SUNY Charter Schools Institute
The State University of New York

2025 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2025 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information (note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School")	The Academy Charter School Central Islip Regional High		
Education Corporation Name (if different than proposed charter school name):	The Academy Charter School II		
		Ed. Corp Status:	Existing SUNY Ed Corp
Proposed Opening Date (Month/Year):	Sept 2027	School District of Location (or NYC CSD):	Central Islip ISD

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	9	125
Year 2	9-10	249
Year 3	9-11	450
Year 4	9-12	600
Year 5	9-12	600

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	Not applicable
CMO Contact Info (Name, Phone):	Not applicable
Partner Organization:	
Partner Contact Info (Name, Phone):	
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.	

Lead Applicant(s) Contact Information						
Lead Applicant Name:	Bishop Barrington Goldson					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☑ SUNY Ed Corp/Charter School	
Organization Name (if applicable):						

[redacted]

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:	Mr. Wayne Haughton	Phone #:	516-408-2200	Email:	info@academycharterschool.org

Program Design

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

The mission is to create world-class competitive scholars who will learn today, lead tomorrow and serve in the future. The Academy Charter School Central Islip Regional High (or "TACS II Central Islip Regional High") will graduate students with the content mastery and life skills needed to move into the top five percent of their high school classes and to pursue excellence in careers and in higher education. To accomplish this, The Academy Charter School offers an exceptional interdisciplinary curriculum, including extensive CTE offerings, in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge gaps between theory and practice.

Our educational philosophy emphasizes core mastery, character development and community awareness. Our school will improve student academic achievement by focusing on three important areas of our children's growth that will them to be empowered adults: mastery of academic subjects, an intensive focus on character development, and fostering a lifelong behavior of giving back to their community.

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

The proposed charter school, a replication of the TACS II Wyandanch Charter School and the TACS I Uniondale Charter School, offers the same key design elements as all Academy Charter Schools. TACS II Brentwood Middle will serve students in grades 6-8, which parallels our offerings at TACS I Uniondale, and emerging grades offered at TACS II Wyandanch. In 2023-2024, TACS II Uniondale students, in grades 6 through 8, topped state averages in ELA by 12, 20, and 28 percentage points, respectively. In math, the gaps were 18, 16, and 38 percent, respectively. In 2023-2024, TACS II Wyandanch students completed their first year of standardized testing. Grade 3 students exceeded the state average in ELA almost 30 percent (72 percent vs. 43 percent). In math, Academy third graders attained 70 percent proficiency against a state average of 54 percent. TACS II Wyandanch was approved to serve grade 6 for the 2024-2025 school year. Performance data on NYS assessments is not available at the time of this submission.

For all Academy Charter Schools, the key design elements are:

1. Extended Learning Time: The school will operate on a longer schedule including an eight-hour instructional day from 8 a.m. - 4:00 p.m. over no less than 180 days. Our schedule allows teachers to use longer instructional periods to build literacy and numeracy.

2. Moderate Class Size and Low Teacher to Student Ratios. Class sizes typically range from 25 to 27 students per class in each grade. In grades K-2, we project average class sizes of 25 students, with one certified teacher and one teaching assistant in each classroom.

3. Standards-Based Instruction: In core content subjects' teachers (English Language Arts, Mathematics, Science and Social Studies), instruction is provided according to the New York State Learning Standards. In the Arts teachers follow the New York City Blueprints for the Arts.

4. Ongoing Support for Teachers: Teachers receive ongoing professional development, which has three components: pre-service training, in-service training/coaching, and consultant based/off-site opportunities for teachers and leadership staff. The goal of the professional development program is to provide teachers, and instructional leaders with the operational and content knowledge needed to effectively teach all students. There is a two (2) week pre-service schedule with extensive training in the school's instructional program. Throughout the school year coaching support is provided by full time in-house coaches and school leaders. Moreover, the school's schedule includes faculty conference time which is scheduled on Wednesdays two days per month from 2:00 – 4:00 p.m.

5. Character Development: The Academy model comprises unique character development opportunities for students at each level of their development. Three levels of development: learning, leading, and serving correspond to the progressive ladder of enrollment from elementary through middle to secondary school. In the high school, TACS students focus on service and leveraging the building blocks acquired during their formative elementary and middle school years. What begins as focused conversations in elementary school around core values grows to constitute service projects coordinated by students and faculty advisors.

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.)**

The Academy Charter School Central Islip Regional High instructional program is designed to meet New York State Next Generation Standards. The curriculum will mirror that of those at TACS I Uniondale and provide extensive CTE offerings for students. . Students will receive instruction in music, physical education, art and STEM subjects with interactive and dynamic labs. In addition, TACS II Central Islip Regional High provides teachers with comprehensive professional development and the support of subject area instructional coaches. Behavioral specialists are highly qualified and certified professionals who use a research-based collaborative approach to identify, monitor and support students. The instructional program caters to the individual academic needs of each child. Ongoing assessments provide real-time information for teachers to inform instruction. Teams use schoolwide data systems to tailor our academic intervention services for struggling students and enrichment and challenging activities for all students. The core subjects are supplemented by a rich specials program that involves daily instruction in the arts. In addition, students benefit from quality instruction in physical education and health. Students receive instruction in character education centered around key core virtues.

CTE offerings will include Aviation and Drone Technology, Culinary Arts and Hospitality Management, Cosmetology and Salon Management, Digital Media Arts: Animation and Game Design, Electrical Vehicle Engineering and Services, Information Technology: Programming (Robotics), Sports Management, and Sports Medicine and Ambulatory Services. Each strand will result in student certification at each grade level. Course sequences are supported by industry partners in the private sector, and across higher education. For example, SUNY Farmingdale will serve as a certification and credentialing partner for one of the advanced levels of aviation training. The curriculum will provide students with extensive work-based learning opportunities aligned to best practice in the private sector, and in keeping with the requirements of NYSED and our university partners.

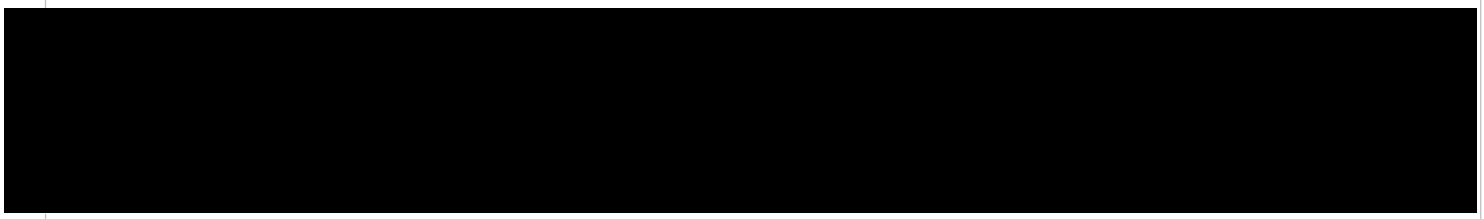
While TACS II Central Islip Regional High will have a vocational focus, we will continue to offer robust support for new students. We also recognize that many new entrants may not have benefitted from immersion within the Academy model. Nonetheless, we will maintain a culture of high expectation based on the effort and execution of new students, the preparation of our teachers, and the modeling of excellence by our instructional leaders. Equally vital will be the level of expectation and support set by our community academic and business partners who will prepare students for the world of work. Furthermore, based on our experience and knowledge of the community, we also assume some students drawn to our program will excel at both vocational and traditional academic work. To that end, our course offerings will be structured to encourage high-performing students as well.

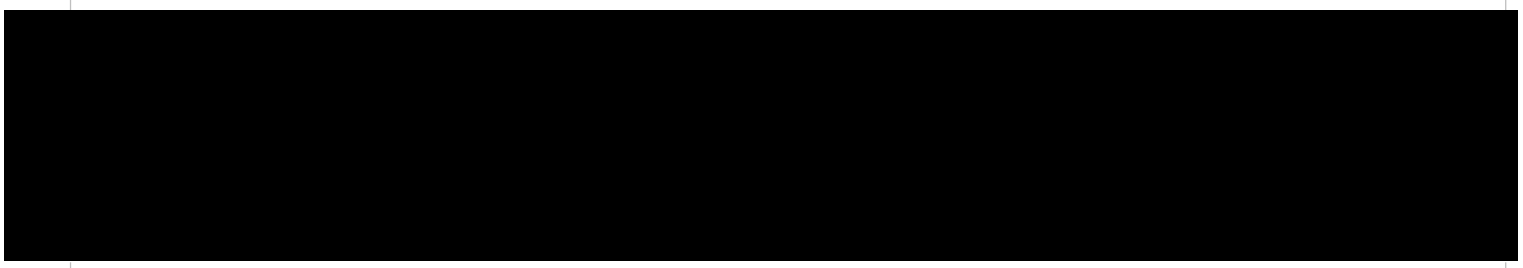
Proposed Board Members

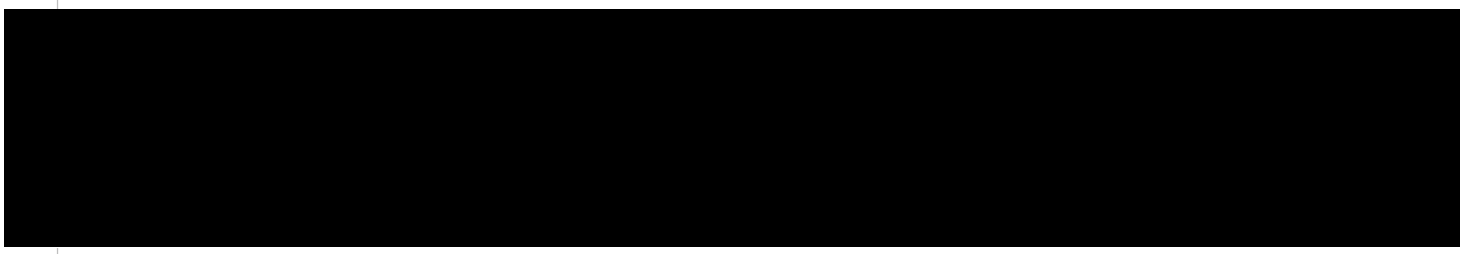
Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, 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

GENERAL INSTRUCTIONS FOR COMPLE

Only applicants with currently operating pub

1- General Information

All information on the Enrollment and Retention tabs should a reflect BEDS day information. Please refer to footnotes for ad this form to charter.accountability@suny.edu. Complete the fo form with data for each school in the education corporation (o

2- Enrollment

All enrollment data should reflect BEDS day information.

All students who received mandated services at some point of ("SWD") count even if they no longer receive services.

Any student identified as an English language learner ("ELL") a regardless of their current English language proficiency status.

3- Retention

All retention data should reflect students enrolled in school on

4- Discipline

Distinguish the total number of suspensions (occurrences) fror students).

ools Institute
y of New York

ETING THE STATISTICAL OVERVIEW FORM

blic or private schools should complete this form.

lign to data available in the state's Level 2 Reporting Portal. All data should ditional clarifying information. Send any questions about how to complete rm for the academic years 2020-21, 2021-22, and 2022-23. Complete the r network) for replicated schools.

enrollment in the school should be included in the Students with Disabilities

t any point of enrollment in the school should be included in the ELL count

previous BEDS day who remained in the school the following BEDS day.

n the total number of students that were suspended at least once (unique

Bedscode	Network/Ed Corp	School Name
280202861142	Academy Charter School, The (Ed Corp)	Academy Charter School - Uniondale, The
280202861142	Academy Charter School, The (Ed Corp)	Academy Charter School - Uniondale, The
280202861142	Academy Charter School, The (Ed Corp)	Academy Charter School - Uniondale, The
280201860934	Academy Charter School, The (Ed Corp)	Academy Charter School, The
280201860934	Academy Charter School, The (Ed Corp)	Academy Charter School, The
280201860934	Academy Charter School, The (Ed Corp)	Academy Charter School, The
580109861195	Academy Charter School 2 (Ed Corp)	Academy Charter School 2
580109861195	Academy Charter School 2 (Ed Corp)	Academy Charter School 2
580109861195	Academy Charter School 2 (Ed Corp)	Academy Charter School 2

Notes:
[1]All enrollment data should reflect *BEDS day information.*
[2]All SWD numbers should include students who received mandated services at some point of enrollment in th
[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an

School Year	Total Enrollment[1]	Number of Students with Disabilities[2]	Number of English language learners[3]	Number of Economically Disadvantaged Students
2020-21	463	37	49	325
2021-22	932	61	112	661
2022-23	1270	79	140	837
2020-21	1782	87	283	1380
2021-22	1851	102	354	1446
2022-23	1880	96	423	1453
2020-21	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A
2022-23	144	13	8	109

ıe school even if that student is no longer receiving services.
ELL at the school.

Bedscode	Network/Ed Corp	School Name
280202861142	Academy Charter School, The (Ed Corp)	Academy Charter School - Uniondale, The
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Notes:
All retention data should reflect students enrolled in school on previous BEDS day who remained in the school
[1]An eligible student is one who has not completed the school's terminal grade, aged out of the program or be
[2]All students who received mandated services at some point of enrollment in the school should be included i
[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an

School Year	Total Number of Students Eligible to Return from Previous Year[1]	Total Number of Eligible Students Who Returned from Previous Year	Number of Students with Disabilities Eligible to Return from Previous Year[2]	Number of Students with Disabilities Who Returned from Previous Year
2020-21	250	239	14	14
2021-22	463	425	37	31
2022-23	1270	1194	79	74
2020-21	1623	1478	71	62
2021-22	1687	1497	81	69
2022-23	1640	1729	89	77
2020-21	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A
2022-23	N/A	N/A	N/A	N/A

the following BEDS day.
en expelled.
n this count even if no longer receiving services.
ELL while at the school.

Number of English language learners Eligible to Return from Previous Year[3]	Number of English language learners Who Returned from Previous Year	Number of Economically Disadvantaged Students Eligible to Return from Previous Year	Number of Economically Disadvantaged Students Who Returned from Previous Year
35	33	168	164
49	48	325	299
140	136	837	785
201	187	1246	1159
279	262	1321	1183
416	395	1364	1296
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Bedscode	Network/Ed Corp	School Name
280202861142	Academy Charter School, The (Ed Corp)	Academy Charter School - Uniondale, The
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School Year	Number of In-School Suspensions (Occurrences)	Number of In-School Suspensions (unique students)	Number of Out of School Suspensions (Occurrences)	Number of Out of School Suspensions (unique students)
2020-21	1	1	4	4
2021-22	7	7	56	56
2022-23	14	16	72	72
2020-21	0	0	11	11
2021-22	6	6	25	29
2022-23	0	0	24	31
2020-21	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A
2022-23	0	0	0	0

Number of Expulsions
0
0
0
0
0
0
N/A
N/A
0

REQUEST 1

COMMUNITY DESCRIPTION AND NEED

Central Islip, New York, is a diverse and dynamic community that faces significant social and economic challenges. Issues such as gang violence, educational disparities, and economic instability continue to affect its residents. One potential solution to these challenges is the establishment of a Career and Technical Education (CTE)-driven charter school district. This initiative could provide students with practical career pathways, reduce gang influence, enhance economic mobility, and strengthen community engagement. This study examines the potential impact of such a school district on Brentwood's current socio-economic conditions.

THE CITY OF CENTRAL ISLIP, NEW YORK: INVESTIGATING THE SOCIOECONOMIC AND EDUCATIONAL NEEDS AND OPPORTUNITIES

DEMOGRAPHIC AND SOCIOECONOMIC CONTEXT OF CENTRAL ISLIP

Central Islip, a community located in Suffolk County on Long Island, New York, presents a complex demographic and socioeconomic profile. According to the latest census data, Central Islip has an estimated population of approximately 34,000 residents. The community is marked by a diverse demographic composition, with a significant representation of Hispanic and Black residents. According to the U.S. Census Bureau (2021), the racial and ethnic breakdown is as follows: 38.9% Hispanic or Latino, 27.5% White, 24.2% Black or African American, and 5.3% Asian. This demographic diversity contributes to a rich cultural fabric, though it also presents unique challenges in terms of addressing the varied needs of different communities within the population.

SOCIOECONOMIC LANDSCAPE OF CENTRAL ISLIP

Central Islip, New York, exhibits a multifaceted socioeconomic landscape characterized by moderate household income levels, a discernible poverty rate, and educational attainment figures that fall below regional and state averages. The median household income in the area is approximately $110,166, a figure that surpasses both the New York State median of $84,578 and the New York-Newark-Jersey City metropolitan area median of $97,334 (U.S. Census Bureau, 2021). However, the per capita income, which stands at $33,129, remains significantly lower than the state average of $49,520 and the metropolitan area average of $54,510 (U.S. Census Bureau, 2021). Despite a poverty rate of 9.3%, which is comparatively lower than the New York State average of 13.7% and the metropolitan area average of 12.4% (U.S. Census Bureau, 2021), challenges persist in the realm of educational achievement. Approximately 76.9% of residents aged 25 and older have completed high school or attained a higher level of education, a percentage that is substantially below the state average of 87.9% (National Center for Education Statistics, 2020). Furthermore, only 18.4% of the population holds a bachelor's degree or higher, a rate that is significantly lower than the state and metropolitan area averages of 39.6% and 43.5%,

respectively (National Center for Education Statistics, 2020). These statistical indicators point to underlying difficulties related to workforce preparedness and economic mobility within the community.

The community's economic structure relies heavily on middle-income, blue-collar jobs, with industries such as retail, construction, and services providing much of the local employment. However, the relatively low per capita income indicates that many residents may be underemployed or working in low-wage positions that do not provide sufficient economic stability. The area has seen a steady increase in housing costs, further straining household budgets.

POVERTY RATE AND EDUCATIONAL ATTAINMENT

Central Islip experiences a poverty rate of 9.3%, which is lower than the New York State average of 13.7% and the metropolitan area average of 12.4% (U.S. Census Bureau, 2021). While this rate is relatively modest, it still indicates that a significant portion of the population faces financial hardship, which affects access to education, healthcare, and other essential services.

CRIME AND COMMUNITY STABILITY

Crime in Central Islip further compounds these socioeconomic challenges, presenting a significant concern for both residents and policymakers. The overall crime rate in the area stands at 15.17 incidents per 1,000 residents, with violent crimes comprising 1.39 per 1,000 residents and property crimes occurring at a rate of 13.78 per 1,000 residents (CrimeGrade.org, n.d.). Although Central Islip receives a B+ crime grade from CrimeGrade.org, indicating that it is safer than approximately 73% of cities across the United States, crime statistics reveal notable variations depending on the data source, collection methodology, and reporting timeframe. Reports suggest that crime is not uniformly distributed across the community, with the eastern portion of Central Islip generally considered a safer area (CrimeGrade.org, n.d.). Despite these discrepancies, crime remains a critical factor influencing neighborhood stability, residential investment, and educational outcomes.

EDUCATIONAL CHALLENGES AND OPPORTUNITIES

Educational attainment in Central Islip also presents challenges. Approximately 76.9% of residents aged 25 and older have completed high school or attained a higher level of education, a percentage below the state average of 87.9% (National Center for Education Statistics, 2020). Furthermore, only 18.4% of the population holds a bachelor’s degree or higher, which is significantly lower than the state and metropolitan area averages of 39.6% and 43.5%, respectively (National Center for Education Statistics, 2020). These figures point to a need for improved educational resources and initiatives that can support the community's efforts to enhance educational outcomes and reduce barriers to upward mobility.

The intersection of socioeconomic conditions and crime dynamics directly affects the educational experiences and opportunities available to children in Central Islip. Lower per capita income and reduced levels of higher educational attainment suggest that many households face significant financial barriers in providing academic enrichment opportunities such as tutoring, technology access, and extracurricular programs. Although the median household income is relatively high, lower home values in the area may result in diminished local property tax revenues, thereby restricting public school funding for essential resources such as advanced curricula, modern educational technology, and expanded academic support services (New York State Department of Labor, 2021). Limited access to early childhood education further exacerbates these challenges, impeding long-term academic development and success.

THE IMPACT OF CRIME ON EDUCATIONAL OUTCOMES

Safety concerns related to crime also play a detrimental role in shaping educational outcomes within Central Islip. Elevated crime rates contribute to community instability, which can lead to increased school absenteeism and reduced student engagement, as safety concerns often take precedence over academic pursuits (Pew Research Center, 2020). Furthermore, the presence of crime may deter participation in after-school programs, sports, and mentorship initiatives, all of which serve as crucial components in fostering academic success. Exposure to crime and its associated psychological stressors can have lasting effects on cognitive development and emotional well-being, further compounding academic and behavioral difficulties among students.

ESTABLISHING AN ACADEMY CHARTER SCHOOL IN CENTRAL ISLIP

In response to these pressing challenges, the establishment of an Academy Charter School in Central Islip presents a transformative opportunity to address issues related to socioeconomic mobility, educational equity, and crime reduction. Academy Charter Schools are distinguished by their rigorous academic programming, smaller class sizes, and strong emphasis on college preparatory curricula (New York State Department of Labor, 2021). A specialized focus on STEM education, business development, and other high-demand career fields would equip students with essential skills, thereby increasing their earning potential and disrupting generational cycles of poverty. Furthermore, by integrating workforce development initiatives such as internship placements, career mentorship, and job training partnerships with local businesses, such an institution would enhance students' employability, reduce unemployment rates, and contribute to broader economic revitalization efforts within Central Islip (National Center for Education Statistics, 2020). Additionally, the presence of a high-performing charter school could serve as a catalyst for increased property values and overall community development by enhancing the area's reputation as a center for academic excellence.

REDUCING DROPOUT RATES AND YOUTH CRIME THROUGH EDUCATION

A core priority of this initiative would be the reduction of dropout rates and youth crime through education. Empirical studies indicate that higher graduation rates are associated with lower crime rates, and the structured, supportive environment fostered by charter schools has demonstrated effectiveness in maintaining student engagement (Pew Research Center, 2020). Programs centered on character education, leadership training, and extracurricular enrichment offer students constructive alternatives to delinquency. Additionally, the parental involvement frequently employed by charter schools strengthens community ties and fosters a culture of accountability. The availability of extended school hours, after-school enrichment programs, and summer learning opportunities ensures that students remain engaged in structured, supervised environments, thereby mitigating exposure to negative influences and delinquent behavior.

THE ROLE OF CAREER AND TECHNICAL EDUCATION (CTE)

A particularly impactful element of the proposed Academy Charter School would be the incorporation of a Career and Technical Education (CTE) program. Such an initiative would provide students with hands-on career training, industry-recognized certifications, and clear pathways to employment in stable, well-

compensated fields. CTE programs are designed to equip students with specialized skills in high-demand sectors, including healthcare, information technology, construction, and business administration, allowing them to secure gainful employment without the necessity of a four-year college degree. By reducing reliance on low-wage employment and social assistance programs, CTE offerings would contribute to greater long-term economic stability for Central Islip residents (New York State Department of Labor, 2021).

CRIME REDUCTION THROUGH CTE INITIATIVES

The implementation of a CTE program within the charter school also holds considerable potential for crime reduction. A significant proportion of youth involvement in criminal activity stems from financial instability and the absence of viable employment opportunities. By offering a structured educational environment that includes direct career pathways, such a program would instill a sense of purpose among students while keeping them engaged in positive, developmentally enriching activities. Empirical evidence suggests that CTE programs are correlated with lower high school dropout rates, as they provide practical, career-oriented learning experiences that increase student motivation and engagement (Pew Research Center, 2020). Moreover, the integration of after-school vocational training, internships, and apprenticeships would ensure that students remain connected to positive role models and professional mentorship networks, thereby reducing their susceptibility to criminal activity.

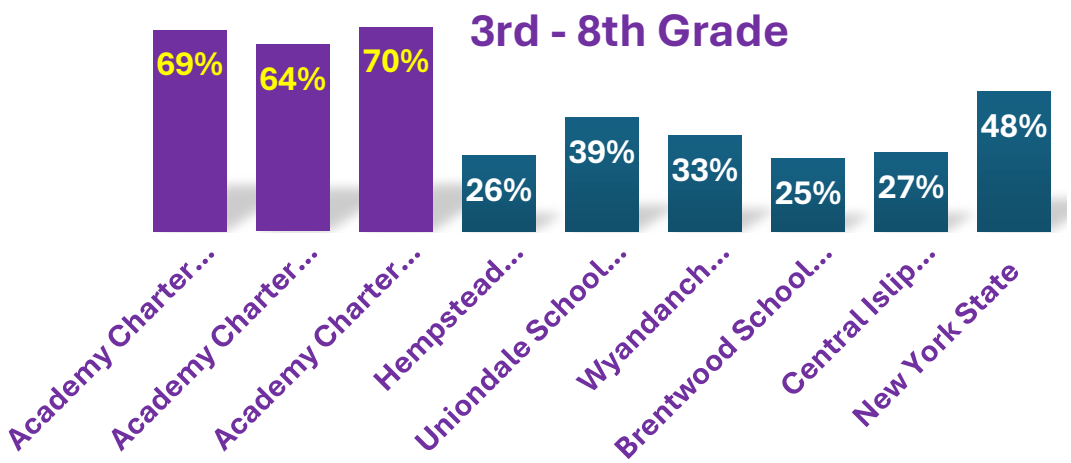
GRANT OPPORTUNITIES AND COMMUNITY PROGRAMS IN CENTRAL ISLIP, NEW YORK

Central Islip, New York, has a range of grant opportunities and community programs aimed at addressing the community's socioeconomic challenges, supporting local businesses, enhancing educational outcomes, and improving overall quality of life. These programs, offered by government agencies, foundations, and non-profit organizations, provide valuable resources to help address the area's needs, from educational initiatives to workforce development and community safety.

NYS Assessment

English Language Arts Proficiency Rate

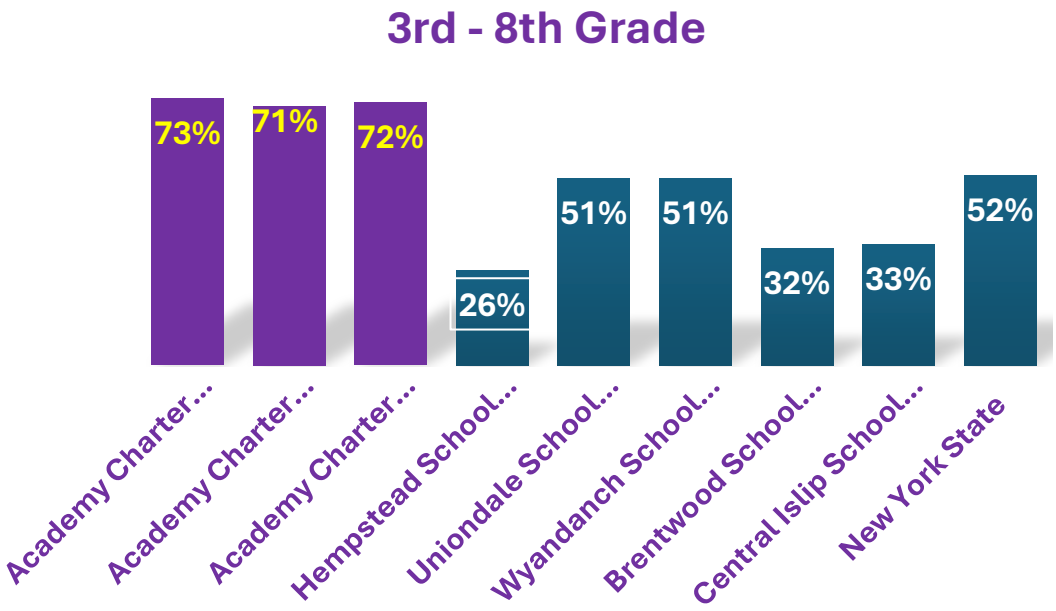
2023-2024



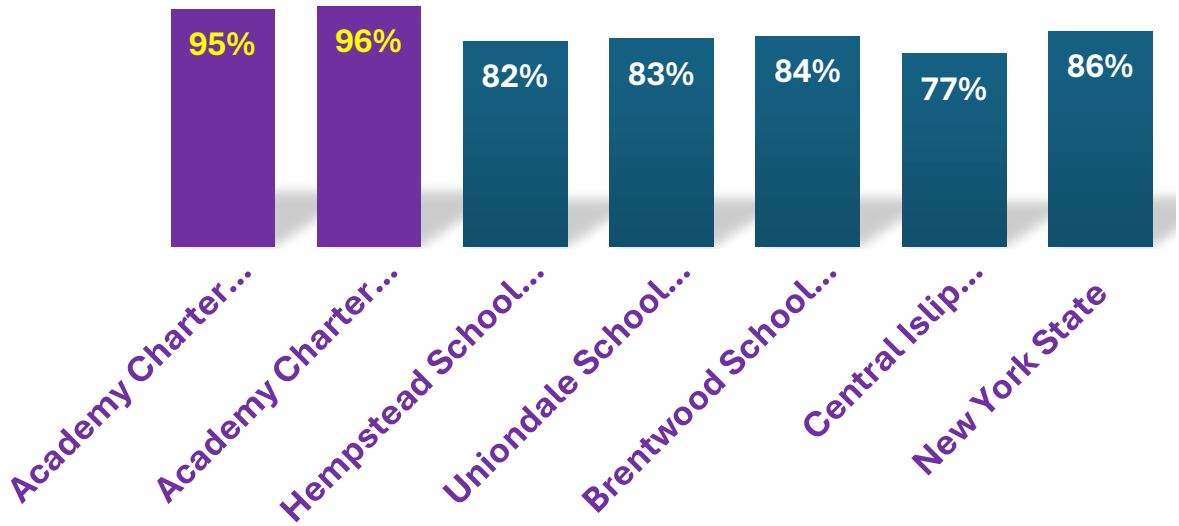
NYS **Assessment**

Mathematics Proficiency Rate

2023-2024



High School Graduation Rate



Moreover, the students at the Academy participate in a variety of regional and national competitions and have received several awards including the following.

Accomplishments

- 100% College Acceptance Rate
- NYS FAFSA Challenge Winner (2020-2024)
- College Board Recognition – Advanced Placement Silver Star
- Award-winning Marching Band
- Award-winning Debate Team

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Central Islip Union Free School District							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**#**	**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 Central Islip Union Free School District School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2026-27)	125	23,773	2,971,625	3,526,799	6,498,424	283,208,360	2.295%
Year 2 (2027-28)	249	23,773	5,919,477	738,614	6,658,091	283,208,360	2.351%
Year 3 (2028-29)	450	23,773	10,697,850	1,365,474	12,063,324	283,208,360	4.260%
Year 4 (2029-30)	600	23,773	14,263,800	1,965,015	16,228,815	283,208,360	5.730%
Year 5 (2030-31)	600	23,773	14,263,800	2,414,145	16,677,945	283,208,360	5.889%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

REQUEST 2

ADDRESSING THE NEED

TACS II Central Islip Regional High is proposed as a means to improve educational outcomes for students; to offer teachers additional opportunities to deliver innovative instruction; to increase school choice options for parents; and to disseminate our best practices with traditional public schools and districts within the community. In addition, TACS II Brentwood will be a school within a larger organizational environment with TACS Wyandanch, as well as Nassau County Academy schools at Hempstead and Uniondale (which shares the CTE focus). The mission (including our vision and educational philosophy) and key design elements of Academy Charter Schools and TACS II Brentwood are as follows:

MISSION

Mission:

The mission of The Academy Charter School is to create world-class competitive scholars who will learn today, lead tomorrow and serve in the future. The Academy Charter School will graduate students with the content mastery and life skills needed to move into the top five percent of their middle and high school.

Vision:

The principal will ensure that every staff member in the school is committed to The Academy's mission. He or she will develop the talents of all staff and students. Our staff will be dedicated professionals who model the intellectual prowess, core virtues and civic mindedness that we expect our students to emulate. As educators, they will be committed to improve their own practice, and will be expected and encouraged to pursue professional development opportunities outside of the pre-service and ongoing professional development we will offer them. Our students will be the gems of the Brentwood community. They will respect themselves and respect others. They will have the knowledge base, value base and peer support to make sound decisions. They will have skills to create informed opinions and be able to support them. They will have creativity and resourcefulness to suggest and implement solutions. Civic engagement will be a part of their consciousness from their first year of enrollment. Our facility will be a safe place where teaching and learning will flourish. Our classrooms and hallways will be filled with authentic student work. Our classrooms will be interactive and designed to stimulate children's natural curiosity, with teachers facilitating engaging activities that drive success for students at every skill level. Technology and the arts will enhance student learning.

Educational Philosophy:

The fundamental belief at The Academy Charter School is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They shall have

real opportunity to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

The Academy Charter School encourages teachers to engage in 'Performance-based" instruction, so that our students learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. Students are required to prove, through their projects and presentation, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science.

KEY DESIGN ELEMENTS

Key design elements are common for all The Academy Charter Schools. Whereas TACS II Brentwood will share a CTE focus with TACS I Uniondale, both schools will be grounded in these common elements. The unique element at TACS II Brentwood is that enrollment patterns will not mirror those of other Academy schools. In fact, majorities of students are likely to enroll from district middle schools in Brentwood and neighboring districts. As such, our key design elements will take on added significance as we established a new and shared common culture.

Key Design Elements

The school's instructional program is specifically designed to meet all the New York State *Next Generation* Standards.[1] Our goal has always been to exceed student performance levels as outlined in the Charter Accountability Plan and that students are well prepared to succeed in college and the character to be good citizen by contributing to their community.

These key design elements have contributed to the success of educational program.

- **Extended Learning Time** – The academy has been operating on a longer schedule compared to a regular public school. This includes an eight-hour instructional day form 8am to 4pm, over 182 days. This has made it possible to offer longer periods of instruction in literacy and mathematics. The daily literacy block in grades K-8 includes 135 - 180 minutes, of reading, writing and foundational skills. In mathematics is scheduled in double blocks of 90 minutes daily. Struggling students receive support during the school day via response to intervention programs. Students are encouraged to attend the scheduled after school program four to five days per week (1-2 hours daily), from October to May. Students receive support in reading, math, and Regents' exam preparation. Moreover, students are also provided the opportunity to participate in the performing arts and sports activities. The Academy offers and extended year program including Saturday school, summer school, support during the spring and winter intersessions. The extended learning time has contributed much to student achievement, in terms of safety net programs for at-risk students. Moreover, select high school students attend a six-week program

[1] https://www.nysed.gov/next-generation-learning-standards

geared towards preparation for Regents' exam. There is also accelerated course work for select middle school and high school students during zero period beginning at 7am daily.

- **Teacher Student Ratio/Moderate Class Size** – The elementary grades (K-4) are staffed with two (2) adults (a certified teacher and a teaching assistant) in every class. Moreover, class sizes are kept 25 to 30 students. This allows for greater focus on student support including small groups and individualized instruction. In grades 5 to 12, class sizes vary and averaged 30 students.

- **Standard Based Instruction**- In core content subjects' teachers (English Language Arts, Mathematics, Science and Social Studies), instruction is provided according to the New York State *Next Generation* Standards. Over the years literacy instruction has been guided by the Engage NY instructional guidelines. All curriculums used primarily in English Language Arts and mathematic are research-based and deeply aligned with the content and instructional framework. In the Arts teachers follow the *New York City Blueprints for Teaching and Learning in the Arts*. The school has administered a robust system and has used data to inform instruction. Students across all grade levels participate in universal screening to identify weaknesses and the data is used to identify students for academic support services. There is ongoing assessment through the school year to measure student progress, this includes rigorous State aligned assessments in English Language Arts and Mathematics and Regent's preparation. The data is used to identify weak areas and provide corrective action.

- **Ongoing Teacher Support** - The Academy has implemented a professional development program that is ongoing and has three components: pre-service training, in-service training/ coaching, and consultant based/ offsite opportunities for teachers and leadership staff. The goal of the professional development program is to provide teachers, and instructional leaders with the content knowledge needed to effectively teach all students geared towards improving learning and student outcome. There is a two (2) week pre-service schedule that includes extensive training pertaining to the school's instructional program. This provides a comprehensive introduction for new teachers and reinforcement for returning teachers. Throughout the school year coaching support is provided by full time in-house coaches and school leaders. Moreover, the school's schedule includes faculty conference time which is scheduled on Wednesdays two days per month from 2:00 – 4:00 p.m. The agenda varies and include specialized workshops on topics that are generic to the whole staff. Offsite workshops focus on academic and compliance related. These workshops and conferences are scheduled at any point during the school year.

