responsibilities: Provide management for human resources and the financial department and enforce regulations at the local, state, and federal levels. Other duties include working closely with all staff members, providing training, establishing performance requirements, and evaluating each teacher in consultation with the principal.

### **Principal:**

- Qualifications: Master's degree in Education Administration, valid New York State School Building Leader certification, 5+ years of teaching experience, and 3+ years of administrative experience.
- Responsibilities: Oversee all school operations, implement educational programs, ensure compliance with state and federal regulations, manage staff, and engage with parents and the community.

### **Kindergarten and 1st Grade Teachers:**

- Qualifications: Bachelor's degree in Education, valid New York State teaching certification, 2+ years of teaching experience preferred.
- Responsibilities: Develop and implement lesson plans, assess student progress, communicate with parents, and participate in professional development.

### **Special Education Teacher:**

- Qualifications: Bachelor's degree in Special Education, valid New York State teaching certification in Special Education, 2+ years of experience preferred.
- Responsibilities: Develop and implement individualized education plans (IEPs), provide specialized instruction, collaborate with general education teachers, and communicate with parents and guardians.

### **ELL Teacher:**

- Qualifications: Bachelor's degree in Education with ESL certification, valid New York State teaching certification, 2+ years of experience preferred.
- Responsibilities: Provide instruction to English language learners, develop language acquisition programs, assess student progress, and support classroom teachers.

### **School Counselor:**

- Qualifications: Master's degree in School Counseling, valid New York State certification, 2+ years of experience preferred.
- Responsibilities: Provide individual and group counseling, support students' social and emotional development, coordinate with teachers and parents, and implement school-wide wellness programs.

#### Administrative Assistant:

- Qualifications: High school diploma, associate degree preferred, 2+ years of administrative experience.
- Responsibilities: Manage office operations, maintain records, handle communication, support administrative staff, and assist with scheduling.

#### Custodian:

- Qualifications: High school diploma, experience in custodial work preferred.
- Responsibilities: Maintain cleanliness and safety of school facilities, perform minor repairs, and ensure compliance with health and safety regulations.

#### Part-time Art Teacher:

- Qualifications: Bachelor's degree in Art Education, valid New York State teaching certification, experience in art instruction.
- Responsibilities: Develop and implement art curriculum, assess student progress, and organize art-related events and activities.

#### Part-time Music Teacher

- Qualifications: Bachelor's degree in Art Education, valid New York State teaching certification, experience in music instruction.
- Responsibilities: Develop and implement music curriculum, assess student progress, and organize music-related events and activities.

#### Part-time P.E. Teacher

- Qualifications: Bachelor's degree in Art Education, valid New York State teaching certification, experience in physical education instruction.
- Responsibilities: Develop and implement P.E. curriculum, assess student progress, and organize P.E.-related events and activities.

### **c. Staff Recruitment and Retention**

#### Recruitment:

##### 1. Open and Fair Hiring Processes:

- Implement transparent and inclusive hiring processes with clear job descriptions and criteria.
- Utilize diverse recruitment channels, including job fairs, online job boards, and partnerships with local universities and teacher preparation programs.
- Engage with community organizations to reach underserved and underrepresented communities (Guarino, Santibañez, & Daley, 2006).

## 2. Outreach to a Broad and Robust Pool of Candidates:

- Advertise job openings widely to attract a diverse pool of candidates.
- Partner with education-focused organizations and professional networks to identify potential candidates.
- Host informational sessions and open houses to introduce candidates to Maven Charter Academy's mission and values (Boyd et al., 2011).

## Retention:

### 1. Competitive Compensation and Benefits:

- Offer competitive salaries and benefits packages that align with local district benchmarks.
- Provide opportunities for salary advancement and bonuses based on performance and professional development (Ingersoll, 2001).

### 2. Professional Development:

- Invest in continuous professional development opportunities, including workshops, conferences, and in-house training.
- Create mentorship programs for new teachers to support their transition and growth (Darling-Hammond, 2003).

### 3. Supportive Work Environment:

- Foster a collaborative and inclusive school culture where staff feel valued and supported.
- Implement regular feedback and evaluation processes to support professional growth.
- Recognize and celebrate staff achievements and contributions (Johnson, 2006).

### 4. Work-Life Balance:

- Promote work-life balance through flexible scheduling and wellness programs.
- Provide resources and support for mental and physical health (Skaalvik & Skaalvik, 2015).

By implementing these strategies, Maven Charter Academy aims to attract and retain high-quality teachers and staff who are committed to the school's mission and the success of its students.

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## **R-12d - Personnel Policies**

Maven Charter Academy is committed to creating a safe, ethical, and non-discriminatory work environment for all employees. Our personnel policies ensure compliance with applicable state and federal employment laws and regulations, including requirements for fingerprint-supported criminal background checks, adherence to a Code of Ethics, and implementation of a Conflict of Interest Policy and Whistleblower Policy.

### **1. Background Checks**

All employees and volunteers who have direct contact with students must undergo fingerprint-supported criminal background checks before commencing work. This process ensures the safety and security of our students and school community.

### **2. Code of Ethics**

All employees are required to read and acknowledge receipt of the Code of Ethics upon hire. The Code of Ethics outlines expectations for professional conduct, integrity, and ethical behavior.

### **3. Conflict of Interest Policy**

Maven Charter Academy maintains a Conflict of Interest Policy to ensure that decisions made by employees and board members are free from bias and personal interest. Employees are required to disclose any potential conflicts of interest and recuse themselves from decision-making where conflicts arise.

### **4. Whistleblower Policy**

The Whistleblower Policy provides a mechanism for employees to report unethical behavior, violations of law, or other misconduct without fear of retaliation. Reports can be made anonymously, and all reported incidents will be investigated thoroughly.

### **5. Compliance with State and Federal Employment Laws**

Maven Charter Academy complies with all applicable state and federal employment laws, including but not limited to:

- Fair Labor Standards Act (FLSA)
- Americans with Disabilities Act (ADA)
- Family and Medical Leave Act (FMLA)
- Equal Employment Opportunity (EEO) laws

### **6. Non-Discrimination Policy**

Maven Charter Academy is an equal opportunity employer and does not discriminate based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or any other characteristic protected by law.

## Title IX Compliance

In accordance with Title IX of the Education Amendments of 1972, Maven Charter Academy does not discriminate on the basis of gender in any of its education programs or activities. The following employee has been appointed to provide information and investigate complaints regarding Title IX compliance:

Title IX Coordinator:

Name: To be determined

Office Address: Maven Charter Academy, address to be determined

Telephone Number: to be determined

Employees or students who believe they have been subjected to gender discrimination, harassment, or any violation of Title IX are encouraged to contact the Title IX Coordinator.

## 7. Hiring Procedures

Our hiring procedures are designed to attract, recruit, and retain highly qualified personnel. The process includes:

- Job posting and advertisement
- Application screening
- Interviews (phone, video, and/or in-person)
- Reference checks
- Fingerprint-supported criminal background checks

All candidates are assessed based on their qualifications, experience, and fit with the school's mission and values. Maven Charter Academy adheres to strict non-discrimination practices in hiring and employment.

## 8. Employee Orientation and Training

New employees participate in an orientation program that includes an overview of school policies, procedures, and expectations. Ongoing professional development opportunities are provided to ensure that all staff members are equipped to perform their roles effectively and in compliance with legal and ethical standards.

## 9. Performance Evaluation

Employee performance is evaluated regularly to ensure high standards of teaching and professional conduct. Evaluations are based on clearly defined criteria and are used to support professional growth and development.

## 10. Grievance Procedure



Employees have the right to file grievances related to their employment conditions. Grievances are handled promptly and fairly through a formal process that includes:

- Submission of a written complaint
- Investigation by the appropriate school administrator
- Resolution and feedback

Maven Charter Academy is dedicated to maintaining a professional and supportive work environment. Our personnel policies are designed to ensure compliance with all relevant laws and regulations, promote ethical behavior, and foster a culture of respect and inclusion.

**R-13a - Partner Organizations**

We do not have any partner organizations.

**R-13b - Partner Commitment**

We do not have any partner organizations.

## **R-14ad - Governance**

### **Recruitment and Selection of Board Members**

Maven Charter Academy employs a rigorous and strategic approach to recruit and select board members to ensure effective governance and representation of the interests of the students and families we propose to serve. Our process is multi-faceted and includes several key steps:

1. Identification of Needs and Criteria: The board conducts an annual needs assessment to identify gaps in skills, expertise, and community representation. This assessment includes a thorough analysis of the current board's strengths and areas where additional expertise or perspective is needed. We seek members with experience in education, finance, law, community engagement, and nonprofit governance to ensure a well-rounded board that can address various challenges and opportunities.
2. Outreach and Recruitment: We engage in active outreach through a variety of channels to attract a diverse pool of candidates. This includes leveraging professional networks, community organizations, educational institutions, and local businesses. We also utilize social media platforms, community meetings, and local media to reach potential board members. Our goal is to ensure that we are considering candidates who are reflective of the community we serve and who can bring valuable perspectives to the board.
3. Application and Screening: Prospective board members are required to complete an application detailing their qualifications, experience, and commitment to the mission of Maven Charter Academy. The application process includes questions designed to assess their understanding of the school's mission, their relevant skills and experiences, and their ability to contribute to the board's work. The Governance Committee reviews all applications and conducts initial screenings to ensure alignment with our values and needs.
4. Interviews and Vetting: Selected candidates undergo a rigorous interview process conducted by the Governance Committee. This process includes multiple rounds of interviews where candidates discuss their vision for education, their understanding of the community's needs, and their ability to contribute to the board's strategic goals. In addition, we conduct thorough background checks and reference checks to ensure the integrity and qualifications of each candidate.
5. Selection and Nomination: The Governance Committee presents the most qualified candidates to the full board for consideration. Final selections are made through a formal board vote, ensuring that each new member has the full support of the existing board. This process helps to build a cohesive and collaborative board team.
6. Onboarding and Training: Newly appointed board members receive comprehensive orientation and training to familiarize them with the school's mission, governance structure, policies, and their specific responsibilities. Ongoing professional development opportunities are

provided to ensure that board members stay informed about best practices in charter school governance and are equipped to address emerging challenges.

### **Diversity and Representation**

To ensure that our board reflects the diversity and interests of the students and families we serve, we take deliberate steps to recruit members from various backgrounds and communities within Freeport, NY, and surrounding areas. We prioritize candidates who demonstrate a strong commitment to equity and inclusion and who have direct experience with the communities we aim to support. This approach is informed by research that shows diverse boards are more effective in decision-making and better at addressing the needs of diverse student populations (Bradshaw & Fredette, 2013).

### **Proposed Board Members**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee Affiliations</b>	<b>Area of Expertise and/or Additional Role at School</b>	<b>Voting/Non-Voting or Ex-Officio</b>
Dr. Patrick Fogarty	Board Chair	Governance Committee	Education, Technology	Voting
Christian Echipare	Treasurer	Finance Committee	Finance, Nonprofit Management	Voting
Marilyn Dore-Pignataro	Member	Academic Committee	Education, Community Engagement	Voting
TBD	Member	TBD	TBD	Voting
TBD	Member	TBD	TBD	Voting

The two vacant seats on the board will be filled by candidates who bring additional expertise and representation to our board. We aim to fill these seats by December 2024, ensuring a full and diverse board ready to support Maven Charter Academy's mission and goals.

This strategic and inclusive approach to board recruitment and selection ensures that our board is well-equipped to provide strong governance and effectively represent the interests of our school community.

## **References**

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## BY-LAWS OF MAVEN CHARTER ACADEMY

### PREAMBLE

**MAVEN CHARTER ACADEMY** ("Corporation") will be a corporation, organized under a Charter granted by University of the State of New York.

The purposes of the Corporation are exclusively charitable, educational and scientific in nature within the meaning of section 501(c)(3) of the Internal Revenue Code (as amended) and as more fully set forth in the Charter granted by the Board of Regents of the University of the State of New York.

### ARTICLE I CORPORATION

**Section 1.1 – Name:** The name of the Corporation is **MAVEN CHARTER ACADEMY (hereinafter the “Academy” or Corporation)**.

**Section 1.2 – Supplemental Powers:** Supplementing the Corporate Purposes set forth in the Corporate Charter, the Corporation shall operate a Public Elementary School. And further, in accordance with applicable law, to the extent permitted by such and its corporate governing documents, and not by way of limitation thereto, to operate such School in accordance with the teachings, norms, practices of New York State.

### ARTICLE II Trustees

**Section 2.1 – Definitions:** There shall be one class of Trustees composed of no less than five (5) but no more than eleven (11) individuals tasked with the oversight of the Academy and its compliance with the Charter as issued by the State of New York. Notwithstanding the foregoing however, a failure of the Board to consist of at least five (5) persons shall not render void or voidable any action taken by the Board at a time when it consisted of fewer than five (5) persons.

**Section 2.2 – Reserved Powers of Trustees:** The following powers are reserved exclusively to the Trustees, and no attempted exercise of any such powers by anyone other than the trustees shall be valid or of any force or effect whatsoever:

- a) To approve any change in the philosophy and mission of the Corporation;
- b) To approve, amend or repeal the Charter and to approve, amend or repeal the By-Laws of this Corporation;
- c) To appoint the Trustees of this Corporation and to remove and replace them at any time and from time to time with or without cause;

- d) To approve the election of the -Chairperson, and Vice Chairperson of the Board of Trustees;
- e) To approve the appointment of the principal.
- f) To establish a new corporation; to change the purposes or dissolve an existing work of this Corporation;
- g) To approve all Board-approved long-range strategic plans of this Corporation;
- h) To approve the Board's selection of General Counsel of this Corporation;
- i) To approve the Board's selection of outside auditors of this Corporation;
- j) To approve the sale or other disposition of land or buildings, or any other asset; the leasing, the acquisition, or encumbrances by this Corporation of any real estate of a value in excess of the amount set by the Members in writing from time to time;
- k) To approve any loans or other financing, other than equipment leases, by the Corporation;
- l) To review financial statements of the Corporation submitted annually by the Board and to have access to all the financial books and records of the Corporation; and,
- m) To exercise or cause to be exercised every power reserved to this Corporation as a Trustee of any other corporation.

**Section 2.3 – Action by the Trustees:** The Trustees shall act within regular meetings in accordance with their own written rules as adopted from time to time by executing and delivering to the Chairperson, or Secretary of this Corporation a written instrument signed by the authorized Board of Trustees setting forth the action taken and the date of action taken by the Members or by vote registered with the Chairperson or Secretary in person or by telephone, telegram, or electronic communication.

**Section 2.4 – Order of Business:** The order of business at all meetings of the Board of Members shall be determined by the Members.

**Section 2.5 – Membership Dues:** There shall be no Membership dues.

**Section 2.6 – Duties and Powers:** The Board of Trustees (sometimes referred to herein as the "Board" or "Members") shall be the governing body of the Corporation. The corporate authority necessary or incidental to the administration of the Corporation in attaining its corporate purposes and the stewardship of the Corporation's property shall be vested in the Board of Trustees. In the exercise of this function, the Board of Trustees shall have full and general charge, management and control of the affairs, property and funds of the Corporation and shall have the power and authority to do and perform all acts not inconsistent with these By-Laws and/or not reserved by the Charter, or the laws of the State of New York.

**Section 2.7 – Appointment of Trustees and Term:** Those persons presently serving as Trustees shall continue in that capacity until the first meeting of the trustees after the issuance of the Charter. At such meeting the trustee will elect their officials. At an annual meeting thereafter, a number of Trustees equal to that of those whose terms have expired shall be appointed by the current members as recommended by trustee's nomination committee for the term of three (3) years. At the expiration of any term, a Trustee may be re-appointed.



**Section 2.8 – Parents, Guardians, Foster-Parents, Grandparents, Siblings of Students and Spouses:**

(i) It is preferred that a current parent, guardian, foster-parent, grandparent or sibling of a student not serve as a Trustee for the Academy. Therefore, a current parent, guardian, foster-parent, grandparent or sibling of a student may not serve as a Trustee for the Academy unless approved by Board of Trustees after such a time that it has been determined that it is in the best interest of the Academy. Those currently serving will complete their term of service but will not be eligible for re-election (appointment) except in accordance with this Section.

(ii) It is also preferred that two spouses not serve as a Trustee for the Academy unless approved by the Board where the Trustees determines it is in the best interest of the Academy. In those situations where two spouses are currently serving as Trustees, the spouse first designated a Trustee shall complete his or her term of service but will not be eligible for re-election except in accordance with this Section.

**Section 2.9 – Resignation:** Any Trustee may resign at any time by giving written notice to the Chairperson of the Board of Trustees who then shall promptly provide a copy for the record to the Recording Secretary.

**Section 2.10 – Vacancies:** Vacancies on the Board of Trustees due to death, resignation or other cause may be filled during the term through appointment by the Members. Notwithstanding any limitations on their terms, Trustees shall hold office until their successor shall have been elected.

**Section 2.11 – Attendance Requirement:** In order to assure the proper discharge of his/her duties, each Trustee is expected to attend all meetings of the Board of Trustees. Any Trustee who is absent from three (3) consecutive meetings for other than compelling reason acceptable to the Board in its sole discretion shall be deemed to have tendered his or her resignation which the Board of Trustees in its discretion may accept or reject.

**Section 2.12 – Removal:** The Trustees may remove any appointed Trustee at any time with or without cause after a majority vote by the entirety of the Board.

**Section 2.13 – Meetings and Procedural Rules:**

a) Annual and Regular Meeting of the Board - The Meetings of the Board of Trustees shall be held at least once every other calendar month. Such meeting shall be held at the principal office of the Corporation or at such place as may be designated from time to time by the Board of Trustees at such hour as may be designated in the notice of such meeting. An Annual Meeting of the Board shall be for the purpose of appointing officers as hereinafter provided and for transacting such other business as shall be desirable and as shall be determined by the Chairperson of the Board. Meetings of the Trustees shall be held on a regular basis

or as needed. A schedule of Regular Meetings shall be adopted at the Annual Meeting for the subsequent year.

- b) Special Meetings of the Board - Special meetings of the Board of Trustees may be called by the Members, or the Chairperson, or upon written request of any two (2) Trustees.
- c) Notice of Board of Trustees Meeting - Written notice of all Board meetings shall be mailed by first class mail or delivered to each Trustee at least seven (7) days before the date of the Board meeting or sent by email at least three (3) days before the date of the meeting provided an electronic verification of delivery is obtained, which notice shall in the case of special meetings state generally the nature of the business to be taken up at the meeting. If mailed, such notice shall be deemed to be delivered when deposited in the U.S. Mail in a sealed envelope, properly addressed, first class postage prepaid. If notice is sent by email, such notice shall be deemed to be delivered when sent to the most recent email address for the addressee on file with the Secretary of the Corporation provided an electronic verification of delivery is obtained. All notices of Board meetings, regular or special, shall also be given to each Trustee of the Board. A failure to provide such notice to each Member shall render null and void any action taken by the Board of Trustees at such meeting unless such action shall be ratified by the Membership. Notwithstanding, any Trustee may waive the requirement for any such notice only provided that such waiver is in written form signed by the respective Trustee.
- d) Quorum at Board Meetings - For all meetings of the Board of Trustees (other than for action taken by unanimous written consent), a quorum shall be a simple majority of the Trustees then serving unless a greater majority is required by law.
- e) Action by Trustees - Waiver of notice of any Board meeting and any action required to be taken at a meeting of the Board of Trustees, or any other action which may be taken at a meeting of the Board of Trustees, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all the Trustees with respect to the subject matter thereof. Any consent signed by all of the Trustees shall have the same effect as a unanimous vote.
- f) Meeting by Conference Telephone - Trustees may participate in and act at any meeting of the Board of Trustees by means of conference telephone, electronic or similar communications equipment if all persons participating in the meeting can hear each other simultaneously. Participation in such a meeting shall constitute presence in person at the meeting.
- g) Procedure at Meetings - Roberts Rules of Order, Revised (latest edition then available) shall govern procedure at all meetings of the Board of Trustees and its committees unless otherwise covered expressly by these By-Laws.
- h) Voting - At each meeting of the Board of Trustees, each Trustee shall be entitled to cast one (1) vote on all matters presented to the Board for its approval.