- **Character Development and Leadership Skills** – Students in grades K-8 receive ongoing instruction and participate in discussions related to key core values (Courage, Responsibility, Respect, Perseverance, Integrity, Diversity and Excellence) geared towards character development using selected curriculum. Instruction is provided daily for about 20 mins at the beginning of the school day. Overtime this has led to a robust school culture including minimal disruptive behavior and a culture of celebration as reflected in monthly scheduled assemblies to

reward students. At the high school level, students with support and direction provided by the guidance counselors and teachers focus on various themes related to leadership development and college preparation for two (2) forty-five minutes periods per week.

- **Service Learning** – Students in the high school are required to complete service learning and volunteering projects up to twenty-five (25) hours per year. These include a wide range of activities and events that are approved by the guidance counselors. Assignments are arranged with a variety of organizations and other school-based projects outside of the regular school day. At the middle school (6-8), service-learning projects are voluntary and are scheduled outside of the regular school day. The school's principal works with community-based organizations and assigned specific projects by grade level. These include park clean up, food drive, and other community-based services.

- **Early Literacy (Grades K-4).** Historically, students who have been admitted in Kindergarten struggle with oral language and all other grades have been deficient in reading skills. The vast majority of these students are making progress but still trail peers academically and require more focus to catch up. We are proposing to improve literacy instruction by providing a more hands on approach that will build student self-confidence and the joy of learning through *Readers Theater* in grades K-2; and *Spoken Words* in grades 3-4. These subjects will replace Spanish in the curriculum in these grades. According to research in addition to increasing students' motivation and confidence, children can benefit from Reader's Theater and spoken words activities in several other ways, including fluency practice, comprehension, vocabulary development and engaging in a story, and focusing on vocal and physical expression. They can benefit greatly from having opportunities to read a text many times stories that have been scripted like a play. Student practice their parts several times before acting the story out in front of the class, which gets them thinking about their characters and the plot in a focused way. Rather than using elaborate props, costumes, or scenery, students use vocal, facial, and physical expression to engage with the script and their character. As students continue their repeated readings of the script, they are improving their reading skills and comprehension. They also will have the opportunity to practice speaking skills, such as pronunciation, inflection, expression, and varied volume.

- **Accelerated Coursework.** Though the fifth grade is housed with the elementary school, and supervised by the elementary school leadership, the core academic subjects (English Language Arts, Mathematics, Science, and Social Studies) are departmentalized and taught by subject specialists. Select students in the middle school grades (6-8) participate in accelerated course work culminating in Regents' exams in the eighth grade including Algebra 1 and Living Environment At the high school level, the focus will be on college and career preparedness as students will participate in Advance Placement course work, college courses, and CTE courses. Our goal is to have our students graduate with the advanced high school diploma.

- **S.T.E.M Curriculum (K-12)** – The school will have K-12 stand-alone STEM program (*Project Lead the Way*), students in all grade levels (K-12) will receive two periods of instruction per week.

According to the literature, our nation has fallen behind other industrialized countries in terms of STEM-related fields, which include Science, Technology, Engineering, and Mathematics. We support the belief that not only does a STEM-focused education open student to new subjects, it also allows for different learning methodologies to be utilized. It allows students to be creative in classroom and promotes innovative thinking. At the Academy, we strive to educate our students and provide them with the skills necessary to meet the demands of the 21st century. Students will learn to explore, experiment, and solve problems logically. As early in the elementary grades, students will begin to build a strong foundation in science, technology, engineering and mathematics using a strong curriculum with the necessary materials for hands on exploratory learning.

- **Performing Arts (K-12) –** Over the course of the charter the school has offered course work in the arts (Visual art, music, and drama), the program however, is aligned to the *New York City Blueprints for Teaching and Learning in the Arts*[2] and focuses more on student learning theory. The Arts program will be enhanced to include more hands-on learning, using instruments, and voice (band and chorus).

[2] https://www.weteachnyc.org/resources/collection/blueprint-for-teaching-and-learning-in-the-arts/

REQUEST 3

PROPOSAL HISTORY

The proposed charter school, TACS II Central Islip, is intended as a replication of the TACS I Uniondale Charter School. Both will offer unique CTE instruction to students, as well as the traditional college prep curriculum. The proposal to establish this school has been developed by the lead applicant and founding team in a manner consistent with our mission and key design elements. TACS II Central Islip Regional High will be innovative and provide students with unique opportunities in their respective areas of interest. Background information on the lead applicant and founding team is provided below.

APPLICANT INFORMATION

The applicant, The Academy Charter School, is an existing SUNY-authorized education corporation seeking authority to operate an additional school to be known as The Academy Charter School Central Islip (or "TACS II Central Islip"). Founder, former chairperson, and trustee emeritus, Bishop Barrington Goldson is the lead applicant for this proposal. Bishop Goldson served as chairperson of The Academy from 2010 through 2019.

As a founder of The Academy, Bishop Goldson brought skills from a dynamic career in systems development, finance, organizational design and development, and spiritual leadership. In a career that has been marked by long-standing and steadfast commitment, Bishop Goldson has established a track record of success that is notable for its scope of vision and foundational soundness. The Academy has been no different. As board chairperson, Bishop Goldson built this model around the principles of strong professional development for instructional and operations staff; providing internal hiring and promotion; deep community engagement; and a commitment to providing Hempstead (and subsequently Uniondale and Wyandanch) students with the best resources available.

Trustee Goldson holds an MBA from Grand Canyon University in Phoenix, and two baccalaureate degrees in economics and Christian Education and Biblical Studies. He is a member of the Uniondale Chamber of Commerce, the Uniondale Parent Teachers Association, the Nassau County Ministry Association, the American Christian Counseling Association, and several other entities committed to improving the lives of all residents of Long Island, and the Academy learning communities.

Today, the Academy is nationally-recognized as a school providing high-quality instruction to students in an environment that is safe, conducive to learning, inviting to families, and responsive to the needs of the community. The education corporation serves more than 4000 students and employees several hundred committed professionals who share Bishop Goldson's vision for what is possible for children in Nassau and Suffolk County.

ACADEMY CRITERIA FOR SEEKING EXPANSION THROUGH REPLICATION

TACS II Central Islip Regional High is planned as a replication of TACS Uniondale. In particular, the proposal for TACS II Central Islip innovates from our traditional K-5 model for initial charter terms to establish a comprehensive career and technical education high school without an Academy feeder school. The Academy has had tremendous success in establishing three charter schools beginning with elementary grades. Each of those schools, based on state assessments for TACS I Hempstead and Uniondale, and interim assessments at TACS II Wyandanch, meet or exceed statewide student achievement marks. The Academy has also successfully expanded elementary schools at Hempstead and Uniondale to successful middle and high school programs. Uniondale additionally offers career and technical education in five areas. We have been deliberate and intentional about developing each school. In this instance, we believe that Central Islip's dynamic school environment aligns well with the unique offering of a CTE-defined high school. The current district high school serves over 4000 students. We believe choice will benefit the entire community.

The education corporation has considered replication in several high need communities within New York State where trustees, administrators or staff members have abiding ties. Our considerations of where to replicate are informed first by the presence of authentic ties to and knowledge of the community; second, by the empirical evidence of need for our model within a given community; and third, by the viability of the opportunity to serve.

The founding team made the decision to replicate in the Central Islip based on the several factors. Central Islip occupies the center of Long Island and serves as a demographic and cultural hub for Suffolk County. Central Islip is full of potential. Thousands of intelligent students from diligent families are struggling to meet or exceed state standards due to factors beyond their control. At the same time, social factors beyond the security of our school buildings impinge on their quality of life, and curtail the capacity of young minds to dream big.

PLAN GENESIS AND DRAFTING TIMELINE

In the spring-summer of 2019, our founding team held meetings to discuss replication considerations. The team had been conducting outreach activities and gathering verbal support for a replication effort in Wyandanch. Preliminary indications were that while opposition to all charter schools has voice within quarters of the district, the Academy model of building a defining high-performing brand with an independent facility would be well-received. Drafting this replication proposal was delayed by the expanding COVID-19 epidemic as early as March 2020. Whereas the founding team has a great number of high-capacity project leads and support team members, the pandemic continues to preclude our team from implementing a robust plan comparable to what was developed for TACS Uniondale.

The founding team, due principally to COVID-19 rather than Wyandanch-based feedback seeking modifications, has contemplated making broad-based changes consistent with interventions at Hempstead and at Uniondale. However, recent developments signaling the widespread availability of vaccines, CDC-encouraged school re-openings, and our experiences these past two school years suggest that our approaches to onsite and blended may be more than sufficient to meet the demands of serving Wyandanch, inclusive of unplanned immigrant and other high-need communities.

In the months from January through June 2021, the local and statewide vaccination rates against SARS-COVID-2 have increased significantly. Our teams have been able to meet with community residents, garner support from community leaders, and solicit feedback on the attractiveness of our model. As such, we believe there is now robust support for an Academy Charter School in Wyandanch, and that we are likely to enroll numbers sufficient to meet our enrollment goals.

The founding team used the following structure to develop the proposal:

Area of Activity	Key Personnel	Responsibilities
Application Writing (General)	Benjamin & Young, LLC; Nicholas Stapleton; Wayne Haughton, Felicia Barracks	Overall Application Writing
Instructional Leadership, Professional Development and School Culture	Nicholas Stapleton	Model Development, Application Writing, Curriculum Narrative
Community Engagement, Outreach and Social Media	Robert Stewart, Wayne Haughton, Dr. Nicholas Stapleton, Felicia Barracks, Bishop Barrington Goldson	Institutional and Individual Outreach; Virtual Meetings; Social Media and Publicity Development; Public Meetings; Seeking Letters of Support; Hosting Focus Groups for Feedback on Model
School Budget Design	Alwayne Burke, BoostEd Financial	Education Corporation Budget; TACS Wyandanch Budget; Programmatic Alignment to Viable Suggestions/Requests from the Community
Site Selection	Wayne Haughton, Nicholas Stapleton, Bishop Barrington Goldson	Facility Evaluation, COVID Response Plans

BALANCING TARGETED OUTREACH AND LESSONS LEARNED

The Academy Charter School education corporation team revisited earlier application formulations and modified our process to strengthen areas where coordination yielded greater benefits. Consultant Benjamin & Young, LLC developed a qualitative analysis tool for Shared Services Team managers to more fully envision the implications of an expansion into Suffolk County. The tool, developed in 2021 for the establishment of TACS II Wyandanch, informs our work for TACS II Central Islip. Managers were asked to provide a roadmap of their goals, priorities, key performance indicators; and methods for board reporting (including essential monthly and quarterly content), internal team meeting protocols, supervision systems, and required additional support. In so doing, managers were also asked to distinguish between how these functions are presently carried out within the education corporation, and how these functions may change with the addition of TACS II Central Islip. The final component asked managers to sketch “A Day in the Life” of command and control in their respective areas.

As was the case with TACS II Wyandanch, the exercise drove comprehensive redesign and alignment of all SST job descriptions. SST chief-level executives have maps of their organizational capacity, and frameworks for addressing areas of growth through training, promotion, and hiring. The team also has additional clarity around how best to coordinate functions within and across teams; and, improved mechanisms for delegation. TACS II Central Islip presents an added logistical challenge in that the center of the Central Islip community is roughly 35 miles from the existing CTE high school at TACS I Uniondale. The challenge is mitigated somewhat by the fact that our teams have supported TACS II Wyandanch (6 miles from Central Islip town center). As such, our instructional and operations team leaders have built the muscle of traveling to provide regular support, build cultural coherence across facilities, and anchor interpersonal relationships with new and migrating staff. Bridging spatial distances is work that we are doing every day. Extending the bridge another 6 miles is a challenge, but not one beyond the capacity of our founding and planning teams.

The catalyst for much of this work in establishing TACS II Central Islip has been recurring challenges around obtaining extensive community feedback upon the launch of new charters. Three years ago, while soliciting community feedback for TACS Wyandanch, our teams moved earlier, involved more team members, engaged more community members, and obtained letters of support. Whereas efforts to build connections in Wyandanch were temporarily hampered by the pandemic, our linkages in Central Islip promise to deliver high levels of community support for through the enrollment season of Spring and Summer 2026.

The scope of our outreach efforts will be detailed in Responses R-04af of the application.

LIST OF FOUNDING TEAM MEMBERS

FOUNDING TEAM MEMBERS (OTHER THAN BOARD MEMBERS)		
NAME	RELEVANT EXPERIENCE SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
Wayne Haughton, Chief Development Officer (CDO)	Served as founding Executive Director of The Academy Charter School. Expertise in organizational leadership, government, community relations, fundraising, and facilities.	Mr. Haughton will not assume an official role in the school. He will continue to coordinate Shared Services Team support. Mr. Haughton will divide his time regionally to meet the needs of each school.

FOUNDING TEAM MEMBERS (OTHER THAN BOARD MEMBERS)		
NAME	RELEVANT EXPERIENCE SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
Dr. Nicholas Stapleton, Chief Academic Officer (CAO)	Served for several years as the instructional leader for The Academy Charter Schools in Hempstead Instructional leadership, curriculum design, professional development, staffing, assessments. Former building principal of two charter schools in Georgia and New York City.	Dr. Stapleton will serve as CAO for all Academy Schools, and will assume no formal role at the school. The CAO will divide his time to meet the needs of each school.
Alwayne Burke, Group Chief Financial Officer (CFO)	Auditor. Senior finance lead with broad experience in financial management, oversight, and reporting. Certified Public Accountant.	Mr. Burke will serve as Group CFO and provide centralized support for all schools. He will assume no role in the schools. His role includes supervision of the SST CFO and Assistant CFO who will share oversight responsibilities for each of the Academy schools.
Sandrea O'Neill, Chief People Officer and General Counsel	Attorney, human resources administrator. Hiring, teacher recruitment, interviewing, protocol and procedure development.	Ms. O'Neil will serve as CPO/GC and provide support for all schools HR and related needs, while continuing to lead legal activities for the education corporation. She will assume no role in the school.
Bishop Barrington Goldson, Trustee Emeritus	Former board chairperson, governance, organizational leadership, strategic planning and finance.	Bishop Barrington will serve in an advisory capacity to the education corporation and assume no role in the school.
Benjamin & Young, LLC	Charter school consultant. Former charter school authorizer. Application writing proposal development, business plan development.	The team at Benjamin & Young, LLC will assume no role in the school.

WITHDRAWN, REJECTED, AND CONCURRENT PROPOSALS (SUNY OR OTHER AUTHORIZERS)

Neither this proposal nor a substantially similar proposal has been previously withdrawn from consideration or rejected by SUNY Trustees or any other charter authorizer. Neither the applicant nor any founding team members are seeking charters from another entity in New York State or elsewhere. None of the lead applicants have ever been granted a charter for a school which has ceased operations.

REQUEST 3

LETTERS OF JUSTIFICATION

This item is not applicable to the applicant. No such actions have been taken by the Academy or any charter entity in any state.

REQUEST 3

FOUNDING TEAM RESUMES

The Academy Charter School II (TACS II) operates one charter school in Wyandanch, NY (Suffolk County). The Academy Charter School I (TACS I) operates two charter schools in Hempstead and Uniondale, respectively. Both schools are in Nassau County. Our founding team has been instrumental in the founding, design, and continuing success of each school. Team members have clear roles and responsibilities, as well as complementary skill sets. The founding team comprises individuals with comprehensive and varied expertise and experience related to the opening, organizing, and operating of charter schools. Essential fields such as educational leadership (at all grade levels), instruction, finance, banking, education law, real estate, community relations, and staff development are part of the array of talent driving TACS success.

Each SST leader has participated in the launch of multiple charter schools across at each grade level: elementary, middle, and secondary. In addition, team members continue to serve in pivotal support roles throughout the year for TACS I Hempstead, TACS I Uniondale, and TACS II Wyandanch. Our senior leaders liaise directly with the board of trustees each month at the level of the full board and at the committee level. Our founding team is responsible for providing the board of trustees with timely, accurate and actionable information throughout the application and launch process for new charter schools.

The SST serves as an operational and strategic connection between our policy-setting board and our academic leaders at the building level. In each area, one of the designated team leads directs a team of dedicated professionals in meeting our objectives.

The founding team members are:

Bishop Barrington Goldson	Chief Executive Officer
Sandrea O'Neil	Chief Legal and Compliance Officer
Dr. Nicholas Stapleton	Chief Academic Officer
Wayne Haughton	Chief Development Officer
Alwayne Burke	Group Chief Financial Officer
Donovan Henry	Chief Financial Officer

Resumes for each team member follow.

BARRINGTON F. H. GOLDSON

[redacted]

[redacted]

SANDREA ONEIL, ESQ.

[redacted]

Nicholas Stapleton, Ed.D.

[redacted]

[redacted]

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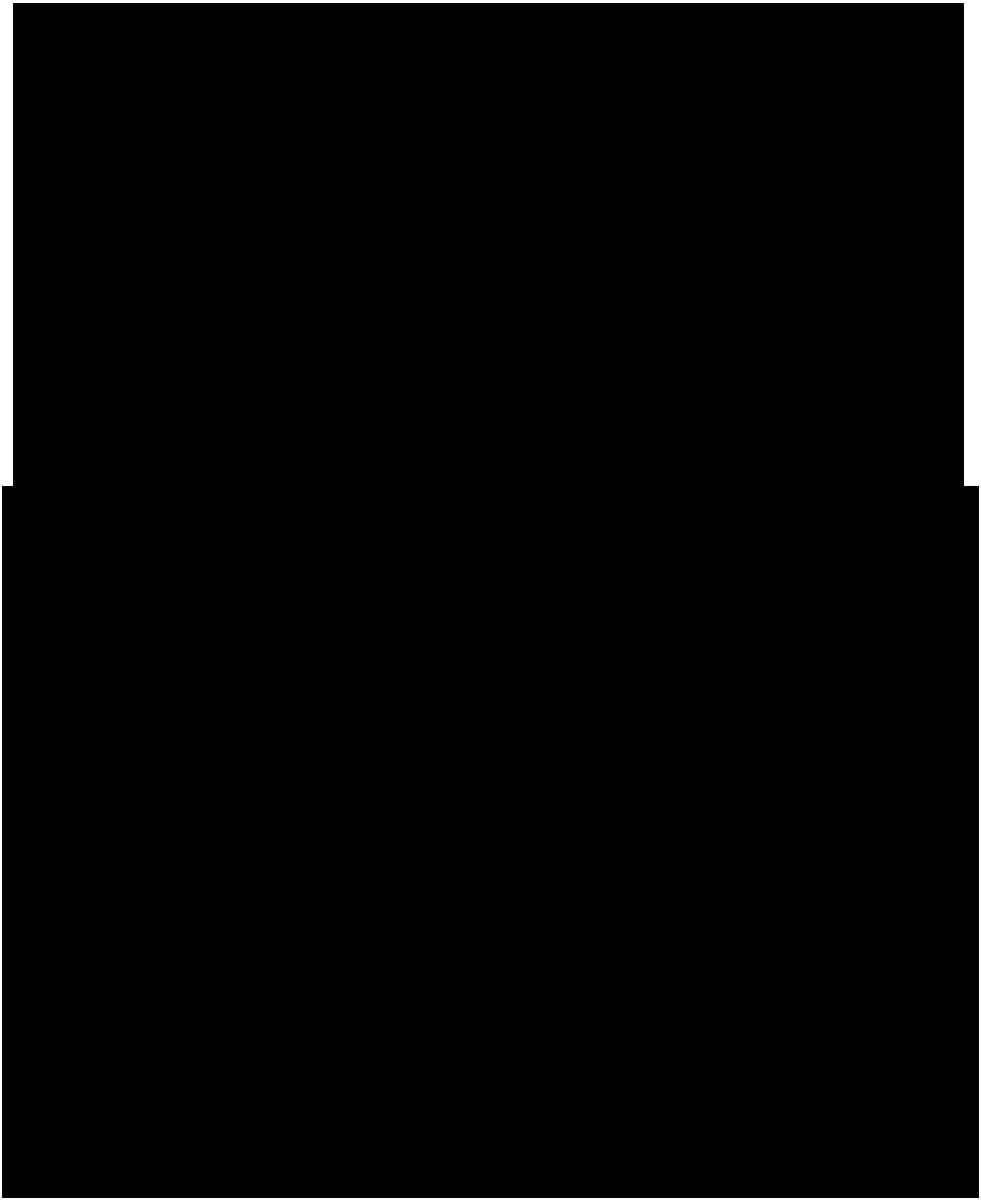

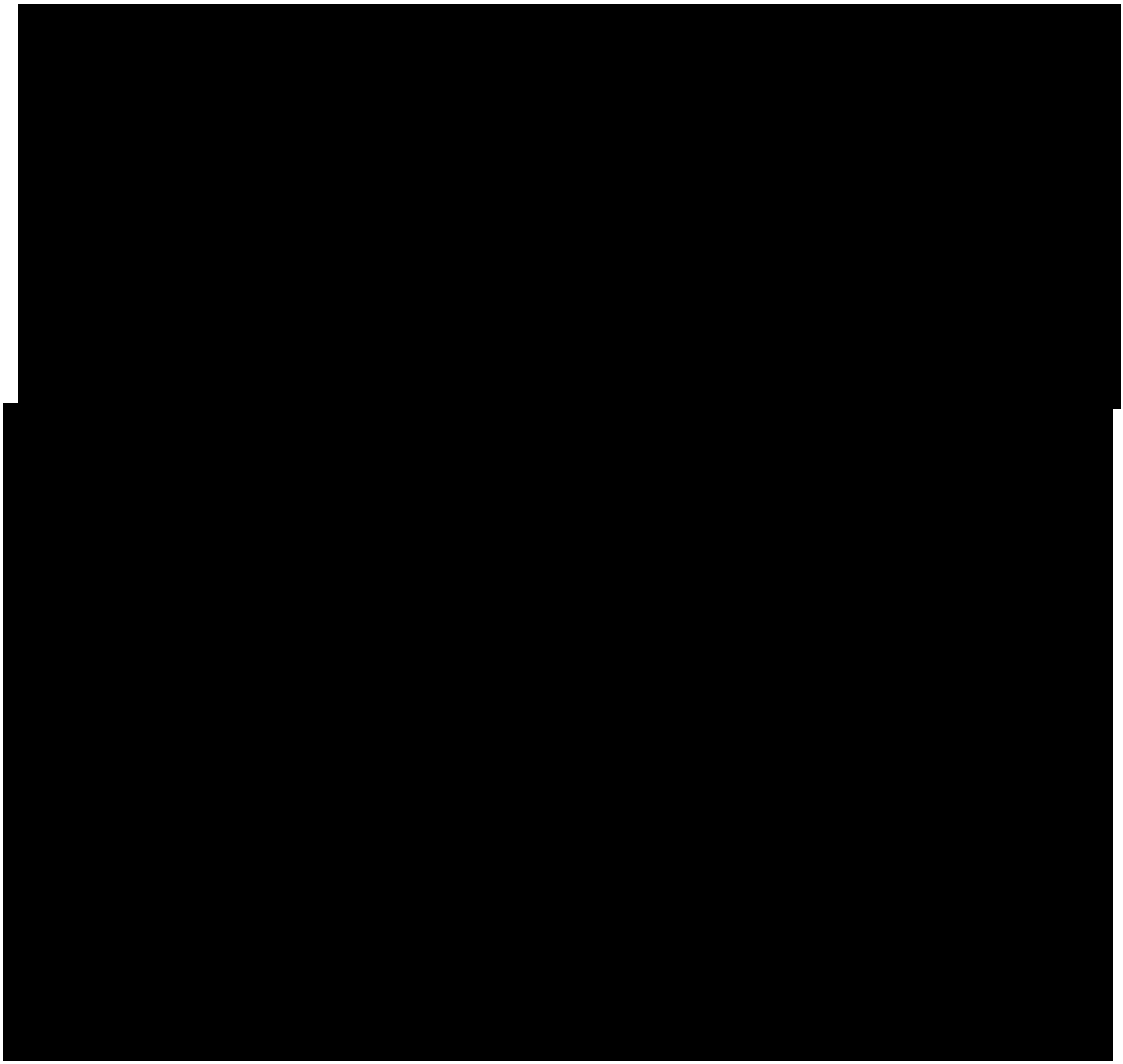

WAYNE HAUGTHON

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Alwayne Burke, CPA, CGMA

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DONOVAN N. HENRY, CPA

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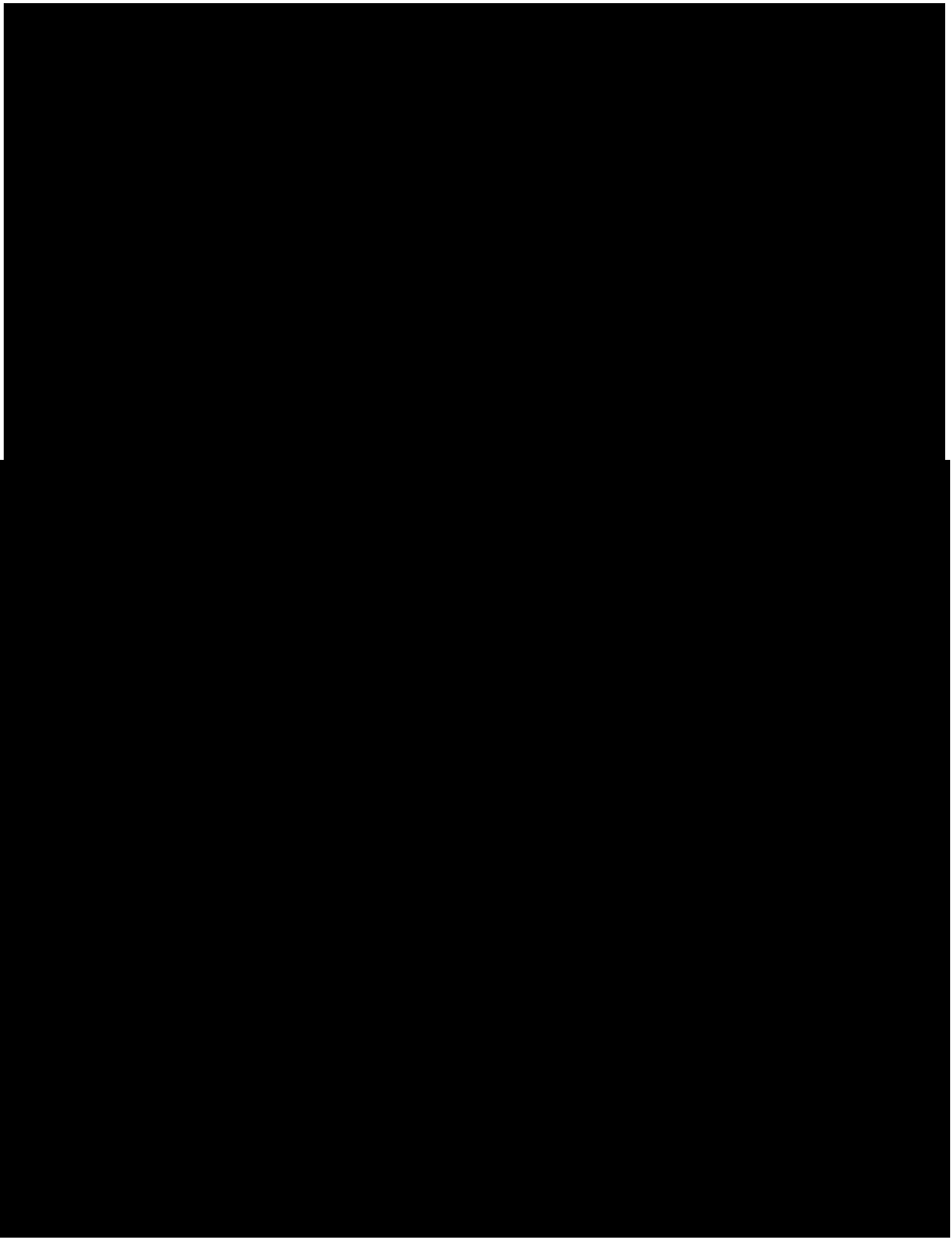

REQUEST 3

PROBATIONARY STATUS

The Academy Charter School (TACS) education corporation operates charter schools in the Long Island, New York districts of Hempstead, Uniondale and Wyandanch, serving over 4,000 students in Nassau and Suffolk counties.

This item is not applicable to the education corporation, the lead applicant or any founding team member(s).

REQUEST 4

COMMUNITY OUTREACH, SUPPORT, AND DEMAND

DESCRIPTION AND ANALYSIS OF COMMUNITY OUTREACH EFFORTS

Brentwood and Central Islip are neighboring communities. Both are relatively close to the TACS II base in Wyandanch. This proximity enabled our teams to conduct outreach efforts in both Brentwood and Central Islip for the proposed school. Given the statutory preference for district residents, we do assume the majority of all enrolled students will be from the district of location. This experience, however, has allowed for a great cross-fertilization between community residents. We are hopeful this approach generates enthusiasm for our model and for the school.

The Academy Charter School founding team began having conversations with members of the Brentwood/ Central Islip community several years ago. Many of these conversations centered around concerns focused on the performance of the school district on the various New York State assessments. Several concerned community members express their desire for the Academy Charter School to establish a charter school within the district several years ago. What began with a series of conversations has grown into a larger commitment to replicate our existing model, and to incorporate specific feedback from new segments within the Brentwood/ Central Islip community.

During the winter and early spring months of 2025, we began to conduct formal outreach in public settings. This includes mostly the distribution of flyers scheduled meetings and formal presentations. Though we had concerns that there will be pushback from the teacher's union and some elected officials at the state level, our founding team was committed to establishing meaningful ways for the community to provide input on the overall school proposal and specific characteristics of our model. Given the political situation, we have proceeded with an excess of caution over the past few months. In so doing, we have obtained clear evidence of academic need within the district as indicated on the New York State 2025 School Report Card. Thus, we believe that their demand for the instructional and overall school approach of the Academy Charter School will provide families with the option for educating their children.

The origination of the conversations related to the Academy organization creating a charter school in the Brentwood/ Central Islip community began in the Summer of 2021. Members of the faith-based community reached out to members of the Academy shared service leader team after they had learned that the Academy was about to establish in the Wyandanch community; some expressed that Brentwood/ Central Islip has similar academic performance issues. We were told they were impressed with the progress of the Academy Charter School in Hempstead and because of a similar demographic shift in the Brentwood community there would be a need to address the academic performance issue. Moreover, we

were also told that there is a close connection between the governance and leadership of the districts, teachers union, and with select local politicians who want to retain the status quo for their own business interests. Over the last 2 years, we have been working with some elected officials in the Town of Babylon, and the Town of Islip to navigate the political hurdles and to continue building these conversations with those elected officials who may oppose the establishment of a charter school in their constituency. Through their connection, we were able to speak with other community leaders on an ongoing basis who encouraged us to proceed with the application but were concerned about the current publications related to the financial strength of select districts in which charter schools are located in on Long Island.

The shared service team held meetings with the following individuals and organizations:

1. Angela Tapia – Community Member
2. American Legion – Brentwood
3. Maria Green – Community Resident
4. Bishop Reid -New Jerusalem Baptist Church
5. Lighthouse Baptist Church – Pastor Harris
6. Judith Garrick – Community Resident
7. Bishop Cunningham
8. Durham AME Zion Church – Pastor Lenoard Edwards
9. Carlos Covas – Community Resident
10. Alicia Bonilla – Community Member
11. Lisli Villafuerte – Community Resident
12. Ted Sasso – Sasso Realty
13. David Kirwin – Design & Development Consultant (License Realtor)
14. David Sargow – Brown, Harris & Stephens Realty
15. Travis Holloway – Principal, Academy Charter School

In addition to these meetings, we launched an early social media campaign targeting community groups with posts announcing our intent to apply for a charter school, and in early February 2025. Targeted groups within Brentwood and Central Islip and surrounding communities were:

- Uplift Brentwood
- Uplift Central Islip
- Uplift Our Towns
- Latina Moms Connect
- Central Islip Connects for Change
- Adelante Suffolk County

During the Winter and Spring of 2025, our team held a series of face-to-face meetings which include presentations related to the proposed school (s). Over the course of those conversations, we spoke with more than 200 community residents about the proposed charter school, our track record in Hempstead, Uniondale, and Wyandanch, a comprehensive review of the Academy's academy performance at each location, and our plans to improve school choice in Brentwood/Central Islip. Our series of meetings set aside time for questions and answers from the participants. At a time when we were able to obtain written petitions from participants, and express their own interest, and give feedback on the quality of the presentation.

During these meetings, participants reported an interest in enrolling their children in the school and posed questions pertaining to the academic/ instructional program and safety net programs including after school, sports, and performing arts.

In March 202, our founding team held conversations with Travis Holloway, an Academy principal who resides in Central Islip. He supported our plan and will be scheduled to attend future events in the community in support of the school. Each presentation provides the community with a full exposition of the Academy Charter School inclusive of presentations by our instructional and operations teams, performances by students, and opportunities to meet parents and staff. To date, we have obtained more than 50 signatures and will continue to gather evidence of demand throughout the summer. We remain optimistic about the prospects of engaging current employees in the Academy network of schools who reside in the community to promote the proposed expansion into the Brentwood/Central Islip community.

In February 2025, our leadership met with Richard Shaffer, Town Supervisor of the Town of Babylon, and Angie Carpenter, Town supervisor of Islip. Also, Edward Romaine, Suffolk County Executive, stated that he would support the establishment of the school. We are most appreciative of their support, and we are encouraged that our outreach initiatives in the future will be conducted as scheduled and planned.

In February to March 2025, our outreach team visited the community again to distribute flyers and obtain signatures from parents of eligible school-age children. We spent time at the rail station, at retail establishments, in the town centre, and in neighboring communities sharing information about the Academy and listening to hear from parents what they want most in Brentwood/ Central Islip. The parents we spoke with were clear in their priorities:

1. Ensure that there is a strong ESL/ Bilingual and SWD program.
2. Implement programs that can dissuade students from joining gang activities.
3. Create safety net programs including sports, and arts.
4. Provide students with skills for work (CTE) so they can help pay for college.

Our founding team has considered each of these positions. Many are already staples of the Academy, especially ensuring that SWDs and ELLs receive services and additional support that are conducive to them learning in the least restrictive environment. All Academy schools operate well above the state target. With two teachers in each early grade classroom, strong staffing in high-need areas, and an SST, the Academy can offer supports that are increasingly challenging for districts to deliver.

We believe that building strong character and citizenship is key in developing the whole child. We will implement a charter education program that focuses on Social Emotional Learning and gang prevention skills including partnership with community-based agencies.

Safety net programs are also an area of focus for the education corporation. The Academy Charter School has provided safety net programs including sports, performing arts, and tutoring services for struggling students during the after-school hours, select Saturday hours, and during the Winter, Spring and Summer breaks. Moreover, all our locations have a comprehensive meal program whereby, breakfast and lunch are provided to students and various agencies in the community in which they are located.

The focus of STEM and Career and Technical Education (CTE) was well received. Some families expect students to acquire work related skills and thus have jobs as wage earners while students are enrolled in high school and college. The Academy offers these skills via its NYSED certified programs. These programs are included in the replication design for Brentwood/ Central Islip. This is precisely the type of meaningful and substantive feedback that strengthens home-school connections.

As our method has been in Hempstead and Uniondale, our founding team will continue outreach within the Brentwood/ Central Islip community through the months before opening in September 2027. There is a strong likelihood that the school will offer a two-week onboarding program in the summer proceeding the school opening. We believe this engagement typifies the spirit of micro-targeted engagement that yields great relationships. We continue our engagement to build stronger relationships within the community by having thoughtful, open dialogue with all community members about our work. While we do solicit signatures from parents of students eligible to enroll, we also seek out conversations with

community leaders (as noted above), elected officials, and those who are family members and neighbors within our prospective learning community.

The Academy Charter School will continue its outreach efforts in Brentwood/ Central Islip in several ways. Outreach to the faith-based community will be led by the Board of Trustees. Several members of this team have affiliation with various congregations in the local faith-based community, and a long-standing relationship with members of this community. Mr. Travis Holloway, the current principal of Academy Charter School Hempstead High School has been a long-term resident of Central Islip and will be working to recruit select community members in promoting the school. Finally, Mr. Gary Rodolitz, former chairperson of the Local Development Corporation for Nassau County, will support our efforts to secure formal recommendations from elected officials.

The SST's designees to oversee the outreach are Chief Executive Officer, and the Chief Development Officer (with oversight of facilities). Bishop Barrington Goldson, and Mr. Haughton are experienced executives with experience in school operations, school opening, and community relations. The Academy leadership team has also been speaking to real estate professionals about sites and have visited the community to look at three locations/ facilities. The community is also going through a revitalization in real estate in both housing and commercial properties and we believe that such community programs can attract families to the community who will want good schools to send their children.

THE ACADEMY CHARTER SCHOOL
Number of Students on Waitlist 2025-2026

Uniondale	Open			
Grade	Seats	Seated	Waitlisted	Open Seats
K			30	
1			30	
2			27	
3			25	
4			32	
5			39	
6			68	
7			34	
8			33	
9			20	
10			10	
11			10	
12			12	
Total			377	

Hempstead	Open			
Grade			Waitlisted	Open Seats
K			19	
1			23	
2			13	
3			31	
4			20	
5			36	
6			56	
7			41	
8			49	
9			41	
10			26	
11			16	
12			11	
Total			383	

Wyandanch	Open			
Grade	Seats	Seated	Waitlisted	Open Seats
K			28	
1			21	
2			22	
3			21	
4			16	
5			28	
6			23	
7			22	
Total			181	

REQUEST 4

EVIDENCE OF COMMUNITY OUTREACH AND ENGAGEMENT

To ensure a strong Fall 2027 TACS II Central Islip Regional High launch, all representatives of the education corporation, inclusive of trustees, the founding team, Shared Service Team members, school-based staff, and parents and families, worked to conduct initial outreach beginning Spring 2024 through the application filing period. There is a significant gap between our peak outreach activities and the charter application period. Ideally, our teams will fully deploy between 2025 and 2026 to ensure community interest aligns with our launch, and so that today's middle schoolers can begin planning now. Nonetheless, a full outreach engagement in Central Islip is premature at this time. We believe that our steps have been measured and well directed to the individuals and institutions with strong and abiding community ties who can be long-term partners in our move to Central Islip. In fact, our outreach has provided us with a strong sense of what is possible in Central Islip, inclusive of challenges and opportunities.

As has historically been the case, we will continue outreach through the period of school planning and opening. Each of our schools routinely solicit feedback from parents and families and students about the effectiveness of our model, the educational program, as well as changes to our practice as an organization. The Academy Charter Schools are data-driven entities that rely on the critical feedback of friends and others for guidance in how best to navigate ever-changing spaces.

The Academy Charter School founding team has been having conversations with members of the Brentwood/ Central Islip community several years ago. Much of these conversations centered around concerns focused on the performance of the school district on the various New York State assessments. Several concerned community members express their desire for the Academy Charter School of our desire to establish a charter school within the district several years ago. What began with a series of conversations has grown into a larger commitment to replicate our existing model, and to incorporate specific feedback from new segments within the Brentwood/ Central Islip community.

During the winter and early spring months of 2025, we began to conduct formal outreach in public setting. This includes mostly the distribution of flyers scheduled meetings and formal presentations. Though we had concerns that there will be pushback from the teacher's union and some elected officials at the state level, our founding team was committed to establishing meaningful ways for the community to provide input on the overall school proposal and specific characteristics of our model. Given the political situation, we have proceeded with an excess of caution over the past few months. In so doing, we have obtained clear evidence of academic need within the district as indicated on the New York State 2025 School Report Card. Thus, we believe that their demand for the instructional and overall school approach of the Academy Charter School will provide families with the option for educating their children.

The origination of the conversations related to the Academy organization creating a charter school in the Brentwood/ Central Islip community began in the Summer of 2021. Members of the faith-based community reached out to members of the Academy shared service leader team after they had learned that the Academy was about to establish in the Wyandanch community; some expressed that Brentwood/ Central Islip has similar academic performance issues. We were told they were impressed with the progress of the Academy Charter School in Hempstead and because of a similar demographic shift in the Brentwood community there would be a need to address the academic performance issue. Moreover, we were also told that there is a close connection between the governance and leadership of the districts, teachers union, and with select local politicians who want to retain the status quo for their own business interests. Over the last 2 years, we have been working with some elected officials in the Town of Babylon, and the Town of Islip to navigate the political hurdles and to continue building these conversations with those elected officials who may oppose the establishment of a charter school in their constituency. Through their connection, we were able to speak with other community leaders on an ongoing basis who encouraged us to proceed with the application but were concerned about the current publications related to the financial strength of select districts in which charter schools are located in on Long Island.

The shared service team held meetings with the following individuals and organizations:

1. Angela Tapia – Community Member
2. American Legion – Brentwood
3. Maria Green – Community Resident
4. Bishop Reid -New Jerusalem Baptist Church
5. Lighthouse Baptist Church – Pastor Harris
6. Judith Garrick – Community Resident
7. Bishop Cunningham
8. Durham AME Zion Church – Pastor Lenoard Edwards
9. Carlos Covas – Community Resident
10. Alicia Bonilla – Community Member
11. Lisli Villafuerte – Community Resident
12. Ted Sasso – Sasso Realty
13. David Kirwin – Design & Development Consultant (License Realtor)
14. David Sargow – Brown, Harris & Stephens Realty
15. Travis Holloway – Principal, Academy Charter School

In addition to these meetings, we launched an early social media campaign targeting community groups with posts announcing our intent to apply for a charter school, and in early February 2025. Targeted groups within Brentwood and Central Islip and surrounding communities were:

- Uplift Brentwood
- Uplift Central Islip
- Uplift Our Towns
- Latina Moms Connect

- Central Islip Connects for Change
- Adelante Suffolk County

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REQUEST 4

EVIDENCE OF COMMUNITY SUPPORT

The Academy Charter School (TACS) education corporation operates charter schools in the Long Island, New York districts of Hempstead, Uniondale and Wyandanch, serving over 4,000 students in Nassau and Suffolk counties.

This item is pending additional outreach to community members. While the Education Corporation made inroads with a number of organizations and elected officials, the community outreach is ongoing. The Academy's Executive Leadership Team held meetings with several elected officials from the Town of Islip and the Town of Babylon and letters of support were provided in relation to the expansion in Brentwood. We are continuing to schedule meetings to outline our plans and to gather letters of support from state level elected officials. Moreover, the Academy team initiated a series of meetings and presentations with community-based organizations, mostly faith-based organizations. We will continue to conduct meetings and conversations through June 2026. Upon receiving the written documents of support, we will forward to the Institute

In addition to letters of support and signatures, we will provide the Institute with signatures of parents/guardians of students eligible to enroll beginning in September 2027. The founding team will provide the Institute with quarterly updates on our outreach and support efforts, at an interval determined by the Institute

LETTERS OF SUPPORT

The Founding Team to establish The Academy Charter School II Central Islip has worked since Spring 2024 to inform, dialogue with, and learn from the Central Islip community. In Spring 2024, we notified community-based groups of our intent to establish a career and technical education high school to meet the burgeoning needs of diverse students seeking alternatives to the existing model. Signatures of meeting attendees are attached. To date, community residents have expressed support through means other than direct letters to the Institute. However, as noted above and elsewhere in the application, election officials representing constituents within the target district of location have extended their support for locating an Academy school in the district.

E-MAILS OF SUPPORT

As is often the case in dynamic school districts, obtaining strong public support for charters is challenging. The initial phase of information dissemination (education corporation history, school design, impact analysis), solicitation of interest (prospective parent signatures, student solicitation of information and applications, community partnerships), and expressions of firm commitment (letters of endorsement, partnership agreements, completed applications) has been comparable to our experiences in Uniondale and Wyandanch. We anticipate receiving more and more responses to our outreach as we draw nearer to the time of launch. As always, we will continue to share our model with community residents to solicit feedback on the match between our model and their needs. The early indications are that the current mix of programs is strongly aligned and desired within the community. The results of subsequent e-mails from the community will be forwarded to the Institute.

ANALYSIS OF SURVEY RESULTS

The TACS II Central Islip founding team sought to measure student demand using three central metrics: verified signatures of prospective parents; current enrollment in grades K-6; and qualitative assessments of outreach engagements with parents and community members.

Our initial survey results are promising. In neighboring Brentwood, 88 percent of respondents strongly agree that the Academy model will be beneficial for their child. 96 percent echoed the importance of our key design elements. The most popular component of the model for most respondents was that Brentwood schools can offer a pathway to CTE education in high school. We believe these results are a strong proxy for interest within Central Islip where polling will continue through the summer of 2025.

The time before the anticipated opening of TACS II Central Islip Regional High (September 2027) offers our teams more time to build relationships and uncover ways in which we can optimally customize our model for Central Islip. The current CTE model is aligned to TACS I Uniondale. The program has local, national and regional partners, and has been celebrated statewide. We intend to offer the same program in Central Islip, but we remain open to additions or modifications over the course of the initial charter term, and subsequently during renewal terms.

Town of Babylon

200 E. Sunrise Highway
Lindenhurst, New York, 11757
(631) 957-3000

RICH SCHAFFER
SUPERVISOR

March 11, 2025

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, New York 12246

Re: Support for The Academy Charter School

To Whom it May Concern,

Please allow this letter to evidence my support for The Academy Charter School's request for state authorization from the Charter School Institute of New York (CSI) to establish a charter school in the Town of Islip, Long Island.

The Academy has a proven track record of success throughout Long Island. Their methodical and disciplined approach to educating all students has been successful in Uniondale, Hempstead, and, most recently, in Wyandanch in the Town of Babylon. Through rigorous academics and personal excellence, along with an emphasis on elevating retention and graduation rates, The Academy has improved the lives of all enrolled students, as well as public schools throughout all communities where they operate. I am confident they will bring the same level of success to the Islip community.

By authorizing Charter Schools in the appropriate areas of the state where alternative educational facilities would be beneficial, CSI serves an integral role in educating students throughout New York State. By authorizing an additional charter for The Academy in Islip, CSI would bring significant value to Suffolk County's students and families.

Respectfully submitted,

[redacted]

Antonio A. Martinez *Councilman* *Deputy Supervisor*
DuWayne Gregory *Councilman*
Terence F. McSweeney *Councilman*
Anthony N. Manetta *Councilman*
Jennifer C. Montiglio *Receiver of Taxes*
Geraldine Compitello *Town Clerk*

An Equal Opportunity / Affirmative Action Employer

March 24, 2025

Travis Holloway
[redacted]

To Whom It May Concern:

My name is Travis Holloway, and I am currently in my 9th year serving as the High School Principal at the Academy Charter School – Hempstead. I'm also a resident of Central Islip.

This letter is to express my support for the Academy Charter School's expansion into Central Islip. As a member of the school's team, I have seen first-hand the impact that the Academy has had on the students that the school serves, and I believe that the Academy will serve the scholars and community of Central Islip well.

Educationally Yours,
[redacted]

THE ACADEMY CHARTER SCHOOL
CENTRAL ISLIP COMMUNITY
SIGN-UP SHEET

#	Name	Address	Signature	Telephone #
1	[redacted]	[redacted]	[redacted]	[redacted]
2	[redacted]	[redacted]	[redacted]	[redacted]
3	[redacted]	[redacted]	[redacted]	[redacted]
4	[redacted]	[redacted]	[redacted]	[redacted]
5	[redacted]	[redacted]	[redacted]	[redacted]
6	[redacted]	[redacted]	[redacted]	[redacted]
7	[redacted]	[redacted]	[redacted]	[redacted]
8	[redacted]	[redacted]	[redacted]	[redacted]
9	[redacted]	[redacted]	[redacted]	[redacted]
10	[redacted]	[redacted]	[redacted]	[redacted]
11	[redacted]	[redacted]	[redacted]	[redacted]
12	[redacted]	[redacted]	[redacted]	[redacted]

I support the application of The Academy Charter School to operate a charter school in Central Islip.

THE ACADEMY CHARTER SCHOOL
CENTRAL ISLIP COMMUNITY
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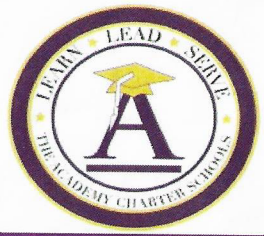

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REQUEST 4

EVIDENCE OF DEMAND

There is strong evidence of demand for the instructional model and school organizational structures developed by The Academy Charter School in Central Islip. The Education Corporation made inroads with a number of organizations; we will continue to schedule meetings and community-based presentations through June 2026. Upon receipt of support documents including letters and petitions, they will be forwarded to the Institute. Currently, there are 62 students from the Brentwood and Central Islip communities enrolled at our three other locations.

THE CITY OF CENTRAL ISLIP, NEW YORK: INVESTIGATING THE SOCIOECONOMIC AND EDUCATIONAL NEEDS AND OPPORTUNITIES

DEMOGRAPHIC AND SOCIOECONOMIC CONTEXT OF CENTRAL ISLIP

Central Islip, a community located in Suffolk County on Long Island, New York, presents a complex demographic and socioeconomic profile. According to the latest census data, Central Islip has an estimated population of approximately 34,000 residents. The community is marked by a diverse demographic composition, with a significant representation of Hispanic and Black residents. According to the U.S. Census Bureau (2021), the racial and ethnic breakdown is as follows: 38.9% Hispanic or Latino, 27.5% White, 24.2% Black or African American, and 5.3% Asian. This demographic diversity contributes to a rich cultural fabric, though it also presents unique challenges in terms of addressing the varied needs of different communities within the population.

SOCIOECONOMIC LANDSCAPE OF CENTRAL ISLIP

Central Islip, New York, exhibits a multifaceted socioeconomic landscape characterized by moderate household income levels, a discernible poverty rate, and educational attainment figures that fall below regional and state averages. The median household income in the area is approximately $110,166, a figure that surpasses both the New York State median of $84,578 and the New York-Newark-Jersey City metropolitan area median of $97,334 (U.S. Census Bureau, 2021). However, the per capita income, which stands at $33,129, remains significantly lower than the state average of $49,520 and the metropolitan area average of $54,510 (U.S. Census Bureau, 2021). Despite a poverty rate of 9.3%, which is comparatively lower than the New York State average of 13.7% and the metropolitan area average of 12.4% (U.S. Census Bureau, 2021), challenges persist in the realm of educational achievement. Approximately 76.9% of residents aged 25 and older have completed high school or attained a higher level of education, a percentage that is substantially below the state average of 87.9% (National Center for Education Statistics, 2020). Furthermore, only 18.4% of the population holds a bachelor's degree or higher, a rate that is significantly lower than the state and metropolitan area averages of 39.6% and 43.5%, respectively (National Center for Education Statistics, 2020). These statistical indicators point to underlying difficulties related to workforce preparedness and economic mobility within the community.

The community's economic structure relies heavily on middle-income, blue-collar jobs, with industries such as retail, construction, and services providing much of the local employment. However, the relatively low per capita income indicates that many residents may be underemployed or working in low-wage positions that do not provide sufficient economic stability. The area has seen a steady increase in housing costs, further straining household budgets.

POVERTY RATE AND EDUCATIONAL ATTAINMENT

Central Islip experiences a poverty rate of 9.3%, which is lower than the New York State average of 13.7% and the metropolitan area average of 12.4% (U.S. Census Bureau, 2021). While this rate is relatively modest, it still indicates that a significant portion of the population faces financial hardship, which affects access to education, healthcare, and other essential services.

CRIME AND COMMUNITY STABILITY

Crime in Central Islip further compounds these socioeconomic challenges, presenting a significant concern for both residents and policymakers. The overall crime rate in the area stands at 15.17 incidents per 1,000 residents, with violent crimes comprising 1.39 per 1,000 residents and property crimes occurring at a rate of 13.78 per 1,000 residents (CrimeGrade.org, n.d.). Although Central Islip receives a B+ crime grade from CrimeGrade.org, indicating that it is safer than approximately 73% of cities across the United States, crime statistics reveal notable variations depending on the data source, collection methodology, and reporting timeframe. Reports suggest that crime is not uniformly distributed across the community, with the eastern portion of Central Islip generally considered a safer area (CrimeGrade.org, n.d.). Despite these discrepancies, crime remains a critical factor influencing neighborhood stability, residential investment, and educational outcomes.

EDUCATIONAL CHALLENGES AND OPPORTUNITIES

Educational attainment in Central Islip also presents challenges. Approximately 76.9% of residents aged 25 and older have completed high school or attained a higher level of education, a percentage below the state average of 87.9% (National Center for Education Statistics, 2020). Furthermore, only 18.4% of the population holds a bachelor’s degree or higher, which is significantly lower than the state and metropolitan area averages of 39.6% and 43.5%, respectively (National Center for Education Statistics, 2020). These figures point to a need for improved educational resources and initiatives that can support the community's efforts to enhance educational outcomes and reduce barriers to upward mobility.

The intersection of socioeconomic conditions and crime dynamics directly affects the educational experiences and opportunities available to children in Central Islip. Lower per capita income and reduced levels of higher educational attainment suggest that many households face significant financial barriers in providing academic enrichment opportunities such as tutoring, technology access, and extracurricular programs. Although the median household income is relatively high, lower home values in the area may result in diminished local property tax revenues, thereby restricting public school funding for essential resources such as advanced curricula, modern educational technology, and expanded academic support services (New York State Department of Labor, 2021). Limited access to early childhood education further exacerbates these challenges, impeding long-term academic development and success.

THE IMPACT OF CRIME ON EDUCATIONAL OUTCOMES

Safety concerns related to crime also play a detrimental role in shaping educational outcomes within Central Islip. Elevated crime rates contribute to community instability, which can lead to increased school absenteeism and reduced student engagement, as safety concerns often take precedence over academic pursuits (Pew Research Center, 2020). Furthermore, the presence of crime may deter participation in after-school programs, sports, and mentorship initiatives, all of which serve as crucial components in fostering academic success. Exposure to crime and its associated psychological stressors can have lasting effects on cognitive development and emotional well-being, further compounding academic and behavioral difficulties among students.

ESTABLISHING AN ACADEMY CHARTER SCHOOL IN CENTRAL ISLIP

In response to these pressing challenges, the establishment of an Academy Charter School in Central Islip presents a transformative opportunity to address issues related to socioeconomic mobility, educational equity, and crime reduction. Academy Charter Schools are distinguished by their rigorous academic programming, smaller class sizes, and strong emphasis on college preparatory curricula (New York State Department of Labor, 2021). A specialized focus on STEM education, business development, and other high-demand career fields would equip students with essential skills, thereby increasing their earning potential and disrupting generational cycles of poverty. Furthermore, by integrating workforce development initiatives such as internship placements, career mentorship, and job training partnerships with local businesses, such an institution would enhance students' employability, reduce unemployment rates, and contribute to broader economic revitalization efforts within Central Islip (National Center for Education Statistics, 2020). Additionally, the presence of a high-performing charter school could serve as a catalyst for increased property values and overall community development by enhancing the area's reputation as a center for academic excellence.

REDUCING DROPOUT RATES AND YOUTH CRIME THROUGH EDUCATION

A core priority of this initiative would be the reduction of dropout rates and youth crime through education. Empirical studies indicate that higher graduation rates are associated with lower crime rates, and the structured, supportive environment fostered by charter schools has demonstrated effectiveness in maintaining student engagement (Pew Research Center, 2020). Programs centered on character education, leadership training, and extracurricular enrichment offer students constructive alternatives to delinquency. Additionally, the parental involvement frequently employed by charter schools strengthens community ties and fosters a culture of accountability. The availability of extended school hours, after-school enrichment programs, and summer learning opportunities ensures that students remain engaged in structured, supervised environments, thereby mitigating exposure to negative influences and delinquent behavior.

THE ROLE OF CAREER AND TECHNICAL EDUCATION (CTE)

A particularly impactful element of the proposed Academy Charter School would be the incorporation of a Career and Technical Education (CTE) program. Such an initiative would provide students with hands-on career training, industry-recognized certifications, and clear pathways to employment in stable, well-compensated fields. CTE programs are designed to equip students with specialized skills in high-demand sectors, including healthcare, information technology, construction, and business administration, allowing them to secure gainful employment without the necessity of a four-year college degree. By reducing

reliance on low-wage employment and social assistance programs, CTE offerings would contribute to greater long-term economic stability for Central Islip residents (New York State Department of Labor, 2021).

CRIME REDUCTION THROUGH CTE INITIATIVES

The implementation of a CTE program within the charter school also holds considerable potential for crime reduction. A significant proportion of youth involvement in criminal activity stems from financial instability and the absence of viable employment opportunities. By offering a structured educational environment that includes direct career pathways, such a program would instill a sense of purpose among students while keeping them engaged in positive, developmentally enriching activities. Empirical evidence suggests that CTE programs are correlated with lower high school dropout rates, as they provide practical, career-oriented learning experiences that increase student motivation and engagement (Pew Research Center, 2020). Moreover, the integration of after-school vocational training, internships, and apprenticeships would ensure that students remain connected to positive role models and professional mentorship networks, thereby reducing their susceptibility to criminal activity.

GRANT OPPORTUNITIES AND COMMUNITY PROGRAMS IN CENTRAL ISLIP, NEW YORK

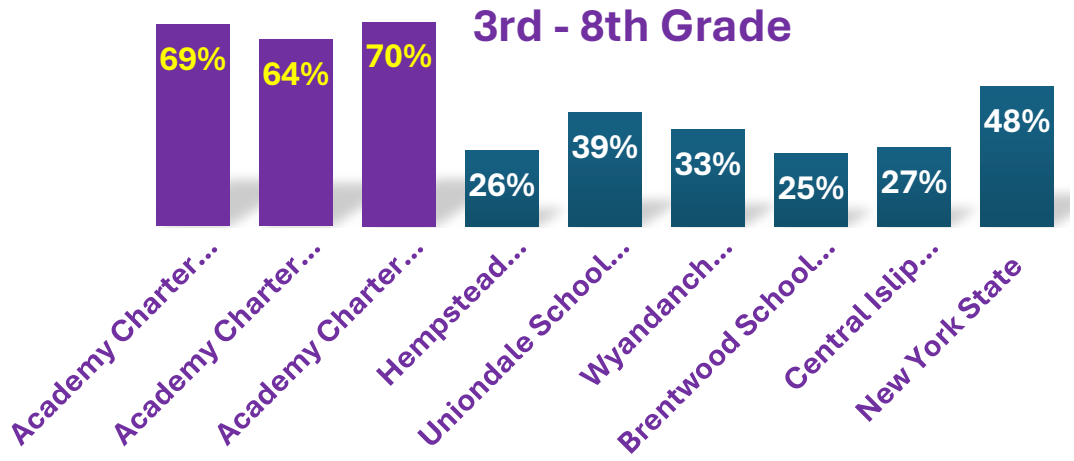
Central Islip, New York, has a range of grant opportunities and community programs aimed at addressing the community's socioeconomic challenges, supporting local businesses, enhancing educational outcomes, and improving overall quality of life. These programs, offered by government agencies, foundations, and non-profit organizations, provide valuable resources to help address the area's needs, from educational initiatives to workforce development and community safety.

According to the 2025 New York State School Report Card. Below, please fid the most recent data on the 3-8 English Language Arts and Mathematics assessments and graduation rate.

NYS ASSESSMENT

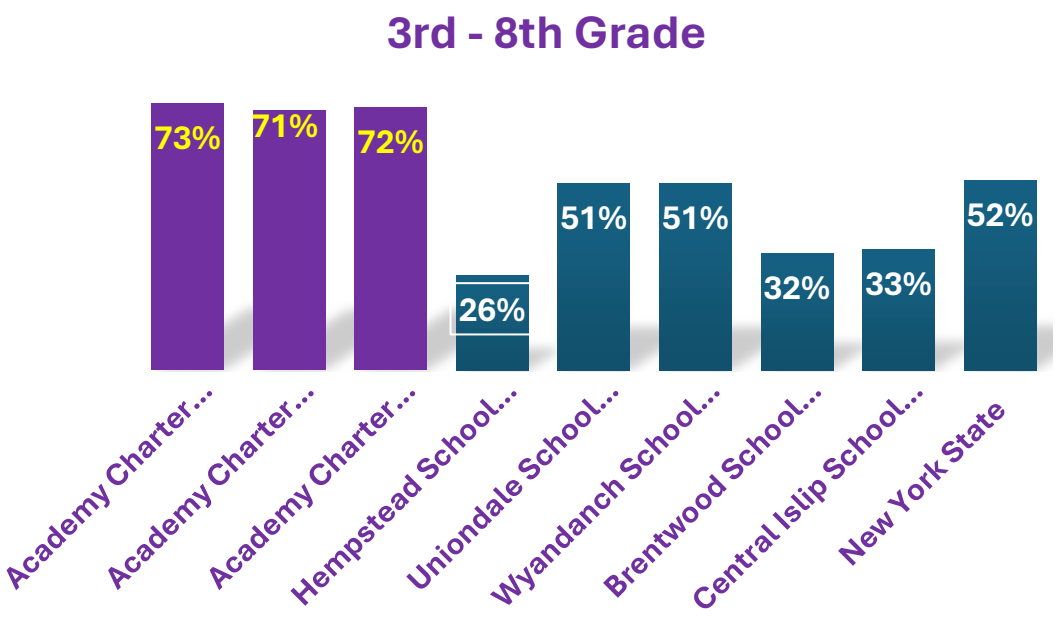
ENGLISH LANGUAGE ARTS PROFICIENCY RATE

2023-2024

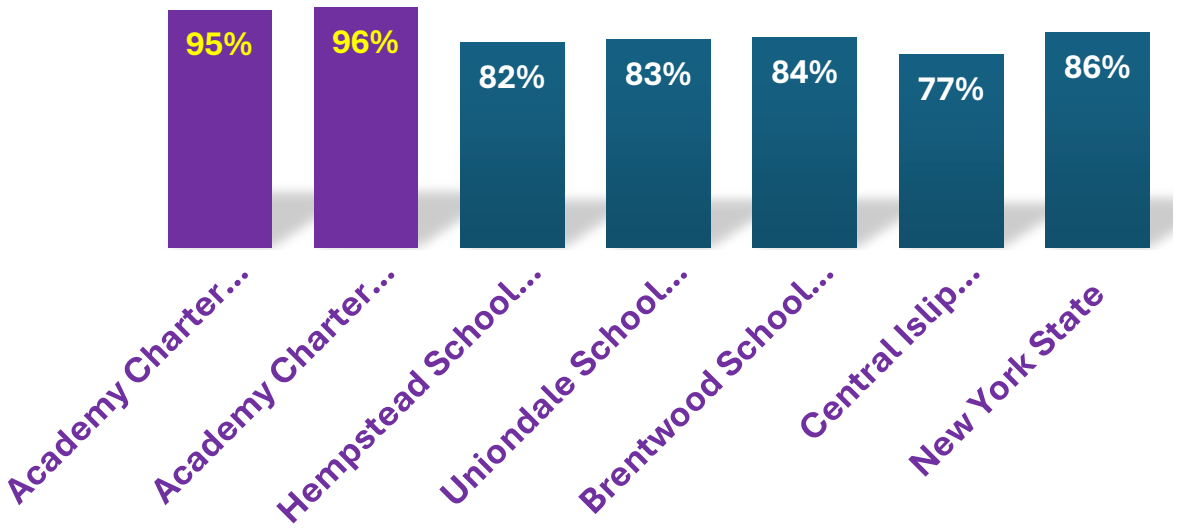


NYS ASSESSMENT
MATHEMATICS PROFICIENCY RATE

2023-2024



HIGH SCHOOL GRADUATION RATE



Moreover, the students at the Academy participate in a variety of regional and national competitions and have received several awards including the following.

Accomplishments

- 100% College Acceptance Rate
- NYS FAFSA Challenge Winner (2020-2024)
- College Board Recognition – Advanced Placement Silver Star
- Award-winning Marching Band
- Award-winning Debate Team

EVIDENCE OF DEMAND SIGNATURE SHEETS

The attached signature pages are signatures provided by attendees of public meetings on various dates listed on the sheets. Participants were members of community-based organizations who met with members of The Academy Charter Schools founding team for the prospective school. The purpose of each meeting was to share with attendees the general scope of our academic model, key design elements, and programs. In addition, a survey was issued at each meeting and participants were invited to discuss ways in which our model aligns or does not align with the needs of their family and their community.

REQUEST 5

ENROLLMENT

TACS II Central Islip Regional High will enroll students using a conservative growth methodology based on our experience at the Academy Charter School in Uniondale, New York. In Year 1, we will enroll 125 students in five grade 9 classes. By Year 3, enrollment will be 450 students and then to 600 for Years 4 and 5. In Year 5, TACS II Central Islip will enroll four grades of 150 students each.

It is important to note that the Central Islip Regional High projects a September 2027 opening. To that end, our founding team and outreach teams intend to do a great deal of community engagement prior to the opening of school. Please note that the enrollment table in this Response reflects this date. The budget template. However, does not reflect that date.

With respect to enrollment demand and interest, our initial conversations in the community indicate that demand for our CTE offerings will meet or exceed our enrollment projections. Consistent with enrollment and retention at our Uniondale campus, we anticipate low attrition at the proposed school. In Hempstead and Uniondale, annual student attrition is less than 5 percent. We believe attrition will decrease as students and families adopt the model and extend the culture of the school. In keeping with the policy and practice of the education corporation, TACS II Central Islip will backfill in all grades throughout the school year.

TARGET POPULATION ENROLLMENT

The targeted enrollment and retention numbers for specific populations of high-need students are presented below. The targets below are for the proposed high school at full enrollment (600 students) serving students in grades 9-12. Some of the strategies our recruitment team will employ to attract students with disabilities and ELLs include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or another provider
- The special education coordinator will oversee the provision of special education programs and services
- Designing marketing materials that will describe the type of program the school will provide Special Education and ELL students
- Designing marketing materials that provide a description of how Special Education and ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, and technology programs; and all after school programs including athletics.

School District	CENTRAL ISLIP UNION FREE SCHOOL DISTRICT	District ID	580513030000

600

☐ Gr K ☐ Gr 1 ☐ Gr 2 ☐ Gr 3 ☐ Gr 4 ☐ Gr 5 ☐ Gr 6 ☐ Gr 7 ☐ Gr 8 ☑ Gr 9 ☑ Gr 10 ☑ Gr 11 ☑ Gr 12

Reset Grades

Find Your Targets

	Comparable District Percentages by Grade Level	School Enrollment Target (Shows Target #s of Students in Grade Span)
Economically Disadvantaged	64.5%	386.9
English Language Learners	29.0%	173.8
Students with Disabilities	7.8%	46.5

Find Your Targets

	Comparable District Percentages by Grade Level	School Retention Target (Shows Target #s of Students in Grade Span)
Economically Disadvantaged	94.3%	364.7
English Language Learners	89.3%	155.3
Students with Disabilities	95.3%	44.3

STUDENT ENROLLMENT TABLE

THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL
2027-2028 through 2031-2032

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**	**2031-2032**	**AGE RANGE**
Kindergarten	Elementary School	0	0	0	0	0	
1st Grade	Elementary School	0	0	0	0	0	
2nd Grade	Elementary School	0	0	0	0	0	
3rd Grade	Elementary School	0	0	0	0	0	
4th Grade	Elementary School	0	0	0	0	0	
5th Grade	*Elementary School*	0	0	0	0	0	
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	125	125	150	150	150	14-16
10th Grade	High School	0	124	150	150	150	15-17
11th Grade	High School	0	0	150	150	150	16-18
12th Grade	High School	0	0	0	150	150	17-19
Ungraded							
TOTAL		125	249	450	600	600	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**	**2031-2032**
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary School	0	0	0	0	0
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	5	5	6	6	6
10th Grade	High School	0	5	6	6	6
11th Grade	High School	0	0	6	6	6
12th Grade	High School	0	0	0	6	6
Ungraded						

TOTAL	5	10	18	24	24

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**	**2031-2032**
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary School	0	0	0	0	0
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	25	25	25	25	25
10th Grade	High School	0	25	25	25	25
11th Grade	High School	0	0	25	25	25
12th Grade	High School	0	0	0	25	25
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	125	249	450	600	600
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**125**	**249**	**450**	**600**	**600**
Change in Net Enrollment from Prior Year (Count)	125	124	201	150	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	99.2%	80.7%	33.3%	0.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

EDUCATION CORPORATION ENROLLMENT

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL
2027-2028 through 2031-2032

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School	90	90	90	90	90	5-7
1st Grade	Elementary School	90	90	90	90	90	6-8
2nd Grade	Elementary School	90	90	90	90	90	7-9
3rd Grade	Elementary School	90	90	90	90	90	8-10
4th Grade	Elementary School	90	90	90	90	90	9-11
5th Grade	*Elementary School*	90	90	90	90	90	10-12
6th Grade	Middle School	100	100	100	100	100	11-13
7th Grade	Middle School	100	100	100	100	100	12-14
8th Grade	Middle School	100	100	100	100	100	13-15
9th Grade	High School	125	125	150	150	150	14-16
10th Grade	High School	0	125	150	150	150	15-17
11th Grade	High School	0	0	150	150	150	16-18
12th Grade	High School	0	0	0	150	150	17-19
Ungraded							
TOTAL		965	1,090	1,290	1,440	1,440	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School	3	3	3	3	3
3rd Grade	Elementary School	3	3	3	3	3
4th Grade	Elementary School	3	3	3	3	3
5th Grade	Elementary School	3	3	3	3	3
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School	4	4	4	4	4
8th Grade	Middle School	4	4	4	4	4
9th Grade	High School	5	5	6	6	6
10th Grade	High School	0	5	6	6	6
11th Grade	High School	0	0	6	6	6
12th Grade	High School	0	0	0	6	6
Ungraded						
TOTAL		35	40	48	54	54

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	30	30	30	30	30
1st Grade	Elementary School	30	30	30	30	30
2nd Grade	Elementary School	30	30	30	30	30
3rd Grade	Elementary School	30	30	30	30	30
4th Grade	Elementary School	30	30	30	30	30
5th Grade	Elementary School	30	30	30	30	30
6th Grade	Middle School	25	25	25	25	25
7th Grade	Middle School	25	25	25	25	25
8th Grade	Middle School	25	25	25	25	25
9th Grade	High School	25	25	25	25	25
10th Grade	High School	0	25	25	25	25
11th Grade	High School	0	0	25	25	25
12th Grade	High School	0	0	0	25	25
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	540	540	540	540	540
Total Middle School Enrollment	300	300	300	300	300
Total High School Enrollment	125	250	450	600	600
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**965**	**1,090**	**1,290**	**1,440**	**1,440**
Change in Net Enrollment from Prior Year (Count)	965	125	200	150	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	13.0%	18.3%	11.6%	0.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

REQUEST 5

ADMISSIONS POLICY

The admissions policy of the proposed school is aligned to the policy of the Education Corporation and with that adopted and outlined in the TACS I Uniondale 2024 Renewal Application. The admissions policy governing the education corporation and the school shall be as follows:

ADMISSION

The Academy Charter School Central Islip Regional High (or "TACS II Central Islip Regional High") is open to all children, on a space-available basis within each grade. Preference is given only to siblings of admitted students and residents of Central Islip School District (CISD). The Academy does not discriminate on the basis of sex, sexual preference, handicap, race, religion, national origin, intellectual or athletic ability, measures of achievement or aptitude, proficiency in English, or any other basis prohibited by law. To apply for kindergarten, a child must meet their local school district's requirements.

Students are selected by open lottery. There are no admission requirements, and no tests are given to determine whether or not admission is granted. Once all available slots are filled, all other applications will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed.

RE-ENROLLMENT OF CURRENTLY ENROLLED STUDENTS

To ensure your child's place at The Academy Charter School for the next school year, you must officially re-enroll him or her. Re-enrollment forms are available in the main office for parents/guardians to pick-up and will also be sent home with students.

TRANSFERS

Whenever possible, parents should provide at least two weeks' notice if a student must transfer from the school for any reason. Such notice will allow the school to process the necessary transfer paperwork, including the student's records.

TACS II CENTRAL ISLIP REGIONAL HIGH POLICY AND PROCEDURES

Anti-Discrimination Criteria and Allowable Admission Preferences

The school will adhere to the provisions of Section 2854(2) of the Education Law to guide the admission policies and procedures. As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to a public school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, ancestry, proficiency in English or any other ground that would be unlawful. In short, there will be no admission requirements, and no tests of any sort will be given to determine whether or not admission will be granted. Preference will be given to students from the Community School District in which the school is located; students with siblings already enrolled in the school as well children of the school employees. We will recruit widely throughout the community.