**Section 2.14 – Compensation of Trustees:** Trustees shall receive no compensation for their services as such, but may be reimbursed for expenses of attendance at meetings or when on other business of the Corporation.

**Section 2.15 – Academy Employees:** It is preferred that no employees of the Academy serve on the Board of Trustees unless approved by the Board of Members where the Board of Trustees determines it is in the best interest of the Academy. Under no circumstances may more than one member of the Board of Trustees be such an employee.

### **ARTICLE III**

#### **OFFICERS OF THE BOARD OF TRUSTEES**

**Section 3.1 – Officers:** The Officers of the Corporation shall be a Chairperson, Vice Chairperson, a Secretary, and a Treasurer. The offices of Secretary and Treasurer may be held by one person. Officers will have certain executory responsibilities set forth in Section 4.4. of the By-Laws.

**Section 3.2.1 – Election and Tenure:** Subject to the reserved powers of the Members as set forth in these By-Laws, all officers shall be elected each year by the Board of Trustees at its annual meeting. Each officer shall hold office from the date of such officer's appointment until the next annual meeting of the Board of Trustees and until such officer's successor shall have been duly appointed and qualified, unless such officer shall sooner resign or be removed.

**Section 3.2.2 – Limitation on Terms:** There shall be no limitation on the number of terms a person may serve for any one specific office when otherwise qualified.

**Section 3.3 – Resignation and Removal:** Any officer may resign at any time by giving written notice to the Chairperson of the Board or to the Secretary of the Corporation, and, unless specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any elected officer may be removed upon the affirmative vote of two-thirds of the Board of Trustees whenever in its judgment the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

**Section 3.4 – Duties of Officers:** The Officers of the Corporation shall have the duties indicated below:

#### **Section 3.4.1 – Chairperson:**

- a) Chairperson - The Chairperson shall have all of the duties which that position would customarily require, including, without limitation, chairing all meetings of the Board of Trustees, appointing committees of the Board of Trustees (except the Audit/Finance Committee which shall be elected by the Board of Trustees) and all other duties assigned to the Chairperson under these By-Laws or by Board resolution from time to time. The Chairperson should be one who can dedicate a certain amount of time for day-to-day operations during the initial stages of development.

b) Responsibilities - The Chairperson shall be the direct executive representative of the Board of Trustees in the management of the Corporation and shall have all the duties and authority which such position would customarily require, including, but not limited to the following:

- 1) Carrying out the philosophy and mission of the Corporation, as well as all policies established by the Board of Trustees and advising on the formation of these policies.
- 2) Preparing annual written plans for the achievement of the Corporation's specific objectives and periodically reviewing and evaluating such plans.
- 3) Preparing an annual operating and capital budget showing the expected revenue and expenditures of the Corporation and as required by the Board of Trustees and/or any committees thereof.
- 4) Selecting, employing, supervising and discharging corporate agents and employees and developing and maintaining personnel policies and practices for the Corporation.
- 5) Supervising the financial affairs of the Corporation so that funds are collected and expended to the best advantage of the Corporation).
- 6) Presenting to the Board of Trustees, or its authorized committees, periodic reports reflecting the activities of the Corporation and such other special reports as may be required by the Board.
- 7) Attending all meetings of the Board of Trustees of the Corporation and coordinating the preparation of Board meetings and Board materials.
- 8) Developing an agenda and information for each Board of Trustees meeting.
- 9) Performing such other duties as may from time to time be assigned by the Board of Trustees.

**Section 3.4.2 – Vice Chairperson:** In the event of absence or disability of the Chairperson of the Corporation, a designated Vice Chairperson elected annually by the Board of Trustees shall chair meetings of the Board and all other meetings which the Board Vice Chairperson would otherwise chair and shall perform such other duties as may be delegated to the Vice Chairperson.

**Section 3.4.3 – Secretary:** The Secretary shall act as Secretary of the Corporation and of the Board of Trustees. The Secretary shall send or cause to be sent appropriate notice or waivers of notice regarding Board meetings; shall prepare or cause to be prepared agenda and other materials for all meetings of the Board of Trustees; shall act as official custodian of all records, reports and minutes of the Corporation, the Board of Trustees and committees; shall be responsible for the keeping and reporting of adequate records of all meetings of the Board of Trustees; and shall perform such other duties as are customarily performed by or required of corporate secretaries, including the custody of the corporate seal.

**Section 3.4.4 – Treasurer:** Subject to the direction and supervision of the Board of Trustees, the Treasurer shall have general charge of the financial concerns of the Corporation. The Treasurer shall see that a true and accurate accounting of the financial transactions of the Corporation is made periodically and that reports of such transactions are presented to the Board of Trustees.

**Section 3.5 – Compensation:** No Officer of the Board of Trustees shall be entitled to receive any salary or compensation.

#### **ARTICLE IV**

#### **EXECUTIVE OFFICERS OF THE CORPORATION**

**Section 4.1 – Principal:** The Principal shall be the Chief Educational Officer of the Corporation.

**Section 4.2 – Appointment and Tenure:** The Principal shall be appointed by the Board of Trustees, as set forth elsewhere in these By-Laws, for a term to be determined by the Board of Trustees.

**Section 4.3 – Resignation and Removal:** The Principal may resign at any time by giving written notice to the Chairperson of the Board and to the Secretary of the Corporation, and, unless specified therein, the acceptance of such resignation shall not be necessary to make it effective. The Principal may be removed upon the affirmative vote of two-thirds of the Board of Trustees whenever in its judgment the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the Principal so removed.

**Section 4.4 – Duties of the Principal:** The Principal shall be the direct operational representative of the Board of Trustees and shall have the responsibility for primarily educational tasks, day to day operations of the Academy including, but not limited to the following:

- 1) Preparing an annual report on the state of the Corporation reflecting the performance of the institution in promoting the philosophical and educational mission of the Academy.
- 2) Developing and maintaining personnel policies and practices for the Academy with the approval of the Board of Trustees.
- 3) Presenting to the Board of Trustees, or its authorized committees, periodic reports reflecting the activities of the Academy and such other special reports as may be required by the Board.
- 4) Attending all meetings of the Board of Trustees of the Academy.
- 5) Performing such other duties as may from time to time be assigned by the Chairperson or by the Board of Trustees.
- 6) Presentation to the Board of Trustees, on an annual basis, an evaluation of faculty and staff with recommendations for the employment of same.

#### **ARTICLE V**

#### **COMMITTEES OF THE BOARD OF TRUSTEES**

**Section 5.1 – Committees Generally:** - Committees are designated to facilitate the actions of the Board of Trustees. Committees do not expand or contract the responsibilities or authority of the Board of

Trustees, but instead enable the Board to function more efficiently and effectively. Committees actions are recommendatory only and do not have the authority of the Board of Trustees except where expressly authorized by the Board in writing. The Chairperson of the Committee is to be appointed by the Chairperson of the Board of Trustees.

**Section 5.2 – Types of Committees:** Committees of the Board of Trustees shall be standing or special which may be created by the Board from time to time.

Standing Committees:  
Nominating Committee  
Audit/Finance Committee  
Corporate Compliance Committee  
Development Committee  
Marketing Committee

The majority of Committee members of any Standing Committee must consist of Trustees.

**Section 5.3 – Audit/Finance Committee:** The Audit/Finance Committee, which must consist exclusively of independent Trustees shall be charged with overseeing the accounting and financial reporting processes of the Corporation and the auditing of its financial statements. The duties and responsibilities of the Audit/Finance Committee shall include the following:

- a) Annually retain or review the retention of the Corporation's independent outside auditor, if any, subject to the approval of the Board of Trustees;
- b) Review with the independent auditor the results, if any, of the audit, compilation or review, as the case may be so, and any management letter;
- c) the adoption and implementation of, and compliance with, any Conflict of Interest Policy or Whistleblower Policy of the Corporation;
- d) Review with the independent auditor, if any, the scope and planning of the audit or review, as the case may be so, prior to its commencement;
- e) Review and discuss with the independent auditor (i) any material risks and weaknesses in internal controls identified by the auditor, (ii) any restrictions on the scope of the auditor's activities or access to requested information, (iii) any significant disagreements between the auditor and management, and (iv) the adequacy of the Corporation's accounting and financial reporting processes;
- f) Annually consider the performance of the auditor; and
- g) Annually report to the Board of the Corporation on the Audit Committee's activities.
  - h) Provide financial oversight for the Corporation;
  - i) Recommend a budget for approval by the Board;
  - j) Monitor adherence to the budget and reporting to the Board regarding such;
  - k) Recommend long range financial goals to the Board of Trustees;
  - l) Present all financial goals and proposals to the Board of Trustees for approval;

- m) Recommend policies to the Board of Trustees to help ensure the assets of the Corporation are protected;
- n) Report to the Board of Trustees if financial policies and procedures are being followed;
- o) Draft investment policies, when appropriate, for approval by the Board of Trustees;
- p) Recommend investment managers, when appropriate, for the approval of the Board of Trustees; and,
- q) Monitor investment policies and report its findings to the Board of Trustees.
- r) If the Academy's Board of Trustees has not engaged an independent auditor, then the Academy's Comptroller shall be deemed substituted for the independent auditor for purposes of this sub-Article.

The members of the Audit/Finance Committee shall be nominated by the Chairperson or by the Board of Trustees and elected by the Board of Trustees.

**Section 5.4 – Nominating Committee:** The Nominating Committee shall consist of at least one (1) person and no more than three (3) persons, all of whom shall be Trustees of the Corporation. This committee shall nominate candidates for the Board of Trustees and officers, subject to the various selection processes described in these By-Laws.

**Section 5.5 – Corporate Compliance Committee:** The Corporate Compliance Committee shall consist of at least one (1) person and no more than three (3) persons, all of whom shall be Trustees of the Corporation. The Corporate Compliance Committee shall recommend to the Board of Trustees organizational integrity guidelines and codes of conduct when appropriate. It shall also oversee the Corporation's corporate compliance programs, including policies and practices designed to ensure the Corporation's compliance with all applicable legal, regulatory and ethical requirements and report its findings to the Board of Trustees. In the discretion of the Board, the duties of the Corporate Compliance Committee may be assigned to the Audit/Finance Committee.

**Section 5.6 – Marketing Committee:** The Marketing Committee shall consist of at least one (1) person and no more than seven (7) persons, all of whom shall be Trustees of the Corporation. The Marketing Committee's major role shall be to develop and oversee the implementation of the Academy's fundraising strategies, both for annual operating funds and any capital campaigns. The committee as a whole will work with the Board of Trustees to develop brochures and other literature or materials to be used in fundraising and to maintain good database and record-keeping systems to support development efforts. In addition, up to five (5) non- Trustees may serve the committee in accord with their interest and qualification.

**Section 5.7 – Development Committee:** The Development Committee shall consist of at least one (1) person and no more than seven (7) persons, all of whom shall be Trustees of the Corporation. The Development Committee's responsibility is to recommend and oversee programs, initiatives and projects, subject to the Board's approval, to generate and create development opportunities and other sources of non-tuition revenue. The Committee as a whole will work with the Board of Trustees to

develop non-tuition revenue sources. In addition, up to five (5) non- Trustees may serve the committee in accord with their interest and qualification.

**Section 5.8 – Special Committees:** Special Committees may be created or terminated (except the Audit/Finance Committee) at any time by resolution of the Board, or by the Chairperson of the Board.

Special committees shall have such authority and responsibilities as are set forth in the resolution creating them, and shall serve as long as the purpose for which they were created continues to exist, unless dissolved prior thereto by the Board of Trustees.

**Section 5.9 – Committee Membership:** Committee members, who are not otherwise designated or elected as set forth in these by-laws, shall be appointed annually to standing committees, and whenever it is appropriate to special committees by the Chairperson of the Board of Trustees from among the Trustees of the Corporation or, when appropriate from outside of the Board but in no event shall any committee have a

majority of its members who are not Trustees of the Corporation. The Chairperson of the Board of Trustees shall designate the Chairperson of each committee unless provided otherwise in these by-laws.

**Section 5.10 – Committee Rules and Procedures:** Standing and special committees shall meet as required to fulfill the purposes of their existence. Each committee shall keep minutes of its meetings, and may adopt written rules for its own governance which are not inconsistent with these By-Laws or acts of the Board of Trustees. Each committee shall report to the Board periodical-ly.

**Section 5.11 – Meetings:** Meetings of any committee may be called by the Chairperson of the Board or of the Committee and shall be called by the committee Chairperson upon the request of at least two (2) committee members or if there be only one (1) committee member then upon his or her own motion shall the committee be convened. Such meetings shall be held upon no less than twenty-four (24) hours advance notice which may be communicated in writing or orally.

**Section 5.12 – Quorum:** Unless otherwise provided by law, a simple majority of the whole committee shall constitute a quorum for the transaction of business and the act of the majority of committee members present at a meeting at which a quorum is present shall be an act of the committee.

**Section 5.13 – Action in Lieu of Meeting:** If all of a committee's members shall severally and/or collectively consent in writing to any action, such action shall be a valid as if authorized at a meeting. Any certificate or other document filed which relates to action so taken shall state that the action was taken by consent of the committee without a meeting. In addition, a committee's members may participate fully in a meeting of the committee by means of a conference telephone, electronic or similar com-munications equipment if all persons participating in the meeting can hear each other simultaneously. Participation by such means shall constitute presence in person at such meeting.

**Section 5.14 – Attendance Requirements:** In order to assure the proper discharge of the committee's duties, each committee member shall be expected to attend all meetings of committees of the Board of Trustees to which he/she has been appointed. Unexcused absences, for other than compelling reasons



acceptable to the Board in its sole discretion, at three (3) consecutive committee meetings shall be deemed as a resignation from the Board of Trustees and/or the committee which the Board of Trustees may, in its discretion, accept or reject.

## **ARTICLE VI**

### **FISCAL MATTERS**

**Section 6.1 – Fiscal Year:** The fiscal year of the Corporation shall commence on September first of each year and shall end on August 31st of each year.

**Section 6.2 – Contracts:** The Chairperson or his designees shall be authorized to execute contracts on behalf of the Corporation in accordance with established Board policy and with these By-Laws. In addition, the Board may authorize other officers or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, with such authority being either general or confined to specific instances, consistent with the Members' reserved powers.

**Section 6.3 – Loans:** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. No loan shall be granted to an officer or Trustee of the Corporation.

**Section 6.4 – Budgets:** The Board of Trustees of the Corporation shall cause to be prepared the annual operating and capital expenditure budgets of the Corporation and submit these in a timely manner to the Office of Fiscal Management.

**Section 6.5 – Asset Transfers:** Any transfers of the Corporation's assets shall be in accordance with the Board of Members' reserved powers set forth herein.

**Section 6.6 – Checks, Drafts, etc.:** All checks, drafts, or other orders for the payment of money, notices or other evidences of indebtedness issued in the name of the Corporation or to the Corporation, shall be signed or endorsed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees.

**Section 6.7 – Deposits:** All funds of the Corporation not otherwise employed shall be deposited expeditiously to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

**Section 6.8 – Maintenance of Records:** The Corporation shall keep correct and complete books and records of the account and other records of the activities of the Corporation as may be appropriate. All such records shall be open to inspection upon the request of any Trustee and upon the request of any Member.

## **ARTICLE VII**

### **LIABILITY**

**Section 7.1 – General Liability:** No Member, Trustee, officer or committee member, employee, or agent of this Corporation shall contract or incur any debts on behalf of the Corporation other than in the regular course of employment and in the regular course of the Corporation's business or in any way render the Corporation liable unless expressly authorized by the Board of Trustees and when required by these By-Laws with the approval of the Board of Members. No officer, Trustee, or committee member, agent or employee of the Corporation is or shall be authorized to promise moral or financial support of any charitable or other objective without the expressed written approval of the Board of Trustees.

## **ARTICLE VIII**

### **INDEMNIFICATION**

**Section 8.1 – Basic Indemnification:** In addition to any other rights to which any present or former Member of the Corporation, Trustee, officer or former officer of the Corporation or committee member or former committee member of the Corporation may be entitled by contract or otherwise under law, the Corporation shall indemnify and defend such person or his/her heirs, executors and administrators against any cost or expense (including reason-able attorneys' fees and amounts paid in settlement, if such settlement is approved by the Corporation), fine, penalty, judgment and liability reasonably incurred by or imposed upon such person in connection with any action, suit or proceeding, civil or criminal, to which such person may be made a part or with which such persons shall be threatened, by reason of such person being or having been a Member, Officer, Trustee or committee member of the Corporation unless with respect to any such matter such person shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that the action was in the best interest of the Corporation.

**Section 8.2 – Insurance of Risk:** The Corporation shall have the authority to purchase and maintain insurance on behalf of any and all of its present and former Members, Officers, Trustees, committee members, employees and/or agents against any liability or settlement based on liability asserted to have been incurred by them by reason of being or having been Members, Officers, Trustees, committee members, employees or agents of the Corporation.

## **ARTICLE IX**

### **CONFLICTS OR DUALITY OF INTEREST**

**Section 9.1 – Statement of General Policy:** These By-Laws recognize that it is natural for both real and apparent conflicts or dualities of interest to sometimes occur in the course of conducting the daily affairs of the Corporation. A conflict or duality of interest is defined as referring only to a personal,

proprietary interest of the persons covered by this policy and their immediate families and not to philosophical or professional differences of opinion. Service as a Member, Trustee or Officer of two or more organizations affiliated with this Corporation, while a duality, shall not in and of itself constitute a conflict of interest. Conflicts or dualities of interest will occur because the many persons associated with the Corporation should be expected to have and do in fact generally have multiple interests and affiliations and various positions of responsibility within the community. Sometimes a person will owe identical duties to two or more organizations having similar activities, but this shall not be deemed to necessarily constitute a conflict of interest.

Conflicts of interest are to be avoided because they potentially or apparently place the interest of another ahead of the Corporation's obligation to its corporate purposes and to the public interest. Conflicts of interest are likewise undesirable because they often reflect adversely upon the persons involved and upon the institutions with which they are affiliated, regardless of the actual facts or motivations of the parties. However, it is not in the long range best interests of the Corporation to terminate or cease all association with persons who may have real or apparent conflicts or dualities of interest if there is a prescribed and effective method of rendering such conflicts harmless to all concerned.

It shall be the policy of the Corporation, therefore, not to preclude all dealings with those having actual or the appearance of conflicts or dualities of interest but to require that they be disclosed promptly and fully and to all necessary parties whenever they occur and to prohibit specified involvement by such parties in the affairs of the Corporation. All of the foregoing shall be in furtherance of and not in derogation of the Not-for-Profit Corporation Law and any other applicable law, rules or regulation.

**Section 9.2 – Coverage of this Policy:** This policy shall apply to all Trustees, Corporate Officers, the Principal, Key Employees of the Corporation, including agents and independent contractors who provide substantial services and/or materials, or those with a financial interest as defined below. Substantial Services shall be those (or a cumulative value of all services provided within a calendar year by a single provider) with an annual value in excess of \$10,000.00 on a rolling calendar basis. A Key Employee shall be the Finance Trustee, Comptroller, Trustee of Development, Assistant Principals, the Principal, any person who is notified of such status by the Corporation, and any person whose total monetary compensation exceeds \$60,000.00 per calendar year. It shall be the obligation of the Corporation's management to publicize this policy to all such parties on a recurring basis.