Scheduled Application and Enrollment Period

Every child will be enrolled who submits a timely application, space permitting. Students must be five years old by December 31st to qualify for admission to The Academy Charter School Central Islip Regional High. If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, and to students returning to the school in any subsequent years of operation.

In the first year, the application period will begin upon approval of the charter and cease April 1st of that same calendar year. In subsequent years (two through five of the proposed charter), all recruitment activity and application processing will begin around November, and the lottery will be held after April 1st. The board assures the proposed charter school will not require parents to attend an open house before applying for admission to the school.

The application process begins when a parent or guardian completes an application form. A bilingual representative of The Academy Charter School Central Islip Regional High team is present at all parent meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in Spanish for parents who feel more comfortable submitting applicant information in Spanish. It will provide the school with basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, particularly, the student's age, address, and sibling status. After an application has been deemed completed and accurate, a confirmation card will be mailed indicating the receipt of the application.

Outreach Plan

Upon approval of the charter, The Academy Charter School will launch an extensive outreach effort in the local community and will not be selective in any way. A recruiting team composed of board members, local volunteers and school staff will be formed to focus exclusively on this effort.

The goal of the outreach plan is to provide as much information as possible to families who may be interested in enrolling their child. To achieve this end, information kits containing brochures, flyers, application forms and vital school information will be distributed throughout the community. These information kits, translated in both English and Spanish will be made available to local businesses, social service agencies, and any other institutions serving families with children and will also be mailed to families with school age children. In addition, the school will advertise in the local newspaper and hold a series of information sessions in the community, which will include open houses and recruitment fairs.

COVID-19 Modifications to Outreach Plan: A Reflection and A Look Forward

TACS II trustees, school-based staff and the Shared Services Team devised new methods of outreach which are responsive to the needs of the community and the challenges which may recur. In prior years, the SST developed and implemented a multi-faceted COVID-19 response and placed a dedicated professional within the office of our Chief Legal and Compliance Officer. Our outreach strategies, pivoted from being personal and engaging, to include increased internet-based events through virtual meetings with community groups, social media postings, and print media. In the years since the decline of the pandemic, our programmed activities have resumed that highly interpersonal character. We have charged our teams to develop new ways to disseminate information, address inquiries and be responsive throughout the recruitment, enrollment and registration processes. TACS II redesigned our website during the pandemic and will make use of our expansion to post videos with FAQs for prospective parents. We may also leverage our scale to host video or call-in events for parents.

We cannot be certain that the conditions of the pandemic will not recur. However, during the COVID-19 pandemic, TACS II made extensive accommodations to staff, parents, families, and students to ensure instructional continuity, operational support, and access to a high-quality choice for education. We will continue to plan ahead using lessons learned from our experiences, and from those of others. Much of our work to remain safe and accessible during the pandemic was informed by international best practices on building access, scheduling, technology, and support services. We will continue to seek problem-solving strategies from the broadest community of informed experts as we craft our solutions.

Attracting Students with Disabilities and English Language Learners

Consistent with NYS charter law, TACS II Central Islip Regional High is committed to making good faith efforts to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELL's) or multi-lingual learners (ML's). The Academy Charter School will ensure that such students are welcomed and served in an effective manner. The planning team and staff of The

Academy Charter School will recruit families of students who are learning English as a second language and who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities and ELL's include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or another provider
- Designating one individual to oversee the provision of special education programs and services (possibly the principal)
- Designing marketing materials that will describe the type of program the school will provide ML/ELL students
- Designing marketing materials that provide a description of how ML/ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics
- Designing marketing materials that highlight the number of bilingual highly qualified teachers on staff
- Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities

In addition, the planning team and staff will make visits to neighborhood feeder schools (elementary schools, and middle schools) that serve higher populations of students who are learning English as a second language and who have special education needs.

Lottery

The lottery will be held in full view of the public. The principal will be responsible for conducting the lottery with the support of the business manager. There will be one index card per applicant with their name, address, sibling status and grade level. Each card will be placed in a box representing a grade level. One card will be selected from each box beginning with the lowest grade and continued to the highest grade level for that lottery. The process will then repeat until all available spaces have been filled at each grade level. If there are cards remaining, the process will be repeated to produce a waitlist. As each card is selected, it will be read aloud and placed on a poster board for public display. The card will then be handed to the record keeper, who will number the card and place it in a file. After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of how to register and enroll their child in The Academy Charter School Central Islip Regional High. The acceptance letter will include registration dates, and list the documents that parents need to bring on registration day to register their child. The letter will also state that the child must be present at the time registration.

Students who were not accepted will receive a postcard with the waitlist number drawn from the night of the lottery notifying them that they will be placed on a waiting list. Should openings become available, the waitlisted students will be contacted in the order they were pulled in the lottery.

The board ensures that the admission process adheres to Ed. L §2854(2)(a) and (b). Please note that The Academy Charter School admission policies will include provisions to allow for ten percent (10%) of newly enrolled students to be admitted via transfer under the federal school choice program.

Student Registration

On registration day, The Academy Charter School Central Islip Regional High administrative assistant will register each student.

Withdrawal Procedures

Once the school receives notification from a parent or guardian regarding the child's withdrawal from The Academy Charter School Central Islip Regional High, the administrative assistant will confirm the withdrawal in writing with the parent or guardian. The TACS II Central Islip Regional High administrative assistant will call the child's new school to confirm enrollment and date of first attendance. Student records will be forwarded to the new school upon an official request. Student records will be in locked cabinets, and a record access log will be kept indicating all persons who reviewed the information and when.

Re-Enrollment

In April of each year, the school will disseminate an *Intent to Return* form to all students. The form will ask parents to indicate if their child will be returning to the school the following September.

REQUEST 6

CURRICULUM AND INSTRUCTION

The proposed charter school, TACS II Central Islip Regional High, is intended as a replication of the TACS I I Uniondale school which similarly offers CTE and college prep instruction for students in grades 9-12. The following section will outline the ways in which the curriculum and day-to-day experience for students of TACS II Central Islip will mirror that of their fellow travelers at TACS I Uniondale and TACS I Hempstead as well. We recognize that in many respects, the new students enrolling at TACS II Central Islip will see themselves in peers at TACS I Uniondale who arrived from district schools with no grounding in The Academy model or culture, and who spent some time adapting to new methods and modes. Beyond the classroom and focus on academic achievement, it is our aspiration that newcomers find meaning in the mission of learn, lead and serve – even if they are beginning that journey in high school. What was initially conceived as elementary level learning, middle school leading, and high school service has changed. Our students are doing all three aspects of the mission at once – and at each grade level. We believe the following frameworks will provide tremendous utility for our entire learning community.

HIGH SCHOOL GRADES 9-12 INSTRUCTIONAL PROGRAM

The school's high school curricula are designed as follows:

- Prepare Scholars to meet the New York State Learning standards in preparation for Regents examination need to fulfill the requirements for graduation;
- Meet the college and career readiness requirements;
- Provide select scholars the opportunity for advanced coursework for college preparation; and
- Provide a variety of electives to scholars based on developing credentials for the workplace.

Scholars can expect to have acquired 7, of the required 22 credits, by the conclusion of their 9th grade year. Our goal is to have most scholars complete most of their Regents requirements by the end of the 11th grade year. Table below and the attachment (High School Course Catalogue) provides a sample outline of the High School Scholar's four-year sequence and a course/credit load in each grade:

* Scholars who successfully completed the Algebra I Regents examination in the 8th grade will be offered Algebra 2.

** Scholars who successfully completed the Living Environment Regents examination in the 8th grade will be offered an alternative Science course.

THE ACADEMY CHARTER SCHOOLN TYPICAL 4-YEAR COURSE SEQUENCE

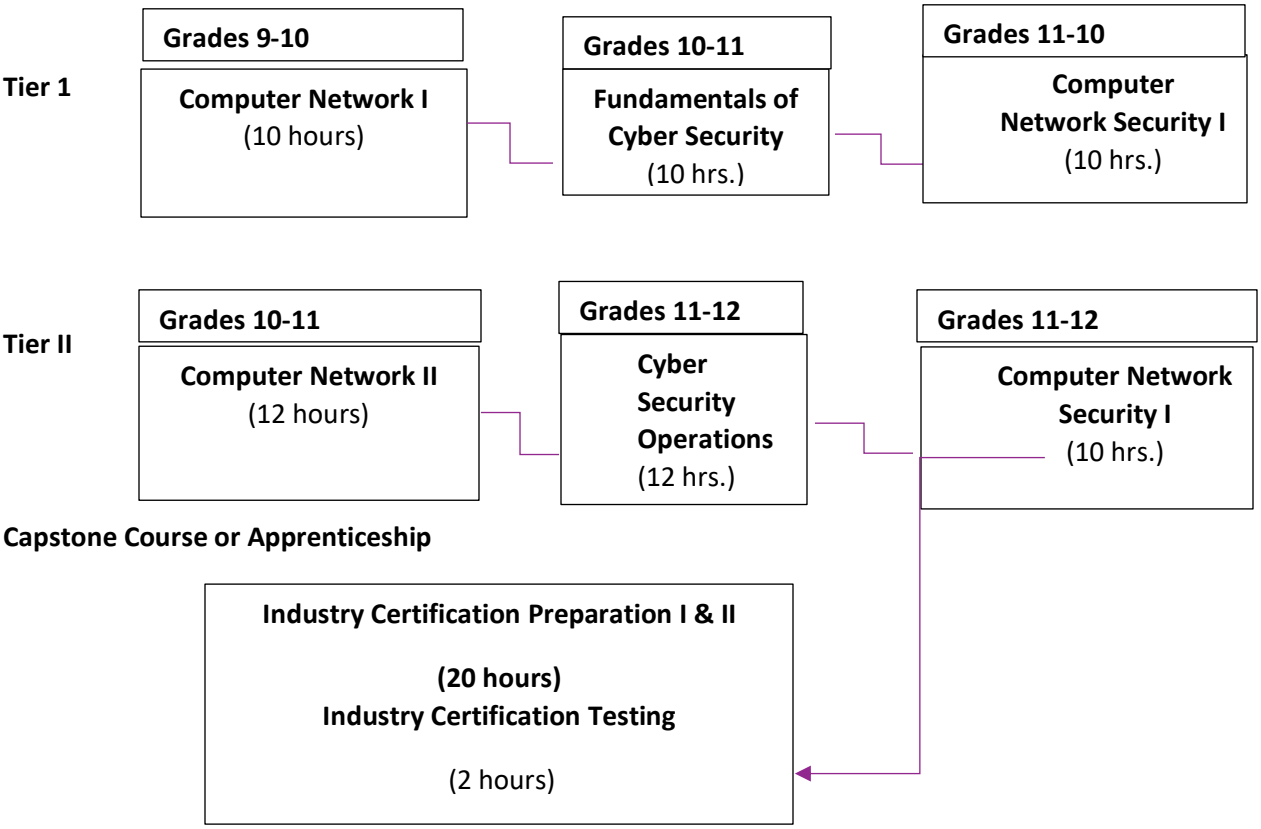
CREDIT REQUIREMENTS	**SECONDARY EDUCATION**	**Qualifications:** Local Diploma, Regents Diploma with Career and Technical Education Designations
	General Academics (14 Credits)	
	English	4
	Social Studies: US History (1) Government (.5) Economics (.5) Global History (.5) Other (1)	3.5
	Science Life Science (1) Physical (1)	2
	Mathematics	3
	Visual & Performing Arts	1
	Physical Education	1
	Career and Vocational Education (7.5 Credits)	
	Trade & Industry Education (6): Cyber Security & Computer Technology (6)	6
	Labor Market Preparation (1.5): **Industry Certification Preparation/Testing**	1.5
	Total Credits	**22**

Cyber Security Course Offerings, Sequence and Descriptions

Course Offerings

Course Name	Hours	Credits
1. Computer Network I	10	1
2. Computer Network II	12	1.5
3. Computer Network Security I	10	.5
4. Fundamentals of Cyber Security II	10	1
5. Cyber Security Essentials I	10	1
6. Cyber Security Operations II	12	1
7. Industry Certification Preparation/Testing	12	1.5
	76	7.5

Course Sequence



9th Grade	10th Grade	11th Grade	12th Grade
Academic Advising & Intervention	Academic Advising & Intervention	Academic & Career Advising	Academic & Career Advising
Computer Network I (Required Course) 1 credit	Spanish 1 (Required Course) 1 credit	Health (Required Course) 0.5 credits	**Cyber Security Operations** 1 credit
Visual Arts (Required Course) 1 credit	**Fundamentals of Cyber Security** (Required Course) 1 credit	Financial Literacy I (Required Course) 0.5 credits	
Living Environment - Regents (Required Course) 1 credit	Earth Science - Regents (Required Course) 1 credit	Physics - Regents (Required Course) 1 credit	Financial Literacy II (Required Course) 0.5 credits
Global History I (Required Course) 1 credit	Global History II -Regents (Required Course) 1 credit	US History Required Course 1 credit	English 12 (Required Course) 1 credit
English 9 (Required Course) 1 credit	English 10 (Required Course) 1 credit	English 11 - Regents (Required Course) 1 credit	Participation in Government/Economics (Required Course) .5 credit/.5 credit
Algebra 1 - Regents (Required Course) 1 credit	Algebra II - Regents (Required Course) 1 credit	Statistics & Data Analysis (Required Course) 1 credit	Physical Education (Required Course) 1 credit
Physical Education (Required Course)	Physical Education (Required Course)	Physical Education (Required Course) 0.5 credits	**Industry Certification Examination** 0.5 credit
Fundamentals of Cyber Security (Required Course) 1 credit	**Computer Network II** 1.5 credit	**Computer Network II** (Required Course) 1 credit	
Industry Certification Preparation I (Required Course) 0.5 credit		**Industry Certification Preparation II** 0.5 credits	

The New York State Education Department ("NYSED") requires that students take 4 (+ l) Regents examinations for graduation: 1 English, I Mathematics, I Science, I Social Studies and I additional subject of the student's choosing. NYSED has approved that a credential earned through student participation in Career Development and Occupational Studies can be combined with 4 Regents examinations to qualify for a high school diploma. NYSED also offers Regents diplomas with advanced designations that are based on the number and subject area of Regents examinations taken by Scholars. The following are the examination requirements for each designation:

Traditional (Advanced Regents Designation) Combination — ELA (English Language Arts), Global History and Geography, U.S. History and Government, 3 Mathematics, 2 Science (l must be life science and I must be physical science) for a total of 8 examinations. In addition to these examinations, the student must choose either 2 additional credits in LOTE (Language Other Than English) and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the Arts or Career and Technical Education (CTE).

STEM (Mathematics) Pathway Combination ELA, I Social Studies, 4 Mathematics, 2 Science (l must be life science and I must be physical science) for a total of 8 examinations. In addition to these examinations, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the Arts or CTE.

STEM (Science) Pathway Combination — ELA, I Social Studies, 3 Mathematics, 3 Science (l must be life science and I must be physical science) for a total of 8 examinations. In addition to these examinations, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the Arts or CTE.

Pathway Combination (other than STEM) — ELA, I Social Studies, 2 Science (l must be life science and I must be physical science), I Pathway (other than Science or Mathematics) for a total of 8 examinations. In addition to these examinations, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the Arts or CTE.

While there are differences in the structure of the academic program as compared to a traditional public high school, the course work earned for graduation is equivalent. Through high level pedagogy and highly engaged students, it is projected that students will meet the requirements for New York State Regents Diploma and Advanced Regents Diploma. The charts depict a typical progression of a student in the high school. Variations consist in courses as students move into the junior and senior years. Scholars at this juncture can take more honors and advanced placement courses to earn college credits. Scholars will also display differing interests which will be reflected in their elective choices. During the junior and senior years, all scholars will be guided through the necessary steps of preparation for the college application process. This process will include, but not be limited to, interview preparation, personal essay coaching and career decision making.

Honors Extension Program

The school's honors extension program is a credit bearing STEM -based (Technology and Science) elective offered to students who maintain a B average or a Grade Point Average (GPA) of 3.0 beginning in

the 10th grade. Designed to be rigorous and challenging, the program demands that students think critically as they apply knowledge and conduct research of real-world situations. The program requires students' efforts to go above and beyond the typical diploma expectations. Scholars who successfully complete all the components of the program have conferred upon them an "Academy Honors Diploma," in recognition of their hard work and effort.

Advanced Placement and Honors Courses

The High School will offer advanced placement and honors courses to scholars as we seek to develop world-class competitive scholars who are college-ready upon matriculation from high school. Advanced Placement (AP) courses will be open to students in the 11th and 12th grade who are interested. Course offerings will include, but not be limited to, AP Psychology and AP Computer Science Principles. Upon achieving a level 3-5 on an AP exam at the end of the course, students will receive 3 college credits that are accepted by most colleges and universities.

Some courses will be offered at the Honors level—requiring heightened rigor and college-level work. Honors level coursework will be offered to students who complete an application process, which includes recommendations from current teachers, and must meet the requirements to matriculate into an Honors course. Both Honors and Advanced Placement courses will be weighted differently when calculating student GPAs.

College Entrance Examination Preparation

To ensure multiple opportunities for College and Career Readiness preparedness for our 11th and 12th grade students will be provided the opportunity to participate in an afterschool SAT/ ACT preparation classes. Classes will be held 2-3 times per week for 2.5 hours with a focus on Mathematics, Evidence-Based Reading and Writing. We plan to offer two sections with a maximum number of 25 students in each class. The Academy will hire Kaplan certified instructor to prepare students for the rigor of these exams.

Credit Recovery

To increase the accessibility of opportunities for scholars to remain on track for on-time graduation, the high school will provide credit recovery courses after the academic school day. Scholars who have not acquired needed credits outside of the regular academic school day will have the opportunity to make up the required coursework. These courses will also allow students additional instructional support in completing required NYSED Regents examinations. Classes will be offered for several hours in the evening (i.e., 5:00 pm – 7:00pm) four days per academic week over approximately144 academic days. Credit recovery and NYS Regents preparation courses will also be offered for six weeks during the months July and August. These courses conclude with NYS Regents examination administration in mid-August.

ENL Program (9-12)

The ENL program consists of both the stand-alone for language and push-in models with the primary goal of language acquisition related reading, speaking, listening and writing domains. Teachers provide group intervention services for ELLs depending on their NYSESLAT or NYSITELL proficiency levels, 180-540

minutes per week in 45 minutes block. The school utilizes the Pearson, *iLiTELL* curriculum which integrates literacy skills defined in the *Blueprints for English Language Learner/ Multilingual Learner Success* as the primary source. As students' progress through the program, the iLiTELL program provides ongoing assessment/benchmarks. Moreover, the *Las Link* assessment is utilized for progress monitoring.

Special Education Services (9-12)

Through the Response to Intervention (RtI) process, students who may not respond to high quality interventions in Tier 1 and Tier 2 may continue to need intensive supports through a special education evaluation by their home district in which they reside).

Through teacher articulation, progress monitoring and our monthly Child Study Team Meetings, (CST) student concerns are regularly addressed and depending on the situation, a teacher may refer a student for evaluation. A parent meeting is held to discuss the matter and the next steps in processing the referral request. Parents must request the evaluation for their child and can rescind their consent at any time.

Once determined eligibility status and given a special education classification, the student will be assigned an educational program setting along with modifications/accommodations when applicable. Related service providers are hired consultants provided through the student's home district. They are expected to work under the supervision of the Director of Student Services. As an advocate for students, related service providers are expected to provide high quality instruction/services through effective best practices such as teacher collaboration, teacher articulation and progress monitoring.

For continuous improvement towards high student achievement for all, there is a diversity of programming and student support services that are key factors in the school's collaborative decision-making and school-based planning.

In our inclusion classes, there are two teachers (a general education and a special education teacher) who collaborate regularly to provide effective high quality through the implementation of effective best instructional practices. Differentiation of instruction is provided in the classroom setting to support students of varying academic needs and learning styles. The special education teacher serves as a consultant/specialist in which interactive, high-interest, activities are created to provide accessibility for all student learners.

Advisory Program - The High School Advisory Program is a daily class dedicated to academic growth, character development and college information sessions. Scholars are assigned to small groups, referred to as "Houses." Scholars meet for forty-five-minute periods daily with their *House. The House program was developed to afford the Scholars a sense of community, character development, motivation and guidance in preparation for college. Each House is comprised of one adult Academy employee and twelve to fifteen (12 -15) Scholars. During this time, the adult serves as the academic advisor to the Scholar and an immediate contact for parents. This adult also teaches the required College Seminar coursework. In addition, House time is devoted to service projects, teambuilding exercises, discussion and reflection.

Scholars will remain with their designated House for the duration of their high school life. This is to build a sense of family where scholars feel supported with their house mates throughout the course of their time at The Academy.

Service Learning- In line with the school's mission of Learn, Lead & Serve, all High School Scholars are required to complete 100 hours of community service that include a wide range of activities and events. As part of this program, Scholars are given the opportunity to participate in community projects, service learning assignments with a variety of organizations and other school-based projects. The school's mentoring program provides the opportunity for its high school Scholars to receive training in peer mediation. Upon completion of training, these Scholars assist with conflict resolution for elementary and middle school classes. The school's mentoring program also allows its Scholars at the high school level the opportunity to serve as tutors in various subjects to students at the elementary and middle school level. Scholars who participate in the mentoring program are given the opportunity to gain hours that are credited towards their service learning requirement.

Academic Support & Enrichment Grades K-12

To ensure the success of every student, Scholars also engage in the following:

Academic Intervention Support - The school's academic intervention support program offers assistance in Language Arts, Mathematics, Science and Social Studies are a regularly scheduled part of each student's daily program. This support provides access to remedial Reading and Writing depending on a student's individual needs.

Tutoring - In addition to the intervention services offered by the school, students who need additional instructional support will work with subject teachers during the zero period and the after-school hours. Through the School's partnership with SUNY Old Westbury and New York Institute of Technology ("NYIT"), student tutors work along with students who need extra intervention.

Special Education Services - Scholars who are classified by the Committee on Special Education (CSE), or through Section 504 with a disability affecting their educational progress, will be provided support as indicated on their Individualized Education Program (IEP) or Accommodation Plan. As required by law, School representatives and parents will assist in the development of the IEPs and accommodation plans and will work actively to design programs emphasizing student participation in the least restrictive environment. Certified special education providers will oversee the IEP implementation, while general education teacher's work as active team members in the service of each student's needs in classroom characterized as heterogeneity and differentiated e instruction, Integrated Co-Teaching (ICT). With appropriate program modification and services, students will be expected to achieve their goals and earn a diploma in accordance with New York State Education Department (NYSED) regulations.

English as a New Language - The school's English as a new language ("ENL") program is designed to support all students needing such services based on CR Part 154-2 regulations. Students receive "Stand Alone" instruction in small groups that are determined by their scores on the NYSESLAT exam. However, instruction is also integrated into core content, as the ENL teacher will push into these classrooms to

support students. The school's goal is to provide its Scholars with rich learning opportunities through which they can learn to listen, speak and write in English while they are mastering content knowledge including English Language Arts, Mathematics, Science, Social Studies and the arts.

Onboarding - Students entering the High School are provided the opportunity to acclimate to the school's culture prior to the official start date for the school year. Staff and Scholars engage in team building activities and college visits over a two-week period in the summer. The school partners with the national renowned organization, Outwards Bounds, in planning and leading teambuilding activities.

Special Sessions/Extracurricular Activities - The school utilizes instructional best practices which includes an extended school day (8am to 4pm). Scholars are given additional instructional time through the After-School program, Saturday Academy and Winter/Spring break intersession programs. The various additional instructional times focus on small group instruction driven by data received from periodic assessments.

In addition to the academic strengths of the school's program, students are exposed to several extracurricular opportunities. These include but are not limited to clubs, civic capacity, character education, leadership and mentoring programs. The clubs are designed to enhance the learning experience, promote an interdisciplinary approach and compliment the academic rigor that students are exposed to. The students are provided several options for clubs, which include the popular Forensics Club. This program is hosted in collaboration with the Hempstead Police Department and the Police Athletic League. Students are exposed to scientific research, problem solving and community awareness. The program is assessment based, with exams and study materials. The science of forensics is related to crime scene investigations; however, the program has an interdisciplinary approach that involves English Language Arts, Math and Science. Class trips and mock investigations using the latest technology are a part of the program as well. Students receive certifications of acknowledgement at the end of the program. To promote civic capacity, students visit the assisted living facility in Hempstead to partner with residents on projects such as arts and grafts and seasonal events such as performing during the holiday seasons. The school has also established several collegiate partnerships that include Adelphi University, SUNY Old Westbury and Hofstra University.

Beginning in the 2014-15 school year, the school implemented a robotics program, which is designed to incorporate science, technology, mathematics and English Language Arts. The program will promote Next Generation Standards rigor and align the core subject areas in researched based and result oriented project designs that display student creativity and talent. This program is assessment based and measurable and designed to promote student competition.

Arts Program - The Borrower provides a robust Arts program that allows students to develop their talents and prepares them to pursue related careers in the various fields. The program, curriculum, and instruction include hands on activities, demonstration, rehearsals and expression including visual art, music, dance, and theatre across all grades. The program will have a visual arts, music, dance and theater component.

The curriculum is built around the New York City Blueprints for the Arts and is aligned with the National Core Arts Standards (Artistic Process - Creativity, Performance, Presentation, Production and Connecting). The New York City Blueprints for the Alts is a in depth set of standards and guidelines that provide standards-based direction with a hands-on approach to teaching the arts. The program includes best practices and partnership with a wide array of community-based organizations. The program also includes an after-school component. Each subject will have activities including performances, productions and exhibitions 24 times per year.

Sports Program - The school is registered with the Nassau BOCES athletic league. From this affiliation, the school can schedule athletic competitions and offer boys' basketball and girls' volleyball and track and field. Coaches will be involved in strategically developing partnerships with colleges and college recruiters to engage the students in various athletic scholarship opportunities.

Newspaper Club - The Newspaper Club consists of a group of High School students who meet twice per week and collaborate in documenting and writing about current School-wide, community, national and international events. The members often write about controversial political topics in the world, controversial topics within the School, previous and future School events, surveys and announcements. The School newspaper, The Academy Weekly, is published once per quarter.

Debate Team - Select Scholars in the Middle School and the High School make up the school's debate team. Scholars are given the opportunity to Participate in regional competitions that develop their public speaking skills, accentuates critical thinking skills and improvisation. Scholars learn about topics that include conflicts and current events. Scholars meet once per week for coaching session under the tutelage of volunteer teachers and community members.

HIGH SCHOOL

GRADUAL RELEASE INSTRUCTIONAL FRAMEWORK

45 Minute Block	
Warm-Up (Do Now)	5 Minutes
Focus Lesson (Direct Instruction)	8 Minutes
Guided Practice (Teacher Led/Pair-Share)	8 Minutes
Group Instruction	12 Minutes
Independent Practice [and Wrap Up]	12 Minutes

90 Minute Block	
Warm-Up (Do Now)	10 Minutes
Focus Lesson (Direct Instruction)	10 Minutes
Guided Practice (Teacher Led/Pair-Share)	15 Minutes
Group Instruction	30 Minutes

Independent Practice	15 Minutes
Wrap Up	10 Minutes

Key Terms:

- *Warm-Up* = Do Now
- *Focus Lesson* = Direct Instruction provided by the teacher in the form of modeled instruction
- *Guided Practice* – Teacher-led and Pair-Share practice
- *Group Instruction* – Practice for specifically formulated groups based on instructional data
- *Independent Practice* – Students practice the learned skill on their own

CURRICULUM SELECTION PROCESS

Curriculum selections are made on the basis of collective deliberations by the Chief Academic Officer, SST, and instructional leadership teams at the school level. Criteria for selection include a strong record of performance or one of compelling innovation. The instructional structure of the SST comprises a number of Deputy Director with extensive experience in curriculum design and materials selection. In addition, at TACS II Central Islip, department heads will figure prominently in this process. Moreover, considerations of inclusivity, representation, voice, authenticity, appeal, effectiveness, breadth, and accuracy compel our teams to form wide circles in making decisions on curriculum.

Our methods call for recommended curricula to be reviewed by small groups who then forward recommendations for consideration by the principal, Deputy Directors and the Chief Academic Officer. The process is ongoing throughout the course of the year and is not restricted to the annual buying cycle. In addition, rather than establish a more comprehensive green-lighting process, our teams have opted for maintaining the practice of initial deep dives by concerned professionals. In following this approach, we are endorsing the practice of empowering those closest to a circumstance to take action towards solutions.

In the coming years, it may be meaningful to collect data on the body of recommendations received and the correlations to student achievement. A formal data collection process may call for a new intake methodology, a formal greenlighting process, and additional criteria. For example, items which require board approval do require the approval of the Chief Academic Officer, whereas lower budget decisions may not. Additional considerations in curriculum selection include fit and relationship to existing materials.

In the realm of CTE curriculum, those decisions are made and managed in ongoing dialogue between our CTE Director and our external partners at colleges or universities or in firms in the respective fields of endeavor. The strong link between specific curricular materials and certifications in CTE often dictate our course of action. The materials are typically anchored in formal research and required for students to earn certifications.

CTE AT CENTRAL ISLIP REGIONAL HIGH

In New York State, high school students enrolled in **Career and Technical Education (CTE) programs** can earn work-based learning (WBL) hour credentials through structured experiences that align with their career pathways.

The Academy CTE/ STEM Program has been exercising the following:

1. Career Awareness (Which is ingrained in our CTE/STEM Curriculum)

- Introduces students to various careers through guest speakers, workplace tours, and career fairs.
- Typically involves **short-term exposure** (e.g., job shadowing).

2. Career Exploration (Which is offered through our yearly Career Days in class)

- Hands-on experiences such as internships, mock interviews, and industry projects.
- Helps students investigate career fields before committing to a pathway.

3. Career Preparation (Which is offered through our pedagogical approach)

- Includes **structured, skill-building activities** like:
    - **Cooperative Work Experience (Co-op)** – Paid or unpaid work tied to coursework.
    - **School-Based Enterprises** – Running a student-led business.
    - **Pre-Apprenticeships** – Training that leads to registered apprenticeships.

4. Career Training (Advanced Work-Based Learning, which is offered through our Industry Partnerships)

- Requires deeper workplace engagement, such as:
    - **Registered Apprenticeships** (approved by NYS Department of Labor).
    - **Clinical/Workplace Practicums** (common in healthcare, IT, and skilled trades).
    - **Paid Internships with Industry Partners**.

Recognized General Education Work Experience Program (GEWEP)

- **Workplace Mentoring** (long-term guidance from industry professionals).
- **Service-Learning Projects** (community-based work with career relevance).

- **Entrepreneurship Experiences** (developing and managing a business venture).

These credentials help students meet **CDOS (Career Development and Occupational Studies)** graduation requirements and earn diploma endorsements. Please also note the following information:

The Academy Charter School's CTE Work-Based Learning (WBL) Program Overview

CTE Credit & Hour Requirements

- **3.5 CTE Credits** are required per pathway for graduation.
- **Minimum 54 WBL Hours** for most CTE pathways.
- **216 WBL Hours** for **Medical Science** (Co-op/Clinical Programs).
- **25 WBL Hours** are awarded for participation in the annual **CTE/STEM Symposium** (mentorship & industry engagement).
- On average, students graduate with **100+ WBL hours** due to structured programming.

Our CTE Pathway Selection Process

- **9th Grade:** All Academy students take **exploratory courses** to sample CTE pathways.
- **STEM-Literacy Requirement:** For high-demand pathways (**Information Architecture, Aviation, Information Technology, Medical Assisting**), students must:
    - Earn a **minimum grade of 75** in the exploratory course.
    - Receive **instructor endorsement** for pathway placement.

Our Career Exploration Internship Program (CEIP)

Academy 11th & 12th Grade: Students transition into **apprenticeship roles** within our campus network, including:

- **Business & IT:** Work with our IT Department.
- **Culinary Arts:** Operate the **UHS Student Café**.
- **Digital Media Arts:** The production of our "Beyond the Bell" **student-run podcast/vlog**.

Our Cooperative Work experience program (CO-OP)

- **Medical Assisting:** Complete **clinical hours** through:
    - **PM Pediatrics** (local partnership).

- **MedVoyage Program** (Northwell Health collaboration).

This structured approach ensures **real-world skill development, industry certifications, and college articulation credits**, preparing students for both careers and higher education. By the time our scholars graduate, they have accumulated well over 200 hours of work-based learning, qualifying them for the CDOS credential and CTE Regents distinction. Our WBL Program is not only high-quality work-based learning, but also provides effective and equitable experiences to empower our students to become confident workers and culturally competent global citizens.

ASSESSMENT SYSTEM

TACS II Central Islip will have a comprehensive assessment system. The following assessments are issued according to the timelines for test taking and reporting provided below.

NYSED Regents Exams

1. Summative
2. Three times per year (January, June, August)
3. State accountability and graduation requirement.
4. Use of Data: Course/class placement, curriculum mapping, determining eligibility for graduation

College Board Assessments (SAT, PSAT 8/9, PSAT 10, PSAT/NMSQT)

1. Summative
2. SAT (offered twice per year), PSAT 8/9 (offered once per year), PSAT 10 (offered once per year), PSAT/NMSQT (offered once per year)
3. SAT (assess scholar readiness for college), PSAT 8/9 and PSAT 10 (assess scholar readiness for college), PSAT/NMSQT (assess scholar readiness for college and qualifying test for National Merit Scholarship program)
4. Use of Data: Developing college application lists, National Merit Scholarship consideration)

College Board Advanced Placement Exams

1. Summative

2. Once per year (per course)
3. Measure mastery of content and skills specific Advanced Placement (AP) courses.
4. Use of Data: Developing college application lists, submission to colleges for credit

Mock Regents and Advanced Placement Assessments

1. Summative
2. Twice per year
3. To assess scholar readiness for participation in NYSED Regents exams and College Board AP exams.
4. Use of Data: Inform practice, assessing content mastery for all scholars enrolled in coursework, identify skills and content requiring additional teaching and support.

IXL

1. Formative and Summative
2. Twice per year (Diagnostic), Ongoing (Progress Monitoring)
3. Measures mastery of math and language arts skills
4. Use of Data: identify scholars who can receive and can be removed from receiving academic intervention services

COURSE AND SUBJECT OVERVIEWS

Comprehensive program overviews for the CTE program have been developed by our internal teams and partners. For a detailed overview of courses and subjects covered under the CTE curriculum, please see Response R-06af1.

Please see Response R-06af2 for a detailed synopsis on the following pathways (including certifications, course structure, and partnerships):

- Architecture and Pre-Engineering
- Aviation & Drone Technology
- Business Management & Entrepreneurship
- Culinary Arts & Hospitality Management
- Digital Media Arts & Production
- Information Technology – Robotics
- Medical Assisting & EMT

STEM curricular offerings are outlined in Response R-06af3. For purposes of coherence, the full document (K-12) is provided.

A preliminary Course Catalog for the proposed high school is included as Response R-06af4.

PROMOTION AND GRADUATION POLICY

Promotion decisions for scholars in grades 9-12 are based on credit accumulation, successful completion of coursework, and passing of Regents exams.

Our promotion in doubt process provides families with formal notifications (promotion in doubt letters) that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This notification will occur at the conclusion of the first semester (mid-year) and will be provided along with the second quarter report cards.

The school principal makes promotion decisions for all students in mid-June. Promotion decisions are communicated to scholars and families by the end of the school year. High school scholars who do not meet promotion requirements in June have the right to attend summer school and be promoted in August if promotion standards are met at that time.

The following are the grade-by-grade promotion standards for the Academy Charter High School and reflect the minimum criteria for promotion from the scholar's current grade to the next grade.

Grade	Units of Credit	Passed Regents
9	5	1
10	11	3
11	17	4
12	22	CDOS or CTE

PROGRAMMATIC AUDITS

To continue to meet the requirements of The Act, our board and administrative will provide annual programmatic audits of the instructional, organizational and financial practices of the education corporation.