**Section 9.3 – Interested Person:** Any trustee, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest (as defined below) is an interested person.

An interested person shall be considered to have a conflict of interest if (a) they have existing or potential or other interests that impair or might reasonably appear to impair their independent, unbiased judgment in the discharge of their responsibilities to the Academy or (b) they are aware that a member of their family or any organization in which the Trustee is an officer, trustee, employee, member, partner, trustee or controlling stockholder has such existing or potential financial or other interest.

A person has financial interest if the person has, directly or indirectly, through business, investment, or family:

- a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

**Section 9.4 – Disclosure and Procedures:** Disclosure of all Conflicts: Trustees, Officers, agents and employees of the Corporation shall disclose all real or apparent conflicts or dualities of interest which they discover or which is brought to their attention in connection with the Corporation's activities.

"Disclosure" as used in these By-Laws shall mean providing promptly to the Corporation a written description of the fact comprising the real or apparent conflict or duality of interest. An annual disclosure statement shall be circulated to Trustees Officers, Principal, Senior Executives, certain identified agents, employees and independent contractors to assist them in considering such disclosures, but disclosure is nevertheless required as and whenever conflicts or dualities of interest do or may occur.

The Principal and Senior Executives must complete the Disclosure Statement upon their date of hire, and thereafter on an annual basis. All written Disclosure Statements and notices of disclosure of conflicts or dualities of interest shall be filed with the Chairperson of the Corporation or any other person designated by the Chairperson from time to time to receive such notifications. All disclosures of real or apparent conflicts or dualities of interest received hereunder shall be noted for record in the minutes of meeting of the Board of Trustees.

Determining Whether a Conflict or Duality of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing Board or Committee meeting while the determination of a conflict of interest or duality is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists.

#### **Procedures for Addressing the Conflict of Interest:**

- i. An interested person may make a presentation at the governing Board or Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict or duality of interest.

ii. The Chairperson of the Board of Trustees or Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

iii. After exercising due diligence, the Board of Trustees or Committee shall determine whether the Corporation can obtain with reasonable efforts a more beneficial or advantageous transaction or arrangement from a person or entity that would not give rise to a conflict or duality of interest.

iv. If a more beneficial or advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict or duality of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### **Violations of the Conflicts of Interest Policy:**

i. If the governing Board of Trustees or Committee has reasonable cause to believe a covered person has failed to disclose actual or possible conflicts or duality of interest, it shall inform such person of the basis of such belief and afford the person an opportunity to explain the alleged failure to disclose.

ii. If, after hearing the individual's response and after making further investigation as warranted by the circumstances, the Board of Trustees or Committee shall determine if the individual has failed to disclose an actual or possible conflict or duality of interest, and it shall take appropriate disciplinary or corrective action.

**Section 9.5 – Proscribed Activity by Persons Having Conflicts:** Where an individual Trustee , Officer, Principal, agent, employee or independent contractor believes that he or she or an immediate family member might have or does have a real or apparent conflict or duality of interest, he or she shall, in addition to filing the notice of disclosure required hereunder, abstain from making motions, voting, executing agreements, or taking any other similar direct action on behalf of the Corporation where a conflict of interest might pertain by law, agreement or otherwise.

**Section 9.6 – Minutes:** The minutes of the governing Board of Trustees and all Committees with Board delegated powers shall contain:

a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict or duality of interest,

the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Trustee's or committee's decision as to whether a conflict of interest in fact existed.

b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## **ARTICLE X**

### **WHISTLEBLOWER POLICY**

**Section 10.1 – Whistleblower Policy:** The Corporation shall have a Whistleblower Policy as determined by the Board of Trustees.

## **ARTICLE XI**

### **NON-DISCRIMINATION**

**Section 11.1 – Non-discrimination:** The Corporation recognizes the rights of all persons to equal opportunity in employment, compensation, promotion, education, positions of leadership and power, and shall not at any time discriminate against any employee, contractor or any other person with whom it deals, because of race, religion, creed, color, sex, gender, citizen status, national origin, age, marital status, sexual orientation, gender identity, military status, disability, use of permitted leaves, or handicap, or any other category protected by law, if otherwise qualified, except when permitted and as provided by and in accordance with law.

**Section 11.2 – Non-discrimination – Students:** In accordance with the law of New York State, the Corporation admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

## **ARTICLE XII**

### **CORPORATE SEAL**

**Section 12.1 – Corporate Seal:** The Corporation shall have a seal that shall have inscribed thereon the name of the Corporation, and the State of incorporation. It shall remain in the custody of the Secretary.

## **ARTICLE XIII**

## **REVIEW AND AMENDMENT OF BY-LAWS**

**Section 13.1 – Review and Amendment of By-Laws:** These By-Laws shall be reviewed in their totality for currency and completeness during each odd numbered year or more frequently if deemed appropriate by the Board of Trustees or one of its committees, and the results of this review shall be documented in the records of the Corporation. Amendments may be initiated by the Board of Trustees. Amendments to these By-Laws may be recommended at any regular or special meeting of the Board, provided, however, that no such amendment shall become effective unless and until approved by the Board of Trustees of the Corporation by two-thirds (2/3) majority.

## **ARTICLE XIV ASSESSMENT**

**Section 14.1 – Assessment:** The Academy shall deliver to the Chairperson of the Board of Trustees prior to April 15<sup>th</sup>, a Self-Assessment Report. The Board of Trustees will review, with comment, such Assessment Report. The Board will ratify or make such specific remedial suggestions as designed to ensure the continued maintenance of appropriate standards at **MAVEN CHARTER ACADEMY**. The Academy shall consider and adopt such remedial suggestions as promptly as practicable.

## **ARTICLE XV DISSOLUTION OF THE CORPORATION**

**Section 15.1 – Dissolution:** Upon the dissolution of the corporation, the Board of Trustees shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute all assets of the corporation all the remaining funds to any Board approved organizations or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under applicable federal or state tax laws, or applicable rules or regulations or any state, municipality or other political subdivision.

## **ARTICLE XVI SPECIAL PROVISIONS**

**Section 16.1 – Limitation of Powers:** The Corporation shall neither have nor exercise any power, nor shall it directly or indirectly engage in any activity, that would (1) prevent it from obtaining or maintaining exemption from federal income taxation under Section 501 (c)(3) of the Internal Revenue Code of 1986, or from any other applicable tax laws, rules or regulations of any state, municipality or other political subdivision to which the corporation may be subject; or (2) cause it to lose such exempt status.

**Section 16.2 – Net Earnings:** No part of the net earnings of the Corporation shall inure to the benefit of any Member, Trustee, Officer of the Corporation or any private individual (except that reason-able compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes) and no Member, Trustee , Officer of the Corporation, or any private in-dividual shall be entitled to share in the distribution of any of the corporate assets or dissolution of the Corporation.

**Section 16.3 – Self Dealings:** The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Rev-enue Code of 1954, or corresponding provisions of any subsequent federal tax laws.

**Section 16.4 – Tax Code:** For purposes of the above, any references to provisions of the Internal Revenue Code of 1954 shall be deemed to in-clude statutes which succeed such provisions including but not limited to the Internal Revenue Code of 1986.



## **R-14f - Code of Ethics and Conflict of Interest Policy**

### **Purpose**

The purpose of this Code of Ethics and Conflict of Interest Policy is to provide a set of guidelines for trustees, officers, and employees of Maven Charter Academy to ensure that they act in the best interest of the school and maintain the highest standards of ethical conduct. This policy aims to prevent conflicts of interest and to promote transparency, integrity, and accountability.

### **Code of Ethics**

#### **1. General Standards of Conduct**

- Trustees, officers, and employees must conduct themselves with honesty, integrity, and fairness in all their dealings related to Maven Charter Academy.
- They must adhere to all applicable laws, regulations, and policies.

#### **2. Conflict of Interest**

- A conflict of interest arises when a trustee, officer, or employee has a personal or financial interest that could influence or appear to influence their decisions on behalf of the school.
- Trustees, officers, and employees must avoid any situation that presents an actual, potential, or perceived conflict of interest.

#### **3. Disclosure of Conflicts**

- Trustees, officers, and employees must disclose any personal or financial interests that may present a conflict of interest.
- Disclosures must be made in writing to the Board of Trustees or a designated committee and recorded in the minutes of the meeting where the conflict is discussed.

#### **4. Gifts and Favors**

- Trustees, officers, and employees must not accept any gift or favor that could reasonably be inferred to influence their decisions or actions related to their duties at Maven Charter Academy.
- Gifts of nominal value (less than \$75) that are not intended to influence decisions may be accepted.

#### **5. Confidentiality**

- Trustees, officers, and employees must maintain the confidentiality of sensitive information obtained through their roles and not use such information for personal gain.

#### **6. Use of School Resources**

- School resources, including facilities, equipment, and funds, must be used solely for the benefit of Maven Charter Academy and not for personal purposes.

### **Conflict of Interest Policy**

#### **1. Identification and Disclosure**

- Trustees, officers, and employees must complete an initial and annual conflict of interest disclosure form identifying any relationships, financial interests, or other situations that may pose a conflict.
- Any changes in circumstances that could lead to a conflict of interest must be disclosed promptly.

#### **2. Procedures for Addressing Conflicts**

- When a conflict of interest is identified, the individual with the conflict must abstain from participating in discussions or decisions related to the matter.
- The Board of Trustees or a designated committee will review disclosed conflicts and determine whether a conflict exists and the appropriate course of action.

#### **3. Documentation**

- All disclosed conflicts and the Board's or committee's determinations and actions must be documented in the corporate records and minutes of relevant meetings.

#### **4. Prohibited Activities**

- Trustees, officers, and employees must not engage in any activity or transaction that is in conflict with the interests of Maven Charter Academy or that could result in personal benefit at the expense of the school.

#### **5. Enforcement and Penalties**

- Violations of this policy may result in disciplinary action, up to and including termination of employment or removal from the Board of Trustees.
- Trustees, officers, and employees found to be in violation may be subject to fines, suspension, or removal from their position.

#### **Annual Review and Distribution**

- This Code of Ethics and Conflict of Interest Policy will be reviewed annually by the Board of Trustees to ensure its effectiveness and compliance with applicable laws.
- A copy of this policy will be distributed to every trustee, officer, and employee of Maven Charter Academy upon adoption and whenever material amendments are made.

This Code of Ethics and Conflict of Interest Policy is adopted to uphold the integrity and trustworthiness of Maven Charter Academy, ensuring that all actions taken are in the best interest of the school and its mission.

## **R-14g - Complaint Policy**

### **Introduction**

Maven Charter Academy is committed to addressing complaints promptly and effectively. This policy outlines the procedures for handling formal and informal complaints from staff, parents, employees, contractors, and other stakeholders, in compliance with New York State Education Law § 2855(4) and the SUNY Charter Agreement.

### **Formal Complaints**

#### **Definition**

A formal complaint involves an alleged violation of the law, the New York Charter Schools Act, or the education corporation's charter, including its provisional charter or certificate of incorporation.

#### **Procedure**

##### **1. Submission of Complaint:**

- Formal complaints must be submitted in writing to the Board of Trustees or its designee.
- The complaint should include a detailed description of the issue, any relevant documentation, and the desired resolution.

##### **2. Acknowledgement:**

- The Board of Trustees or its designee will acknowledge receipt of the complaint in writing within five business days.

##### **3. Review and Response:**

- The Board of Trustees or its designee will review the complaint and provide a written response within 45 days, unless a valid reason for delay is communicated to the complainant.
- The response will include the determination, any remedial actions, and a notice of the right to appeal to the SUNY Charter Schools Institute.

##### **4. Appeal Process:**

- If the complainant is not satisfied with the resolution, they may appeal to the SUNY Charter Schools Institute. Information on how to file an appeal will be included in the written response.

### **Informal Complaints**

#### **Definition**

Informal complaints are those that do not involve violations of law or the charter and typically concern day-to-day school operations.

#### **Procedure**

##### **1. Initial Handling:**

- Informal complaints should be addressed at the school level, beginning with the staff member directly involved (e.g., teacher, dean, assistant principal).
- If the issue is not resolved, the complaint may be escalated to the principal.

2. Multi-Tiered Review:

- The process may involve multiple tiers of review, providing several opportunities for resolution.
- Each tier should document the complaint and the resolution steps taken.

3. Documentation:

- While written decisions are not required for informal complaints, all informal complaints and their resolutions should be documented for future reference.

## **General Guidelines**

1. Accessibility:

- The complaint policy will be included in the Parent Handbook and made readily available in the school office and on the school's website.
- Copies of the policy will also be distributed to the SUNY Charter Schools Institute and updated as necessary.

2. Amendments:

- Any changes to the complaint policy must be approved by the Board of Trustees and submitted to the SUNY Charter Schools Institute for legal review.

3. Conflict of Interest:

- Decision-makers should not be directly involved in the substance of the complaint. Alternate decision-makers will be designated as needed.

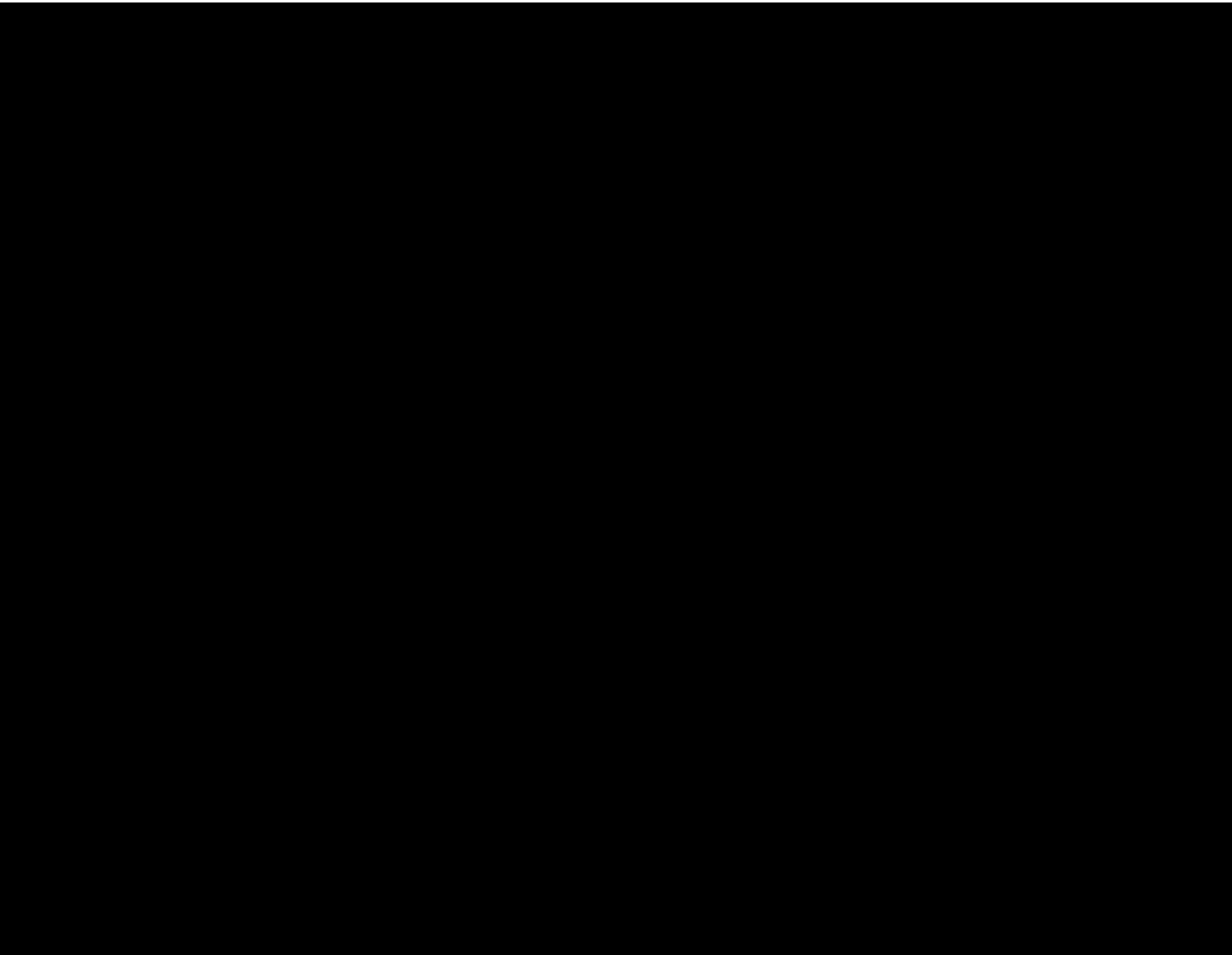
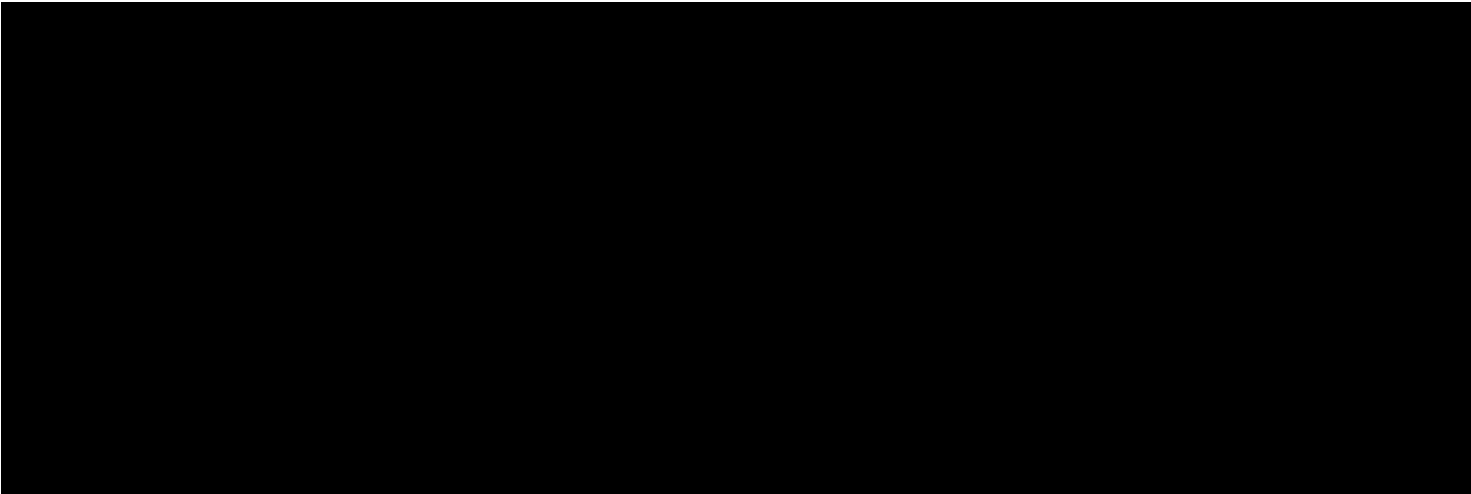
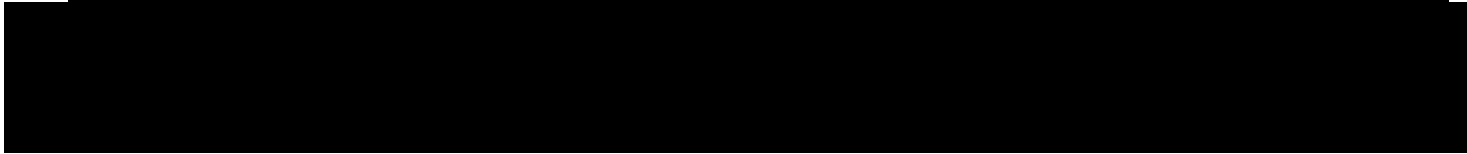
4. Communication:

- Clear communication is essential at all stages of the complaint process.
- Parents and complainants will be informed about the complaint policy, procedures, and timelines for responses.

## **Contact Information**

Questions regarding this complaint policy or procedures for handling complaints should be directed to the school's administration ([info@mavencharteracademy.org](mailto:info@mavencharteracademy.org)) or the SUNY Charter Schools Institute's Director of Charter Accountability at [charters@suny.edu](mailto:charters@suny.edu).

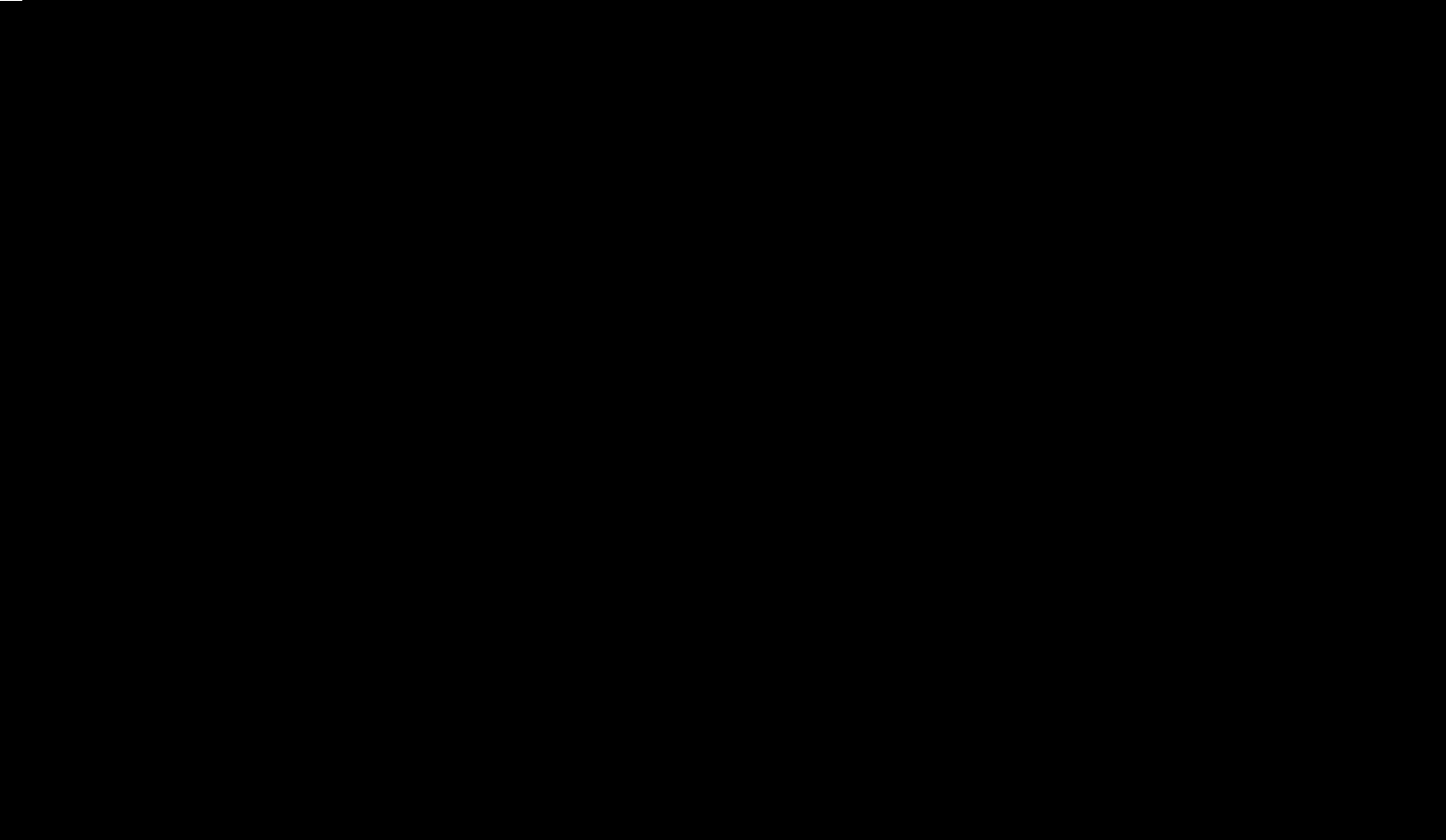
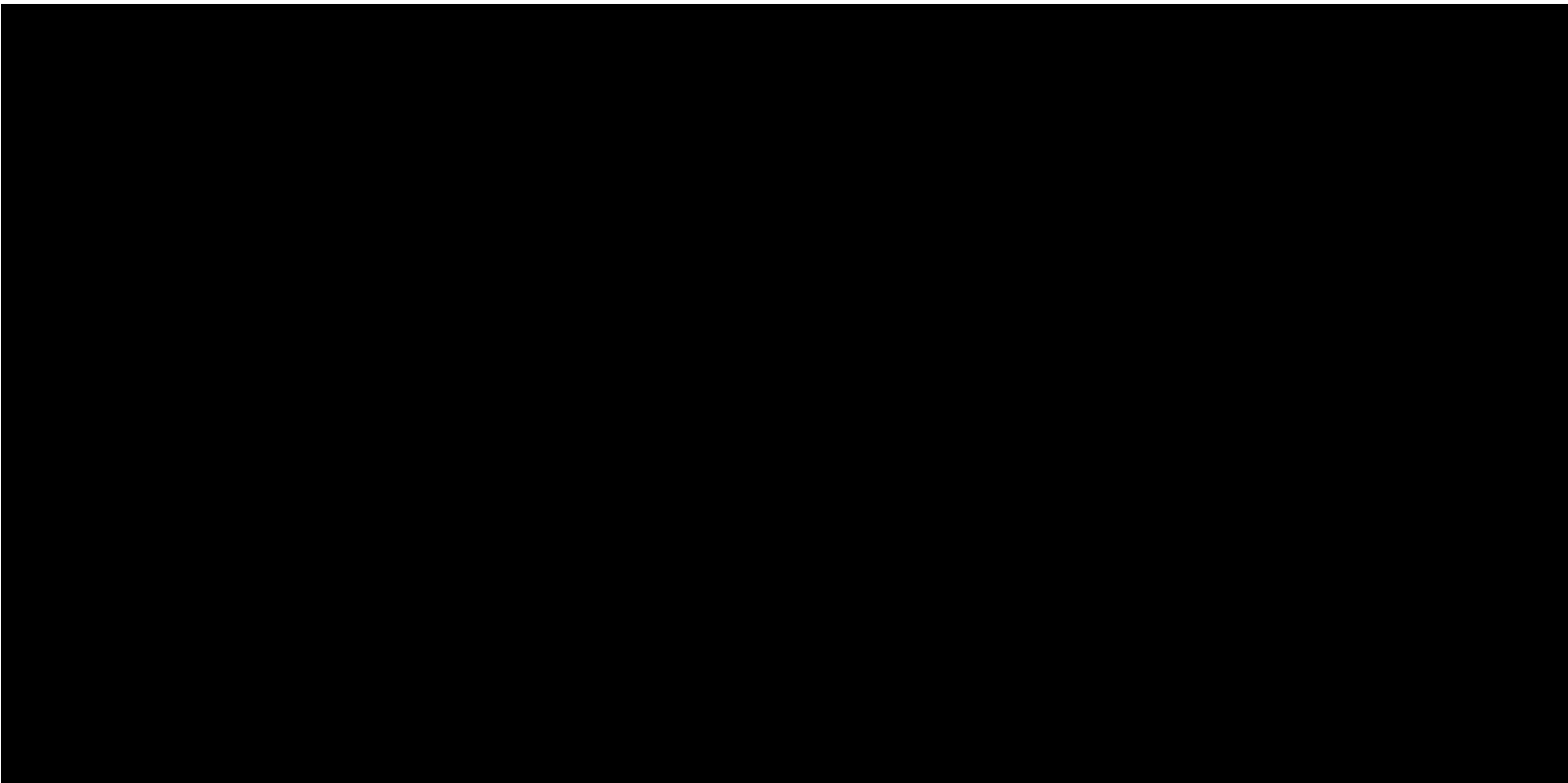
Marilyn Dore-Pignataro



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# CHRISTIAN ECHIPARE | NETWORK MANAGER

[Redacted contact information]

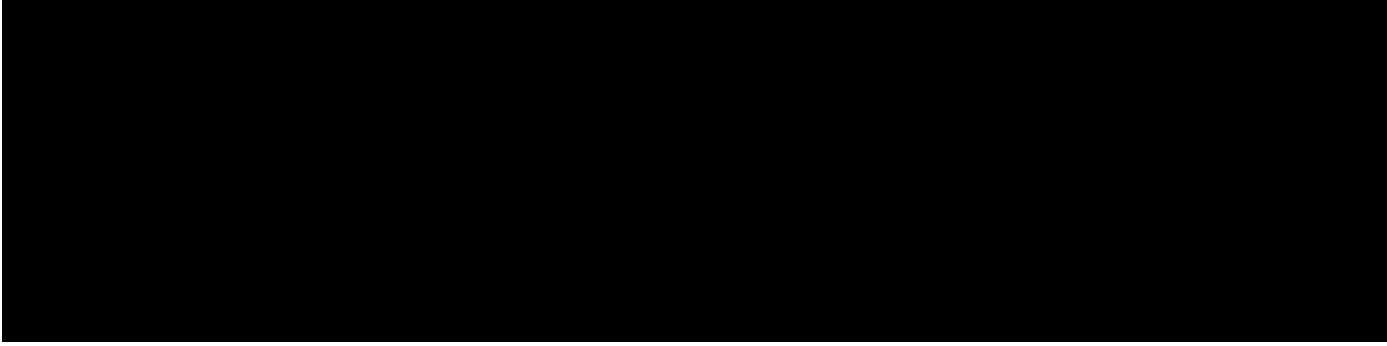


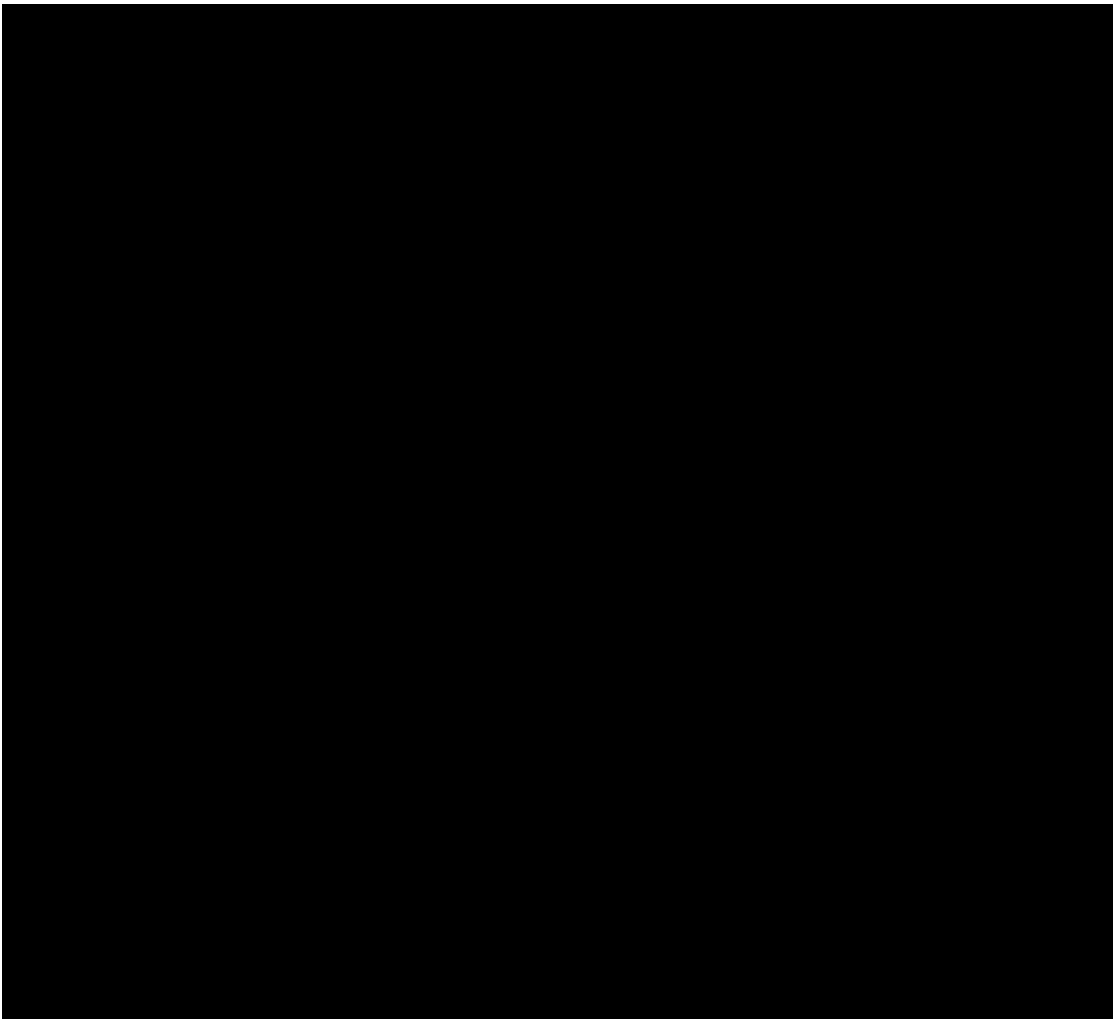
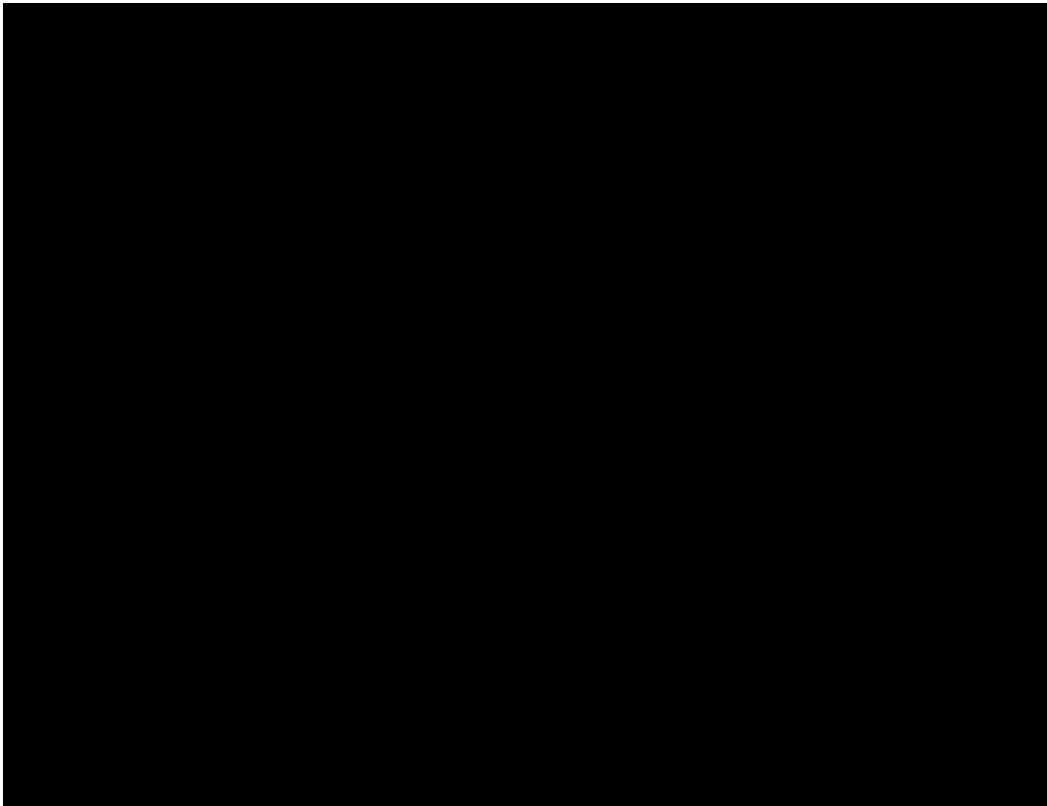


[REDACTED]

[REDACTED]

PATRICK FOGARTY, Ed.D.





[REDACTED]

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[REDACTED]

[REDACTED]





# **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***

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**Updated: February 2021**

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246  
(518) 445-4250 (phone)  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

## INTRODUCTION

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

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

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

## 1. REQUEST FOR INFORMATION

### A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

### B. Applicable Laws and Regulations

None.

### C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the



education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
    - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
    - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
  - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
  - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
  - By-laws, which may:
    - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
    - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
    - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

**D. Responsible Tasks**

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

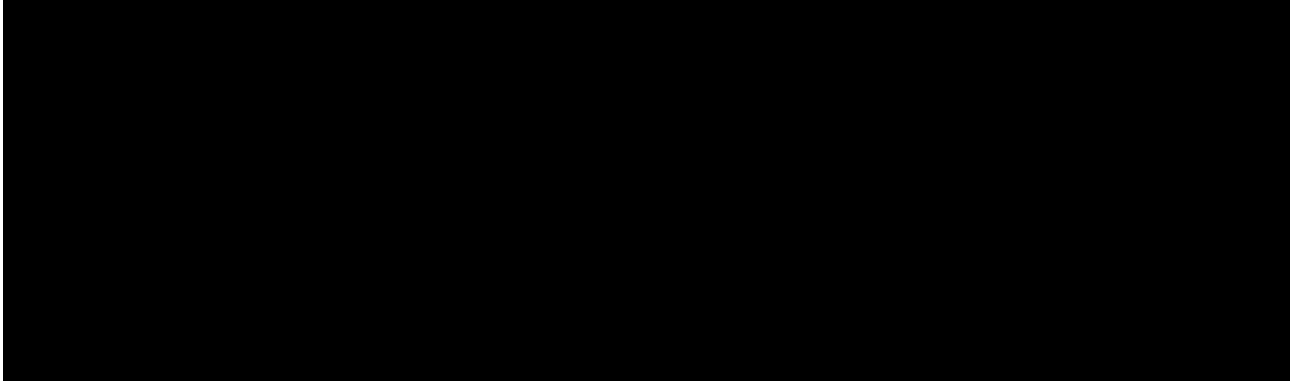
**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

**Background**

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

2. Full name:



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

☐ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☐ Does not apply to me. ☐ Yes.

Details:

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

☐ Does not apply to me. ☐ Yes.

Details:

## Conflicts

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8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☐ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

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

---

**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 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 \_\_\_\_\_ is true and correct in every respect.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

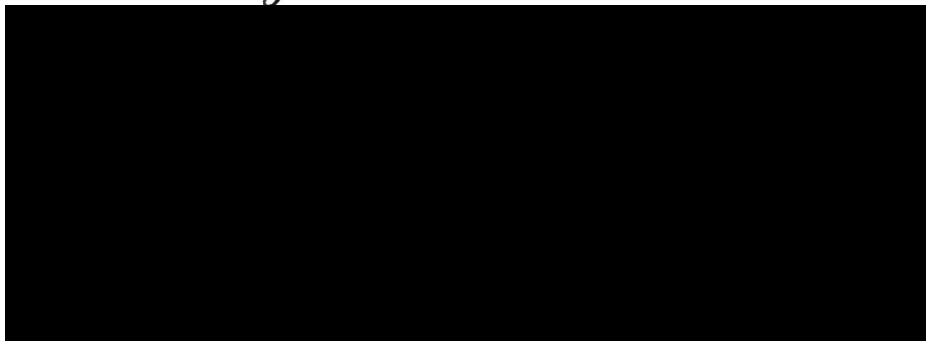
**Background**

---

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

*Maven Charter Academy*

2. Full name: *MARILYN DORE-PIGNATARO*



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

## Conflicts

---

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☒ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☒ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

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

*If I were confronted with this situation I would report the matter to the board and notify any and all appropriate parties within SUNY.*

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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, [REDACTED] 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

\_\_\_\_\_ is true and correct in every respect.