INSTRUCTIONAL AUDIT

The instructional program will be audited annually by the Chief Academic Officer and the shared service instructional leadership team including program directors. This will include a qualitative and quantitative review of the curriculum, instructional practices, assessment, and professional development activities. An independent consultant will oversee the process and present written and oral report of the findings to the leadership of the education corporation and the Board of Trustees. The requirements of the instructional audit will be as follows:

- Interviews with senior education corporation leadership team, trustees, teachers, and all stakeholder groups.
- Document review of policy, programs and structures.
- Observations of instruction using a rubric aligned to existing education corporation practice.
- Solicit real-time instructional feedback from the school's instructional team to provide evidence of the quality and school-wide consistency.
- Focus group interviews with students.

- Evaluation of culture of academic leadership, instructional decision-making, organizational support for teachers, opportunities to collaborate, and teacher culture.
- Oral debrief of instructional program to building principal, Chief Academic Officer, and other key team members and trustees.
- Executive Summary and Statement of Findings from 2-5 pages identifying key findings, evidence and recommendations for high-leverage actions to meet or exceed our school-wide performance standards.

The school will conduct the annual instructional audit each spring at a date to be determined. The timing of the audit will be informed by student performance data and the needs of staff. The education corporation will conduct audits of each school and, provide resources for an organizational and financial evaluation of the overall means by which the education corporation supports each school.

Results of the program audit and the final report will be disseminated to the board of trustees. Trustees will be provided with an opportunity to comment and provide feedback on the audit prior to completion. Upon completion, the findings of the annual program audit will be disseminated to the school community by the Chief Academic Officer. Senior administrators will convene a meeting with building principals and teacher leaders to evaluate the findings and recommendations; and to initiate the process of identifying and implementing viable options.

The final report will be due thirty (30) days following the completion of the visit. The board of trustees will review the findings within 30 days of submission. The Chief Academic Officer will also lead staff through the process of discussing audit evidence with data collected throughout the year on student performance. A school leadership team will also review the final report and disseminate all considerations to revisit and revise practice based on actionable items within the report. The school leadership team will also develop an action plan for implementing those revisions.

In the event an outside consultant is not hired to fully execute the program audit, the education corporation may retain support to build capacity for internally staffed programmatic audits. The structure of an internal programmatic review is still to be determined. Minimally, the review would include evidence from the following sources:

- Student performance data on internal and NYS assessments
- Ongoing feedback between administrators and staff
- Administrator and faculty feedback on professional development and working climate
- Stakeholder surveys of parents and students.

- Progress monitoring reports from staff.

RESOURCES

The information gathering and data analysis is completed throughout the year by teachers, instructional coaches, principals and our Chief Academic Officer. Our leadership teams and staff review quantitative and qualitative information, and subject findings to a process of confirmation and progress monitoring. Our Accountability Progress Plan Report provides our authorizer with the results of that process – an Action Plan derived from the shared input of diverse stakeholders.

Our governance and fiscal oversight is supported by the work of the executive director and director of operations. Trustees review monthly data dashboards of the operational and fiscal condition of the school. Committees set priorities annually and track performance at regular intervals.

The education corporation does not have current plans to hire outside consultants to perform instructional audits.

the ACADEMY CHARTER SCHOOL

CTE Program Overview- Course Descriptions

CTE Pathway Course/ Description /Grade Cohort Aviation & Drone Technology	Course Credits Earned	Post-Secondary/ Industry Partnership	WBL Structure/ Community Service & Competitions	Proficiency Exam/ Industry Certifications
Introduction to Engineering (Term course, Grade 9) This semester long course immerses scholars in a captivating journey through the diverse realms of engineering. Through hands-on projects, problem-solving activities, and engaging discussions, scholars delve into various engineering disciplines and gain a solid foundation in engineering principles and design processes. They tackle real-world challenges, collaborate in teams, and develop critical thinking skills while applying mathematical and scientific concepts to create innovative solutions. The course nurtures creativity, curiosity, and essential engineering skills while fostering an understanding of ethical considerations and the societal impact of engineering. This course serves as the springboard for pathways in Drone Technology, Architecture and Automotive Engineering.	**0.5 Credit**	**SUNY: Farmingdale** Computer Applications college course (3 cr.) **Partners:** Unmanned Safety Institute Drone Cadets	Site-Based	Annual CTE/STEM Symposium Capstone Project
Drone Tech I: Safety and Regulations (Year course, Grade 10)	**1.0 Credit**			

Scholars will develop critical and analytical thinking, troubleshooting and problem-solving skills through hands-on activities in this project-based curriculum. This course will introduce scholars to the fundamentals of Remote Pilot Arial Systems. Through hands on experience, scholars will learn the basics of electricity, programming, hardware, and physics. This course will give scholars a general overview of the Remote Pilot Arial Systems sequence. Scholars will have the opportunity to earn integrated math, ELA and college credits upon successful completion of the program.				Annual CTE/STEM Symposium Capstone Project FAA Trust Flight Safety Certificate
Drone Tech II: Flight Simulations and Aerospace Applications **(Year course, Grade 11)** This course provides an overview and exploration of software and technology foundations for cyber security. The course will continue scholars' study of Remote Pilot Aerial Systems. Through hands on experience, scholars will learn the basics CADD, GIS, and FAA weather notifications. This course will give scholars a background in design, navigation, and alert interpretations. Scholars will have the opportunity	**2.0 Credits**			Annual CTE/STEM Symposium Capstone Project FAA Part 107 Drome Operators License

17 to earn integrated math, ELA, and college credits upon successful completion of the program. This course will continue scholars' study of Remote Pilot Aerial Systems. This course will focus on aerial imagery and FAA part 107 exam prep. Scholars will learn photography, videography, physics, and general airport operations. Scholars will have the opportunity to earn integrated math, ELA and college credits upon successful completion of the program.				
Drone Tech III: Coding and Programming for Mechatronics **(Year course, Grade 11)** The Coding and Programming for Mechatronics course offers scholars a dynamic exploration of the interdisciplinary field that combines mechanical engineering, electronics, and computer programming. Scholars will learn programming languages such as Python and C++, gain proficiency in microcontrollers and embedded systems, and understand the integration of hardware and software components in mechatronic systems. They will apply coding principles to design and control robots, automated	**2.0 Credits**			Annual CTE/STEM Symposium Capstone Project USI:VSO Ground Certifications

machinery, drones, and other interactive devices. Through hands-on projects and theoretical concepts, scholars develop essential skills in coding and programming to control and automate mechanical systems. The course emphasizes problem-solving, critical thinking, and iterative design, empowering scholars to navigate complex challenges in mechatronics. Scholars will collaborate in teams to develop innovative projects, applying coding principles to enhance mechanical functionality and enable intelligent automation.				

CTE Pathway Course/ Description /Grade Cohort **Culinary Arts & Hospitality Management**	**Course Credits Earned**	**Post-Secondary/ Industry Partnership**	**WBL Structure/ Community Service & Competitions**	**Proficiency Exam/ Industry Certifications**
Exploring Culinary Arts (Term course, Grade 9) In this course, scholars learn about the fast-paced careers of the restaurant industry. Scholars will learn about food, including food culture, food history, food safety, and current food trends. They also learn about the food service industry and prepare	**0.5 Credit**	SUNY: Farmingdale Computer Applications	Site-Based	Annual CTE/STEM Symposium Capstone Project

classic culinary dishes. Through hands-on activities, in-depth study of the culinary arts field, and small-scale food production, scholars hone their cooking skills and develop both individual and team culinary skills. This course culminates with the capstone project: Exploring Global Cuisine Digital Cookbook.		college course (3 cr.)		
Culinary Arts 1: Food Safety and Kitchen Operations (Year course, Grade 10) The Food Safety and Kitchen Operations course is a comprehensive program designed to provide scholars with the knowledge, skills, and certifications necessary for success in the culinary industry. Through a blend of theory and hands-on practice, scholars will gain a solid understanding of food safety principles, proper kitchen operations, and industry best practices. Scholars will learn to identify potential hazards, prevent foodborne illnesses, and maintain a clean and safe working environment. With a focus on the ServSafe curriculum, scholars will prepare for and obtain the prestigious ServSafe certification, recognized by the foodservice industry as a mark of excellence in food safety. This course	**1.0 Credit**	National Restaurant Association	Ronald McDonald House Annual Thanksgiving	Annual CTE/STEM Symposium Capstone Project ServSafe (Food Safety State Cert.)

culminates with the capstone project: Eliminating Food Waste.				
Culinary Arts 2: Food Science (Farmingdale) (Year course, 2.0 Credit, Grade 11) Food Science integrates an interdisciplinary science approach to food and its components. Relationships between the chemical composition of food and sensory properties are delineated. In this course scholars evaluate the effects of processing, preparation, and storage on the quality, safety, and nutritive value of various food categories. Further, this course examines the application of technology to both improve and expand the food supply. Food science applies concepts from nutrition, health, biology, and chemistry to discriminate against how the various ingredients in foods interact. Laboratory testing and food science techniques specific to the science of food are explored. The course is a dual credit course designed in conjunction with SUNY Farmingdale State College that will challenge scholars to perform on a collegiate level. To earn college credit awarded by SUNY Farmingdale State College, scholars must earn a passing grade in the course. This	**2.0 Credits**			Annual CTE/STEM Symposium Capstone Project ServSafe (Food Manager State Cert.)

course culminates with the capstone project: Examining Nutrition and Chronic Illness Awareness.				
Culinary Arts 3: Business Practicum (Year course, 2.0 Credit, Grade 12) In this course, scholars will apply what they have learned throughout their course of study in internships and work-based learning. Through two internship rotations in local foodservice settings, scholars will develop the practices and skills that will help them pursue their chosen career in the culinary industry. Scholars will also delve deeply into world cuisines and advanced baking techniques in the classroom and kitchen lab, further honing their skills in preparation for employment or post-secondary education. Scholars will develop a professional portfolio that will showcase their knowledge and skills for future employers and potential continuing educational opportunities. This course culminates with the capstone project: 100K Deeds Challenge	**2.0 Credits**			Annual CTE/STEM Symposium Capstone Project YouScience Exam: Culinary Arts

CTE Program Overview- Course Descriptions

CTE Pathway Course/ Description /Grade Cohort Cosmetology & Salon Management	Course Credits Earned	Post-Secondary/ Industry Partnership	WBL Structure/ Community Service & Competitions	Proficiency Exam/ Industry Certifications
Exploring the Personal Care Industry (Term course, Grade 9) This course covers the basics of cosmetology, including the study of hair, skin, and nails. Students will learn about various tools, safety protocols, sanitation practices, and the anatomy of the skin and hair.	**0.5 Credit**			Annual CTE/STEM Symposium Capstone Project
Cosmetology 1: Hair Cutting & Styling (Year course, Grade 10) In this course, students will learn the techniques for cutting, trimming, and styling hair. Topics include basic haircutting methods, advanced styling techniques, and the use of styling tools such as blow dryers, straighteners, and curling irons. Students will also explore natural haircare and barbering services.	**1.0 Credit**			Annual CTE/STEM Symposium Capstone Project
Cosmetology 2: Skin & Nailcare (Year course, 2.0 Credit, Grade 11) This course covers skincare treatments, facials, makeup application, and hair removal techniques. Students will also learn about different skin types and conditions, as well as how to select and	**2.0 Credits**			Annual CTE/STEM Symposium Capstone Project

apply skincare products. The second portion of the term will cover the art and science of nail care, including manicures, pedicures, nail art, and the use of artificial nails. Students will also learn about sanitation, safety, and proper nail maintenance.				
Cosmetology 3: Salon Operations (Year course, 2.0 Credit, Grade 12) This course will explore careers in cosmetology and salon management. This hands-on course provides students with the knowledge and skills needed to operate a professional salon, focusing on key areas such as customer service, salon organization, inventory management, and business practices. Students will learn how to maintain a safe, clean, and efficient work environment while developing essential skills in managing appointments, handling financial transactions, and promoting salon services. Through both classroom instruction and practical experience, students will gain insight into the day-to-day operations of a successful salon, preparing them for entry-level positions in the cosmetology industry or further training in salon management.	**2.0 Credits**			Annual CTE/STEM Symposium Capstone Project

the ACADEMY CHARTER SCHOOL

CTE Program Overview- Course Descriptions

CTE Pathway Course/ Description /Grade Cohort Digital Media Arts: Animation & Game Design	Course Credits Earned	Post-Secondary/ Industry Partnership	WBL Structure/ Community Service & Competitions	Proficiency Exam/ Industry Certifications
Introduction to Information and Business Tech **(Term course, 0.5 Credit, Grade 9)** This is an introductory course in the use of personal computers today. Scholars will receive instruction in basic computer concepts and terminology, the fundamentals of the Windows operating system and have hands on experience at the beginning to intermediate level using Microsoft Word, Excel, and PowerPoint. This course will introduce scholars to the fundamentals of Microsoft Office. Through practical hands-on experience, scholars will learn the basics and requisite knowledge to be proficient in Microsoft Word, PowerPoint, and Excel. This course will give scholars the foundational knowledge and skills for the Microsoft Office sequence. The course is a dual credit course designed in conjunction	**0.5 Credit**	SUNY: Farmingdale Computer Applications college course (3 cr.)	Site-Based	Annual CTE/STEM Symposium Capstone Project

with SUNY Farmingdale State College that will challenge scholars to perform on a collegiate level. To earn college credit awarded by SUNY Farmingdale State College, scholars must earn a passing grade in the course.				
Digital Media Arts 1 The World of Animation **(Year course, Grade 10)** In this course, scholars learn about the dynamic and creative world of animation through hands-on projects and technical instruction. This course introduces students to the fundamental principles of animation, including character design, storyboarding, 2D and 3D animation techniques, and visual storytelling. Students will gain experience using industry-standard software to create their own animated projects, learning about both traditional animation methods and modern digital techniques. By the end of the course, students will have the skills to create animated sequences and develop a deeper understanding of animation's role in entertainment, advertising, and media production.	**1.0 Credit**	National Restaurant Association	Ronald McDonald House Annual Thanksgiving	Annual CTE/STEM Symposium Capstone Project

Digital Media Arts 2: : Exploring Interactive Game Design & App Development **(Year course, 2.0 Credit, Grade 11)** This course immerses students in the exciting world of video games and app creation. Students will learn the basics of game design principles, interactive storytelling, and user interface (UI) design, while gaining hands-on experience with software tools used in both game development and mobile app creation. The course covers game mechanics, level design, coding, and programming for mobile and web-based platforms. Students will work on developing their own interactive games or apps, collaborating on design and development processes. By the end of the course, students will have built their own playable game or app and gained valuable insight into the tech industry, preparing them for future work in game design, app development, or computer programming.	**2.0 Credits**			Annual CTE/STEM Symposium Capstone Project

Digital Media Arts 3 Digital Content Creation: Podcasting & Vlogging (Year course, 2.0 Credit, Grade 12) This course covers the technical and creative aspects of content creation, including audio and video recording, editing, scripting, and broadcasting. Students will learn how to produce compelling stories, conduct interviews, and create engaging visual and audio content for a variety of digital platforms. The course also covers the essentials of building a personal brand, social media marketing, and understanding the business side of content creation. At the end of the course, students will have the knowledge to launch and manage their own podcast or vlog and develop a portfolio of content that demonstrates their digital storytelling skills.	**2.0 Credits**			Annual CTE/STEM Symposium Capstone Project

CTE Program Overview- Course Descriptions

CTE Pathway Course/ Description /Grade Cohort Electrical Vehicle Engineering & Services	Course Credits Earned	Post-Secondary/ Industry Partnership	WBL Structure/ Community Service & Competitions	Proficiency Exam/ Industry Certifications
Electrical Vehicle Fundamentals (Term course, Grade 9) In this course, scholars learn about the basic principles of electric vehicles, including battery technologies, electric powertrains, charging systems, and the differences between internal combustion engine (ICE) vehicles and electric vehicles (EVs). It focuses on the components specific to EVs, such as the battery management system (BMS), electric motors, and power electronics.	**0.5 Credit**	SUNY: Farmingdale Computer Applications college course (3 cr.)	Site-Based	Capstone Project
Electric Vehicles 1: Maintenance and Repair (Year course, Grade 10) In this hands-on course, students learn how to troubleshoot, repair, and maintain the various systems in an electric vehicle, such as the battery, charging system, and power electronics. The course also covers safety protocols for working with high-voltage systems and handling specific EV components. This course also teaches the fundamentals of microcontroller	**1.0 Credit**			ServSafe (Food Safety State Cert.)

programming, which is essential for designing the motherboard and control systems of electric vehicles. It covers programming languages like C/C++ and how to interface with various hardware components such as sensors, motor controllers, and communication modules used in EV systems.				
Electric Vehicles 2 Battery Technologies and Management Systems (Year course, 2.0 Credit, Grade 11) Students explore the different types of batteries used in EVs (such as lithium-ion and solid-state batteries) is critical for an EV specialist. This course teaches battery maintenance, testing, repair, and battery management systems (BMS) that monitor and optimize battery health and charging. This also course dives into the electronic control systems used in electric vehicles, including motor controllers, battery management systems, and power distribution units. It incorporates computer programming to design and troubleshoot control algorithms, firmware, and software used for system optimization in EVs.	**2.0 Credits**			
Electric Vehicles 3: Electric Vehicle Diagnostics and Electronics	**2.0 Credits**			

(Year course, 2.0 Credit, Grade 12) This course covers the diagnostic tools and techniques required for assessing and fixing electrical problems in electric vehicles. Students are taught to identify issues with components like the charging unit, electric motor, battery management systems, and on-board diagnostics (OBD) systems. It also focuses on diagnostic software used in the EV industry. This course introduces specialized software tools used in automotive diagnostics, which may require programming knowledge. It includes hands-on training in using and, at times, programming diagnostic tools for vehicle repairs, particularly for electric vehicle systems. Students must complete capstone where they build EVs as teams.				

CTE Pathway Course/ Description /Grade Cohort **Information Technology: Programming (Robotics)**	**Course Credits Earned**	**Post-Secondary/ Industry Partnership**	**WBL Structure/ Community Service & Competitions**	**Proficiency Exam/ Industry Certifications**
Introduction to Information and Business Tech **(Term course, 0.5 Credit, Grade 9)**	**0.5 Credit**		Site-Based	Capstone Project

is an introductory course in the use of personal computers today. Scholars will receive instruction in basic computer concepts and terminology, the fundamentals of the Windows operating system and have hands on experience at the beginning to intermediate level using Microsoft Word, Excel, and PowerPoint. This course will introduce scholars to the fundamentals of Microsoft Office. Through practical hands-on experience, scholars will learn the basics and requisite knowledge to be proficient in Microsoft Word, PowerPoint, and Excel. This course will give scholars the foundational knowledge and skills for the Microsoft Office sequence. The course is a dual credit course designed in conjunction with SUNY Farmingdale State College that will challenge scholars to perform on a collegiate level. To earn college credit awarded by SUNY Farmingdale State College, scholars must earn a passing grade in the course.		SUNY: Farmingdale Computer Applications college course (3 cr.)		
Information Technology 1: Coding and Programming **(Year course, 1.0 Credit, Grade 10)** This course allows scholars to develop a strong foundation in computer programming. Through theory and practical	**1.0 Credit**	National Restaurant Association	Ronald McDonald House Annual Thanksgiving	ServSafe (Food Safety State Cert.)

exercises, scholars explore coding languages such as Python, JavaScript, and Java, learning to solve problems and create applications. They engage in coding challenges, algorithm design, and software development projects to enhance their critical thinking and problem-solving abilities. Scholars gain proficiency in code debugging, version control, and collaboration, while also exploring emerging trends like web development and data analysis. By the end of the course, scholars emerge with a solid understanding of programming principles and practical skills applicable in various domains, preparing them for future studies or careers in the ever-evolving world of coding and programming.				
Information Technology 2: Networks and Programming **(Year course, 2.0 Credit, Grade 11)** This course provides scholars with a comprehensive understanding of computer networks and the fundamentals of network programming. Throughout the course, scholars delve into network architectures, protocols, and technologies, including LANs, WANs, TCP/IP, routers, switches, and wireless networks. They learn about	**2.0 Credits**			

network security, addressing schemes, and troubleshooting techniques. Scholars gain insights into network performance optimization, network management, and cloud computing. In addition to network fundamentals, scholars acquire programming skills relevant to networked systems. They will build upon their coding knowledge and delve deeper into network programming languages such as Python and Java, understanding how to develop client-server applications, networked protocols, and web services. Scholars engage in practical exercises, creating networked applications, and utilizing APIs and libraries to leverage network capabilities. The course encourages collaboration, problem-solving, and critical thinking as scholars work on network design projects and address real-world network challenges.				
Information Technology 3: Coding and Programming for Mechatronics (Year course, 2.0 Credit, Grade 12) The Coding and Programming for Mechatronics course offers scholars a dynamic exploration of the interdisciplinary field that combines mechanical engineering, electronics, and computer programming. Scholars will learn	**2.0 Credits**			

programming languages such as Python and C++, gain proficiency in microcontrollers and embedded systems, and understand the integration of hardware and software components in mechatronic systems. They will apply coding principles to design and control robots, automated machinery, drones, and other interactive devices. Through hands-on projects and theoretical concepts, scholars develop essential skills in coding and programming to control and automate mechanical systems. The course emphasizes problem-solving, critical thinking, and iterative design, empowering scholars to navigate complex challenges in mechatronics. Scholars will collaborate in teams to develop innovative projects, applying coding principles to enhance mechanical functionality and enable intelligent automation.				

CTE Program Overview- Course Descriptions

CTE Pathway Course/ Description /Grade Cohort Sports Management	Course Credits Earned	Post-Secondary/ Industry Partnership	WBL Structure/ Community Service & Competitions	Proficiency Exam/ Industry Certifications
Introduction to Sports Management (Term course, Grade 9) This foundational course introduces students to the world of sports management, covering key topics such as the structure of sports organizations, event planning, marketing strategies, and the legal and ethical issues in sports. Students will explore various career opportunities within the industry and develop basic skills in leadership, communication, and business operations related to sports teams and events.	**0.5 Credit**		Site-Based	Capstone Project
Sports Management 1: Sports Marketing and Promotion (Year course, Grade 10) This course focuses on the principles of marketing as they apply to the sports industry. Students will learn how to develop marketing campaigns, engage fans through social media, secure sponsorships, and promote sporting events. The course covers branding, public relations, market research,	**1.0 Credit**			

and digital marketing techniques specific to sports teams, athletic brands, and events.				
Sports Management 2: **Event and Facility Management** **(Year course, 2.0 Credit, Grade 11)** Students will gain hands-on experience in planning, organizing, and managing sports events and facilities. Topics include event logistics, budgeting, facility operations, safety regulations, and customer service. Through project-based learning, students will design event proposals and learn how to manage sports complexes, stadiums, and recreational facilities.	**2.0 Credits**			
Sports Management 3: **Sports Law and Ethics** **(Year course, 2.0 Credit, Grade 12)** This course introduces students to the legal and ethical aspects of the sports industry. Topics include contracts, liability, risk management, intellectual property, and compliance with league rules and regulations. Students will analyze real-world case studies to understand the impact of legal decisions and ethical practices on sports organizations and athletes.	**2.0 Credits**			

CTE Program Overview- Course Descriptions

CTE Pathway Course/ Description /Grade Cohort Sports Medicine & Ambulatory Services	Course Credits Earned	Post-Secondary/ Industry Partnership	WBL Structure/ Community Service & Competitions	Proficiency Exam/ Industry Certifications
Exploring Sports Medicine **(Term course, Grade 9)** This foundational course provides students with an overview of the sports medicine field, including injury prevention, basic injury assessment, treatment, and rehabilitation techniques. Topics include anatomy and physiology, common sports injuries, first aid, and emergency response procedures. Students will explore careers such as athletic training, physical therapy, and sports therapy.	**0.5 Credit**		Site-Based	Capstone Project
Sports Medicine 1: **Anatomy and Physiology for Sports Medicine** **(Year course, Grade 10)** This course focuses on the structure and function of the human body, with an emphasis on how the musculoskeletal, cardiovascular, and nervous systems relate	**1.0 Credit**			

to athletic performance and injury. Students will learn how body systems interact during physical activity and how injuries impact these systems. Hands-on labs and activities will reinforce understanding of body mechanics and movement.				
Sports Medicine 2: **Exercise Science and Kinesiology** **(Year course, 2.0 Credit, Grade 11)** Students will explore how physical activity impacts the human body through the study of exercise science and kinesiology. Topics include biomechanics, strength and conditioning, nutrition, and fitness assessment. This course prepares students to design training and rehabilitation programs that improve athletic performance and prevent injuries.	**2.0 Credits**			
Sports Medicine 3: **Rehabilitation and Therapeutic Practices** **(Year course, 2.0 Credit, Grade 12)** This course focuses on injury recovery and therapeutic techniques used in sports medicine. Students will learn about rehabilitation protocols, physical therapy exercises, and the use of therapeutic modalities such as heat, ice, ultrasound,	**2.0 Credits**			

and electrical stimulation. Practical experiences will include designing rehabilitation programs and practicing taping and bracing techniques.				

Architecture and Pre-Engineering Pathway

Course Sequence & Industry Partnerships

Grade/ Locations	Certifications	Architecture & Pre-Engineering	College/ Industry Partner
Grade 9 Uniondale	Sketchup, Lumion, V-Ray	**Exploratory Course:** Introduction to Engineering	Engineering Tomorrow
Grade 10	AutoCAD/ Revit CTE Capstone	**Architecture I:** Pre-Engineering Technology (CAD)	National Society of Black Engineers
Grade 11	Autodesk AutoCAD Associate	**Architecture II:** Comprehensive Engineering (Modeling)	National Organization of Minority Architects (NOMA)
Grade 12	LEED Green Associate Certification	**Architecture III:** Engineering Design & Development Practicum	SUNY: Farmingdale*

Work-based Learning Opportunities:

Students engage in a yaarly CTE/STEM Symposium where they present reach projects identified by the Science, Math and or CTE teachers, in relation to their respective CTE Pathway that address a global issue. They receive continual feeback from industry mentors throughout the process leading to the showcase and are cross-examined by guest professors from local colleges or universities, as well as industry practitioners. Every year these projects are documented and compiled into their digital portfolio to meet the NYSED requirements for an Advanced Regents Diploma with a CTE Distinction.

Extracurricular Clubs & Competitons:

SkillsUSA®

Aviation & Drone Technology Pathway

Course Sequence & Industry Partnerships

Grade/ Locations	Certifications	Aviation & Drone Technology	College/ Industry Partner
Grade 9 Uniondale	Sketchup, Lumion, V-Ray	**Exploratory Course:** Introduction to Engineering	Unmanned Safety Institute
Grade 10	FAA Trust Flight Safety Certificate	**Drone Technology I:** Flight Safety Regulations	Drone Cadets
Grade 11	FAA Part 107	**Drone Technology II:** Flight Simulations	SUNY: Farmingdale*
Grade 12	USI: VSO Ground Certifications	**Drone Technology II:** Mechatronic Engineering Practicum	Vaughn College of Aeronautics Agreement Pending

Work-based Learning Opportunities:

Students engage in a yaarly CTE/STEM Symposium where they present reach projects identified by the Science, Math and or CTE teachers, in relation to their respective CTE Pathway that address a global issue. They receive continual feeback from industry mentors throughout the process leading to the showcase and are cross-examined by guest professors from local colleges or universities, as well as industry practitioners. Every year these projects are documented and compiled into their digital portfolio to meet the NYSED requirements for an Advanced Regents Diploma with a CTE Distinction.

Extracurricular Clubs & Competitons:

LIDSL
LONG ISLAND DRONE SPORTS LEAGUE

Business Management & Entrepreneurship Pathway

Course Sequence & Industry Partnerships

Grade/ Locations	Certifications	Business Management & Entrepreneurship	College/ Industry Partner
Grade 9 **Uniondale**	Microsoft Office Specialist/ Adobe and CTE Capstone	**Exploratory Course:** Computer Applications: Business & Information Technology (SUNY)	Virtual Enterprise International
Grade 10	Intuit QuickBooks	**Business Management I:** Introduction to Business (SUNY)	SUNY: Farmingdale
Grade 11	Marketing Plan and Website E-Commerce Capstone	**Business Management II:** Business & Marketing	Virtual Enterprise International
Grade 12	Business Plan NOCTI: Business/ VE	**Business Management III:** Fundamentals of Entrepreneurship	Virtual Enterprise International

Work-based Learning Opportunities:

Students engage in a yaarly CTE/STEM Symposium where they present reach projects identified by the Science, Math and or CTE teachers, in relation to their respective CTE Pathway that address a global issue. They receive continual feeback from industry mentors throughout the process leading to the showcase and are cross-examined by guest professors from local colleges or universities, as well as industry practitioners. Every year these projects are documented and compiled into their digital portfolio to meet the NYSED requirements for an Advanced Regents Diploma with a CTE Distinction.

Extracurricular Clubs & Competitons:

FBLA
Future Business Leaders of America

VIRTUAL ENTERPRISES INTERNATIONAL

Culinary Arts & Hospitality Management Pathway

Course Sequence & Industry Partnerships

Grade	Certifications	Culinary Arts & Hospitality Mgmt.	College/ Industry Partner
Grade 9	CTE Capstone	**Exploratory Course:** Exploring Culinary Arts	National Restaurant Association
Grade 10	ServSafe: Food Handler	**Culinary Arts I:** Kitchen Operations	National Restaurant Association
Grade 11	ServSafe: Manager	**Culinary Arts II:** Food Science (SUNY Course)	SUNY: Farmingdale
Grade 12	Business Plan NOCTI: Cook Prep	**Culinary Arts III:** Restaurant Mgmt. & Operations/Practicum	National Restaurant Association

Work-based Learning Opportunities:

Students engage in a yaarly CTE/STEM Symposium where they present reach projects identified by the Science, Math and or CTE teachers, in relation to their respective CTE Pathway that address a global issue. They receive continual feeback from industry mentors throughout the process leading to the showcase and are cross-examined by guest professors from local colleges or universities, as well as industry practitioners. Every year these projects are documented and compiled into their digital portfolio to meet the NYSED requirements for an Advanced Regents Diploma with a CTE Distinction.

Extracurricular Clubs & Competitons:

NATIONAL RESTAURANT ASSOCIATION

ProStart® New York / Vermont

ServSafe National Restaurant Association Manager Certification

Digital Media Arts & Production Pathway

Course Sequence & Industry Partnerships

Grade	Certifications	Digital Media Arts & Production	College Partner
Grade 9 **Uniondale** **Hempstead**	Microsoft Office Specialist/ Adobe and CTE Capstone	**Exploratory Course: Computer Applications: Business & Information Technology (SUNY)** **Hempstead Launched 2024-25**	SUNY: Farmingdale
Grade 10	Adobe Creative Suite (Ps, Pr, Ae, Ai)	**Digital Media Arts I: The World of Animation** **Hempstead to Launch 2025-26**	(RIT and Carnegie Melon Partnerships Pending)
Grade 11	Blender and C++ in Unreal Engine 5 Certification	**Digital Media Arts II: Interactive Game Development & App** **Hempstead to Launch 2026-27**	(RIT and Carnegie Melon Partnerships Pending)
Grade 12	Final Cut Pro and Logic	**Digital Media Arts III: Digital Media Design & Production Practicum**	(RIT and Carnegie Melon Partnerships Pending)

Work-based Learning Opportunities:

Students engage in a yaarly CTE/STEM Symposium where they present reach projects identified by the Science, Math and or CTE teachers, in relation to their respective CTE Pathway that address a global issue. They receive continual feeback from industry mentors throughout the process leading to the showcase and are cross-examined by guest professors from local colleges or universities, as well as industry practitioners. Every year these projects are documented and compiled into their digital portfolio to meet the NYSED requirements for an Advanced Regents Diploma with a CTE Distinction.

Extracurricular Clubs & Competitons:

LONG ISLAND GAMING LEAGUE

GAMES FOR CHANGE STUDENT CHALLENGE

Information Technology: Robotics Pathway

Course Sequence & Industry Partnerships

Grade	Certifications	Information Technology: Robotics	College Partner
Grade 9 **Uniondale** **Hempstead**	Microsoft Office Specialist/ Adobe and CTE Capstone	**Exploratory Course:** **Computer Applications: Business & Information Technology (SUNY)** **Hempstead Launched 2024-25**	SUNY: Farmingdale
Grade 10	Java, Python, C++, Scratch and LEGO EV3/ Mindstorms	**Information Technology I:** **Network Systems (Fundamentals of Ethernet)** **Hempstead to Launch 2025-26**	(MIT/ Carnegie Mellon Robotics Academy Partnership in Development)
Grade 11	You Science: Computer Programming I	**Information Technology II:** **Coding & Programming (Robotics)** **Hempstead to Launch 2026-27**	(MIT/ Carnegie Mellon Robotics Academy Partnership in Development)
Grade 12	You Science: Computer Programming II	**Information Technology III:** **Programming & Robotics Practicum** **Hempstead to Launch 2027-28**	(MIT/ Carnegie Mellon Robotics Academy Partnership in Development)

Work-based Learning Opportunities:

Students engage in a yaarly CTE/STEM Symposium where they present reach projects identified by the Science, Math and or CTE teachers, in relation to their respective CTE Pathway that address a global issue. They receive continual feeback from industry mentors throughout the process leading to the showcase and are cross-examined by guest professors from local colleges or universities, as well as industry practitioners. Every year these projects are documented and compiled into their digital portfolio to meet the NYSED requirements for an Advanced Regents Diploma with a CTE Distinction.

Extracurricular Clubs & Competitons:

girls who code

FLL FIRST LEGO® League

Medical Assisting & EMT Pathway

Course Sequence & Industry Partnerships

Grade	Certifications	Medical Assisting/ EMT	College Partner
Grade 9 **Uniondale** **Hempstead**	CTE Capstone	**Exploratory Course:** **Exploring Medical Science** **Hempstead Launched 2024-25**	HBCU Dual Enrollment through National College Resources Foundation Pending
Grade 10	CTE Capstone	**Medical Assisting I:** **Medical Terminology (SUNY)** **Hempstead to Launch 2025-26**	SUNY: Farmingdale
Grade 11	NHA: Medical Administrative Assistant	**Medical Assisting II:** **Medical Coding |EMT Training** **Hempstead to Launch 2026-27**	(NHA/ Northwell Partnership)
Grade 12	NHA: Clinical Medical Assistant (CMA), EKG, and NREMT	**Medical Assisting III:** **Lab Technology (CPR & EMT Training II)** **Hempstead to Launch 2027-28**	(NHA/ Northwell Partnership)

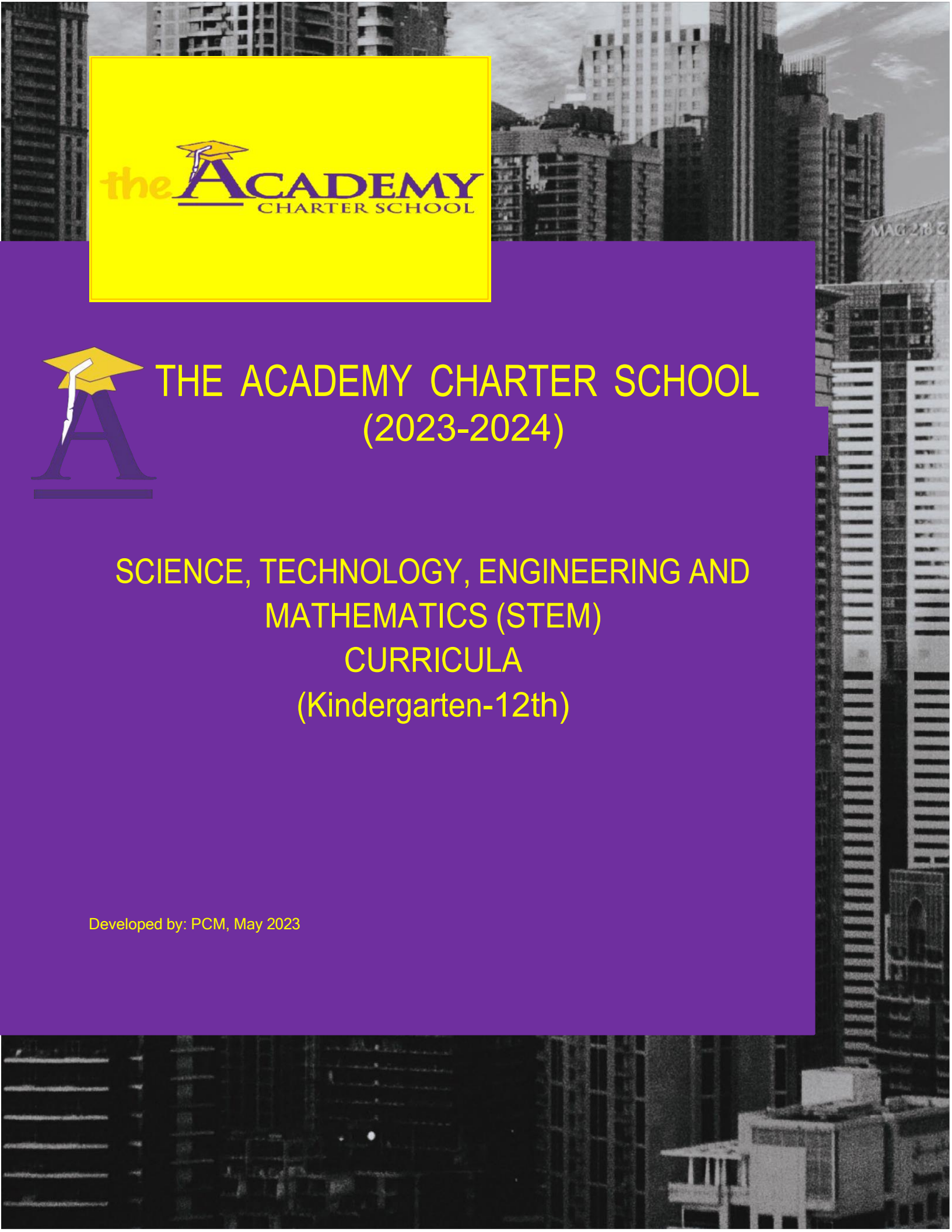
Work- based Learning Partners:

PM Pediatrics and Northwell Healthcare (MedVoyage Program)

Extracurricular Clubs & Competitons:

hosa future health professionals NEW YORK

Northwell Health®



THE ACADEMY CHARTER SCHOOL
(2023-2024)

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) CURRICULA
(Kindergarten-12th)

Developed by: PCM, May 2023

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) CURRICULA

Kindergarten-12th Grade

(2023-2024)

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) K-8 CURRICULA

The Academy Charter School offers a wide range of experiences to our students throughout K-8 STEM classes. All students regardless of their grade received STEM instruction at least twice per week. The program is sequential and utilizes a building blocks approach where each grade level acts as a foundation for higher ones. The curriculum is comprised of units from: Project Lead the Way (PLTW), Next Wave STEM and Code Monkey K-8.