**Charter Schools Institute**  
The State University of New York

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

*Guidance and Form*

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

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**Updated: February 2021**

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246  
(518) 445-4250 (phone)  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

## INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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



## 1. REQUEST FOR INFORMATION

### A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

### B. Applicable Laws and Regulations

None.

### C. Discussion

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

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:
    - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
    - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
  - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
  - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;
  - By-laws, which may:
    - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
    - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
    - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

**D. Responsible Tasks**

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

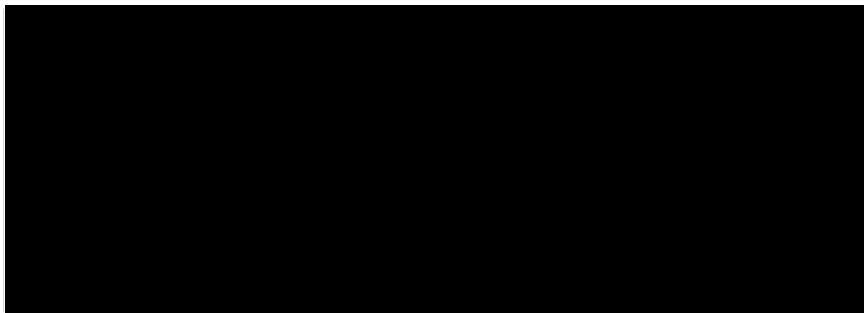
**Background**

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

Maven Academy

2. Full name: Christian Echipare



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

☒ Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

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

☒ Does not apply to me. ☐ Yes.

Details:

## Conflicts

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8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes.

Details:

Patrick Fogarty: Friend

Craig Mercado: Friend

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the education corporation does not contract with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☒ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☒ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.



☐ Yes.

Details:

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

I would report the individual/s to a higher authority so that I am not implicated in anything that is unethical and/or illegal.

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**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, [REDACTED], 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 Maven Academy is true and correct in every respect.

## **R-15 - District and School Relations**

To establish and maintain an ongoing relationship with the local school district, Maven Charter Academy will employ several strategic approaches:

**1. Regular Attendance at Board Meetings:** The Maven Charter Academy team has already attended multiple Freeport Board of Education meetings, and this will continue into the future. This proactive engagement demonstrates our commitment to understanding the district's priorities and challenges, while also providing a platform for open communication and collaboration.

**2. Community Events and Stakeholder Engagement:** We have held numerous events in the community, specifically inviting stakeholders from Freeport schools. These events have served as opportunities to share our vision, gather feedback, and foster relationships with local educators, parents, and community leaders.

**3. Open Communication Channels:** Establishing regular communication channels with district officials and school leaders will be a priority. This includes scheduled meetings, newsletters, and participation in district committees and forums.

### **Foreseen Opportunities and Challenges:**

- Opportunities: Collaborating on professional development, sharing resources and best practices, and working together on community initiatives.
- Challenges: Potential competition for student enrollment and resources, differing educational philosophies, and ensuring consistent and transparent communication.

### **Evidence of Outreach:**

- Our attendance at Freeport Board of Education meetings has been ignored.
- Community events have attracted significant participation from Freeport schools' stakeholders, who have shown enthusiasm for our mission and vision.

### **b. School Partnerships**

In the Freeport area, there are several low-performing schools that could benefit from a partnership with Maven Charter Academy. These partnerships would focus on sharing best practices and innovations to improve student outcomes across both institutions.

### **Potential Partnerships:**

**1. Joint Professional Development:** We will offer joint professional development sessions focusing on innovative teaching methods, data-driven instruction, and classroom management techniques. By sharing our expertise in classical education and literacy, we can support the professional growth of teachers in low-performing schools.

**2. Resource Sharing:** We will explore opportunities to share educational resources, such as curriculum materials, technology, and instructional tools. By pooling resources, both schools can enhance their educational offerings and provide a richer learning experience for students.

**4. Mentorship Programs:** Establishing mentorship programs where experienced teachers and administrators from Maven Charter Academy mentor their counterparts in low-performing schools. This can help build capacity and introduce new instructional strategies and management practices.

By actively engaging with the local school district and forming meaningful partnerships with lower-performing schools here in Freeport and surrounding areas, Maven Charter Academy aims to contribute positively to the educational landscape of Freeport, ultimately benefiting all students in the community.

## **16ac - Facility**

### **a. Facility Needs**

#### **Facility Needs for Each Year of the Charter Term:**

##### **1. Desired Location:**

- Maven Charter Academy aims to be located in Freeport, NY. The location should be easily accessible by public transportation and major roadways to facilitate commuting for students, staff, and parents. Proximity to community resources such as libraries, parks, and cultural institutions is also desirable to support our classical education model.

##### **2. General Education Classrooms:**

- Year 1 (2025-2026): We require 2 Kindergarten classrooms and 2 1st grade classrooms. Each classroom should be able to accommodate up to 25 students, ensuring ample space for interactive and flexible seating arrangements.

- Year 2 (2026-2027): We will add 2 2nd grade classrooms, maintaining the same capacity and flexible design.

- Year 3 (2027-2028): We will add 2 3rd grade classrooms, designed similarly to the previous grades.

- Year 4 (2028-2029): We will add 2 4th grade classrooms.

- Year 5 (2029-2030): We will add 2 5th grade classrooms.

##### **3. Additional Classroom Space:**

- Special Education and ELL Services: Dedicated classrooms or resource rooms for special education and English Language Learner (ELL) services, equipped with specialized instructional materials and technology to support differentiated instruction.

- Labs and Specialty Classes: Science labs equipped with necessary safety features, art rooms with appropriate storage and workspace, and music rooms with soundproofing and space for instruments.

- Intervention and Enrichment Programs: Rooms designated for small group interventions and enrichment activities, allowing for targeted instruction and support.

##### **4. Administrative and Support Space:**

- Administrative Offices: Space for the principal, president, administrative staff, and meeting rooms for staff collaboration and parent meetings.

- Nurse's Office: A fully equipped nurse's office with space for student care, medical supplies, and privacy for consultations.

- Food Services: A cafeteria or multipurpose room that can serve as a dining area, with a kitchen or food preparation area to support meal services.

- Physical Education: A gymnasium or multipurpose room for physical education classes, equipped with appropriate sports equipment and storage.

5. Residence Program:

- Maven Charter Academy does not plan to offer a residence program for students; therefore, there are no facility requirements related to residential accommodations.

**b. Facility Selection**

**Efforts to Secure a Facility:**

1. Identified Facility:

- If we have identified a facility: We will provide a detailed description of the facility, including its location, size, and condition. For example, if the facility is a repurposed public or private school building, we will outline the renovations required to meet our needs. If it's new construction, we will detail the timeline and budget for completing the construction. We will ensure that the facility complies with NYSED or NYC Department of Buildings School Use specifications by the commencement of the first year of operation.

- Current Progress: To date, we have been exploring various facility options within Freeport and neighboring areas. We have engaged with real estate agents specializing in educational properties and have visited several potential sites. Our preferred options include both existing school buildings and commercial properties that can be converted into suitable school facilities. We have discussed co-location with the administration of the De La Salle School and the pastor of Our Holy Redeemer Church, which owns the property La Salle is situated on. Co-locating with La Salle would be ideal, given that they are a 5-8 program, and we would not overlap with their grades for several years. Additionally, we are working with Muzzio Tallini from Signature Organization on securing space should Our Holy Redeemer not be an option.

2. Plans for Securing a Facility:

- If no facility has been identified: We will outline our comprehensive plans for securing a suitable facility. This includes working with a commercial real estate broker to identify properties that meet our criteria and initiating negotiations with property owners. We will also engage with architects and contractors to assess renovation needs and timelines. Our contingency plans include securing temporary modular classrooms if the permanent facility is not ready by the scheduled opening date. The associated costs for contingencies, such as leasing temporary facilities, are included in our budget.

- Current Progress: Our search process has involved consultations with local government officials and community stakeholders to identify suitable properties and ensure community support.

### 3. Public School Facility Option:

- If we plan to use a public school facility: We will clearly state our intention and provide details of any negotiations or approvals obtained. We will ensure that all necessary governmental approvals are in place before making any commitments.

### 4. Co-location Plans:

- If co-location is considered: We will discuss our primary plan to co-locate in a private, parochial, or public school facility and any alternative options. We will provide a narrative of the secondary assumptions, including budget implications and a detailed plan for each alternative. This ensures we are prepared to pivot if our primary co-location plan does not materialize. We are actively engaged in co-location discussions.

### 5. Assistance from Other Organizations:

- We are working with several organizations to secure our facility. These include local real estate firms, educational facility consultants, and potential community partners who are providing expertise and support in the facility acquisition process. For example, we are in discussions with a community organization that has experience in developing school facilities and can provide valuable guidance and resources.

## **c. Facility-Related Conflicts of Interest**

### Ownership or Lease Arrangements:

- Ownership/Lease Arrangements: We will describe any ownership or lease arrangements involving the charter school education corporation or its partners. We will highlight any potential conflicts of interest and explain the measures in place to manage or avoid these conflicts.

- Current Measures: Our board has established a conflict of interest policy that requires full disclosure of any potential conflicts and prohibits any trustee from having an ownership interest in the facility. We will ensure compliance with New York Not-For-Profit Corporation Law § 715 and our charter agreement provisions.

**R-16d - Facilities Documents**

We have engaged a real estate agent and reached out to one school regarding co-location up to this point. We do not currently have plant space secured.

## **R-17 - Food Services**

### **Overview**

Maven Charter Academy is committed to providing nutritious and balanced meals to all students to support their overall health, well-being, and academic success. Our food services plan is designed to ensure that every student has access to high-quality meals, primarily by leveraging existing district food service programs if at all possible.

### **Participation in Federal Programs**

Maven Charter Academy will participate in the Federal School Lunch Program (NSLP) and the School Breakfast Program (SBP). By enrolling in these programs, we will ensure that all students, including those from low-income families, have access to free or reduced-price meals. This participation aligns with our commitment to meeting the needs of our diverse student population, including students with disabilities, English Language Learners (ELLs), and students eligible for Free or Reduced-Price Lunch (FRPL).

### **Meal Provision and Quality**

1. Meal Standards: All meals provided at Maven Charter Academy will meet or exceed the nutritional standards set by the United States Department of Agriculture (USDA). This includes ensuring that meals are balanced, with appropriate portions of fruits, vegetables, whole grains, proteins, and dairy.
2. Special Dietary Needs: We will accommodate students with special dietary needs, including allergies and specific health conditions, ensuring that all students receive meals that are safe and suitable for their individual requirements.

### **Collaboration with Local School District**

Maven Charter Academy plans to collaborate with the local school district to utilize their existing food service programs if at all possible. By partnering with the district, we can provide high-quality meals to our students while benefiting from the district's established infrastructure and expertise in food services.

1. Cost-Effectiveness: Utilizing the district's food services can be a cost-effective solution, reducing the need for separate contracts and ensuring consistent meal quality.
2. Consistency and Reliability: Partnering with the district allows us to offer reliable meal services that align with the standards and expectations already set for local schools.

### **Meal Service and Logistics**

1. Breakfast: A healthy breakfast will be available to all students each school day. Breakfast will be served before the start of the academic day to ensure students are ready to learn.



2. Lunch: Lunch will be served during designated lunch periods. We will establish a staggered lunch schedule to accommodate all students comfortably and efficiently.

3. Afterschool Snacks: Maven Charter Academy may also participate in the Afterschool Snack Program to provide nutritious snacks to students participating in afterschool activities.

### **Facilities and Equipment**

It is our expectation that the school will be equipped with a cafeteria and necessary kitchen facilities to receive and serve meals prepared by the district's food service program. If required, we will ensure proper storage and serving equipment to maintain meal quality and safety.

### **Compliance and Monitoring**

Maven Charter Academy will adhere to all federal, state, and local regulations regarding food services. Regular audits and inspections will be conducted to ensure compliance with health and safety standards. We will also solicit feedback from students, parents, and staff to continually improve our food service offerings.

## **R-18 - Health Services**

### **School Nurse**

Maven Charter Academy will employ a certified full-time school nurse who will be responsible for the day-to-day health needs of the students. The nurse will:

- Conduct health screenings and assessments.
- Provide first aid and emergency care.
- Manage chronic health conditions and medications.
- Maintain health records.
- Coordinate with local health departments and medical professionals.

### **Medical Space and Equipment**

The school will designate a specific room as the health office, equipped with necessary medical supplies and equipment. This space will include:

- Examination bed.
- First aid supplies.
- Secure storage for medications.
- Basic medical equipment (thermometer, blood pressure cuff, etc.).
- Computer for maintaining electronic health records.

### **Collection and Storage of Immunization and Medical Records**

Maven Charter Academy will adhere to strict protocols for the collection and storage of student health records, ensuring confidentiality and compliance with state and federal regulations. The procedures will include:

- Collecting immunization records during student enrollment.
- Storing records in a secure, electronic health records system.
- Limiting access to health records to authorized personnel only.

### **Immunization Records Checks**

The school nurse will conduct regular checks of immunization records to ensure compliance with New York State Department of Health requirements. This will involve:

- Verifying that all students meet the state-mandated immunization schedule.
- Notifying parents/guardians of any missing or upcoming immunizations.
- Coordinating with local health departments for immunization clinics if necessary.

### **Provision of Medication**

Maven Charter Academy will establish clear procedures for the administration of medication to students, in accordance with New York State laws. The procedures will include:

- Requiring a written authorization from a parent/guardian and a licensed healthcare provider for any medication administered at school.

- Storing medications in a locked cabinet in the health office.
- Maintaining accurate records of all medications administered, including date, time, and dosage.
- Training staff in the proper administration of medications, including emergency medications like epinephrine auto-injectors.

### **Compliance and Training**

To ensure compliance with all health service protocols, the school will:

- Regularly review and update health policies and procedures.
- Provide annual training for staff on health-related topics, including emergency response and medication administration.
- Establish a health advisory committee to oversee the implementation of health services and address any concerns.

## **R-19 Transportation**

### **Transportation Arrangements for Maven Charter Academy**

Maven Charter Academy is committed to ensuring that all students have access to safe and reliable transportation options. Our transportation plan includes arrangements for students who qualify for public school transportation under Education Law § 3635, as well as supplemental transportation for students who may not qualify. Below are the details of our transportation strategy:

#### **Public School Transportation Eligibility**

Under Education Law § 3635, students who reside within a specified distance from Maven Charter Academy are eligible for transportation provided by their local school district. For students residing within this qualifying distance, Maven Charter Academy will coordinate with the Freeport Union Free School District and other relevant school districts to arrange transportation in compliance with district policies and state regulations.

#### **Supplemental Transportation Arrangements**

For students who do not qualify for public school transportation under Education Law § 3635, Maven Charter Academy will consider offering the following supplemental transportation options:

1. **Private Bus Service:** The academy will contract with a private bus service to provide transportation for students living outside the qualifying distance. This service will be available for a nominal fee, with financial assistance available for families in need.
2. **Carpool Program:** Maven Charter Academy will facilitate a carpool program, connecting families who live in the same neighborhoods. This program will help reduce transportation costs and foster a sense of community among our families.
3. **Public Transit Subsidies:** For students who prefer using public transit, the academy will provide subsidies to help cover the cost of bus or train fares. This will be particularly useful for older students who are comfortable using public transportation independently.

#### **Coordination with Sending School Districts**

Maven Charter Academy will work closely with the Freeport Union Free School District and other sending school districts to ensure seamless transportation arrangements. This coordination will include:

- Aligning Schedules: Ensuring that bus schedules align with Maven Charter Academy's start and end times.
- Sharing Routes: Where feasible, sharing bus routes with district schools to optimize transportation efficiency and reduce costs.
- Special Arrangements: Making special transportation arrangements for days when Maven Charter Academy is in session, but district schools are not. On such days, the academy will provide alternative transportation options, such as contracted private buses or coordinated carpooling.

### **Communication and Transportation Requests**

To ensure that all students receive the necessary transportation services, Maven Charter Academy will implement a comprehensive communication plan regarding transportation requests:

1. Information Sessions: During the admissions process, parents will be informed about the transportation options available, including the requirement to submit a written transportation request to their school district by April 1st.
2. Parent Handbook: The requirement and instructions for submitting transportation requests will be clearly outlined in the parent handbook, which will be distributed to all families upon acceptance into the academy.
3. Reminders: Regular reminders will be sent to parents via email, newsletters, and the school's website leading up to the April 1st deadline. Additionally, reminders will be given during parent-teacher meetings and other school events.
4. Support Staff: Maven Charter Academy will have support staff available to assist parents in completing and submitting the transportation request forms to their respective school districts. This support will be particularly helpful for families who may need assistance due to language barriers or other challenges.

## **R-20 - Insurance**

For Maven Charter Academy, the insurance coverage will be comprehensive to ensure the safety and protection of our students, staff, and property. The insurance policies will be acquired through a reputable insurance provider with experience in serving educational institutions in New York State. Below is a detailed description of the insurance coverage we will carry, including the name of the insured, coverage amounts, and estimated costs for annual premiums.

### **Name of the Insured**

Insured: Maven Charter Academy Education Corporation

### **Insurance Coverage**

#### **1. General Liability Insurance**

- Coverage Amount: \$1,000,000 per occurrence / \$3,000,000 aggregate
- Description: This policy will cover third-party claims for bodily injury and property damage occurring on school premises or as a result of school operations.
- Estimated Annual Premium: \$12,000

#### **2. Property Insurance**

- Coverage Amount: \$5,000,000 (replacement cost coverage)
- Description: This policy will cover physical damage or loss to the school's buildings, furniture, equipment, and other property due to fire, theft, vandalism, and other covered perils.
- Estimated Annual Premium: \$8,000

#### **3. Personal Injury Insurance**

- Coverage Amount: \$1,000,000 per occurrence / \$3,000,000 aggregate
- Description: This policy will cover legal costs and damages resulting from personal injury claims, such as libel, slander, wrongful eviction, and invasion of privacy.
- Estimated Annual Premium: \$3,000

#### **4. Automobile Insurance**

- Coverage Amount: \$1,000,000 combined single limit
- Description: This policy will cover liability for school-owned or leased vehicles, including accidents involving bodily injury or property damage.
- Estimated Annual Premium: \$4,000

#### **5. Workers' Compensation Insurance**

- Coverage Amount: Statutory limits as required by New York State law

- Description: This policy will provide coverage for medical expenses and lost wages for employees who are injured or become ill as a result of their job.
- Estimated Annual Premium: \$15,000

#### 6. Umbrella Liability Insurance

- Coverage Amount: \$5,000,000
- Description: This policy will provide additional liability coverage beyond the limits of the general liability, automobile, and personal injury policies.
- Estimated Annual Premium: \$6,000

#### **Total Estimated Annual Premium**

The total estimated annual premium for the comprehensive insurance coverage outlined above is \$48,000. This figure has been included in the proposal budget to ensure that the school is adequately protected and financially prepared.

Maven Charter Academy Education Corporation will carry comprehensive insurance coverage to protect against various risks, including liability, property loss, personal injury, and vehicle-related incidents. The total estimated annual premiums for these insurance policies amount to \$48,000, ensuring that the school is well-protected and compliant with New York State regulations.