Project Lead The Way offers comprehensive PreK–12 programs that engage students in hands-on activities, projects, and problems; empower them to solve real-world challenges; and inspire them to reimagine how they see themselves. These programs focus on three pathways—computer science, engineering, and biomedical science.

The Project Lead The Way programs include:

- o PLTW Launch (Elementary)
- o PLTW Gateway (Middle School)
- o PLTW Computer Science (High School)
- o PLTW Engineering (High School)
- o PLTW Biomedical Science (High School)

The PLTW Launch curriculum is presented in modules. The modules are connected to standards in each grade band from PreK through fifth grade. Notice that each grade includes modules that cover the three pathways—computer science, engineering, and biomedical science.

The PLTW Gateway curriculum is presented in units for students in grades through eight. Each unit is designed for about 45 days of instruction, where a day equals a 45-minute class period. PLTW offers suggestions to align specific units to teach each grade six through eight. PLTW Gateway units cover the three pathways—computer science, engineering, and biomedical science.

The units from these curricula are used to form exciting, cutting-edge 21st century experiences for all students.

TEACHING QUARTERS OF THE SCHOOL YEAR

1st -September to October
2nd November to January
3rd January to March
4th April to June

STEM CURRICULA OVERVIEW

The curricula components are as follows:

Kindergarten

	Unit Source
Quarter 1: Robotics: Introduction to Robots	Next Wave STEM
Quarter 2 : Structure & Function: Human Body	PLTW
Quarter 3: Sunlight & Weather	PLTW
Quarter 4: Code Monkey Jr.: Sequencing & Loops	Code Monkey

Grade One

Quarter 1: Adventures with Drones	Next Wave STEM
Quarter 2 : Design Inspired by Nature	PLTW
Quarter 3: Animal Adaptation	PLTW
Quarter 4: Code Monkey Jr.: Conditional Loops & Procedures	Code Monkey

Grade Two

Quarter 1: Hydroponics	Next Wave STEM
Quarter 2 : Changing Earth	PLTW
Quarter 3: Introduction to Artificial Intelligence	Next Wave STEM
Quarter 4: Beaver Achiever: Sequencing & Simple Conditional Loops	Code Monkey

Grade Three

Quarter 1: Programming Patterns	PLTW
Quarter 2 : Discovery of Solar Power & Renewable Energy	Next Wave STEM
Quarter 3: Coding Adventures Part 1: Fundamentals-Space Monkey-Blocks Jumper	Code Monkey

Quarter 4: Hydroponics	Next Wave STEM

Grade Four

Quarter 1: Drones: What, where and why	Next Wave STEM
Quarter 2 : Energy and Collision	PLTW
Quarter 3: Hydroponics	Next Wave STEM
Quarter 4: Coding Adventures Part 2: Conditional Loops & Digital Use	Code Monkey

Grade Five

Quarter 1: Artificial Intelligence	Next Wave STEM
Quarter 2 : Discovery of 3D Design using Tinkercad	Next Wave STEM
Quarter 3: Coding Adventures Part 2: More About Conditional Loops & Digital Citizenship	Code Monkey
Quarter 4: Robotics and Automation/Robotics & Automation-Challenge	PLTW

Grade Six

Quarter 1: Design and Modelling	PLTW
Quarter 2 : Computer Science for Innovators & Makers	PLTW
Quarter 3: Drones: UFO or UAV? The big wide World of Drones	Next Wave STEM
Quarter 4: Hydroponics	Next Wave STEM

Grade Seven

Quarter 1: Tello Drones	Next Wave STEM
Quarter 2 : App Creator	PLTW
Quarter 3: Hydroponics	Next Wave STEM
Quarter 4: Artificial Intelligence	Next Wave STEM

Grade Eight

Quarter 1: Robotics Challenge	PLTW
Quarter 2 : Tello Drones	Next Wave STEM
Quarter 3: UME ACADEMY-Games Design	Next Wave STEM
Quarter 4: Internet of Things	Next Wave STEM

COURSE DESCRIPTIONS

KINDERGARTEN (k)

Next Wave STEM- Telling stories is important to teaching coding! The Colby Robot helps students learn how to tell stories using button-based code. During the course, early elementary students will use their Colby robots to draw numbers, tell a story, hunt for treasure, and complete hands-on activities to build their understanding of robotics. Robotics: Introduction to Robots Early learners answer the questions “What are robots?” “How do work?” and “What can they do? ”Young learners are encouraged to combine creative thinking and intrinsic motivation using cutting-edge technology and Scratch, a free-to-use drag-and-drop creative learning environment developed by MIT Media Lab.

Project Lead The Way (PLTW)--Structure & Function: Human Body : In this module, students read a story where a character, Angelina, falls off the monkey bars and breaks her arm. Students follow Angelina’s case as they progress through the module, learning about both the diagnosis and treatment of her injury. As students follow Angelina’s story, they explore the basic relationship between structure and function in the human body. They look at major structures, or organs, within the body and investigate how the structure of each organ is related to its function. Once students establish an understanding of basic structure and function in the body, they then take a deeper look at the functions of bone. They assemble a skeleton and create a model X-ray of a hand. Then, they act as scientists to perform an inquiry investigation to explore how the structure of the fingers impacts their function. Finally, students work through an engineering design process to design and build a cast for Angelina.

Project Lead The Way (PLTW)--Sunlight & Weather: Students learn about the Sun’s warming effect on Earth. They investigate how the Sun affects different Earth materials, which leads to how the Sun affects our weather. Students learn how to describe the weather to make observations and collect data. They use this data to describe patterns over time, which helps predict the weather. They view a local weather forecast to understand how the weather impacts their daily lives. Students practice how to dress for the day by dressing Angelina, Mylo, or Suzi based on a forecast. Then, they use the design process to design a structure that can reduce the Sun’s warming effect.

Code Monkey Jr.: Sequencing & Loops: This app teaches Kindergarteners the basics of coding with a progression of gaming challenges. Using blocks, students

will build a set of visual coding instructions to help lead a monkey to a treasure chest.

GRADE ONE (1)

Next Wave STEM -Introduction to Drones: Students are introduced to drones in this lesson—they will develop an understanding of what, how, and why of drone technologies. They will explore the different types of drones and develop an understanding of what they are as well as how and why they are used in the real world. Students will consider safety rules for using drones, both in the classroom and school environment as well as in the real world. These early learners answer the questions, “What are things that can fly? ”What are the principles of aerodynamics?” and “What is a drone and what can it do?” The course explores drones (unmanned aerial vehicles) and programming through kinesthetic movement and hands-on play.

Project Lead The Way (PLTW)-Design Inspired by Nature: Students investigate how offspring are like their parents. They model animals’ patterns of behavior which help them survive. `They learn how plants and animals have external parts that help them meet their needs. With this understanding, students follow the design process to build a model of an outdoor shelter that is inspired by plant and animal external parts.

Project Lead The Way (PLTW)--Animal Adaptation: Students explore animal adaptations for protection, camouflage, food obtainment, and locomotion. Students learn what it means for an organism to be adapted to its environment and how different adaptations can be categorized. Students are introduced to the design challenge when Suzi announces she is visiting the Sahara and needs to get prepared for her trip. Students are challenged to design the ideal shoes for travelers to wear in extreme environments, applying what they have learned and looking to plant and animal adaptations to guide their designs.

Code Monkey Jr.: Conditional Loops & Procedures: This app teaches Kindergarteners the basics of coding with a progression of gaming challenges. Using blocks, students will build a set of visual coding instructions to help lead a monkey to a treasure chest.

GRADE TWO (2)

Next Wave STEM- Hydroponics- Plants and the Science of Growing!
Through hands-on engaging activities, students will explore many aspects of plants, their needs, and various growing conditions. Over these 15 lessons, early elementary students will be recording their observations and data from their own plant's progress and students will discover the unique traits of plants and their growth while beginning to delve into the exciting science of hydroponics.

This unit develops students' understanding of hydroponics, in its simplest form, growing plants by supplying all necessary nutrients in the plants' water supply rather than through the soil. The word derives from the Greek root words "hydro," meaning water, and "ponics," meaning working. Growing plants hydroponically helps gardeners and farmers grow more food in smaller areas (classrooms, greenhouses, rooftops, and living rooms, for instance) and to produce food in parts of the world where space, good soil, and/or water are limited. When students grow plants hydroponically, they begin to investigate plant needs through a different lens and have the chance to develop a deep understanding about the conditions required for healthy plant growth and development. *Exploring Hydroponics* lessons includes basic how-to information for growing plants hydroponically in your classroom; lesson plans to help students learn through hands-on investigations; and construction plans for simple hydroponics setups.

Project Lead The Way (PLTW)--Changing Earth Students explore how the surface of the Earth is always changing. They are introduced to different types of maps and explore how these maps convey different information about the world in which we live, including where water is found on Earth. Angelina, Mylo, and Suzi introduce the design problem when faced with the challenge of helping a community threatened by a potential landslide. Students investigate the different forces that shape the surface of the Earth and design solutions to limit the impact of erosion on this fictional community, which is located at the bottom of a hill that was recently destabilized by a fire.

Next Wave STEM -Introduction to Artificial Intelligence (AI): Students are introduced to the concept of "smart technology" in this lesson. They will explore various examples of technology(smart and simple) in their lives, learn about the course's theme (The Zappsville Zoo),and finally use inquiry to sort technologies into groups of "Smart Tech" or "Simple Tech".

Beaver Achiever: Sequencing & Simple Conditional Loops: Beaver Achiever is great for stimulating young students to learn essential coding skills. Your

students will use coding blocks to help beaver completely different tasks in its natural habitat.

GRADE THREE (3)

Project Lead The Way (PLTW)—Discovery of Programming Patterns: Students explore control structures such as events, loops, and conditionals. These structures specify the sequence in which instructions are executed within a program. Starting with computer-free activities and progressing to programming in a block-based language on a device, students learn how to think computationally about a program. In the design problem, Angelina, Mylo, and Suzi are challenged to use computer programming to write a story with different endings. Combining their writing and programming skills, students develop interactive stories on a device with multiple plots.

Next Wave STEM-Discovery of Solar Power and Renewable Energy: We are facing many issues with conventional energy sources (fossil fuels, hydropower, nuclear) that are leading engineers to develop innovative alternative renewable energy sources (wind, solar, biomass) to manage the impacts of energy production on the natural environment. Engineers are instrumental in developing low-cost and reliable methods for creating carbon-free, clean energy sources, especially solar power. Continued advances in solar panel designs are making them more affordable, energy-efficient, and able to be integrated into our built environment in innovative ways. The sun provides earth with abundant light energy, and we can convert this solar energy into electricity using solar panels. This course explores solar energy as a renewable energy source. Through engaging activities, students investigate the principles of light energy and design, build and test solar-powered ovens, water heaters, and a mini-city.

Coding Adventures Part 1: Fundamentals-Space Monkey-Blocks Jumper: Coding Adventure is a game-based environment where students learn to code in a real programming language as they help a monkey catch bananas. The course provides an easy entry into text-based coding.

GRADE FOUR (4)

Next Wave STEM-Drones: What, where & How:

Project Lead The Way (PLTW)--Energy and Collision: Available through June 30, 2023, with the addition of Energy Exploration. Students explore the

properties of mechanisms and how they change energy by transferring direction, speed, type of movement, and force. Students discover a variety of ways potential energy can be stored and released as kinetic energy. They explain the relationship between the speed of an object and the energy of that object, as well as predict the transfer of energy because of a collision between two objects. The design problem is introduced by Angelina, Mylo, and Suzi watching amusement park bumper cars collide. As students solve the problem for this module, they apply their knowledge and skills to develop a vehicle restraint system.

Next Wave STEM- Hydroponics Ecosystems: Interactions, Energy, and Dynamics: The lessons are designed to provide real world and practical experiences while also encouraging student-led discovery, through hands-on and inquiry-driven exploration opportunities. Through modeling, students will gain a foundation of knowledge to help them develop their own questions, deepen their understanding, and begin to contemplate solutions to the present-day challenges of our food system. During this unit, students plan and investigate to determine if plants need sunlight and water to grow.

Next Wave STEM -Discovery of Robots: Coding MBOT: How can students learn about coding and robotics at the same time? Building and coding come to life for students as they interact with mBot! Students will create a robot that tracks and follows a line, responds with sound, flashes lights, and competes in a series of robot tasks and challenges.

Coding Adventures Part 2: Conditional Loops & Digital Use: Coding Adventure is a game-based environment where students learn to code in a real programming language as they help a monkey catch bananas. The course provides an easy entry into text-based coding.

GRADE FIVE (5)

Next Wave STEM – Artificial Intelligence: When science and art merge, what do we get? Wonder. Students will explore various artistic mediums and the core concepts of artificial intelligence as they unleash their inner-creative through ten "wonder"-based lessons.

Next Wave STEM: Discovery of 3D Design Using Tinkercad: 3D printing used to only exist in the realm of science fiction but now it's science fact. Students build key skills that are essential to the next industrial revolution by: designing 3D objects using Tinkercad, creating a detailed blueprint and sketch of a design solution brainstorming ways that 3D Printing can solve a real-world problem physically printing using CAD software.

Coding Adventures Part 2: More About Conditional Loops & Digital Citizenship: Coding Adventure is a game-based environment where students learn to code in a real programming language as they help a monkey catch bananas. The course provides an easy entry into text-based coding.

Digital literacy courses will introduce students to the different aspects of computers and how to use them. It will also teach students how to behave safely in the digital world. In each lesson the students will learn a new subject by following a guided course, play various games that use the knowledge they just learned and answer review questions to demonstrate their knowledge on the topic.

PLTW-Robotics & Automation: Students explore the ways robots are used in today's world and their impact on society and the environment. Students learn about a variety of robotic components as they build and test mobile robots that may be controlled remotely. Angelina, Mylo, and Suzi are tasked with designing a mobile robot that can remove hazardous materials from a disaster site. Students are then challenged to design, model, and test a mobile robot that solves this design problem. **Robotics & Automation Challenge**: Students expand their understanding of robotics as they explore mechanical design and computer programming. This module focuses on developing skills needed to build and program autonomous robots. Angelina, Mylo, and Suzi are tasked with designing an automatic-guided vehicle to deliver supplies to a specific area in a hospital without being remotely controlled by a person. Inspired by this design problem, students work with a group to apply their knowledge to design, build, test, and refine a mobile robot that meets a set of design constraints.

GRADE SIX (6)

Project Lead The Way (PLTW)-- Design and Modeling: Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

PLTW-Computer Science for Innovators and Makers: This unit will allow students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing

device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life.

Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.

Next Wave STEM- Robots: Exploration of Robots :Coding mBot for a Purpose: Students answer questions such as “What can a robot do?” and “How can a robot be coded to do so? ”Students learn to code in the mBlockly application and program their own mBot robots for a specific purpose.

Next Wave STEM-Hydroponics: This unit develops students’ understanding of hydroponics, in its simplest form, growing plants by supplying all necessary nutrients in the plants’ water supply rather than through the soil. The word derives from the Greek root words “hydro,” meaning water, and “ponics,” meaning working. Growing plants hydroponically helps gardeners and farmers grow more food in smaller areas (classrooms, greenhouses, rooftops, and living rooms, for instance) and to produce food in parts of the world where space, good soil, and/or water are limited. When students grow plants hydroponically, they begin to investigate plant needs through a different lens and have the chance to develop a deep understanding about the conditions required for healthy plant growth and development. *Exploring Hydroponics* lessons includes basic how-to information for growing plants hydroponically in your classroom; lesson plans to help students learn through hands-on investigations; and construction plans for simple hydroponics setups.

GRADE SEVEN (7)

Next Wave STEM- UFO or UAV: The big wide world of drones: What exactly is a UAV? How do they work? What are they used for? Believe it or not, the first working drone was built in 1935 by the British military for target practice and looked like an airplane (https://www.iwm.org.uk/history/a-brief-history-of-drones). One of the more successful models the De Havilland Queen Bee is where the word "drone" stems from. Since then, drones have been used for many things. They are used for surveillance, deliveries, search and rescue, wildlife monitoring, journalism, disaster response, mapping, and more. They are complex machines that use programming to maneuver them wherever they are needed. This course introduces drone mechanics and allows students to fly and program drones using the Tello Drone, Tello App, and Drone Blocks software. The sky's the limit with drone technology.

Project Lead The Way (PLTW)--App Creator: This unit will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development and will convey the positive impact of the application of computer science to other disciplines and to society.

Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle.

Project Lead The Way (PLTW)-:Computer Science Essentials Part 1: Computer Science Essentials (CSE) was designed to be a full-year course. However, in the Academy this course is delivered over two grades 7 & 8 as a bridge to high school computer science. This course multi-year course is an excellent entry point for new computer science (CS) learners. All students who take CSE parts 1 & 2 will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development or connecting computing with the physical world.

CSE introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will be prepared for the transition to programming environments that utilize text-based programming. The course will begin with Unit 1 Creative Computing: Building with Blocks is covered extensively in the App Creator course which student covered in grade 7, followed by complete **Unit 2: Computing and Society**: Transitions to Text. **Unit 1** (which is covered in the course called App Creator) would have welcomed new and returning students to the world of computer science and coding fundamentals. Students during this course would have worked with MIT App Inventor to create basic apps that rely on the concepts of event-driven programming, branching, iteration, variables, and abstraction—the building blocks of creating with code. Students are introduced to essential computational thinking practices, such as developing abstractions, collaborating around computing, and communicating as they create, test, and refine computational artifacts of Android™ apps. Thus, setting the stage to for Unit 2 which continues to reinforce coding fundamentals as students are gradually introduced to text-based programming. In this unit, students also

explore the impact of computer science on our society and bring coding off the screen and into the physical world. Students will learn how images can be used to make decisions in programs and explore real-world applications and innovations that will shape our future.

GRADE EIGHT (8)

Project Lead The Way (PLTW)--Automation and Robotics: Students are given the opportunity to combine mechanisms with input and output devices to automate the mechanisms. Construction and programming skills are layered, and projects and problems provide students the opportunity to connect their learning throughout the lessons in the unit. Students take on the role of interns, and work in teams to identify design requirements and create prototypes to meet the needs of clients. They also explore different aspects of automation and robotics, and experience how solving real-life problems involves the teamwork of mechanical engineers, software developers, and electrical engineers.

Project Lead The Way (PLTW)-:Computer Science Essentials Part 2: CSE Unit, Part 2, focuses on teaching students about the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry standard tools authentic to how computer science professionals' work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today. The course continues to build on part 1 which was offered in grade seven by gaining with Unit 3: Solving with Syntax. The goal of Unit 3 is for students to begin to understand and use the flexibility and power of programming in a text-based environment. In this unit, students will continue to build on coding fundamentals as they apply the same coding concepts, computational thinking practices, and development processes introduced in units 1 and 2. In unit 4 Computing with a Purpose (35 days) The final unit in CSE allows students to apply all that they have learned in a student-defined, student-driven development. Whether creating an app, a website, or a physical computing device, students will apply computational thinking practices and a strategic development process to create computational artifacts that solve problems and create value for others. Students will collaborate the way computing professionals do as they pursue solutions to authentic needs. For those students continuing to PLTW CSP, this unit provides an excellent model of how to participate in, document, and create a performance task for AP CSP.

Innovation of Computational Problem Solving to allow students the opportunity to apply the collaboration, technical, and communication skills that they have developed to solve an authentic problem that is relevant to them.

Next Wave STEM-UME Academy-Game Design: In this course students are taught how to make video games while practicing the design process. They are guided through the process of video game analyzing game designs using a helpful framework to create a Game Design Document, prototype the design, run play tests and analyze results iterate and improve the game project!

Next Wave STEM- Internet of Things: With IoT, everything is online, including homes, cars, people, medical devices, and even farming equipment. In this course, students will explore example IoT applications, and plan a project to solve problems for an end-user. Students will program a microcomputer to build an IoT device that can control lights and respond using a microphone to complete an internet connected device project.

Computer Science- Elective-Hempstead High School
(Advanced College Placement Pathway)

Table 1 Computer Science Elective Classes Brief (9-12)

Overview of Program of Study (9-12)			
Grade	**Program/Course**	**Curriculum**	**Duration**
9th	Game Design and Development	PLTW	.5 year
10th	Computer Science Principles	PLTW	1 Year
11th	Cyber Security	PLTW	1 Year
12th	Computer Science A (Advanced Placement)	PLTW	1 Year

9th Grade:- Game Design and Development: GDD introduces students to game design and development through Roblox Studio, a development environment with a comprehensive set of tools that empowers developers to create expansive worlds. Students learn fundamental game design elements such as goals, rules, advancement, and feedback. As students master the basics of game design, they learn the Lua programming language to develop features that make their games more engaging. GDD is based on a subset of standards from state and national Game Development and Computer Science frameworks.

Students study the following engaging activities in the module:
Activity 1 Getting to Know Roblox (5%)
Activity 2 Bowling into Advanced IDE Concepts (9%)
Activity 3 Pirates and Prompts (14%)
Activity 4 Programming Pirates (14%)
Activity 5 New Features, New Fun (14%)
Project The Haunting of Jewel House (22%)
Problem A Planet Exploration (22%)

10th Grade: Computer Science Principles: Computer Science Principles (CSP) is a full-year course (160 days) recommended for students in grades 10–12. CSP is aligned with the College Board AP Computer Science Principles exam requirements and framework. The course is also designed with strong connections to the Computer Science K12 Frameworks (CS K12), ISTE Standards, and the Computer Science Teachers Association K-12 Computer Science (CSTA K-12 CS) Level 3A Standards. Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The

course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity.

CSP Unit Summary
Unit 1 Creative Computing for All (27%)
Unit 2 Every Bit of the Internet (25%)
Unit 3 Little Data to Big Data (24%)
College Board: Create Performance Task (8%)
Unit 4 Solving Complex Problems (15%

The Computer Science Principles class helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

11th Grade Cyber Security: PLTW Cybersecurity is a full-year course implemented in 10th grade or above. The design of the course exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity strongly connects to the National Cybersecurity Workforce Framework (also known as the NICE Framework or NCWF). Created by the National Institute of Standards and Technology (NIST), this framework identifies standards developed by numerous academic, industry, and government organizations. The framework objectives address topics that span K-12 education and guide learning progressions. The objectives also incorporate many of the big ideas outlined by the College Board and addressed in AP CSP. In addition, the course integrates Computer Science Teachers Association (CSTA) standards.

The course contains the following units of study.
Unit 1 Personal Security (19%)
Unit 2 System Security (22%)
Unit 3 Network Security (31%)
Unit 4 Applied Cybersecurity (28%)

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students use virtual labs to discover key concepts of the field. These labs progress from an individual computer to more and more complex network environments. This course raises students' knowledge of

and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

12th Grade-Computer Science A: Computer Science A (CSA) is designed to be a full-year (160-day) course implemented in the 12th grade. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. CSA is designed with alignment to the College Board Computer Science A framework. The course is also designed with strong connections to the Computer Science K12 Frameworks (CS K12), ISTE Standards, and the Computer Science Teachers Association K-12 Computer Science (CSTA K-12 CS) Level 3A Standards.

CSA Unit Summary
Chapter 1 Java Coding Fundamentals (28%)
Chapter 2 Iteration and Classes (28%)
Chapter 3 Arrays (26%)
Chapter 4 Inheritance and Recursion (18%)

Throughout the Computer Science A course experience, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science A (AP CSA). This endorsement affirms that all components of PLTW CSA's offerings are aligned to the AP Curriculum Framework standards and the AP CSA assessment.

Engineering Elective- Hempstead High School
(Advanced College Placement Pathway)

Table 2 Engineering Elective Classes Brief (9-12)

Overview of Program of Study (9-12)			
Grade	**Program/Course**	**Curriculum**	**Duration**
9th	Engineering Essentials	PLTW	.5 Year
10th	Principles of Engineering	PLTW	1 Year
11th	Digital Electronics	PLTW	1 Year
12th	Engineering Design and Development (Advanced Placement)	PLTW	1 Year

9th Grade:-Engineering Essentials: Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens. Using PLTW's activity-, project-, problem-based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills, as well as in-demand, transportable skills, such as problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning. The last is particularly important as the course encourages students to consider the impacts of engineering decisions.

Engineering Essentials Unit Summary

Unit 1 Inclined to Design
Unit 2 Make it Move!
Unit 3 Power it Up
Unit 4 Make a Plan

10th Grade:-Principles of Engineering: Principles of Engineering is a full-year course designed to be a high school student's second exposure to the PLTW Engineering program and is appropriate for students in grades 9-12. In Principles of Engineering, students explore a broad range of engineering disciplines, careers, and solve real-world engineering problems. Students explore how modern engineers help improve the world through diverse engineering fields, such as product design, mechanical design, infrastructure, and sustainability. Students learn and use some of the cutting-edge tools' engineers use in robotics, 3D modeling, programming, and prototyping. This course introduces students to engineering concepts that

are applicable to a variety of engineering disciplines and empowers them to develop technical skills using engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development.

Principles of Engineering Unit Summary
Unit 1 Product Design and Development
Unit 2 Designing Infrastructure and Developing Sustainability
Unit 3 Mechanical Design
Unit 4 Application of Robotics

Through individual and collaborative team activities, projects, and problems, students create solutions to problems as they practice common engineering design and development protocols, such as experimental design, testing, project management, and peer review.

11th Grade: PLTW Digital Electronics: Digital electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Digital Electronics Unit Summary
Unit 1 Foundations in Electronics
Unit 2 Combinational Logic
Unit 3 Sequential Logic
Unit 4 Controlling Real-World Systems

While many students may have been exposed to basic circuits and electricity in a science course, Digital Electronics is typically a unique experience for students because of its focus on understanding and implementing circuit design skills. The course is planned at a rigorous pace, and it is likely to contain more material than a skilled teacher new to the course will be able to

complete in the first iteration. Building enthusiasm for rigorous exploration of electronics and circuit design for students is a primary goal of the course.

12th Grade -Advanced Placement in Engineering Design and Development: Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. Engineering Design and Development is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. EDD should be taken as the final capstone PLTW course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.

The Engineering Design and Development course of study includes:

- Engineering Design Processes
- Project Management
- Documenting an Engineering Design Process
- Teamwork and Professional Skills
- Problem Identification and Justification
- Research • Intellectual Property
- Design Requirements
- Project Proposals
- Design
- Virtual Design and Testing
- Preliminary Design Reviews
- Prototyping
- Testing a Prototype
- Presenting the Process and Results

The structure of Engineering Design and Development is aligned to the Engineering Design Process Portfolio Rubric. Students in this course are encouraged to format their Engineering Design Process Portfolio according to the Components and Elements defined within this rubric.

The Academy Charter School Central Islip Regional High Course Catalog

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ENGLISH

English 9 (Year course, 1 Credit, Grade 9)
The English 9 is a first-year course of a four-year sequence in English and is required for high school graduation. This course is based on the themes of integrity and empathy. Scholars read a range of texts across genres designed to promote critical literacy and build mastery in listening, speaking, reading and writing for information and understanding, literary response and expression, critical analysis and evaluation. Literary works studied include, Of Mice and Men, Romeo and Juliet, All American Boys, and Fahrenheit 451. Scholars will be required to submit formal writing assignments, conduct presentations, and take school assessments. Successful completion of English 9 counts towards a Regents level diploma. Scholars with an 85 average in English 9 are eligible for English 10 Honors.

English 10, 10H (Year course, 1 Credit, Grade 10)
Scholars continue to build on the skills and concepts from English 9 in this course, the second year of a four-year sequence, which is required for graduation. Both courses follow reinforcement of the skills learned in grade 9 and delve more deeply into the areas of study. The curriculum emphasizes a critical and analytical approach to literature. Readings for this course span a variety of genres including We Are Displaced, Macbeth, The Kite Runner and Internment. In English 10H, an emphasis is placed on modern international authors, as well as a wider range of writing and speaking experiences. Successful completion of English 10 or 10H counts toward a Regents level diploma. English 10 H prepares scholars to take the New York State Regents in English Language Arts. Scholars who earn an 85 in the course and on the Regents exam will be eligible to take AP English Language.

English 11 (Year course, 1 Credit, Grade 11)
This course continues the development of language study, oral and written expression, and reading comprehension and analysis. Emphasis is placed on American literature and society. Texts include 12 Years a Slave, Othello, The Great Gatsby, and The Pianist. Scholars will complete a range of formal writing assignments and project-based assessments. This course culminates in the New York State ELA Regents Exam, which is a graduation requirement. Scholars who earn an 85 in the course and on the Regents exam will be eligible to take AP English Literature.

English 11 Advanced Placement English Language (Year course, 1 Credit, Grade 11)
Advanced Placement English Language is a rhetoric course, modeled after the Freshman Composition courses given at most colleges and universities. Scholars study works of non-fiction, including essays, speeches, and letters. They learn to analyze text and image rhetorically; they also develop techniques for synthesizing sources in their writing. The course includes the study of several classic works of American literature. Scholars will take the AP examination in English Language and Composition.
Requirements: English Regents Exam score of 85 or higher, English 10/10H grade of 85 or higher

English 12 (Year course, 1 Credit, Grade 12)
English 12 is the culminating course of a four-year sequence in English and is required for high school graduation. This course blends composition and literature into a cohesive whole as scholars write critical and comparative analyses of selected literature, continuing to develop their language arts skills. In addition to the strengthening of vocabulary, writing, speaking, and listening skills, this course prepares scholars for their transition to college by developing their rhetorical and literary analysis, argumentation, research, and presentation skills. Texts include The Alchemist, Julius Caesar, The Prince and A

Thousand Splendid Suns. Scholars will complete a range of formal writing assignments and project-based assessments.

English 12 Advanced Placement English Literature (Year course, 1 Credit, Grade 12)
Advanced Placement English Language is a rhetoric course, modeled after the Freshman Composition courses given at most colleges and universities. Scholars study works of non-fiction, including essays, speeches, and letters. They learn to analyze text and image rhetorically; they also develop techniques for synthesizing sources in their writing. The course includes the study of several classic works of American literature. Scholars will take the AP examination in English Language and Composition.
Requirements: English Regents Exam score of 85 or higher; English 11 grade of 85 or higher or AP English Language grade of 80 or higher.

ENGLISH AS A NEW LANGUAGE (ENL)

ENL courses are designed for the acquisition and rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ENL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling scholars to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to "regular" English courses. ENL classes may also include an orientation to the customs and culture of the diverse population in the United States.

HEALTH & PHYSICAL EDUCATION

Health (Semester course, 0.5 Credit)
The health education course enables a student to maintain and promote a healthy lifestyle in a continually changing environment. Throughout the course, there is a theme of developing positive behaviors to enhance a person's life and lifestyle, as well as to encourage the student to become a more productive member of society. In addition, emphasis is given to eliminate behaviors that negatively affect a healthy lifestyle and place an individual at risk.

Physical Education (Year course, 0.5 Credit, Grade 9, 10, 11, 12)
Physical Education courses provide scholars with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

MATHEMATICS

Algebra 1 (Year course, 1 Credit, Grade 9)
The fundamental purpose of this course is to deepen and extend understanding of linear, quadratic, and exponential relationships. Scholars will analyze and explain the process of solving equations and inequalities; analyze, solve, and use quadratic functions to solve problems; learn regression techniques to describe linear and exponential relationships between quantities. Scholars expand upon functions

such as absolute value, step, and those that are piecewise defined. They will select from among these functions to model phenomena using the modeling cycle. All scholars will take a Regents exam in June.

Algebra 2 (Year course, 1 Credit, Grade 9, 10)
Building on work with linear, quadratic, and exponential functions from Algebra 1, scholars extend their repertoire of functions to include polynomial, rational, and radical functions. Scholars work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers, and solving exponential equations using the properties of logarithms. Building on previous work with trigonometric rations and circles in Geometry, scholars extend trigonometric functions to all (or most) real numbers and begin building fluency with the values of sine, cosine, and tangent using the unit circle. Scholars will also compute and interpret probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. All scholars will take a Regents exam in June.

Geometry (Year course, 1 Credit, Grade 10, 11)
In this course scholars will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. They will establish triangle congruence criteria based on analyses of rigid motion and formal constructions, prove theorems, and solve problems about triangles, quadrilaterals, and other polygons. Scholars' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area, and volume formulas. Scholars will also prove basic theorems about circles and use a rectangular coordinate system to verify geometric relationships. All scholars will take a Regents exam in June.

Pre- Calculus (Year course, 1 Credit, Grade 11, 12)
This course provides scholars with an applications oriented, investigative mathematics curriculum in which technology is used to solve problems and to enhance understanding of mathematics. Topics include linearity; complex number operations in the coordinate plane; vectors & matrices; transformations; systems of equations; polynomial, rational, and trigonometric functions; inverse functions; composition of functions; trigonometry; triangles; and probability. An introduction to derivatives will also be covered in this course. A departmental final examination is given in June.

Calculus (Year course, 1 Credit, Grade 12)
This is a non-AP calculus course for high school credit only. A primary objective of a course in calculus is to provide a bridge for the student from high-school or lower-division mathematics courses to upper-division mathematics. The student will be challenged to grow in mathematical maturity, and to develop and strengthen problem-solving skills. Scholars will study derivatives and integrals as they apply to related rates, volume and area. A departmental final examination is given in June.

Advanced Placement Precalculus (Year course, 1 Credit, Grade 11, 12)
AP Precalculus centers on functions modeling dynamic phenomena. This course provides a research-based exploration of functions. It is designed to better prepare scholars for college-level calculus and provide grounding for other mathematics and science courses. In this course, scholars study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. It is assumed that all scholars will take the AP exam at the end of this course. College credit may be obtained by scoring well on the AP exam.