## R-21ad - Fiscal Soundness

### a. Budget Narrative

Maven Academy Charter School's budget reflects our commitment to serving the public needs at a lower cost than traditional public schools while maintaining high-quality education. The budget assumes that all funding will come from the public, alleviating the need for large financial donations that may contradict our mission and vision and divert funds from the student to other fundraising activities. Maven Charter Academy has a 5-year budget that focuses on the needs of the students as reflected by the community. All major expenses are faculty and administrative salaries which will enable the school to be competitive in hiring quality teachers and administrators to fulfill the vision. The 6-year budget (first 5 years of operation and 1 pre-opening year) leaves the school with a surplus of funds each year which the school can use to create a capital fund that will enable the acquisition or construction of a permanent home for the school in Freeport, NY within the first 5-10 years of existence. Additionally, the budget surplus will allow Maven Academy Charter School to add areas of need that may arise from the school community such as additional support services, deans, or non-core instructional staff.

The school's major income for its pre-opening period is the Charter School Program (CSP) Planning and Implementation Grant. This public grant will allow for the acquisition of rental space for the initial year and the hiring of administration before the enrollment of students and the state public funding of the school.

The budget was constructed using input from real-world experiences of the team running similar small elementary schools and certified public accountants to make assumptions of taxes, medical benefits, and annual increases throughout the budget's timeline. Maven Charter Academy is committed to running the school at a surplus to allow for flexibility for the board to add or shift focus as the needs of the community shift.

Overview Financial Position Year 0 - Year 5						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue	\$400,00	\$2,563,836	\$3,200,370	\$3,846,005	\$4,691,744	\$5,537,594
Total Expenses	\$372,320	\$2,384,725	\$2,803,904	\$3,268,607	\$3,778,846	\$4,154,165



Net Income	\$27,680	\$179,111	\$396,466	\$577,397	\$912,899	\$1,383,428
Beginning Fund Balance	0	\$27,680	\$206,791	\$603,257	\$1,180,655	\$2,093,553
Ending Fund Balance	\$27,680	\$206,791	\$603,257	\$1,180,655	\$2,093,553	\$3,476,982
Net Income as % of Total Revenue	6.92%	0.7 %	12.4 %	6.66%	51.01%	24.98%
Fund Balance as a % of Total Revenue	6.92%	8.06%	18.84%	30.7%	44.62%	62.79%
Total Revenue per Student	-	\$25,638	\$22,860	\$21,367	\$21,326	\$21,298
Total Spending per Student	-	\$23,847	\$20,027	\$18,159	\$17,177	\$15,978

The budget shows that each year the school will be operating at a surplus without underfunding educational needs for students. The board can use the fund balance for the acquisition of permanent space for the school, or additional services that they deem necessary.

#### Revenue Planning

Our public revenue projections are based on the allotment allowed by the predetermined amounts given within the budget template. Beginning in Year One, the per-pupil funding assumption is \$17,921. Conservatively we have a project that the funding rate will maintain at its current level throughout the 5 years of the budget projection. Revenue is based on a first-year enrollment of 100 students within a K-1 school. We project an increase of 50 students a year and factored in a

small attrition rate due to parents moving or choosing a different school ending the budget with a K-5 enrollment of 260 students. If the attrition rate is less than anticipated we can accommodate a school of 300 students within the budget without major changes to cost.

Maven Charter Academy's budget projects revenue from federal IDEA special needs and Title 1 funding to be at 20% of students and 85% of students respectively. This puts us higher than our targeted goals in the target calculator. If we simply meet our target goals the reduction in federal funding will have no impact on student services and minimal impact on the projected surplus. Our budget projects a maximum of \$171,340 in federal funding from IDEA and Title 1 services in year 5, this amount is not significant enough to affect the overall financial stability of the school if this amount is reduced due to a lower enrollment of students receiving these services.

### Expense Planning

The most significant expense for the school will be in staffing. Maven Academy Charter School projects to pay a competitive salary for administrative and faculty positions. The starting salary for faculty is \$70,000, a very competitive figure, consistent with other charter schools in the region. Faculty and administrative salary and benefits project to be 62% of total expenses in year 1 and grow to 74% of total expenses for year 5 when the school will reach its full operational capacity.

The budget included a 5% assumption for employer contributions to retirement plans beginning in year 2. Approximately \$950/month has been budgeted per eligible employee for medical benefits along with an additional \$430/month in taxes.

Maven Academy Charter School is currently in the process of identifying possible locations within Freeport to house the school. We have projected a cost of \$300,000 per year for the rental/leasing of a suitable building. Given the market in Freeport NY and consistent with rental properties of schools in and around the area, this amount should be adequate to secure a proper location. If greater funding is needed as the school grows, adjustments within the budget may be made allowed by the built-in budget surplus.

To support the learning objective of the school, the budget allocates first-year spending of \$60,000 on technology which will facilitate the one-to-one learning environment as well as enable the school to be furnished with state-of-the-art teaching tools. \$40,000 has been budgeted for textbooks to procure any resources that our learning programs may need in addition to the textbook funding that the state provides. Initial classroom expenses of \$23,500 will ensure that all material needs for student learning are met. These costs are reduced in year 2 as retention of some supplies will allow for reuse, but robust funding continues throughout the budget to ensure that new materials can be procured as deemed necessary but the administration and board.

## **b. Financial Planning**

Maven Charter Academy will use the services of a state-certified accounting firm to conduct audits and budget services. These services are reflected in the budget with a first-year cost of \$140,000. The accounting firm will work with the finance secretary to produce a draft budget for review by the entire board. The board will review, amend, and adopt a budget each year.

The budget cycle will begin in January with a meeting of the finance committee. The finance secretary, accountant, and Executive Director will identify goals for the upcoming year, employee recruitment needs of the school, and material needs of the school. A draft budget will be developed by the finance secretary and the school's accountant in conjunction with the Executive Director to ensure that the student's needs are being addressed based on this meeting. During the February finance committee meeting, the draft budget will be presented to the board's finance committee for review and revisions. After a period, a final budget will be presented to the board for discussion and review at the April Board of Trustees's monthly meeting. A completed budget will be adopted for the next academic year not later than the June board meeting. Per SUNY requirements, a copy of the annual budget and cash flow projections will be provided to SUNY no later than June 30th of the immediate preceding fiscal year.

The Board of Trustees will review financial statements at the monthly meeting presented by the finance secretary. The Board may review documents including but not limited to: projected budgets, balance sheets, cash flows, and profit and loss statements. Should variances in statements occur the finance secretary, accountant, and Executive Director will take corrective action to bring the budget in line with projections as needed.

<b>FY July 1- June 30</b>	<b>Budget Action</b>
January	Meeting of the finance committee to identify needs and set goals.
January	Finance secretary, accountant and Executive Director will develop a draft budget
February	Meeting of finance committee to review and revise draft budget
April	The Board of Trustees is presented with a draft budget for review and comment
May	The Finance secretary, accountant, and Executive director make adjustments to the draft budget reflecting the Board's comments
June	Adoption of a final budget by the Board of Trustees.

June	Submission of budget and cash flow projections to SUNY
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The Executive Director will present to the Board at each monthly meeting the status of fundraising activities and plans as set forth by the Home Academy Association. These plans will be reviewed and commented on by the Board.

August	The Executive Director (ED) and Home Academy Association (HAA) meet to discuss annual goals.
September	ED and HAA outline plans and events for the year
September	ED presents the Board with the HAA events list for approval and procurement of needed funds for events
January	Semi-annual review of events profit/loss of HAA events presented by the ED to the board
June	Semi-annual review of events profit/loss of HAA events presented by the ED to the board

### **c. Fiscal Audits**

In adhering to generally accepted accounting principles, Maven Academy Charter School will procure the services of a third-party auditing service that shall conduct annual audits comparable to those of other public schools. Audits will include all financial reports as required by SUNY and NYSED. The auditors will present their findings on the financial processes of the school to the finance committee prior to presentation to the Board of Trustees. The Board of Trustees will review the audit and adopt necessary suggestions by the auditors. The Board will follow best practices when adopting all other suggestions by the audit. The audit shall be a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent annual independent fiscal audit of the school conducted by a New York State certified public accountant and in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in government auditing standards issued by the Comptroller General of the United States. Additionally, Maven Academy Charter School will comply with requests for audits to be completed by the state comptroller's office.

Maven Academy Charter School will comply with the following procedures for its audits:

- An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.

- The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for Maven Academy Charter School.
- All statements required by Financial Accounting Standards Board (FASB).
- Financial Statements of Maven Academy Charter School, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- The four main schedules contained in the annual audit (statement of financial position, activities, cash flow and functional expenses) are completed using generally accepted templates.
- When needed, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements for the Board to create a corrective action plan to address any weaknesses identified in the report or the management letter
- The school shall complete and send copies of its audited financial statements to the State Board of Education and to SUNY by November 1st of each year, following the Guidelines for Audits of the Financial Statements of Charter Schools.

#### **d. Dissolution Procedures**

In the event of the dissolution of Maven Academy Charter School, the Board will commit to a smooth transition for students, parents, and employees. Maven Academy Charter School commits to carrying out school closing procedures as set by the State Educational Department of New York and in compliance with any and all relevant laws including Education Law §§219, 220 and 2851(2)(t).

#### Establishment of Transition Team

Once the decision to close the school has been finalized the Board and administration will form a transition team to carry out closure procedures. The team will consist of the Board Chair, the Executive Director and a parent representative from the HAA. The transition team will develop a plan to be submitted to the Board of Trustees.

#### Notification

Maven Charter Academy will provide written notice to stakeholders of the school. Information will detail the reasons for closure and outline a timetable. The Board and administration shall make themselves available for public meetings to answer questions and aid in the transition process for students, parents, and faculty members.

Parents: Parents will be notified in writing within one week of the decision to close. The letter will outline a timetable of closure and list dates for informational meetings they may attend with the Board and Administration to understand the decision and have any questions addressed. Maven Academy Charter School will host a night in which they invite local schools to meet prospective parents, allowing for a timely and informed choice moving forward for their child.

Faculty: Faculty will be informed within five (5) days of the decision to close the school. The information may be relayed in written form or at a faculty meeting. Any member of the faculty or staff not in attendance will be notified in writing or by phone. The meeting will consist of a timetable for closure, the details of the transition plan for the parents and students, and an outline of the employee benefits and compensation after closure.

#### Dissolution Funds

As required by SUNY Maven Academy has allocated \$25,000 per year for the first three years of the budget totaling \$75,000, to be held in a separate bank account as a dissolution fund. These funds will be for the legal, financial, and other expenses related to the closure of the school. As prescribed by the SUNY Charter School office, when notification of closure occurs the funds will be transferred from the escrow account.

#### Financials:

Upon notification of closure, The Maven Academy Charter School Transition Team will begin a full audit of liquid and fixed assets. The school will contact, in writing, all creditors and vendors to inform them of the school closure and the closure of accounts, as well as to settle all outstanding debts. The school will furnish copies of financial information and report on the school's financial position within 30 days of the closure notice. The school will provide the required financial updates to SUNY.

Inventory and Distribution of Assets: Within 45 days of the Notice of Closure, Maven Charter Academy will contract with a third-party assessor to inventory fixed assets, their location and fair market value. Copies of all reports will be provided to SUNY. Consistent with the timetable outlined in the Closure Plan adopted by the Board. The Board of Trustees will vote to disperse all fixed and liquid assets to either a charter school in the area of Freeport or to the Freeport Unified School District.



**Charter Schools Institute**  
The State University of New York

## GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

### TAB COLORS

#### 1- GRAY tabs contain the Instructions and the Funding by Districts Table.

<a href="#">Instructions</a>	- Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	- Reference table with Per Pupil Revenue for current year.

#### 2- BLUE tabs require input of information.

<a href="#">1) School Information</a>	- Enter school name, contact information and planned dates for proposed budgets.
<a href="#">2) Enrollment Chart</a>	- Enter enrollment information on this tab to be automatically populated throughout workbook.
<a href="#">3) Staffing Plan</a>	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
<a href="#">4) Pre-Opening Period Budget</a>	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
<a href="#">5) Pre-OP Cash Flow 1-Year</a>	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
<a href="#">6) Year 1 Budget &amp; Assumptions</a>	- Enter Year-1 Budget information that includes Program and Support Services detail.
<a href="#">7) Year 1 Cash Flow</a>	- Enter Year-1 Budget information that includes monthly cashflow detail.
<a href="#">8) 5 YR Budget &amp; Cash Flow Adj</a>	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
<a href="#">9) Fiscal Impact</a>	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

### CELL COLORS & GUIDANCE COMMENTS



= Enter information into the light BLUE shaded cells.



= Cells labeled in ORANGE contain guidance regarding the input of information.



= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118



**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon DeKalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666

**Charter Funding Alphabetical By NYS School District**  
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<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312

**Charter Funding Alphabetical By NYS School District**  
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<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292

**Charter Funding Alphabetical By NYS School District**  
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<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892



**Charter Funding Alphabetical By NYS School District**  
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<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2022-23 Basic Tuition*</b>	<b>Final 2023-24 Basic Tuition*</b>
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023



**2023 New School Proposal  
Budget(s) & Cash Flow(s) Template**

**Maven Academy Charter School**

**Contact Name:** Craig Mercado  
**Contact Title:** Co-Foudner  
**Contact Email:** info@mavencharteracademy.org  
**Contact Phone:** (347) 225-4225

**First Academic Year:** 2025-26

**Pre-Opening Period:** July 1, 2023 - June 30, 2024

**MAVEN ACADEMY CHARTER SCHOOL**  
**2025-26 through 2029-30**

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30	AGE RANGE
Kindergarten	Elementary School	50	50	50	50	50	4-6
1st Grade	Elementary School	50	45	45	45	45	5-7
2nd Grade	Elementary School		45	45	45	45	6-8
3rd Grade	Elementary School			40	40	40	7-9
4th Grade	Elementary School				40	40	8-10
5th Grade	<i>Elementary School</i>					40	9-11
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		100	140	180	220	260	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	2	2	2	2	2
1st Grade	Elementary School	2	2	2	2	2
2nd Grade	Elementary School		2	2	2	2
3rd Grade	Elementary School			2	2	2
4th Grade	Elementary School				2	2
5th Grade	Elementary School					2
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	6	8	10	12

Average Number of Students per Class by Grade						
Grades	Level	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	23	23	23	23
2nd Grade	Elementary School	0	23	23	23	23
3rd Grade	Elementary School	0	0	20	20	20
4th Grade	Elementary School	0	0	0	20	20
5th Grade	Elementary School	0	0	0	0	20
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	100	140	180	220	260
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
<b>Total Enrollment</b>	<b>100</b>	<b>140</b>	<b>180</b>	<b>220</b>	<b>260</b>
Change in Net Enrollment from Prior Year (Count)	100	40	40	40	40
Change in Net Enrollment from Prior Year (Percent)	100.0%	40.0%	28.6%	22.2%	18.2%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS	

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	100	140	180	220	260
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	Freeport Union Free School District	2025-26	2026-27	2027-28	2028-29	2029-30
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$	244,184,593	\$ 244,184,593	\$ 244,184,593	\$ 244,184,593	\$ 244,184,593
ENROLLMENT ( <i>Charter School</i> )		100	140	180	220	260
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	<a href="https://www.freeportschools.org/school_board/budget_financial_information">https://www.freeportschools.org/school_board/budget_financial_information</a>					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2025-26	2026-27	2027-28	2028-29	2029-30
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$	-	\$ -	\$ -	\$ -	\$ -
ENROLLMENT ( <i>Charter School</i> )						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

# MAVEN ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100	140	180	220	260

**\*NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

**\*NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	0.0	0.0	0.0	0.0	0.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	0.0	0.0	0.0	1.0	1.0
Administrative Staff	2.0	2.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	4.0	4.0	5.0	5.0

Description of Assumptions
Director of Curriculum and Instruction
Principal
Director of Special Services
contracted service
Director of Operations, Operations Assistant Year 4
Office Manager, Office Clerk Year 3

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	6.0	8.0	10.0	12.0
Teachers - SPED	1.0	2.0	2.0	3.0	3.0
Substitute Teachers	1.0	1.0	1.0	1.0	1.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.5	1.5	3.0	3.0	3.0
Aides	4.0	6.0	8.0	10.0	12.0
Therapists & Counselors	1.0	1.0	2.0	2.0	2.0
Other	1.0	2.0	2.0	3.0	3.0
TOTAL INSTRUCTIONAL	13.5	19.5	26.0	32.0	36.0

1 lead teacher per class
1 SETSS teacher per 2 grades (K-1, 2-3, 4-5)
Art, P.E. and Music teachers Part time years 1-2 full time after year 3
1 aide per class
1 social worker (2 starting Year 3)
1 ELL teacher per 2 grades (K-1, 2-3, 4-5)

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	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	2.0	2.0	2.0	2.0	2.0

1 Nurse
1 Custodian

TOTAL PERSONNEL SERVICE FTE	19.5	25.5	32.0	39.0	43.0
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# MAVEN ACADEMY CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100.00	140.00	180.00	220.00	260.00

**\*NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

**\*NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	1.00%	1.03%	1.03%	1.03%	1.03%
Executive Management	\$ 180,000	\$ 180,000	\$ 181,854	\$ 183,727	\$ 185,619	\$ 187,531
Instructional Management	\$ 125,000	\$ 125,000	\$ 126,288	\$ 127,588	\$ 128,902	\$ 130,230
Deans, Directors & Coordinators	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,515
Administrative Staff	\$ 35,000	\$ 70,000	\$ 70,721	\$ 71,449	\$ 72,185	\$ 72,929
TOTAL ADMINISTRATIVE STAFF		\$ 375,000	\$ 378,863	\$ 382,765	\$ 436,707	\$ 441,205

Description of Assumptions
3% base salary increase
Director of Curriculum and Instruction
Principal
Director of Special Services
contracted service
Director of Operations, Operations Assistant Year 4
Office Manager, Office Clerk Year 3

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 75,000	\$ 300,000	\$ 453,090	\$ 607,757	\$ 764,017	\$ 921,886
Teachers - SPED	\$ 75,000	\$ 75,000	\$ 150,773	\$ 152,325	\$ 228,894	\$ 231,252
Substitute Teachers	\$ 5,000	\$ 5,000	\$ 5,052	\$ 5,104	\$ 5,156	\$ 5,209
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 70,000	\$ 105,000	\$ 106,082	\$ 212,174	\$ 214,360	\$ 216,567
Aides	\$ 35,000	\$ 140,000	\$ 211,442	\$ 283,620	\$ 356,541	\$ 430,214
Therapists & Counselors	\$ 75,000	\$ 75,000	\$ 75,773	\$ 151,553	\$ 153,114	\$ 154,691
Other	\$ 75,000	\$ 75,000	\$ 150,773	\$ 152,325	\$ 228,894	\$ 231,252
TOTAL INSTRUCTIONAL		\$ 775,000	\$ 1,152,983	\$ 1,564,858	\$ 1,950,976	\$ 2,191,071

1 lead teacher per class
1 SETSS teacher per 2 grades (K-1, 2-3, 4-5)
Subsitutes to teachers assuming 50 sickdays
Art, P.E. and Music teachers Part time years 1-2 full time after year 3
1 Aid per teacher
1 social worker (2 starting Year 3)

NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	\$ 60,000	\$ 60,000	\$ 60,618	\$ 61,242	\$ 61,873	\$ 62,510
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 42,000	\$ 42,000	\$ 42,433	\$ 42,870	\$ 43,311	\$ 43,757
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 102,000	\$ 103,051	\$ 104,112	\$ 105,184	\$ 106,268

1 Nurse
1 Custodian

TOTAL PERSONNEL SERVICE WAGES		\$ 1,252,000	\$ 1,634,896	\$ 2,051,735	\$ 2,492,868	\$ 2,738,544
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MAVEN ACADEMY CHARTER SCHOOL  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
July 1, 2023 - June 30, 2024

***\*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	400,000	
Total Expenses	372,320	
Net Income	27,680	
		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	400,000	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	400,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	400,000	

MAVEN ACADEMY CHARTER SCHOOL  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
July 1, 2023 - June 30, 2024

**\*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	400,000	
Total Expenses	372,320	
Net Income	27,680	
	START-UP PERIOD	

EXPENSES

	FTE No. of Positions		
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			
Executive Management	1.00	120,000	Principal starts in July
Instructional Management	1.00	49,998	Director of Curriculum and Instruction starts January
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	74,997	Director of Operations starts October
Administrative Staff	1.00	8,751	Office Manager starts April
TOTAL ADMINISTRATIVE STAFF	4.00	253,746	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	4.00	253,746	
<b>PAYROLL TAXES AND BENEFITS</b>			
Payroll Taxes		24,486	Payroll taxes for 6.2% for social security per employee. 1.45% Medicare; State income tax, local city, county, state disability and SUI insurance 2%.
Fringe / Employee Benefits		32,988	13% salary for benefits
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		57,474	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	4.00	311,220	
<b>CONTRACTED SERVICES</b>			
Accounting / Audit		2,000	Establish financial systems, chart of accounts, pre-audit
Legal		10,000	Contracts
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,800	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		12,000	Financial Services: FPP
TOTAL CONTRACTED SERVICES		25,800	

MAVEN ACADEMY CHARTER SCHOOL  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
July 1, 2023 - June 30, 2024

**\*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	400,000	
Total Expenses	372,320	
Net Income	27,680	
		START-UP PERIOD
SCHOOL OPERATIONS		
Board Expenses	2,300	Board recruitment and development, meetings
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	1,800	
Technology	9,000	website, admin computers
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,800	
Staff Development	-	
Staff Recruitment	6,000	
Student Recruitment / Marketing	6,000	
School Meals / Lunch	-	
Travel (Staff)	3,000	conferences, training, school visits
Fundraising	2,400	
Other	-	
TOTAL SCHOOL OPERATIONS	32,300	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	3,000	office space: Jan - July
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	3,000	
DEPRECIATION & AMORTIZATION		
	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		
	-	
TOTAL EXPENSES		
	372,320	
NET INCOME		
	27,680	

PRE-OPENING CASH FLOW 1-YEAR	MAVEN ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	100,000	-	-	100,000	-	-	-	100,000	-	-	100,000	-	400,000
Total Expenses	18,915	15,015	13,915	24,135	24,135	24,135	49,056	37,056	38,056	40,634	40,634	46,634	372,320
Net Income	81,085	(15,015)	(13,915)	75,865	(24,135)	(24,135)	(49,056)	62,944	(38,056)	(40,634)	59,366	(46,634)	27,680
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	-
Net Income	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	27,680	27,680
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	100,000	-	-	100,000	-	-	-	100,000	-	-	100,000	-	400,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	100,000	-	-	100,000	-	-	-	100,000	-	-	100,000	-	400,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	100,000	-	-	100,000	-	-	-	100,000	-	-	100,000	-	400,000

PRE-OPENING CASH FLOW 1-YEAR		MAVEN ACADEMY CHARTER SCHOOL													
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024													
Total Revenue		100,000	-	-	100,000	-	-	-	100,000	-	-	100,000	-	400,000	
Total Expenses		18,915	15,015	13,915	24,135	24,135	24,135	49,056	37,056	38,056	40,634	40,634	46,634	372,320	
Net Income		81,085	(15,015)	(13,915)	75,865	(24,135)	(24,135)	(49,056)	62,944	(38,056)	(40,634)	59,366	(46,634)	27,680	
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance		-	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	-	
Net Income		81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	27,680	27,680	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
EXPENSES															
ADMINISTRATIVE PERSONNEL COSTS		FTE No. of Positions													
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000	
Instructional Management	1.00	-	-	-	-	-	-	8,333	8,333	8,333	8,333	8,333	8,333	49,998	
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	74,997	
Administrative Staff	1.00	-	-	-	-	-	-	-	-	-	2,917	2,917	2,917	8,751	
TOTAL ADMINISTRATIVE STAFF	4.00	10,000	10,000	10,000	18,333	18,333	18,333	26,666	26,666	26,666	29,583	29,583	29,583	253,746	
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS		4.00	10,000	10,000	10,000	18,333	18,333	18,333	26,666	26,666	26,666	29,583	29,583	29,583	253,746
PAYROLL TAXES AND BENEFITS															
Payroll Taxes		965	965	965	1,769	1,769	1,769	2,573	2,573	2,573	2,855	2,855	2,855	24,486	
Fringe / Employee Benefits		1,300	1,300	1,300	2,383	2,383	2,383	3,467	3,467	3,467	3,846	3,846	3,846	32,988	
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		2,265	2,265	2,265	4,152	4,152	4,152	6,040	6,040	6,040	6,701	6,701	6,701	57,474	
TOTAL PERSONNEL SERVICE COSTS		4.00	12,265	12,265	12,265	22,485	22,485	22,485	32,706	32,706	32,706	36,284	36,284	36,284	311,220
CONTRACTED SERVICES															
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	2,000	2,000	
Legal		-	-	-	-	-	-	5,000	-	-	-	-	5,000	10,000	
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services		150	150	150	150	150	150	150	150	150	150	150	150	1,800	
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	
TOTAL CONTRACTED SERVICES		1,150	1,150	1,150	1,150	1,150	1,150	6,150	1,150	1,150	1,150	1,150	8,150	25,800	

PRE-OPENING CASH FLOW 1-YEAR	MAVEN ACADEMY CHARTER SCHOOL												
<b>*NOTE:</b> <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	100,000	-	-	100,000	-	-	-	100,000	-	-	100,000	-	400,000
Total Expenses	18,915	15,015	13,915	24,135	24,135	24,135	49,056	37,056	38,056	40,634	40,634	46,634	372,320
Net Income	81,085	(15,015)	(13,915)	75,865	(24,135)	(24,135)	(49,056)	62,944	(38,056)	(40,634)	59,366	(46,634)	27,680
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	-
Net Income	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	27,680	27,680
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>SCHOOL OPERATIONS</b>													
Board Expenses	100	1,200	100	100	100	100	100	100	100	100	100	100	2,300
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	100	100	100	100	100	100	200	200	200	200	200	200	1,800
Technology	5,000	-	-	-	-	-	4,000	-	-	-	-	-	9,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	100	100	100	100	100	100	200	200	200	200	200	200	1,800
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Student Recruitment / Marketing	-	-	-	-	-	-	3,000	1,000	1,000	1,000	-	-	6,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	1,000	-	1,000	-	1,000	-	3,000
Fundraising	200	200	200	200	200	200	200	200	200	200	200	200	2,400
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	5,500	1,600	500	500	500	500	9,700	2,700	3,700	2,700	2,700	1,700	32,300
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	500	500	500	500	500	500	3,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	500	500	500	500	500	500	3,000
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>18,915</b>	<b>15,015</b>	<b>13,915</b>	<b>24,135</b>	<b>24,135</b>	<b>24,135</b>	<b>49,056</b>	<b>37,056</b>	<b>38,056</b>	<b>40,634</b>	<b>40,634</b>	<b>46,634</b>	<b>372,320</b>
<b>NET INCOME</b>	<b>81,085</b>	<b>(15,015)</b>	<b>(13,915)</b>	<b>75,865</b>	<b>(24,135)</b>	<b>(24,135)</b>	<b>(49,056)</b>	<b>62,944</b>	<b>(38,056)</b>	<b>(40,634)</b>	<b>59,366</b>	<b>(46,634)</b>	<b>27,680</b>



PRE-OPENING CASH FLOW 1-YEAR	MAVEN ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	100,000	-	-	100,000	-	-	-	100,000	-	-	100,000	-	400,000
Total Expenses	18,915	15,015	13,915	24,135	24,135	24,135	49,056	37,056	38,056	40,634	40,634	46,634	372,320
Net Income	81,085	(15,015)	(13,915)	75,865	(24,135)	(24,135)	(49,056)	62,944	(38,056)	(40,634)	59,366	(46,634)	27,680
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	-
Net Income	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	27,680	27,680
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments													
NET INCOME													
	81,085	(15,015)	(13,915)	75,865	(24,135)	(24,135)	(49,056)	62,944	(38,056)	(40,634)	59,366	(46,634)	27,680
Beginning Cash Balance													
	-	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	-
ENDING CASH BALANCE													
	81,085	66,070	52,155	128,020	103,885	79,750	30,694	93,638	55,582	14,948	74,314	27,680	27,680

YEAR 1 BUDGET AND ASSUMPTION			MAVEN ACADEMY CHARTER SCHOOL							DESCRIPTION OF ASSUMPTIONS
			PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
			JULY 1, 2025 - JUNE 30, 2026							*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue			1,846,400	262,436	-	40,000	415,000	2,563,836		
Total Expenses			1,095,075	270,750	-	10,000	1,068,900	2,444,725		
Net Income			751,325	(8,314)	-	30,000	(653,900)	119,111		
Budgeted Student Enrollment			100	-				100		
			PROGRAM SERVICES			SUPPORT SERVICES				
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
REVENUE										
REVENUES FROM STATE SOURCES										
Per Pupil Revenue			Basic Tuition (2023-24)							
PRIMARY School District: Freeport Union Free School District			17,921	1,792,100			1,792,100			
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:			(Weighted Avg.) -	-			-			
TOTAL Per Pupil Revenue			(Weighted Avg.) 17,921	1,792,100			1,792,100			
Special Education Revenue				242,436			242,436	Assumes 16% receive 20-60% services @ \$10,390 per student and 4% receive 60%+ services @ \$19,049 per student		
NYC DoE Rental Assistance				-	-	-	-	-		
Grants										
Stimulus				-	-	-	-	-		
DYCD (Department of Youth and Community Development)				-	-	-	-	-		
Other				-	-	-	-	-		
Other				-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES				1,792,100	242,436	-	-	2,034,536		
REVENUE FROM FEDERAL FUNDING										
IDEA Special Needs				-	20,000	-		20,000	Assumes 20% SWD, \$1000 per SWD	
Title I				42,500	-	-		42,500	Assumes 85% FRL, \$500 per FRL	
Title Funding - Other				3,400	-	-		3,400	Assumes 85% FRL, \$40 per FRL	
School Food Service (Free Lunch)				-	-	-		-		
Grants										
Charter School Program (CSP) Planning & Implementation				-	-	-	400,000	400,000	\$400k Planning Year, \$400K Year 1; \$200k Year 2	
Other				-	-	-	-	-		
Other				-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES				45,900	20,000	-	400,000	465,900		
LOCAL and OTHER REVENUE										
Contributions and Donations				-	-	40,000	-	40,000	Fundraising events from local community and PTA	
Fundraising				-	-	-	-	-		
Erate Reimbursement				-	-	-	15,000	15,000	\$150 per student	
Earnings on Investments				-	-	-	-	-		
Interest Income				-	-	-	-	-		
Food Service (Income from meals)				-	-	-	-	-		
Text Book				8,400	-	-	-	8,400	NYSTL \$84/student	
OTHER				-	-	-	-	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				8,400	-	-	40,000	63,400		

YEAR 1 BUDGET AND ASSUMPTION	MAVEN ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
	JULY 1, 2025 - JUNE 30, 2026							
Total Revenue	1,846,400	262,436	-	40,000	415,000	2,563,836		
Total Expenses	1,095,075	270,750	-	10,000	1,068,900	2,444,725		
Net Income	751,325	(8,314)	-	30,000	(653,900)	119,111		
Budgeted Student Enrollment	100	-				100		
			PROGRAM SERVICES		SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING		MANAGEMENT & GENERAL
TOTAL REVENUE	1,846,400	262,436	-	40,000	415,000	2,563,836		

YEAR 1 BUDGET AND ASSUMPTION		MAVEN ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
		PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
		JULY 1, 2025 - JUNE 30, 2026						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
Total Revenue		1,846,400	262,436	-	40,000	415,000	2,563,836		
Total Expenses		1,095,075	270,750	-	10,000	1,068,900	2,444,725		
Net Income		751,325	(8,314)	-	30,000	(653,900)	119,111		
Budgeted Student Enrollment		100	-				100		
		PROGRAM SERVICES			SUPPORT SERVICES				
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions							
Executive Management	1.00	-	-	-	-	180,000	180,000		
Instructional Management	1.00	125,000	-	-	-	-	125,000		
Deans, Directors & Coordinators	-	-	-	-	-	-	-		
CFO / Director of Finance	-	-	-	-	-	-	-		
Operation / Business Manager	-	-	-	-	-	-	-		
Administrative Staff	2.00	-	-	-	-	70,000	70,000	Office Manager	
TOTAL ADMINISTRATIVE STAFF	4.00	125,000	-	-	-	250,000	375,000		
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	4.00	300,000	-	-	-	-	300,000	1 head teacher per class	
Teachers - SPED	1.00	-	75,000	-	-	-	75,000	1 SETSS teacher per 2 grades (K-1, 2-3, 4-5)	
Substitute Teachers	1.00	5,000	-	-	-	-	5,000	50 days @ \$100	
Teaching Assistants	-	-	-	-	-	-	-		
Specialty Teachers	1.50	105,000	-	-	-	-	105,000	1 teacher for Art P.E., and Music	
Aides	4.00	140,000	-	-	-	-	140,000	1 aide per classroom	
Therapists & Counselors	1.00	-	75,000	-	-	-	75,000	1 social worker (2 starting Year 3)	
Other	1.00	-	75,000	-	-	-	75,000	1 ELL teacher per grade (K-1, 2-3, 4-5)	
TOTAL INSTRUCTIONAL	13.50	550,000	225,000	-	-	-	775,000		
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	1.00	60,000	-	-	-	-	60,000		
Librarian	-	-	-	-	-	-	-		
Custodian	1.00	42,000	-	-	-	-	42,000		
Security	-	-	-	-	-	-	-		
Other	-	-	-	-	-	-	-		
TOTAL NON-INSTRUCTIONAL	2.00	102,000	-	-	-	-	102,000		
SUBTOTAL PERSONNEL SERVICE COSTS		19.50	777,000.00	225,000	-	-	250,000	1,252,000	
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			55,575	14,250	-	-	33,440	103,265	Payroll taxes for 6.2% for social security per employee. 1.45% Medicare; State income tax, local city, county, state disability and SUI insurance 2%.
Fringe / Employee Benefits			117,000	19,500	-	-	45,760	182,260	13% salary for benefits
Retirement / Pension			-	-	-	-	-	-	5% 403(b) matchh for 1+ years of employent
TOTAL PAYROLL TAXES AND BENEFITS			172,575	33,750	-	-	79,200	285,525	
TOTAL PERSONNEL SERVICE COSTS		19.50	949,575	258,750	-	-	329,200	1,537,525	
CONTRACTED SERVICES									
Accounting / Audit			-	-	-	-	140,000	140,000	Financial Vendor: \$120K; \$20K Independent Audit
Legal			-	-	-	-	10,000	10,000	General counsel, contract and policy review
Management Company Fee			-	-	-	-	-	-	
Nurse Services			-	-	-	-	-	-	
Food Service / School Lunch			-	-	-	-	-	-	
Payroll Services			-	-	-	-	4,000	4,000	\$250 per staff member
Special Ed Services			-	8,000	-	-	-	8,000	\$400 per SWD
Titlement Services (i.e. Title I)			-	-	-	-	-	-	
			-	-	-	-	27,000	27,000	\$20K for PD; \$4K for erate consultant; \$3K for retirement admin
TOTAL CONTRACTED SERVICES			-	8,000	-	-	181,000	189,000	

YEAR 1 BUDGET AND ASSUMPTION	MAVEN ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2025 - JUNE 30, 2026						
Total Revenue	1,846,400	262,436	-	40,000	415,000	2,563,836	
Total Expenses	1,095,075	270,750	-	10,000	1,068,900	2,444,725	
Net Income	751,325	(8,314)	-	30,000	(653,900)	119,111	
Budgeted Student Enrollment	100	-				100	

YEAR 1 BUDGET AND ASSUMPTION	MAVEN ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
	JULY 1, 2025 - JUNE 30, 2026							
Total Revenue	1,846,400	262,436	-	40,000	415,000	2,563,836		
Total Expenses	1,095,075	270,750	-	10,000	1,068,900	2,444,725		
Net Income	751,325	(8,314)	-	30,000	(653,900)	119,111		
Budgeted Student Enrollment	100	-				100		
			PROGRAM SERVICES		SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING		MANAGEMENT & GENERAL
ENROLLMENT - *School Districts Are Linked To Above Entries*								
PRIMARY School District: Freeport Union Free School District		100				100		
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		100				100		
REVENUE PER PUPIL							25,638	
EXPENSES PER PUPIL							24,447	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)		MAVEN ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue		489,089	-	339,089	-	443,289	-	404,989	40,000	439,089	19,200	339,089	50,000	2,563,836
Total Expenses		262,102	187,807	195,007	195,006	195,507	195,506	201,257	205,506	195,507	195,509	195,508	220,506	2,444,725
Net Income		226,987	(187,807)	144,083	(195,006)	247,783	(195,506)	203,733	(165,506)	243,583	(176,309)	143,582	(170,506)	119,111
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		27,680	254,667	66,861	210,943	15,937	263,720	68,214	271,947	106,441	350,024	173,715	317,297	27,680
Ending Cash Balance		254,667	66,861	210,943	15,937	263,720	68,214	271,947	106,441	350,024	173,715	317,297	146,791	146,791
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE		* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	Basic Tuition (2023-24)													
PRIMARY School District: Freeport Union Free School District	17,921	298,683	-	298,683	-	298,683	-	298,683	-	298,683	-	298,683	-	1,792,100
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:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	17,921												
Special Education Revenue		40,406	-	40,406	-	40,406	-	40,406	-	40,406	-	40,406	-	242,436
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		339,089	-	339,089	-	339,089	-	339,089	-	339,089	-	339,089	-	2,034,536
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	20,000	-	-	-	-	-	20,000
Title I		-	-	-	-	-	-	42,500	-	-	-	-	-	42,500
Title Funding - Other		-	-	-	-	-	-	3,400	-	-	-	-	-	3,400
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		150,000	-	-	-	100,000	-	-	-	100,000	-	-	50,000	400,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		150,000	-	-	-	100,000	-	65,900	-	100,000	-	-	50,000	465,900
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	40,000	-	-	-	-	40,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	15,000	-	-	15,000
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	4,200	-	-	-	-	4,200	-	-	8,400
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	4,200	-	-	40,000	-	19,200	-	-	63,400
TOTAL REVENUE		489,089	-	339,089	-	443,289	-	404,989	40,000	439,089	19,200	339,089	50,000	2,563,836



YEAR 1 CASH FLOW <i>(FIRST YEAR OF CHARTER)</i>	MAVEN ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026													
Total Revenue	489,089	-	339,089	-	443,289	-	404,989	40,000	439,089	19,200	339,089	50,000	2,563,836	
Total Expenses	262,102	187,807	195,007	195,006	195,507	195,506	201,257	205,506	195,507	195,509	195,508	220,506	2,444,725	
Net Income	226,987	(187,807)	144,083	(195,006)	247,783	(195,506)	203,733	(165,506)	243,583	(176,309)	143,582	(170,506)	119,111	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	27,680	254,667	66,861	210,943	15,937	263,720	68,214	271,947	106,441	350,024	173,715	317,297	27,680	
Ending Cash Balance	254,667	66,861	210,943	15,937	263,720	68,214	271,947	106,441	350,024	173,715	317,297	146,791	146,791	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	

EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
No. of Positions	
Executive Management	1.00
Instructional Management	1.00
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	2.00
TOTAL ADMINISTRATIVE STAFF	4.00
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	4.00
Teachers - SPED	1.00
Substitute Teachers	1.00
Teaching Assistants	-
Specialty Teachers	1.50
Aides	4.00
Therapists & Counselors	1.00
Other	1.00
TOTAL INSTRUCTIONAL	13.50
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	1.00
Librarian	-
Custodian	1.00
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	2.00
SUBTOTAL PERSONNEL SERVICE COSTS	
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	



YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	MAVEN ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	489,089	-	339,089	-	443,289	-	404,989	40,000	439,089	19,200	339,089	50,000	2,563,836
Total Expenses	262,102	187,807	195,007	195,006	195,507	195,506	201,257	205,506	195,507	195,509	195,508	220,506	2,444,725
Net Income	226,987	(187,807)	144,083	(195,006)	247,783	(195,506)	203,733	(165,506)	243,583	(176,309)	143,582	(170,506)	119,111
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	27,680	254,667	66,861	210,943	15,937	263,720	68,214	271,947	106,441	350,024	173,715	317,297	27,680
Ending Cash Balance	254,667	66,861	210,943	15,937	263,720	68,214	271,947	106,441	350,024	173,715	317,297	146,791	146,791
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Classroom / Teaching Supplies & Materials	22,500	-	-	-	-	-	-	-	-	-	-	-	22,500
Special Ed Supplies & Materials	2,000	-	-	-	-	-	2,000	-	-	-	-	-	4,000
Textbooks / Workbooks	40,000	-	-	-	-	-	-	-	-	-	-	-	40,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	7,500	-	-	-	-	-	-	-	-	-	-	-	7,500
Telephone	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Technology	60,000	-	-	-	-	-	-	-	-	-	-	-	60,000
Student Testing & Assessment	3,750	-	-	-	-	-	3,750	-	-	-	-	-	7,500
Field Trips	-	-	400	400	400	400	400	400	400	400	400	400	4,000
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	4,000	-	-	-	-	-	-	-	-	-	-	-	4,000
Office Expense	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Staff Development	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	32,000
Staff Recruitment	-	-	-	-	500	500	500	500	500	500	500	500	4,000
Student Recruitment / Marketing	500	500	500	500	500	500	500	500	500	500	500	500	6,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Fundraising	-	-	-	-	-	-	-	10,000	-	-	-	-	10,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	145,933	6,183	6,583	6,583	7,083	7,083	12,833	17,083	7,083	7,083	7,083	7,083	237,700
FACILITY OPERATION & MAINTENANCE													
Insurance	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	28,000
Janitorial	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	22,500
Building and Land Rent / Lease / Facility Finance Interest	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	300,000
Repairs & Maintenance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Equipment / Furniture	5,000												5,000
Security	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Utilities	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
TOTAL FACILITY OPERATION & MAINTENANCE	42,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	455,500
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	262,102	187,807	195,007	195,006	195,507	195,506	201,257	205,506	195,507	195,509	195,508	220,506	2,444,725
NET INCOME	226,987	(187,807)	144,083	(195,006)	247,783	(195,506)	203,733	(165,506)	243,583	(176,309)	143,582	(170,506)	119,111
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	226,987	(187,807)	144,083	(195,006)	247,783	(195,506)	203,733	(165,506)	243,583	(176,309)	143,582	(170,506)	119,111
Beginning Cash Balance	27,680	254,667	66,861	210,943	15,937	263,720	68,214	271,947	106,441	350,024	173,715	317,297	27,680
ENDING CASH BALANCE	254,667	66,861	210,943	15,937	263,720	68,214	271,947	106,441	350,024	173,715	317,297	146,791	146,791

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		MAVEN ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,563,836	3,200,370	3,846,005	4,691,744	5,537,594	
Total Expenses		2,444,725	2,976,817	3,577,176	4,186,218	4,565,734	
Net Income (Before Cash Flow Adjustments)		119,111	223,554	268,828	505,526	971,860	
Budgeted Student Enrollment		100	140	180	220	260	
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue		Basic Tuition (2023-24)					
PRIMARY School District: Freeport Union Free School District		17,921	1,792,100	2,508,940	3,225,780	3,942,620	4,659,460
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:	(Weighted Avg.)	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	17,921	1,792,100	2,508,940	3,225,780	3,942,620	4,659,460
Special Education Revenue			242,436	339,410	436,385	533,359	630,334
							Assumes 16% receive 20-60% services @ \$10,390 per student and 4% receive 60%+ services @ \$19,049 per student
NYC DoE Rental Assistance			-	-	-	-	-
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			2,034,536	2,848,350	3,662,165	4,475,979	5,289,794
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			20,000	28,000	36,000	44,000	52,000
Title I			42,500	59,500	76,500	93,500	110,500
Title Funding - Other			3,400	4,760	6,120	7,480	8,840
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			400,000	200,000	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			465,900	292,260	118,620	144,980	171,340
LOCAL and OTHER REVENUE							
Contributions and Donations			40,000	42,000	44,100	46,305	48,620
Fundraising			-	-	-	-	-
Erate Reimbursement			15,000	6,000	6,000	6,000	6,000
Earnings on Investments			-	-	-	-	-
Interest Income			-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-
Text Book			8,400	11,760	15,120	18,480	21,840
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			63,400	59,760	65,220	70,785	76,460
TOTAL REVENUE			2,563,836	3,200,370	3,846,005	4,691,744	5,537,594

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	MAVEN ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,563,836	3,200,370	3,846,005	4,691,744	5,537,594	
Total Expenses		2,444,725	2,976,817	3,577,176	4,186,218	4,565,734	
Net Income (Before Cash Flow Adjustments)		119,111	223,554	268,828	505,526	971,860	
Budgeted Student Enrollment		100	140	180	220	260	
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
Executive Management	1.00	180,000	181,854	183,727	185,619	187,531	Principal
Instructional Management	1.00	125,000	126,288	127,588	128,902	130,230	Director of Curriculum and Instruction
Deans, Directors & Coordinators	-	-	-	-	-	-	Director of Support Services
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	50,000	50,515	Director of Operations
Administrative Staff	2.00	70,000	70,721	71,449	72,185	72,929	Office Manager, Office Clerk Year 3
TOTAL ADMINISTRATIVE STAFF	4.00	375,000	378,863	382,765	436,707	441,205	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	300,000	453,090	607,757	764,017	921,886	1 Lead teacher per class
Teachers - SPED	1.00	75,000	150,773	152,325	228,894	231,252	1 SETSS teacher per 2 grades (K-1, 2-3, 4-5)
Substitute Teachers	1.00	5,000	5,052	5,104	5,156	5,209	Assume 50 days @\$100 increase per year
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	1.50	105,000	106,082	212,174	214,360	216,567	1 Teacher for Art, Music P.E.
Aides	4.00	140,000	211,442	283,620	356,541	430,214	1 aide per teacher
Therapists & Counselors	1.00	75,000	75,773	151,553	153,114	154,691	1 social worker (2 starting Year 3)
Other	1.00	75,000	150,773	152,325	228,894	231,252	1 ELL teacher per 2 grades (K-1, 2-3, 4-5)
TOTAL INSTRUCTIONAL	13.50	775,000	1,152,983	1,564,858	1,950,976	2,191,071	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	60,000	60,618	61,242	61,873	62,510	
Librarian	-	-	-	-	-	-	
Custodian	1.00	42,000	42,433	42,870	43,311	43,757	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	102,000	103,051	104,112	105,184	106,268	
SUBTOTAL PERSONNEL SERVICE COSTS	19.50	1,252,000	1,634,896	2,051,735	2,492,868	2,738,544	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		103,265	155,315	194,915	236,822	260,162	Payroll taxes for 6.2% for social security per employee. 1.45% Medicare; State income tax, local city, county, state disability and SUI insurance 2%.
Fringe / Employee Benefits		182,260	212,536	266,726	324,073	356,011	13% salary for benefits
Retirement / Pension		-	81,745	102,587	124,643	136,927	5% 403(b) matchh for 1+ years of employent
TOTAL PAYROLL TAXES AND BENEFITS		285,525	449,596	564,227	685,539	753,100	
TOTAL PERSONNEL SERVICE COSTS	19.50	1,537,525	2,084,492	2,615,962	3,178,407	3,491,644	
CONTRACTED SERVICES							
Accounting / Audit		140,000	144,200	148,526	152,982	157,571	3% increase per year
Legal		10,000	10,300	10,609	10,927	11,255	3% increase per year
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		4,000	4,750	6,000	7,000	7,500	\$250 per staff member
Special Ed Services		8,000	11,200	14,400	17,600	20,800	\$400 per SWD
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		27,000	-	-	-	-	
TOTAL CONTRACTED SERVICES		189,000	170,450	179,535	188,509	197,126	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	MAVEN ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,563,836	3,200,370	3,846,005	4,691,744	5,537,594	
Total Expenses	2,444,725	2,976,817	3,577,176	4,186,218	4,565,734	
Net Income (Before Cash Flow Adjustments)	119,111	223,554	268,828	505,526	971,860	
Budgeted Student Enrollment	100	140	180	220	260	
	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
SCHOOL OPERATIONS						
Board Expenses	1,200	1,200	1,200	1,200	1,200	board training and expenses
Classroom / Teaching Supplies & Materials	22,500	10,000	10,000	10,000	10,000	\$2500 per classroom
Special Ed Supplies & Materials	4,000	11,200	14,400	17,600	20,800	\$200 per SWD
Textbooks / Workbooks	40,000	56,000	72,000	88,000	104,000	\$400 per student
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	7,500	7,500	7,500	7,500	7,500	art, science and PE equipment
Telephone	12,000	14,400	17,280	20,736	24,883	phone & internet
Technology	60,000	30,000	30,000	35,000	35,000	1 classroom laptop set per grade
Student Testing & Assessment	7,500	10,500	13,500	16,500	19,500	\$75 per student
Field Trips	4,000	5,600	7,200	8,800	10,400	\$40 per student
Transportation (student)	-	-	-	-	-	
Student Services - other	4,000	5,600	7,200	8,800	10,400	\$40 per student: one uniform beginning of year
Office Expense	20,000	22,000	24,200	26,620	29,282	copying and supplies
Staff Development	32,000	26,000	36,000	42,000	46,000	\$2000 per teacher
Staff Recruitment	4,000	4,000	4,000	4,000	4,000	
Student Recruitment / Marketing	6,000	6,000	6,000	6,000	6,000	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	3,000	3,600	4,320	5,184	6,221	school visits, conferences
Fundraising	10,000	10,300	10,609	10,927	11,255	Gala event
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	237,700	223,900	265,409	308,867	346,441	
FACILITY OPERATION & MAINTENANCE						
Insurance	28,000	30,800	33,880	37,268	40,995	assume 10% annual increase
Janitorial	22,500	23,175	23,870	24,586	25,324	assume 3% annual increase
Building and Land Rent / Lease / Facility Finance Interest	300,000	309,000	318,270	327,818	337,653	assume 3% annual increase
Repairs & Maintenance	25,000	26,250	27,563	28,941	30,388	assume 5% annual increase
Equipment / Furniture	5,000	5,000	5,000	5,000	5,000	
Security	15,000	15,750	16,538	17,364	18,233	assume 5% annual increase
Utilities	60,000	63,000	66,150	69,458	72,930	assume 5% annual increase
TOTAL FACILITY OPERATION & MAINTENANCE	455,500	472,975	491,270	510,435	530,522	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	\$75,000 dissolution fund by Year 3
TOTAL EXPENSES	2,444,725	2,976,817	3,577,176	4,186,218	4,565,734	
NET INCOME	119,111	223,554	268,828	505,526	971,860	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	MAVEN ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	2,563,836	3,200,370	3,846,005	4,691,744	5,537,594	
Total Expenses	2,444,725	2,976,817	3,577,176	4,186,218	4,565,734	
Net Income (Before Cash Flow Adjustments)	119,111	223,554	268,828	505,526	971,860	
Budgeted Student Enrollment	100	140	180	220	260	
	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: Freeport Union Free School District	100	140	180	220	260	
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	100	140	180	220	260	
REVENUE PER PUPIL	25,638	22,860	21,367	21,326	21,298	
EXPENSES PER PUPIL	24,447	21,263	19,873	19,028	17,561	
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	119,111	223,554	268,828	505,526	971,860	
Beginning Cash Balance	27,680	146,791	370,345	639,173	1,144,699	
ENDING CASH BALANCE	146,791	370,345	639,173	1,144,699	2,116,560	



5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Freeport Union Free 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 Freeport Union Free School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	100	17,921	1,792,100		1,792,100	244,184,593	0.734%
Year 2 (2026-27)	140	17,921	2,508,940	-	2,508,940	244,184,593	1.027%
Year 3 (2027-28)	180	17,921	3,225,780	-	3,225,780	244,184,593	1.321%
Year 4 (2028-29)	220	17,921	3,942,620	-	3,942,620	244,184,593	1.615%
Year 5 (2029-30)	260	17,921	4,659,460	-	4,659,460	244,184,593	1.908%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			<a href="https://www.freeportschools.org/school_board/budget_financial_information">https://www.freeportschools.org/school_board/budget_financial_information</a>				
OTHER NOTES:							

Second Largest Enrollment District: N/A							
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 Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

**R-21f - Letters of Commitment**

As of this time, Maven Academy Charter School does not have any letters of commitment for funding from private contributors.

Maven Academy Charter School does not anticipate the need for private investment in the school unless the CSP is not granted. In such a case the Board will look to privately fund the per-operational year through donations and loans.

**Non-SUNY Financials**

Request is not applicable.



**R-22 - Action Plan**

<b>Task</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Responsible Person(s)</b>
<b>Secure SUNY Approval</b>	June 1, 2024	August 30, 2024	Entire team
Finalize and submit application	June 1, 2024	June 30, 2024	Craig Mercado
Respond to SUNY queries	July 1, 2024	August 15, 2024	Craig Mercado
Receive approval notification	August 30, 2024	August 30, 2024	Craig Mercado
<b>Establish Legal Entity and Governance Structure</b>	August 1, 2024	September 30, 2024	Entire team
File incorporation documents	August 1, 2024	August 15, 2024	Craig Mercado
Draft and adopt bylaws	August 16, 2024	August 31, 2024	Patrick Fogarty
Form initial board of trustees	September 1, 2024	September 30, 2024	Craig Mercado
Secure Initial Funding and Grants	September 1, 2024	December 31, 2024	Marilyn Dore-Pignataro
Research funding opportunities	September 1, 2024	September 30, 2024	Marilyn Dore-Pignataro
Write and submit grant applications	October 1, 2024	December 31, 2024	Marilyn Dore-Pignataro
Follow up on grant applications	November 1, 2024	January 15, 2025	Marilyn Dore-Pignataro
<b>Identify and Secure a Facility</b>	August 1, 2024	November 30, 2024	Christian Echipare
Conduct facility needs assessment	August 1, 2024	August 15, 2024	Christian Echipare
Search for potential facilities	August 16, 2024	October 15, 2024	Christian Echipare
Negotiate lease or purchase agreement	October 16, 2024	November 30, 2024	Christian Echipare
<b>Design and Plan Necessary Construction/Renovations</b>	November 1, 2024	January 31, 2025	Entire team
Hire architectural firm	November 1, 2024	November 15, 2024	Christian Echipare
Develop renovation plans	November 16, 2024	December 31, 2024	Christian Echipare

Obtain necessary permits	January 1, 2025	January 31, 2025	Christian Echipare
<b>Hire Construction Firms and Oversee Renovations</b>	February 1, 2025	July 31, 2025	Entire team
Solicit and evaluate bids from contractors	February 1, 2025	February 28, 2025	Christian Echipare
Select and contract with construction firms	March 1, 2025	March 15, 2025	Christian Echipare
Oversee construction progress	March 16, 2025	July 31, 2025	Christian Echipare
<b>Purchase and Set Up Classroom Materials and Resources</b>	March 1, 2025	July 31, 2025	Entire team
Identify necessary classroom materials	March 1, 2025	March 31, 2025	Craig Mercado
Purchase classroom materials	April 1, 2025	May 31, 2025	Craig Mercado
Set up classrooms	June 1, 2025	July 31, 2025	Craig Mercado, teaching staff
<b>Hire Key Administrative Staff (Principal, Assistant Principal)</b>	November 1, 2024	January 31, 2025	Entire team
Develop job descriptions and postings	November 1, 2024	November 15, 2024	Patrick Fogarty
Advertise positions and collect applications	November 16, 2024	December 15, 2024	Patrick Fogarty
Conduct interviews and select candidates	December 16, 2024	January 31, 2025	Patrick Fogarty, Craig Mercado
<b>Recruit and Hire Teaching Staff</b>	January 1, 2025	April 30, 2025	Entire team
Develop job descriptions and postings	January 1, 2025	January 15, 2025	Patrick Fogarty, Craig Mercado
Advertise positions and collect applications	January 16, 2025	February 28, 2025	Patrick Fogarty
Conduct interviews and select candidates	March 1, 2025	April 30, 2025	Patrick Fogarty, Craig Mercado
<b>Set Up Organizational and Financial Systems</b>	January 1, 2025	April 30, 2025	Craig Mercado

Select and implement financial management software	January 1, 2025	February 28, 2025	Craig Mercado
Develop accounting and payroll procedures	March 1, 2025	March 31, 2025	Craig Mercado
Train staff on financial systems	April 1, 2025	April 30, 2025	Craig Mercado
Establish Partnerships for Food Services	March 1, 2025	April 30, 2025	Christian Echipare
Contact local school district for food service options	March 1, 2025	March 15, 2025	Christian Echipare
Negotiate terms and agreements	March 16, 2025	April 30, 2025	Craig Mercado
<b>Conduct Staff Training and Professional Development</b>	May 1, 2025	August 15, 2025	Craig Mercado
Plan training programs and schedules	May 1, 2025	May 31, 2025	Craig Mercado
Implement professional development sessions	June 1, 2025	August 15, 2025	Patrick Fogarty
<b>Student Recruitment and Enrollment</b>	January 1, 2025	June 30, 2025	Entire team
Develop and distribute marketing materials	January 1, 2025	February 28, 2025	Craig Mercado
Host informational sessions and open houses	March 1, 2025	May 31, 2025	Marilyn Dore-Pignataro
Process applications and confirm enrollments	April 1, 2025	June 30, 2025	Craig Mercado, Marilyn Dore-Pignataro, Christian Echipare
<b>Community Outreach and Marketing</b>	September 1, 2024	Ongoing	Craig Mercado, Christian Echipare
Engage with community organizations	September 1, 2024	Ongoing	Craig Mercado
Maintain social media presence	September 1, 2024	Ongoing	Christian Echipare
<b>Procure Classroom Technology and IT Setup</b>	March 1, 2025	July 31, 2025	Patrick Fogarty

Identify necessary technology and vendors	March 1, 2025	March 31, 2025	Patrick Fogarty
Purchase and install technology	April 1, 2025	June 30, 2025	Patrick Fogarty
Test and troubleshoot IT systems	July 1, 2025	July 31, 2025	Patrick Fogarty
<b>Finalize Transportation Arrangements</b>	April 1, 2025	July 31, 2025	Christian Echipare
Assess transportation needs and options	April 1, 2025	April 30, 2025	Christian Echipare
Negotiate contracts with transportation providers	May 1, 2025	June 30, 2025	Christian Echipare
Finalize and communicate transportation plans	July 1, 2025	July 31, 2025	Christian Echipare

### **Potential Challenges and Mitigation Strategies**

#### Procurement Delays

- Ensure early ordering and establish relationships with multiple suppliers.

#### Availability of Materials

- Maintain flexibility in materials selection and have contingency suppliers.

#### Construction Delays

- Schedule weekly progress meetings and establish clear deadlines with contractors.

**R-23a - Supplemental Narrative**

This request is not applicable.

**R-23b - Supplemental Attachments**

This request is not applicable.