Requirements: Algebra 2 or Geometry Regents Exam score of 85 or higher, Geometry grade of 85 or higher

MATHEMATICS ELECTIVES

Math for Business & Personal Finance (Year course, 1 Credit, Grade 11, 12)
Business Mathematics courses reinforce general mathematics skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Mathematics courses reinforce general mathematics topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations. Applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest. A departmental final examination is given in June.

SCIENCE

Living Environment (Year course, 1 Credit, Grade 9)
The Living Environment is the science of life. Scholars will learn to explain, analyze, and interpret biological processes and phenomena. Instruction will focus on understanding important relationships, processes, mechanisms, and applications of concepts dealing with diversity of life, genetics, evolution, reproduction and development, dynamic equilibrium, and ecology. Scholars must fulfill the laboratory requirement to be admitted to the required Regents examination at the end of this course. In addition, this course includes four mandatory laboratory activities about which scholars will be tested on the Regents examination.

Physical Setting: Earth Science (Year course, 1 Credit, Grade 9, 10)
This course focuses on the important relationships, processes, mechanisms, and concepts in the field of earth science. Scholars will be required to exhibit creative problem solving, reasoning, and informed decision making. Scholars must fulfill the laboratory requirement to be admitted to the required Regents examination at the end of the course.

Physical Setting: Chemistry (Year course, 1 Credit, Grade 10, 11)
This course is the science of matter which includes concepts and the scientists who discovered them. Emphasis will be placed on scientific thinking and scientific method. Topics include atomic theory, the Periodic Table, relationships between molecules, chemical bonding, the interrelationship between matter and energy, practical applications of chemical principles, and nuclear chemistry. Scholars must fulfill the laboratory requirement to be admitted to the required Regents examination at the end of the course.

Physical Setting: Physics (Year course, 1 Credit, Grade 11, 12)
Physics A is a rigorous and in-depth course that covers the NYS Regents curriculum for Physics and is designed for scholars who have successfully completed Chemistry and its corresponding Regents examination. Scholars must fulfill the laboratory requirement to be admitted to the required Regents exam at the end of this course. **Co-requisite:** Algebra 2

Environmental Science (Year course, 1 Credit, Grade 12)
Environmental Science explores the relationships between humans and their environment. This course introduces the fundamental concepts, theories, and methods used in understanding and addressing environmental issues. It examines the complex interactions between natural systems, human activities, and the implications for the sustainability of our planet. Scholars will explore various topics, including ecosystems, biodiversity, natural resources, pollution, climate change, and environmental policy. The course emphasizes a holistic approach to understanding environmental issues, incorporating principles from biology, chemistry, physics, geology, sociology, and economics. Throughout the course, scholars will develop critical thinking skills, scientific inquiry, and an understanding of the ethical dimensions of environmental issues. This course aims to equip scholars with the knowledge and tools to make informed decisions and contribute to the sustainable management of our planet's resources.

AP Environmental Science (Year course, 1 Credit, Grade 12)
AP Environmental Science is designed to provide scholars with a comprehensive understanding of the natural world, environmental issues, and the scientific principles that underlie them. The primary goal of AP Environmental Science is to equip scholars with the knowledge and skills necessary to analyze environmental problems critically, evaluate potential solutions, and make informed decisions regarding the environment. The course combines scientific principles from various disciplines such as biology, chemistry, geology, and ecology to examine environmental issues from an interdisciplinary perspective. Throughout the course, scholars engage in laboratory investigations, data analysis, and fieldwork to develop their scientific inquiry skills. They also learn to apply environmental science principles to real-world scenarios, evaluate environmental policies and regulations, and propose sustainable solutions to environmental challenges. The AP Environmental Science course prepares scholars for the AP Environmental Science exam. Scoring well on the exam may earn scholar's college credit or advanced placement in environmental science courses at many colleges and universities.
Requirements: One science Regents Exam score of 85 or higher, current science course grade of 85 or higher

SOCIAL STUDIES

Global History and Geography I (Year course, 1 Credit, Grade 9)
Global History and Geography 1 is a course that aligns with the New York State curriculum and prepares scholars for the Global History & Geography Regents examination. This course covers key historical events and themes from ancient times and concludes around 1750, emphasizing the political, social, economic, and cultural developments of various civilizations and regions. Scholars will explore topics such as ancient civilizations, medieval Europe, African and Asian empires, trade routes, the rise of Islam, and the Mongol Empire. Through lectures, readings, discussions, and assessments, scholars will develop their historical analysis skills and gain a solid understanding of global history and geography necessary for success in the Regents examination. The course ends with a final exam.

Global History and Geography II (Year course, 1 Credit, Grade 10)
Global History and Geography II course is designed to provide scholars with a comprehensive understanding of global history and geography from the 18th century to the present day. This course picks up where Global I ended. Topics covered may include the Enlightenment, the Industrial Revolution,

imperialism, World Wars, the Cold War, decolonization, globalization, human rights, and environmental issues. Scholars will develop critical thinking, analytical, and writing skills as they examine primary and secondary sources, analyze historical perspectives, and engage in comparative studies across regions and time periods. The course aims to foster a deep appreciation for the interconnectedness of global history and geography, enabling scholars to become informed and engaged global citizens. This course ends with a Global History and Geography Regents exam.

AP World History Modern (Year course, 1 Credit, Grade 10)
The AP World History course provides scholars with a comprehensive understanding of global history from prehistoric times to the present. This course encompasses the study of diverse civilizations, societies, and cultures across different regions of the world, exploring political, economic, social, and cultural developments. Scholars examine major historical events, movements, and themes such as the rise and fall of empires, the spread of religions, the impact of trade and globalization, and the causes and consequences of revolutions and wars. Through analysis of primary and secondary sources, scholars develop critical thinking, analytical, and writing skills while gaining a nuanced perspective on the interconnectedness of historical events and their significance in shaping the modern world. The AP World History course prepares scholars for the AP World History exam. Scoring well on the exam may earn scholar's college credit at many colleges and universities. Scholars in this course are required to take the NYS Global History & Geography Regents exam.
Requirements: Global History I grade of 80 or higher

United States History and Government (Year course, 1 Credit, Grade 11)
This course studies the political, social, economic, and cultural development of the United States from its founding to the present day. It stresses an understanding of enduring Constitutional issues that have impacted our political, economic, and social history. Through the examination of primary and secondary sources, scholars analyze key events, individuals, and ideas that have shaped the nation's history. Topics covered include the American Revolution, the Constitution and its amendments, westward expansion, the Civil War and Reconstruction, industrialization and urbanization, the Progressive Era, World Wars, the Civil Rights Movement, and contemporary issues. Emphasis is placed on critical thinking skills, historical interpretation, and the understanding of the principles and institutions of American democracy. This course ends with a U.S. History and Government Regents exam.

AP US History (Year course, 1 Credit, Grade 11)
The AP US History course provides scholars with a comprehensive understanding of the history of the United States from the pre-Columbian era to the present day. This rigorous course explores key themes and developments in American history, including political, social, economic, and cultural aspects. Scholars analyze primary and secondary sources, engage in historical interpretation, and develop critical thinking skills to evaluate historical events and their impact on the nation. Throughout the course, scholars examine the struggles and achievements of diverse groups, such as Native Americans, African Americans, women, and immigrants, while also exploring the evolution of American democracy, the growth of the economy, and the nation's role on the global stage. By the end of the course, scholars should have a deep understanding of the complex forces that have shaped the United States, enabling them to think critically about historical events and their relevance to contemporary society. The AP US History course prepares scholars for the AP US History exam. Scoring well on the exam may earn scholar's college credit at many colleges and universities. Scholars in this course are required to take the NYS US History & Government Regents exam.
Requirements: Global History Regents Exam passing score, Global History II grade of 85 or higher

Participation in Government (Semester course, 0.5 Credit, Grade 12)
This course will create an active and involved citizen who will have hands-on experience in all levels of government. This course is taken in collaboration with Economics. Scholars will be encouraged to make connections between the structure of the governmental process and the role of the citizen in influencing this process. Activities will be planned that help to emphasize the complex forces which influence public policy. This course will end with an evaluation of the scholars' participation in the political process.

Economics (Semester course, 0.5 Credit, Grade 12)
This course introduces scholars to principles and theories that are the foundation of our economic system. This course is taken in collaboration with Participation in Government. Scholars will study the interrelationships of economics, business, and finance in our regional, national, and global economies. In addition, scholars will learn the importance of entrepreneurship and will be introduced to personal financial planning. This course ends in a final exam.

SOCIAL STUDIES ELECTIVES

AP African American Studies (Year course, 1 Credit, Grade 12)
AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Scholars explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, scholars in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.
Requirements: Met diploma requirements for history Regents exams, current history course grade of 80 or higher.

VISUAL AND PERFORMING ARTS

MUSIC

Music Theory (Semester course, 0.5 Credit, Grade 9, 10, 11, 12)
This course forms a foundation of knowledge and skill in music that is valuable to the vocalist, instrumentalist, or songwriter. Ear training, rhythmic and melodic dictation, sight singing, composition, and basic analysis are provided to scholars in this traditional music theory course. Music is examined through the study of harmonic techniques from the past and present.

Band (Year course, 1 Credit, Grade 9, 10, 11, 12)
In this course, scholars will develop their instrumental skills, musicianship, and ensemble playing abilities. They will delve into a diverse repertoire, including classical, jazz, contemporary, and marching band music, honing their technique, interpretation, and musical expression. Scholars will learn to read

and interpret sheet music, refine their listening skills, and collaborate with fellow musicians to create captivating performances. Through regular rehearsals, school shows and community events, scholars will experience the joy of making music together, developing discipline, teamwork, and self-expression. This course aims to foster a lifelong love for music, cultivate artistic growth, and provide scholars with the opportunity to showcase their talents in engaging and memorable band performances.

Chorus (Year course, 1 Credit, Grade 9, 10, 11, 12)
In this course, scholars will develop their singing abilities, musicality, and teamwork skills through vocal training, ensemble rehearsals, and performance opportunities. They will explore a diverse repertoire of choral literature, spanning various musical styles and genres. Scholars will learn proper vocal techniques, sight-reading skills, and the nuances of vocal expression. Through collaborative rehearsals and performances, scholars will experience the transformative power of music as they strive for excellence in vocal technique, blend, and interpretation. This course aims to cultivate a deep appreciation for choral music, foster a sense of community and belonging, and provide scholars with the opportunity to showcase their talent and passion in memorable choral performances.

VISUAL ARTS

Visual Arts (Year course, 1 Credit, Grade 10, 11, 12)
In this engaging and exploratory course, scholars will embark on a creative journey through the world of visual arts. Through a variety of mediums such as drawing, painting, sculpture, and mixed media, scholars will learn fundamental artistic techniques and principles. They will develop their observational skills, hone their ability to express ideas visually, and explore their own unique artistic style. Scholars will also be introduced to art history and the works of influential artists, gaining inspiration and a deeper understanding of the cultural and historical context of art. Through hands-on projects, critiques, and discussions, scholars will cultivate their creativity, critical thinking, and visual communication skills. This course aims to foster a lifelong appreciation for the arts, providing a solid foundation for further studies in visual arts and encouraging scholars to unleash their artistic potential.

PERFORMING ARTS

Dance (Year course, 1 Credit, Grade 9, 10, 11, 12)
In this course, scholars will explore the artistry and expression of dance. Through a combination of technical training, choreographic exploration, and performance opportunities, scholars will develop their physical abilities, creativity, and self-confidence. They will learn various dance styles, including ballet, jazz, contemporary, and hip-hop, while also delving into the historical and cultural significance of dance. Scholars will engage in rigorous practice sessions, collaborative ensemble work, and individual artistic exploration. This course aims to cultivate discipline, grace, and a deep appreciation for the art form, while encouraging scholars to express their unique voices through movement. Whether they aspire to pursue dance professionally or simply enjoy it as a lifelong passion, scholars will gain valuable skills and experiences that will enrich their lives both on and off the dance floor.

Theater Arts (Year course, 1 Credit, Grade 11, 12)

Theater Arts courses focus on the study and performance of drama in its many forms. These courses review a wide range of scripted materials (such as plays, screenplays, teleplays, readers' theater scripts); dramatic criticism; techniques for creating original dramatic works; and the role of dramatic arts in society. Theater Arts courses typically require scholars to perform collaboratively and be involved in the critique of dramatic works.

WORLD LANGUAGE

Spanish I (Year course, 1 Credit, Grade 9, 10)
Designed to introduce scholars to Spanish language and culture, Spanish I courses prepare scholars to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Spanish II (Year course, 1 Credit, Grade 10, 11)
Spanish II courses build upon skills developed in Spanish I, preparing scholars to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. Spanish II courses introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Spanish III (Year course, 1 Credit, Grade 11, 12)
Spanish III courses prepare scholars to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a variety of topics, including connections to other subject areas. These courses expand scholars' knowledge of relationships among the products, practices, and perspectives of Spanish-speaking countries and cultures. This course culminates in the Checkpoint B exam, which is a requirement for a Regents diploma with advanced designation.

Advanced Placement Spanish (Year course, 1 Credit, Grade 11)
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages scholars in an exploration of culture in both contemporary and historical contexts. The course develops scholars' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). College credit may be obtained by scoring well on the Advanced Placement Examination.
Requirements: Passing score on the Checkpoint B exam; Spanish III course grade of 85 or higher.

CAREER AND TECHNICAL EDUCATION

Overview

Career Technical Education (CTE) is a comprehensive program designed to equip scholars with the practical skills, knowledge, and experiences necessary for successful careers in various industries. Through a combination of classroom instruction and hands-on training, scholars will explore career pathways such as business, culinary arts, drone technology, information technology, and medical assisting. CTE emphasizes the development of industry-specific skills, critical thinking, problem-solving, and teamwork. Scholars will engage in real-world projects, internships, and partnerships with local businesses, gaining valuable work experience and insights into their chosen fields. Whether scholars plan to enter the workforce immediately after graduation or pursue higher education, CTE provides them with a competitive edge by preparing them for industry-specific certifications, college credit opportunities, and a clearer understanding of their career interests and goals.

At the Academy Charter School Central Islip Regional High School, scholars engage in CTE through the CTE/STEM Global Sage Program. The Academy Charter School's mission is to "create world class competitive scholars who will LEARN today, LEAD tomorrow, and SERVE in the future," which drives the CTE-STEM Global Sage program. The Global SAGE Program is an acronym for student choice, authentic work, global significance, and exhibition to a real-world audience, and it is guided by the principles of the Asia Society's network of educators. Our curriculum is a deliberate way for scholars to learn real-world skills through project-based learning by selecting culturally relevant topics or problems based on local or global issues that they can apply and share solutions with the entire school community.

All scholars take a variety of exploratory courses in their freshman year, providing them with an overview of the pathways available at the Academy. In the spring, they will choose a CTE pathway that best matches their career and post-secondary goals. The Academy does its best to match scholars with their first ranked pathway, however, it is important to note that it is not guaranteed. In addition to space availability, scholars must also meet specific pathway requirements.

BUSINESS MANAGEMENT PATHWAY

Overview

The Business Management: Entrepreneurship (VE) pathway is a NYS approved CTE pathway. This program offers an exciting and comprehensive learning experience for scholars interested in the world of business and entrepreneurship. With a focus on practical skill development and real-world application, this program equips scholars with the knowledge and tools necessary for success in the dynamic business landscape. Through a combination of classroom instruction, hands-on projects, and internships, scholars explore various business disciplines such as finance, marketing, management, and entrepreneurship. They gain practical skills in financial analysis, market research, business planning, and effective communication. The program also fosters critical thinking, problem-solving, and leadership abilities, preparing scholars for both higher education and immediate entry into the business world.

Introduction to Information and Business Tech (Farmingdale MS) (Term course, 0.5 Credit, Grade 9)
This is an introductory course in the use of personal computers in today's society. Scholars will receive instruction in basic computer concepts and terminology, the fundamentals of the Windows operating system and have hands on experience at the beginning to intermediate level using Microsoft Word, Excel, and PowerPoint. The Internet will be used to supplement textbook and lecture materials This course will introduce scholars to the fundamentals Microsoft Office. Through practical hands-on experience, scholars will learn the basics and requisite knowledge to be proficient in Microsoft Word, PowerPoint, and Excel. This course will give scholars the foundational knowledge and skills for the Microsoft Office sequence. The course is a dual credit course designed in conjunction with SUNY Farmingdale State College that will challenge scholars to perform on a collegiate level. To earn college credit awarded by SUNY Farmingdale State College, scholars must earn a passing grade in the course.

Introduction to Business (Year course, 1.0 Credit, Grade 10)
This course introduces the student to the fundamentals of American Business and its contemporary environment. It provides an overview of organizational, national, and international trends and their impact on enterprises both large and small. The course develops an understanding of important business concepts, principles, and practices that explain how businesses are formed, how they operate to accomplish their goals, and why/how their success depends on effective management, production, marketing, and finance/accounting. The course is a dual credit course designed in conjunction with SUNY Farmingdale State College that will challenge scholars to perform on a collegiate level. To earn college credit awarded by SUNY Farmingdale State College, scholars must earn a passing grade in the course.

Business and Marketing (Year course, 1.0 Credit, Grade 11)
This course immerses scholars in the dynamic world of commerce and entrepreneurship. Through a blend of theory and hands-on projects, scholars explore key business concepts, including market research, product development, branding, and sales strategies. They gain skills in digital marketing, social media, and online advertising. The course fosters critical thinking, teamwork, and effective communication, empowering scholars to create business plans, marketing campaigns, and presentations. This course prepares scholars for future studies and cultivates an entrepreneurial mindset for success in the ever-evolving business landscape.

Fundamentals of Entrepreneurship (Year course, 2.0 Credit, Grade 12)
The Fundamentals of Entrepreneurship course, integrated with the Virtual Enterprise (VE) program, provides scholars with a dynamic and immersive experience in the world of business and entrepreneurship. Scholars will develop a comprehensive understanding of key business concepts, including market research, product development, branding, sales strategies, and financial management. The course leverages the Virtual Enterprise platform, allowing scholars to create and run their own virtual businesses within a simulated global marketplace. Scholars collaborate in cross-functional teams to manage different aspects of their virtual companies, such as marketing, finance, human resources, and operations. They gain practical skills in areas like business planning, digital marketing, e-commerce, customer service, and teamwork. Through this immersive experience, scholars develop critical skills such as problem-solving, adaptability, effective communication, and collaboration, while gaining a deep understanding of the challenges and opportunities inherent in the world of business.

CULINARY ARTS PATHWAY

Overview

The Culinary Arts pathway is a NYS approved CTE pathway that offers a dynamic and immersive learning experience for aspiring chefs and culinary enthusiasts. This comprehensive program combines theoretical knowledge with hands-on practical training to provide scholars with a strong foundation in the art and science of cooking. Scholars learn essential culinary skills such as knife techniques, food preparation, cooking methods, and menu planning. Through interactive classes, industry-standard kitchens, and professional guest chefs, scholars gain valuable experience in culinary arts, baking, and pastry. They also develop a deep understanding of food safety, nutrition, and the cultural aspects of gastronomy. The program encourages creativity, teamwork, and attention to detail, fostering a passion for culinary excellence. Scholars have opportunities to showcase their skills in community events preparing them for further education or entry-level positions in the culinary industry.

Exploring Culinary Arts (Term course, 0.5 Credit, Grade 9)
In this course, scholars learn about the fast-paced careers of the restaurant industry. Scholars will learn about food, including food culture, food history, food safety, and current food trends. They also learn about the food service industry and prepare classic culinary dishes. Through hands-on activities, in-depth study of the culinary arts field, and small-scale food production, scholars will hone their cooking skills and develop both individual and team culinary skills. This course culminates with the capstone project: Exploring Global Cuisine Digital Cookbook.

Culinary Arts 1: Food Safety and Kitchen Operations (Year course, 1.0 Credit, Grade 10)
The Food Safety and Kitchen Operations course is a comprehensive program designed to provide scholars with the knowledge, skills, and certifications necessary for success in the culinary industry. Through a blend of theory and hands-on practice, scholars will gain a solid understanding of food safety principles, proper kitchen operations, and industry best practices. Scholars will learn to identify potential hazards, prevent foodborne illnesses, and maintain a clean and safe working environment. With a focus on the ServSafe curriculum, scholars will prepare for and obtain the prestigious ServSafe certification, recognized by the foodservice industry as a mark of excellence in food safety. This course culminates with the capstone project: Eliminating Food Waste.

Culinary Arts 2: Food Science (Farmingdale) (Year course, 2.0 Credit, Grade 11)
Food Science integrates an interdisciplinary science approach to food and its components. Relationships between the chemical composition of food and sensory properties are delineated. In this course scholars evaluate the effects of processing, preparation, and storage on the quality, safety, and nutritive value of various food categories. Further, this course examines the application of technology to both improve and expand the food supply. Food science applies concepts from nutrition, health, biology, and chemistry to discriminate how the various ingredients in foods interact. Laboratory testing and food science techniques specific to the science of food are explored. The course is a dual credit course designed in conjunction with SUNY Farmingdale State College that will challenge scholars to perform on a collegiate level. To earn college credit awarded by SUNY Farmingdale State College, scholars must earn a passing grade in the course. This course culminates with the capstone project: Examining Nutrition and Chronic Illness Awareness.

Culinary Arts 3: Business Practicum (Year course, 2.0 Credit, Grade 12)

In this course, scholars will apply what they have learned throughout their course of study in internships and work-based learning. Through two internship rotations in local foodservice settings, scholars will develop the practices and skills that will help them pursue their chosen career in the culinary industry. Scholars will also delve deeply into world cuisines and advanced baking techniques in the classroom and kitchen lab, further honing their skills in preparation for employment or post-secondary education. Scholars will develop a professional portfolio that will showcase their knowledge and skills for future employers and potential continuing educational opportunities. This course culminates with the capstone project: 100K Deeds Challenge

DRONE TECHNOLOGY PATHWAY

Overview

The Drone Technology pathway offers an exciting and innovative learning experience for scholars interested in exploring the rapidly expanding field of unmanned aerial vehicles (UAVs) and drone technology. This pathway will provide scholars with basic information about the Drone industry to gain an understanding of careers and skills in this field. Scholars will learn the programming language Python and how to read Meteorological Terminal Aviation Routine (METAR) weather reports and sectional charts, calculate load factor and altitude density, interpret radio communication, troubleshooting Drone hardware and of course flying a Drone. Through engaging coursework and experiential projects, scholars gain expertise in drone assembly, programming, and maintenance. They also develop critical thinking, problem-solving, and ethical considerations related to drone usage, ensuring responsible and safe operations. With access to state-of-the-art drone technology and industry partnerships, the program equips scholars with the skills and knowledge needed to pursue careers in drone technology, robotics, engineering, or related fields. Information learned in this class can lead to an FAA Unmanned Aircraft System pilot's license.

Exploring Engineering (Term course, 0.5 Credit, Grade 9)
This semester long course immerses scholars in a captivating journey through the diverse realms of engineering. Through hands-on projects, problem-solving activities, and engaging discussions, scholars delve into various engineering disciplines and gain a solid foundation in engineering principles and design processes. They tackle real-world challenges, collaborate in teams, and develop critical thinking skills while applying mathematical and scientific concepts to create innovative solutions. The course nurtures creativity, curiosity, and essential engineering skills while fostering an understanding of ethical considerations and the societal impact of engineering. This course serves as the springboard for pathways in Drone Technology, Architecture and Automotive Engineering.

Drone Technology 1: Systems and emerging technologies (Year course, 1.0 Credit, Grade 10)
Scholars will develop critical and analytical thinking, troubleshooting and problem-solving skills through hands-on activities in this project-based curriculum. This course will introduce scholars to the fundamentals of Remote Pilot Arial Systems. Through hands on experience, scholars will learn the basics of electricity, programming, hardware, and physics. This course will give scholars a general overview of the Remote Pilot Arial Systems sequence. Scholars will have the opportunity to earn integrated math, ELA and college credits upon successful completion of the program.

Drone Technology 2: Flight Simulations and Aerospace applications (Year course, 2.0 Credit, Grade 11)
This course provides an overview and exploration of software and technology foundations for cyber security. The course will continue scholars' study of Remote Pilot Aerial Systems. Through hands on experience, scholars will learn the basics CADD, GIS, and FAA weather notifications. This course will give scholars a background in design, navigation, and alert interpretations. Scholars will have the opportunity to earn integrated math, ELA, and college credits upon successful completion of the program. This course will continue scholars' study of Remote Pilot Aerial Systems. This course will focus on aerial imagery and FAA part 107 exam prep. Scholars will learn photography, videography, physics, and general airport operations. Scholars will have the opportunity to earn integrated math, ELA and college credits upon successful completion of the program.

Drone Technology 3: Coding and Programming for Mechatronics (Year course, 2.0 Credit, Grade 12)

The Coding and Programming for Mechatronics course offers scholars a dynamic exploration of the interdisciplinary field that combines mechanical engineering, electronics, and computer programming. Scholars will learn programming languages such as Python and C++, gain proficiency in microcontrollers and embedded systems, and understand the integration of hardware and software components in mechatronic systems. They will apply coding principles to design and control robots, automated machinery, drones, and other interactive devices. Through hands-on projects and theoretical concepts, scholars develop essential skills in coding and programming to control and automate mechanical systems. The course emphasizes problem-solving, critical thinking, and iterative design, empowering scholars to navigate complex challenges in mechatronics. Scholars will collaborate in teams to develop innovative projects, applying coding principles to enhance mechanical functionality and enable intelligent automation.

INFORMATION TECHNOLOGY PATHWAY

Overview

The Information Technology: Computer Programming pathway is a NYS approved CTE pathway. This program equips scholars with the skills and knowledge needed to thrive in the rapidly evolving field of information technology and computer systems. Through a combination of theoretical concepts and hands-on projects, scholars learn essential skills such as programming, networking, cybersecurity, database management, and systems analysis. They also explore emerging technologies like artificial intelligence, cloud computing, and data analytics. The program emphasizes problem-solving, critical thinking, and teamwork, preparing scholars to tackle real-world challenges in the digital age. With access to cutting-edge technology and industry-standard software, scholars gain practical experience in building and maintaining computer systems, troubleshooting hardware and software issues, and implementing effective IT solutions. By fostering innovation, creativity, and a passion for technology, the program empowers scholars to become the next generation of IT professionals, driving advancements and making a significant impact in the ever-evolving digital landscape.

Introduction to Information and Business Tech (Farmingdale MS) (Term course, 0.5 Credit, Grade 9)
This is an introductory course in the use of personal computers today. Scholars will receive instruction in basic computer concepts and terminology, the fundamentals of the Windows operating system and have hands on experience at the beginning to intermediate level using Microsoft Word, Excel, and PowerPoint. This course will introduce scholars to the fundamentals of Microsoft Office. Through practical hands-on experience, scholars will learn the basics and requisite knowledge to be proficient in Microsoft Word, PowerPoint, and Excel. This course will give scholars the foundational knowledge and skills for the Microsoft Office sequence. The course is a dual credit course designed in conjunction with SUNY Farmingdale State College that will challenge scholars to perform on a collegiate level. To earn college credit awarded by SUNY Farmingdale State College, scholars must earn a passing grade in the course.

Information Technology 1: Coding and Programming (Year course, 1.0 Credit, Grade 10)
This course allows scholars to develop a strong foundation in computer programming. Through theory and practical exercises, scholars explore coding languages such as Python, JavaScript, and Java, learning to solve problems and create applications. They engage in coding challenges, algorithm design, and software development projects to enhance their critical thinking and problem-solving abilities. Scholars gain proficiency in code debugging, version control, and collaboration, while also exploring emerging trends like web development and data analysis. By the end of the course, scholars emerge with a solid understanding of programming principles and practical skills applicable in various domains, preparing them for future studies or careers in the ever-evolving world of coding and programming.

Information Technology 2: Networks and Programming (Year course, 2.0 Credit, Grade 11)
This course provides scholars with a comprehensive understanding of computer networks and the fundamentals of network programming. Throughout the course, scholars delve into network architectures, protocols, and technologies, including LANs, WANs, TCP/IP, routers, switches, and wireless networks. They learn about network security, addressing schemes, and troubleshooting techniques. Scholars gain insights into network performance optimization, network management, and cloud computing. In addition to network fundamentals, scholars acquire programming skills relevant to networked systems. They will build upon their coding knowledge and delve deeper into network programming languages such as Python and Java, understanding how to develop client-server applications, networked protocols, and web services. Scholars engage in practical exercises, creating

networked applications, and utilizing APIs and libraries to leverage network capabilities. The course encourages collaboration, problem-solving, and critical thinking as scholars work on network design projects and address real-world network challenges.

Information Technology 3: Coding and Programming for Mechatronics (Year course, 2.0 Credit, Grade 12)

The Coding and Programming for Mechatronics course offers scholars a dynamic exploration of the interdisciplinary field that combines mechanical engineering, electronics, and computer programming. Scholars will learn programming languages such as Python and C++, gain proficiency in microcontrollers and embedded systems, and understand the integration of hardware and software components in mechatronic systems. They will apply coding principles to design and control robots, automated machinery, drones, and other interactive devices. Through hands-on projects and theoretical concepts, scholars develop essential skills in coding and programming to control and automate mechanical systems. The course emphasizes problem-solving, critical thinking, and iterative design, empowering scholars to navigate complex challenges in mechatronics. Scholars will collaborate in teams to develop innovative projects, applying coding principles to enhance mechanical functionality and enable intelligent automation.

MEDICAL ASSISTING PATHWAY

Overview

The Medical Assisting pathway provides scholars interested in pursuing a career in the healthcare field with comprehensive and hands-on learning experience. This program provides scholars with a solid foundation in medical knowledge, clinical skills, and patient care. Scholars learn essential skills such as taking vital signs, administering medications, performing basic laboratory tests, and assisting with medical procedures. Through classroom instruction, simulations, and practical internships, scholars gain real-world experience in medical offices, clinics, and hospitals. The program also emphasizes professionalism, ethics, and effective communication skills, preparing scholars to interact with patients, physicians, and healthcare professionals. With a focus on healthcare technology and electronic health records, scholars develop proficiency in medical software and digital healthcare management. By fostering compassion, empathy, and a commitment to patient care, the program instills in scholars a passion for improving the well-being of others and making a positive impact in the healthcare industry. Upon successful completion of the four years of coursework, scholars will be eligible to take the National Health Career Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Exploring Medical Sciences (Term course, 0.5 Credit, Grade 9)
Exploring Medical Science is an introductory course. This course encourages awareness of career possibilities in healthcare and informs scholars of educational opportunities available in health science programs. Instruction also includes beginning anatomy and physiology, medical terminology, employability skills, communication skills, customer service skills, cultural awareness, disease, and disorders with a focus on homeostatic imbalances, and technology skills necessary in the healthcare industry.

Medical Assisting 1: Medical Terminology (Farmingdale) (Year course, 1.0 Credit, Grade 10)
This course is the study of medical terminology. The focus is on prefixes, suffixes, word roots and their combining forms by an introduction to medical word building and the general structure of the body and its various body systems. Scholars will learn word construction, spelling, usage, comprehension, and phonetic 'sounds like' pronunciations as well as some common medical abbreviations. This course is just right for Health Studies scholars who are considering a career in dental hygiene, nursing, or medical technology. The course is a dual credit course designed in conjunction with SUNY Farmingdale State College that will challenge scholars to perform on a collegiate level. To earn college credit awarded by SUNY Farmingdale State College, scholars must earn a passing grade in the course.

Medical Assisting 2: Medical Office Operations and Lab (Year course, 2.0 Credit, Grade 11)
This course is designed to provide scholars with the knowledge and skills required by employers and will focus on the administrative aspects, tasks, and responsibilities of the administrative medical assistant in the medical office. This course will prepare scholars with interpersonal skills, written and verbal communication skills and proper telephone etiquette. Scholars will focus on front desk tasks and responsibilities such as patient check-in and check-out, insurance verification, patient referral services, patient demographics, scheduling appointments and more. Throughout the course, scholars will practice critical thinking, problem-solving, and employability skills to become college and career ready. Scholars

will be eligible to take the National Health Career Association certification exams for Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies.

Medical Assisting 3: Lab technology and procedures (Year course, 2.0 Credit, Grade 12)
This course is designed to provide scholars with the knowledge and skills required by employers, focusing on the clinical aspects and roles of the medical assistant. Scholars will practice knowledge and skills in the classroom and then apply them in real-life situations by completing a 160-hour internship at the Nassau University Medical Center. This internship will provide scholars with the opportunity to work with other medical professionals and assist with the duties of and tasks such as rooming patients, assessing patient vital signs, completing patient histories for the physician, patient triage and more. Throughout the course, scholars will practice critical thinking, problem-solving, and employability skills to become college and career ready. Scholars will be eligible to take the National Health Career Association certification exams for Clinical Medical Assistant Certification (CCMA) and/or Medical Administrative Assistant Certification (CMAA) and will be able to carry out all duties required for entry-level positions in medical assisting specializing in administrative and/or clinical competencies. Additionally, successful scholars will be considered for a full scholarship to Nassau Community College for the associate degree program in Medical Assisting.

REQUEST 6

DRAFT ACCOUNTABILITY PLAN

The proposed charter school is a replication of the TACS II Wyandanch school and will have the same initial accountability goals. The plan is as follows:

The Academy Charter School II Central Islip Regional High

Accountability Plan

for the Accountability Period 2027-2028 to 2031-2032

ACADEMIC GOALS

GOAL I: HIGH SCHOOL GRADUATION

Goal: Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate

Leading Indicators

- Each year, 75 percent of students in first and second year high school Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation).

- Each year, 75 percent of students in the second year high school Graduation Cohort will score at or above proficiency on at least three different New York State Regents exams required for graduation.

Absolute Measure

- Each year, 75 percent of students in the fourth year high school Graduation Cohort will graduate.

- Each year, 95 percent of students in the fifth year high school Graduation Cohort will graduate.

- Each year, 75 percent of students in the high school Graduation Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Comparative Measure

- Each year, the percent of students in the fourth year high school Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL II: COLLEGE PREPARATION

Goal: All students will be prepared to attend college.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:
    - passing an Advanced Placement ("AP") exam with a score of 3 or higher;
    - earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
    - passing a College Level Examination Program ("CLEP") exam;
    - passing a college level course offered at a college or university or through a school partnership with a college or university;
    - achieving the college and career readiness benchmark on the SAT[1];
    - earning a Regents diploma with advanced designation; or,
    - a school-created indicator approved by the Institute.

- Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Graduation Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.

[1] Currently, the College Board defines the Evidence-Based Reading and Writing Benchmark at 480 and the Math Benchmark at 530. collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf, p3.

- Each year, the school's CCCRI for the Graduation Cohort will exceed that of the district's Graduation Cohort.
  .
- Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

GOAL III: ENGLISH LANGUAGE ARTS

Goal: All students at the school will be proficient in the reading and writing of the English language.

Absolute Measures

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

- Each year, the Performance Index[2] ("PI") on the Regents Exam in English Language Arts (Common Core) of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

[2] 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

Comparative Measures

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.

- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district partially meeting Common Core expectations.

- Each year, the school's PI in English Language Arts of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

Growth Measures

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

GOAL IV: MATHEMATICS

Goal: All students at the school will be proficient in mathematics.

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, the school's PI on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a mathematics Regents exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.

- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district partially meeting Common Core expectations.

- Each year, the school's PI in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

Growth Measures

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on their New York State 8th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade math exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents Exam in mathematics) by the completion of their fourth year in the cohort.

GOAL V: SCIENCE

Goal: All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Measures

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL VI: SOCIAL STUDIES

Goal: All students at the school will demonstrate competency in the understanding and application of social studies.

Absolute Measures

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL VII: ESSA

Goal: The school will remain in good standing.

Absolute Measure

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

REQUEST 7

CALENDARS & SCHEDULES

TACS II Central Islip Regional High will be a replication of the TACS I Uniondale high school. Both schools will offer CTE instruction to students in grades 9-12. In addition, TACS II Central Islip will provide instruction for 181 days beginning in September 2027 and ending in June 2028. A calendar listing instructional days per month, professional development days (highlighted in red and denoting 2:00 p.m. dismissals for students), parent/teacher conferences (4, highlighted in green), and New York State Assessment dates is attached as Response R-07-ac-1-School Calendar (MS Excel format). We anticipate students will receive over 1350 hours of instructional time annually, and our curriculum provides learning time for an additional 450 hours extra-curricular and co-curricular activities.

SAMPLE SCHEDULES GRADES 9-12

	9th Grade				
	Mon	Tues	Weds	Thurs	Fri
1	World History 1	World History 1	World History 1	World History 1	World History 1
2	CTE Exploratory	CTE Exploratory	CTE Exploratory	CTE Exploratory	CTE Exploratory
3	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9
4	College & Career 9	PE	Life Science/Biology	PE	PE
5	Life Science/Biology	Life Science/Biology	Life Science/Biology	Life Science/Biology	Life Science/Biology
6	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
7	Lunch	Lunch	Lunch	Lunch	Lunch
8	CTE Exploratory	CTE Exploratory	CTE Exploratory	CTE Exploratory	CTE Exploratory
9	Music or Art	Music or Art	Music or Art	Music or Art	Music or Art

	10th Grade				
	Mon	Tues	Weds	Thurs	Fri
1	Spanish 1	Spanish 1	Spanish 1	Spanish 1	Spanish 1
2	Earth & Space Science	Earth & Space Science	Earth & Space Science	Earth & Space Science	Earth & Space Science
3	College & Career 10	Earth & Space Science	PE	PE	PE
4	Lunch	Lunch	Lunch	Lunch	Lunch
5	World History 2	World History 2	World History 2	World History 2	World History 2
6	Algebra 2	Algebra 2	Algebra 2	Algebra 2	Algebra 2
7	ELA 10	ELA 10	ELA 10	ELA 10	ELA 10
8	CTE 1	CTE 1	CTE 1	CTE 1	CTE 1
9	Health	Health	Health	Health	Health

	11th Grade				
	Mon	Tues	Weds	Thurs	Fri
1	CTE II	CTE II	CTE II	CTE II	CTE II
2	CTE II	CTE II	CTE II	CTE II	CTE II
3	ELA 11	ELA 11	ELA 11	ELA 11	ELA 11
4	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
5	Chemistry	PE	PE	College & Career 11	PE
6	Spanish 2	Spanish 2	Spanish 2	Spanish 2	Spanish 2
7	Lunch	Lunch	Lunch	Lunch	Lunch
8	US History & Government	US History & Government	US History & Government	US History & Government	US History & Government
9	Geometry	Geometry	Geometry	Geometry	Geometry

	12th Grade				
	Mon	Tues	Weds	Thurs	Fri
1	ELA 12	ELA 12	ELA 12	ELA 12	ELA 12
2	Participation in Gov't/Economics	Participation in Gov't/Economics	Participation in Gov't/Economics	Participation in Gov't/Economics	Participation in Gov't/Economics
3	Elective	Elective	Elective	Elective	Elective
4	CTE III	CTE III	CTE III	CTE III	CTE III
5	CTE III	CTE III	CTE III	CTE III	CTE III
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	Math Elective	Math Elective	Math Elective	Math Elective	Math Elective
8	Physics	Physics	Physics	Physics	Physics
9	PE	College& Career I2	Physics	PE	PE

SAMPLE BELL SCHEDULE

TACS II CENTRAL ISLIP REGIONAL HS

Period	Starts	Ends	Duration
1	8:00:00 AM	8:50:00 AM	50 Minutes
2	8:53:00 AM	9:49:00 AM	56 Minutes*
3	9:52:00 AM	10:42:00 AM	50 Minutes
4	10:45:00 AM	11:35:00 AM	50 Minutes
5	11:38:00 AM	12:28:00 PM	50 Minutes
6	12:31:00 PM	1:21:00 PM	50 Minutes
7	1:24:00 PM	2:14:00 PM	50 Minutes
8	2:17:00 PM	3:07:00 PM	50 Minutes
9	3:10:00 PM	4:00:00 PM	50 Minutes

* Includes Official Attendance Period

SAMPLE TEACHER SCHEDULES

TACS II CENTRAL ISLIP REGIONAL HS

Sample Teacher Schedules are attached as R-07ac1 – Teacher Schedules.docx.

	Created 3/21/2025*
1-Sep	First Day of School
6-Sep	Labor Day - School Closed
6-8 Sep	Rosh Hashanah - School Closed
9-Sep	Curriculum Night
16-Sep	Yom Kippur - School Closed
11-Oct	Columbus Day - School Closed
2-Nov	Election Day - School Closed
11-Nov	Veteran's Day - School Closed
	2 P.M Dismissal/ PD
18-Nov	Parent Teacher Conferences
25 - 26 Nov	Thanksgiving Recess
23 Dec - 3 Jan	Holiday Recess
17-Jan	MLK Day - School Closed
10-Feb	Parent Teacher Conferences
21 - 25 Feb	Winter Break
7-Apr	Parent Teacher Conferences
15 - 22 April	Springs Break - School Closed
13 April - 13 May	NYSESLAT
27 - 30 May	Memorial Day - School Closed
24-Jun	Last Day of School

The Academy Charter School II
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SEPT				18SD		
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCT				19SD		
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31						

NOVEMBER				18SD		
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JANUARY					19SD	
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MAY					20SD	
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JUNE						18SD
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	School Closed
	First & Last Day of School
	2pm Dismissal
	Parent & Teacher Conferences / Curriculum Nights
	NYS Testing Dates
Inclement Weather Make-Up Days	
May 30 - Snow Make Up Day (Otherwise School Closed)	

SAMPLE HS TEACHER SCHEDULES

	Sample HS ELA Teacher				
	Mon	Tues	Weds	Thurs	Fri
1	ELA 9 - 01	ELA 9 - 01	ELA 9 - 01	ELA 9 - 01	ELA 9 - 01
2	Prep	Prep	Prep	Prep	Prep
3	ELA 9 - 02	ELA 9 - 02	ELA 9 - 02	ELA 9 - 02	ELA 9 - 02
4	ELA 9 - 03	ELA 9 - 03	ELA 9 - 03	ELA 9 - 03	ELA 9 - 03
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	ELA 10 -01	ELA 10 -01	ELA 10 -01	ELA 10 -01	ELA 10 -01
7	ELA 10 -02	ELA 10 -02	ELA 10 -02	ELA 10 -02	ELA 10 -02
8	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
9	ELA 10 -03	ELA 10 -03	ELA 10 -03	ELA 10 -03	ELA 10 -03

	Sample HS Math Teacher				
	Mon	Tues	Weds	Thurs	Fri
1	Algebra 1 -01	Algebra 1 -01	Algebra 1 -01	Algebra 1 -01	Algebra 1 -01
2	Algebra 1 -02	Algebra 1 -02	Algebra 1 -02	Algebra 1 -02	Algebra 1 -02
3	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
4	Algebra 2 - 01	Algebra 2 - 01	Algebra 2 - 01	Algebra 2 - 01	Algebra 2 - 01
5	Algebra 1 -03	Algebra 1 -03	Algebra 1 -03	Algebra 1 -03	Algebra 1 -03
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	Algebra 2 - 02	Algebra 2 - 02	Algebra 2 - 02	Algebra 2 - 02	Algebra 2 - 02
8	Algebra 2 - 03	Algebra 2 - 03	Algebra 2 - 03	Algebra 2 - 03	Algebra 2 - 03
9	Prep	Prep	Prep	Prep	Prep

	Sample HS CTE Teacher				
	Mon	Tues	Weds	Thurs	Fri
1	CTE Exploratory	CTE Exploratory	CTE Exploratory	CTE Exploratory	CTE Exploratory
2	CTE Exploratory	CTE Exploratory	CTE Exploratory	CTE Exploratory	CTE Exploratory
3	Prep	Prep	Prep	Prep	Prep
4	CTE III	CTE III	CTE III	CTE III	CTE III
5	CTE III	CTE III	CTE III	CTE III	CTE III
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	CTE II	CTE II	CTE II	CTE II	CTE II
8	CTE II	CTE II	CTE II	CTE II	CTE II
9	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning

REQUEST 8

SPECIFIC POPULATIONS

The proposed charter school, TACS II Central Islip Regional High, is intended as a replication of the TACS I Uniondale. A discussion of comprehensive support services for student populations is outlined below.

STRUGGLING STUDENTS

The instructional program caters to the individual academic needs of each child. The use of data through ongoing assessments provides real time information for teachers to inform instruction. The information that is gathered is used to provide academic intervention services for struggling students as well as enrichment and challenging activities for all students.

Academic Support & Enrichment Grades 9-12

Services that provide a direct benefit to struggling students may also help all students in unique ways. To that end, these offerings which are often cited by students and alumni as essential to easing their introduction to high school are available to all students. To ensure the success of every student, Scholars also engage in the following:

Academic Intervention Support - The school's academic intervention support program offers assistance in Language Arts, Mathematics, Science and Social Studies are a regularly scheduled part of each student's daily program. This support provides access to remedial Reading and Writing depending on a student's individual needs.

Tutoring - In addition to the intervention services offered by the school, students who need additional instructional support will work with subject teachers during the zero period and the after-school hours. Through the School's partnership with SUNY Old Westbury and New York Institute of Technology ("NYIT"), student tutors work along with students who need extra intervention.

Onboarding - The Academy high school provides a 4-day orientation program for all incoming 9th grade scholars. This program is a comprehensive program designed to ease the transition for incoming scholars and set them on a path towards success in their high school journey. Deans of Student Culture and dedicated staff guide scholars through interactive workshops, covering topics on our core values, school

culture, and expectations. Additionally, scholars will receive instruction in mathematics and English Language Arts. Team building activities are scheduled throughout the program, culminating in a trip on the final day. Additionally, 9th graders have the chance to explore the campus and locate their classrooms. Current 10th, 11th and 12th grade scholars participate in the orientation as well, acting as a friendly resource for any questions or concerns. The orientation ensures that incoming freshmen feel supported, informed, and ready to embark on their high school experience with confidence.

Special Sessions/Extracurricular Activities - The school utilizes instructional best practices which includes an extended school day (8am to 4pm). Scholars are given additional instructional time through the After-School program (4-5PM daily), Saturday Academy and Winter/Spring break intersession programs. The various additional instructional times focus on small group instruction driven by data received from periodic assessments.

In addition to the academic strengths of the school's program, students are exposed to several extracurricular opportunities. These include but are not limited to clubs, civic capacity, character education, leadership and mentoring programs. The clubs are designed to enhance the learning experience, promote an interdisciplinary approach and compliment the academic rigor that students are exposed to. The students are provided several options for clubs, which include the popular Forensics Club. This program is hosted in collaboration with the Hempstead Police Department and the Police Athletic League. Students are exposed to scientific research, problem solving and community awareness. The program is assessment based, with exams and study materials. The science of forensics is related to crime scene investigations; however, the program has an interdisciplinary approach that involves English Language Arts, Math and Science. Class trips and mock investigations using the latest technology are a part of the program as well. Students receive certifications of acknowledgement at the end of the program. To promote civic capacity, students visit the assisted living facility in Hempstead to partner with residents on projects such as arts and grafts and seasonal events such as performing during the holiday seasons. The Academy has also established several collegiate partnerships that include Adelphi University, SUNY Old Westbury, SUNY Farmingdale and Hofstra University.

Academy scholars have the opportunity to propose new clubs and activities each school year based on their evolving interests. Scholars have successfully started a variety of clubs including community service club, gaming club, Academy Queens, and the French club.

High school scholars in grades 10–--12 who meet the requirements will be invited to participate in the National Honor Society and the National Spanish Honor Society.

Arts Program - The Academy provides a robust Arts program that allows students to develop their talents and prepares them to pursue related careers in various fields. The program, curriculum, and instruction include hands on activities, demonstration, rehearsals and expression including visual art, music, dance, and theatre across all grades. The program will have a visual arts, music, dance and theater component.

The curriculum is built around the New York City Blueprints for the Arts and is aligned with the National Core Arts Standards (Artistic Process - Creativity, Performance, Presentation, Production and Connecting). The New York City Blueprints for the Alts is a in depth set of standards and guidelines that provide standards-based direction with a hands-on approach to teaching the arts. The program includes best practices and partnership with a wide array of community-based organizations. The program also includes an after-school component. Each subject will have activities including performances, productions and exhibitions 2-4 times per year for each grade band.

Athletics Program - The school is registered with the Nassau BOCES athletic league. From this affiliation, the school can schedule athletic competitions and offer boys' and girls' basketball, volleyball, soccer, lacrosse, swimming, and track and field. Coaches will be involved in strategically developing partnerships with colleges and college recruiters to engage the students in various athletic scholarship opportunities.

Yearbook Club - The Yearbook Club consists of a group of High School students who meet weekly and collaborate in capturing school life at the Academy. The yearbook highlights the graduating class and their accomplishments. The yearbook is published once per year.

Debate Team - Select Scholars in the Middle School and the High School make up the school's debate team. Scholars are given the opportunity to Participate in regional competitions that develop their public speaking skills, accentuates critical thinking skills and improvisation. Scholars learn about topics that include conflicts and current events. Scholars meet once per week for coaching session under the tutelage of volunteer teachers and community members.

STUDENTS WITH DISABILITIES

Special Education Services (9-12)

Through the Response to Intervention (RtI) process, students who may not respond to high quality interventions in Tier 1 and Tier 2 may continue to need intensive supports through a special education evaluation by their home district in which they reside).

Through teacher articulation, progress monitoring and our monthly Child Study Team Meetings, (CST) student concerns are regularly addressed and depending on the situation, a teacher may refer a student for evaluation. A parent meeting is held to discuss the matter and the next steps in processing the referral request. Parents must request the evaluation for their child and can rescind their consent at any time.

Once determined eligibility status and given a special education classification, the student will be assigned an educational program setting along with modifications/accommodations when applicable. Related service providers are hired consultants provided through the student's home district. They are expected to work under the supervision of the Director of Student Services. As an advocate for students, related service providers are expected to provide high quality instruction/services through effective best practices such as teacher collaboration, teacher articulation and progress monitoring.

For continuous improvement towards high student achievement for all, there is a diversity of programming and student support services that are key factors in the school's collaborative decision-making and school-based planning.

In our inclusion classes, there are two teachers (a general education and a special education teacher) who collaborate regularly to provide effective high quality through the implementation of effective best instructional practices. Differentiation of instruction is provided in the classroom setting to support students of varying academic needs and learning styles. The special education teacher serves as a consultant/specialist in which interactive, high-interest, activities are created to provide accessibility for all student learners.

RESEARCH IN AN INCLUSION MODEL

Collaboration is a style of interaction professionals use to undertake shared responsibilities. Collaboration refers to HOW professionals interact. One of the earliest definitions for collaboration is as follows, "Collaboration is a style for direct interaction between at least two parties voluntarily engaged in shared decision-making as they work toward a common goal." (Friend & Cook, 1989) The term inclusion is often associated with collaboration. Inclusion is a philosophy or set of beliefs based on the idea that "everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having their educational needs met." (Stainback & Stainback, 1990). The IDEA makes it imperative that students with disabilities, no matter what their level of functioning, access the general curriculum to the maximum extent possible.

EVIDENCE OF COOPERATION IN AN INCLUSION CLASSROOM

Co-Teaching can be approached in numerous ways. In each approach listed below, both teachers take on teaching and supportive roles. Determining the best approach depends on student needs, the subject being taught, the teachers' experience, and practical considerations such as space and time for planning.

- Team Teaching
- Station Teaching
- Parallel Teaching
- Re-Teaching
- Supplemental Learning Activities
- One Teach, One Observe
- One Teach, One Monitor

BENEFITS OF AN INCLUSION CLASSROOM

Educators and researchers have often described inclusion as "a great idea done badly". This thought has sparked volumes of conflicting research and case studies on inclusive programs. What is evident is that inclusive programs that utilize effective collaborative practices do produce positive results. Some of the benefits of these practices are:

- All students benefit from the expertise of numerous individuals.
- Collaborative teams share leadership and responsibilities.
- Students and teachers learn from each other and problem solve together
- Instruction is geared to match students at all levels of achievement.
- Instruction is active, creative, and collaborative among members in the classroom.
- Activities are designed to facilitate participation by all students in the classroom.
- The classroom teacher, special education teacher, related services staff, and families assume shared ownership for educating all students.
- Students are evaluated by individually appropriate standards.

ELEMENTS OF AN INCLUSION CLASSROOM

The literature describes seven features that are fundamental to appropriate and effective inclusion programs (Walther-Thomas, Korinek, McLaughlin, Williams, 2000). They are the following:

- Collaborative culture
- Shared leadership
- Coherent vision
- Comprehensive planning
- Adequate resources
- Sustained implementation
- Continuous evaluation and improvement

RESOURCES

Walther-Thomas, C. S., Korinek, L., McLaughlin, V.L., & Williams, B.T. (2000).
Collaboration for inclusive education: Developing successful programs. Boston: Allyn and Bacon.

http://iris.peabody.vanderbilt.edu/info_briefs/share/collaboration.pdf

www.ldonline.org/ld_indepth/teaching_techniques/tec.coteaching.html

www.ped.state.nm.us/seo/library/qrtrly.0404.coteaching.lcook.pdf

www.powerof2.org

Scholars who are classified by the Committee on Special Education (CSE), or through Section 504 with a disability affecting their educational progress, will be provided support as indicated on their Individualized Education Program (IEP) or Accommodation Plan. As required by law, School representatives and parents will assist in the development of the IEPs and accommodation plans and will work actively to design programs emphasizing student participation in the least restrictive environment. Certified special education providers will oversee the IEP implementation, while general education teacher's work as active team members in the service of each student's needs in classroom characterized as heterogeneity and differentiated e instruction, Integrated Co-Teaching (ICT). With appropriate program modification and services, students will be expected to achieve their goals and earn a diploma in accordance with New York State Education Department (NYSED) regulations.

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Through teacher articulation, progress monitoring and our monthly Child Study Team Meetings, (CST) student concerns are regularly addressed and depending on the situation, a teacher may refer a student for evaluation. A parent meeting is held to discuss the matter and the next steps in processing the referral request. Parents must request the evaluation for their child and can rescind their consent at any time.

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ASSURANCES

The education corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school:

- The Education Corporation will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.

- The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:
    - Have available to them a free, appropriate, public education ("FAPE");
    - Are appropriately evaluated;
    - Are provided with an Individualized Education Program ("IEP");
    - Receive an appropriate education in the least restrictive environment ("LRE");
    - Are involved in the development of and decisions regarding the IEP, along with their parents; and,
    - Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

- The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.

- The Education Corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.

- The Education Corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

- The Education Corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

- The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.

- The Education Corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.

- The Education Corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. The Education Corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.

- Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

ENGLISH LANGUAGE LEARNERS

The Academy Charter School provides English As a Second Language (ESL) instruction to our population of English Language learners (ELLs)[1] and English As a New Language (ENL) students. The program is aligned and provides the necessary services to enable students to attain the New York State Standards in ESL and English Language Arts. The school meets the needs of students by offering the Freestanding English As a Second Language program. Students in freestanding ESL programs come from different native language backgrounds, and English is the only common language among students.

This includes the following three models: (a) *Push-in model* – an ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time; (b) *Pull-out model* – ELLs who spend the majority of their day in all-English content instruction but are brought together from various classes for English-acquisition-focused instruction using specified curriculum materials; and (c) *Self-contained model*: ELLs are grouped together in an ESL class for the entire school day for all content instruction – the classroom teacher has certification or bi-lingual extension. The program includes two components: (a) a language arts instructional component which is delivered through instruction in language arts, and (b) a content area instructional component. The program immerses students in content area instruction in English for most of the school day while providing English language instruction through ESL methodologies. Teachers certified in English to Speakers of Other Languages (ESOL) focus on developing and improving all four areas of modalities of the language – speaking, listening, reading and writing. Teachers use student performance data on multiple assessments including the New York State English As a Second Language Achievement Test (NYSESLAT) and NYSITELL to plan instruction, differentiate learning and teaching to meet the needs of ELL students.

The education corporation will continue to use programs designed to serve English language learners. We anticipate an increase in the number of Latino/Hispanic students seeking seats at Academy Charter School. Last year, 26 percent of enrolled students were Latino. Preliminary projections indicate this

[1] The designation English Language Learner (ELL), pursuant to §154-1.1, shall mean "students who by reason of foreign birth or ancestry, speak a language other than English and:

1) Either understand or speak little or no English; or
2) Score below a State designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) prior to February 1, 2014, or on the New York State Identification Test for English Language Learners (NYSITELL) commencing February 1, 2014 and thereafter, or on the New York State English as a Second Language Achievement Test (NYSESLAT); provided, however, that no student shall be served in a bilingual or English as a second language education program pursuant to this subpart for a period in excess of three years from the date of enrollment at ACSU.

number could increase considerably due to the aforementioned impact of immigration to the Town of Hempstead, as well as to Uniondale. We further anticipate an increase in students of continental African ancestry with varying linguistic backgrounds. We know that ethnicity is not equivalent to language status. Nonetheless, we are cognizant of the broader conditions under which students arrive in the community.

To embrace and meet the needs of a diverse and increasingly Spanish-speaking population, our strategy has been to add bilingual staff to our instructional and operational teams. The instructional team is continuing its review of best practice regarding push-in and pull-out for English language learners. In the beginning of the 2017-2018 school year, The Academy Charter School will adopt a more intensive and purposeful push-in strategy to encourage collaboration between our ENL teachers (2 schoolwide) and classroom teacher.

To remain mission-aligned and centered on the task of empowering students to be thoughtful and committed leaders, we have prioritized both adding staff with whom students connect and identify; and, educating students within the larger fabric of the school. We anticipate that the shift to increase push-in programming will increase collaboration, strengthen our teachers' knowledge of student needs, improve progress monitoring of student growth, and create better co-teaching and re-teaching design by our teachers.

The education corporation has joined the ELL Consortium with New York City-based charter schools. The purpose of the consortium is "to provide quality diversified educational programs and professional development that support ELL students and those who work with them."

The Consortium has established an initial goal (for years one through seven) "to improve ELL student performance in the use and understanding of the English language as measured by the NYSESLAT." The six objectives to drive members toward the goal are as follows:

1. Continue the NYC ELL Consortium among interested NYC Charter Schools which meet support needs for their ESL Initiatives, and is compliant with state and federal requirements.
2. Establish and/or maintain a consortium-wide data system and process so the Annual Measurable Achievement Objective (AMAO) can be set and used to evaluate ELL student performance over time.
3. Establish, administer and analyze the results of a Consortium-wide formative assessment instrument process and calendar.
4. Establish Forum for Consortium participants in which they are able to share resources, best practices and strategies for dealing with issues in providing for ELLs and their parents.
5. Establish Professional Development for Consortium participants, which ensures increased

effectiveness in ESL instruction and general staff support for ELLs.
6. Connect charter schools to additional resources for ESL program support.

As of result of the education corporation's participation in the Consortium, TACS Uniondale will provide professional development on serving ELLs to general education teachers; use interim assessments to evaluate ELL performance; disaggregate ELL data and provide it to the Consortium; and build collaborative structures for ELLs and their parents to engage in co-curricular and extra-curricular activities during the school day and the extended school day.

Administrators and teachers of TACS Hempstead participated in a professional development session, "Integrating Expertise to Enhance ELL Performance in Grades K-12," provided by the Long Island Teacher's Institute in December 2016. The instructional leadership team of the education corporation will continue participation in future years and provide for participation by TACS Uniondale staff. Across the organization, administrators and teachers will receive ongoing professional development in:

- Constructing and implementing ELL instructional strategies
- Identify appropriate ELL strategies for foundational learning
- Observe the impact of foundational strategies on ELL performance
- Strategies for introducing Common Core content to ELLs
- Supporting ELL student engagement and elaboration on Common Core content
- Helping ELL students record and represent knowledge
- Designing planning time to support and improve ELL instruction
- Identification of explicit strategies, tools and resources to improve achievement
- Analyzing language proficiency
- Data analysis for effective re-teaching

ENL Program (9-12)

The ENL program consists of both the stand-alone for language and push-in models with the primary goal of language acquisition related reading, speaking, listening and writing domains. Teachers provide group intervention services for ELLs depending on their NYSESLAT or NYSITELL proficiency levels, 180-540 minutes per week in 45 minutes block. The school utilizes the Pearson, *iLiTELL* curriculum which integrates literacy skills defined in the *Blueprints for English Language Learner/ Multilingual Learner Success* as the primary source. As students' progress through the program, the iLiTELL program provides ongoing assessment/benchmarks. Moreover, the *Las Link* assessment is utilized for progress monitoring.

GIFTED AND ADVANCED STUDENTS

Instructionally, our emphasis is on educating students in the least restrictive environment possible and providing an inclusion and egalitarian opportunity for students to learn. Gifted students benefit from our two cornerstones of our model: co-teaching and differentiated instruction. In each classroom, individual and small groups of high-performing students have ongoing opportunities to do relevant and meaningful work in each subject across the curriculum.

Another instructional focal point at each of our schools has been continuing to focus on peer talk in classrooms with academic language and probing questions. This emphasis provides a real opportunity for students with a clear grasp of new and/or complicated material to support their peers and intensify their own knowledge by leading conversations. At this point, we have not begun to collect data on this practice, but anecdotal feedback from students and independent observers affirms the practice may be worth extending. Students reported feeling a strong sense of responsibility for their work and ownership for their academic outcomes.

REQUEST 9

INSTRUCTIONAL LEADERSHIP

To ensure higher levels of student achievement and to produce students who meet or exceed our rigorous expectations, The Academy will implement a professional development program that has three parts: 1) pre-service training, 2) in-service training and coaching, and 3) continuous professional development opportunities. The goal of the professional development program is to provide administrators, teachers, and staff with the knowledge and tools needed to effectively teach all students. In the initial year, staff will be exposed to content specific training and learning environment development. In subsequent years, the program will be modified utilizing student achievement and school data to identify areas in need of improvement. Teacher training in content and the learning environment will reflect the needs of the school. For instance, if student test scores are weak in manipulation of fractions, additional training would be given in instruction on fractions.

The board and the school's academic leaders work together to identify The Academy's professional development priorities. In general, our professional development priorities will be to support our staff in a variety of areas to ensure that they remain motivated, engaged, and focused on teaching and learning. To that end, our teachers typically require additional development around effective team planning, data analysis to inform instructional decisions, and differentiating instruction to meet the needs of all students. Our teachers are at different levels and need varying degrees of support throughout the year. For this reason, the principal works with the Deputy Chief Academic Officer, AP's and our department chairs to provide differentiated professional development. This flexibility ensures that all our teachers have their professional development needs met.

The professional development structure is designed so that teachers have intensive professional development in the two-three weeks prior to the beginning of the school year and constant on- going professional development throughout the year. Pre-service professional development includes extensive training on school-based activities. While the pre-service provides a comprehensive introduction for new teachers and reinforcement for returning teachers to our school's curriculum and priorities (based on returning teacher input), it is this constant on-going support that will ensure meaningful integration of our school's priorities and serve as a source of refreshment for teachers, keeping them motivated and inspired.

Throughout the year, teachers will benefit from the principal's regular coaching and support. The DCAO and the CAO will be onsite weekly for team teaching, modeling, "lunch and learn" sessions, and/or data interpretation.

The instructional leader of the educational corporation is Dr. Nicholas Stapleton. Dr. Stapleton is an educator with over 25 years of experience in the public, private and charter school sectors. As Chief Academic Officer (CAO) of the Academy Charter School, he provides strategic direction and supervision of the instructional program. This includes oversight of the elementary, middle and high school curriculum

development, teacher training and student support. Prior to joining to The Academy Charter School, Dr. Stapleton worked as a teacher and an administrator in the New York City Public Schools system for several years. He has served as the school leader of Charles Drew Charter School in Atlanta, and the Bronx Charter School for the Arts in New York City. He also worked with Victory Schools Inc. as a regional director for one year. Dr. Stapleton has been quite successful as an educational leader and focus intensely on student learning that drives growth in student achievement. He received a BSc in Management and Finance, and MA in Economics from Brooklyn College, and Ed.M and Ed.D from Teachers College, Columbia University.

At the school level, principals will provide instructional leadership and be supported by instructional coaches (at the education corporation level) and consultants throughout the year. Principals within the education corporation are often developed internally. Our organizational practice elevates internal candidates as part of our commitment to strong mission alignment and operational immersion. Our leaders know our students, their families and the community on many levels beyond the perimeter of the classroom. We believe and affirm that a deep knowledge of students, families and community reinforces interpersonal connections and deepens learning for students. Principals emerge as strong candidates based on their execution across all four domains of the Danielson Framework, capacity to lead and encourage peers, and facility with managing larger institutional prerequisites with instructional leadership. We expect instructional leaders to model, daily, excellence across all four domains and to extend their ownership of the craft to teachers.

Principals are responsible for evaluating teachers and all academic programs across the school. Our model prioritizes a rich, meaningful RtI program, and inclusion for students with disabilities and English language learners. We structure these programs around mission-aligned and diverse staff members with the capacity to deliver instruction, evaluate student performance and behavior, and meaningfully intervene as individuals and in groups. Principal leadership is first directed to ensure all teachers have the capacity to deliver high-quality instruction. Principals observe classrooms and provide regular feedback throughout the year. The senior leadership and board of trustees jointly expect that principals will have the latitude to spend much of their day in classrooms observing and impacting the quality of instruction. Teachers receive regular verbal and written feedback from principals that is specific and actionable. Principal candidates are evaluated on the capacity to deliver high-quality feedback to peers. High-quality feedback is mission-aligned, research-based, data-driven, reflective, specific and actionable. Principals follow up with teachers on feedback and monitor the progress made in collaboration with instructional coaches.

Our model provides for one coach in ELA and one in math supporting grades K through 2. As the school expands, additional instructional coaches will be added to meet the needs of an expanding faculty. Instructional coaches model instruction and address each of the four domains of the Danielson Framework with faculty. Coaches lead professional development sessions informed by requests from the Chief Academic Officer or Principal, observations of teacher practice, and feedback from teachers. Coaches may lead sessions on student engagement or strengthening the use of academic language in class. Faculty benefit from a multi-tiered approach to instructional leadership.

ON-GOING TEACHER LEADERSHIP/SUPPORT

Different & Innovative Teaching Methods

In renewal, having staff that are armed and skilled with a toolkit of strategies and methods that they can execute with confidence continues to be a major goal (and focus of our professional development). Going forward The Academy builds teachers' capacity, through ongoing staff development, to use varied and innovative teaching methods. Innovative uses of strategies are intended to meet the academic needs of all children. The ability to employ teaching methods aligned to what is appropriate for students' learning styles and skill needs in the different subjects are critical to student success. Hence, in the next five years, it will refine the 'processes' for building teacher capacity. Ongoing professional development supports teachers' utilization of different methods that will demonstrate The Academy's ability to function on a quality level in the delivery of instruction. The teaching methods will continue to include inquiry-oriented instruction, explicit instruction, cooperative learning, individualized and small group instruction, and project-based learning. Teachers will engage in a system of continuous improvement including but not limited to:

- Professional Improvement Plans
- Strategic Achievement Plans
- Coaching & Modeling
- Grade team meetings
- Data meetings between teachers

As teachers expand proficiency in awareness and skill of a 'toolkit' of exemplary methods, they will concurrently learn when and how to use practices to insure the continuous improvement of every student.

DIFFERENTIATED INSTRUCTION

Teachers create tiered assignments to address the needs of the diverse student population in the school. Teachers will differentiate coursework in terms of process/activities, content/topic interests, product and learning styles.

Our professional development priorities are designed to support our staff in a variety of areas to ensure that they feel supported and remain motivated, engaged, and focused on teaching and learning. To that end, we anticipate our teachers will need additional development around strategies for teaching adolescents, strategies to conduct an effective advisory program, strategies to support teaching reading and writing across all content areas, research based strategies to support English language learners and students with disabilities, strategies to support student development of habits and dispositions that

support higher order thinking and problem solving, effective team planning, data analysis to inform instructional decisions, and differentiating instruction to meet the needs of all students.

The Academy provides specific training and professional development for all staff regarding ELL and special education. With regard to ELL, staff will be trained on identification and assistance, research based instructional strategies, evaluation standards and assessments, program exit criteria, and parent notification. Because our board expects a large number of English language learners, we focus additional time and attention to developing all staff members' capacity around effectively serving this population. In an effort to provide general information about special education, the special education/coordinator provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records and discipline of students with disabilities. A child's IEP would only be discussed with the teachers that would be supporting that student.

In addition to the school's professional development sessions, The Academy provides daily common planning time for teachers. The weekly focus of these sessions will include: one session committed to advisory focus; one session committed to student achievement; two sessions dedicated to data; and one session for curriculum planning.

INSTRUCTIONAL LEADERSHIP

To ensure higher levels of student achievement and to produce students who exceed the New York State learning standards and Common Core Standards, The Academy will implement a professional development program that has three parts: 1) pre-service training, 2) in-service training and coaching, and 3) continuous professional development opportunities. The goal of the professional development program is to provide administrators, teachers, and staff with the knowledge and tools needed to effectively teach all students. In the initial year, staff will be exposed to content specific training and learning environment development. In subsequent years, the program will be modified utilizing student achievement and school data to identify areas in need of improvement. Teacher training in content and the learning environment will reflect the needs of the school. For instance, if student test scores are weak in manipulation of fractions, additional training would be given in instruction on fractions.

The board and the school's academic leaders work together to identify The Academy's professional development priorities. In general, our professional development priorities will be to support our staff in a variety of areas to ensure that they remain motivated, engaged, and focused on teaching and learning.

To that end, our teachers typically require additional development around effective team planning, data analysis to inform instructional decisions, and differentiating instruction to meet the needs of all students. Our teachers are at different levels and need varying degrees of support throughout the year. For this reason, the principal works with the CAO and our coaches to provide differentiated professional development. This flexibility ensures that all our teachers have their professional development needs met.

The professional development structure is designed so that teachers have intensive professional development in the two weeks prior to the beginning of the school year and constant on-going professional development throughout the year. Pre-service professional development includes extensive training on school-based activities. While the pre-service provides a comprehensive introduction for new teachers and reinforcement for returning teachers to our school's curriculum and priorities (based on returning teacher input), it is this constant on-going support that will ensure meaningful integration of our school's priorities and serve as a source of refreshment for teachers, keeping them motivated and inspired.

Throughout the year, teachers will benefit from the CAO's regular coaching and support. Instructional coaches and the CAO will be onsite weekly for team teaching, modeling, "lunch and learn" sessions, and/or data interpretation.

Please see below some professional development modules that have been customized for The Academy.

Training Area	Topic Area
Schools That Learn	Learning Environment
Classroom Management	
Establishing Standards Based Instruction	
Quality Instruction & Assessment	
Classroom Environment	
Using Data to Inform Instruction	
Lesson Plans	Content: General
Scott Foresman- Program Overview	Content: English-Language Arts
Components of Literacy	Content: English-Language Arts

Training Area	Topic Area
Writing Across the Curriculum: Great Source	Content: English-Language Arts
EnVisions Math	Content: Mathematics
Interactive Read Alouds/ Reader Theatre	Content: English-Language Arts
Planning for Instruction	Content: General
Civic Projects	Content: Social Studies
Leadership Development	Content: Social Studies
Core Knowledge Sequence/Core Virtues	Content: Social Studies
Making Science Fun: McGraw Hill Science	Content: Science

PRE-SERVICE TRAINING

The purpose of pre-service training is to prepare all staff for the new school year and to induct new professionals. There is ten days of pre-service professional development in August. Teachers receive training in classroom management techniques, instructional and intervention strategies, the New York State and Common Core learning standards, student data analysis, differentiation of instruction, and standards-based instruction, among others. Non-teaching staff will receive job specific training. New teachers and staff receive the introductory program training and returning staff receives professional development based on the needs of the school.

During the school's two week pre-service, all teachers receive training on evaluating individual student behavior, the behavior of groups of students, behaviors occurring in specific settings and behaviors occurring during specific time periods of the day. Our school emphasizes the use of nonviolent crisis *prevention*.

CONTINUOUS PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The school actively encourages teachers to pursue outside professional development. Each teacher has a Professional Improvement Plan (PIP), developed in consultation with the Principal and the CAO, which allows the teacher to target areas of personal professional growth in need of improvement. Through regular walk-throughs, observations, and monitoring of the PIPs, the principal and CAO identify those teachers who would benefit from appropriate outside professional development meant to improve their performance and that of the school's. The budget allocates funds for tuition reimbursement and allows

for small groups of teachers to attend workshops or conferences that address relevant educational issues and specific professional development topics. Upon return from outside professional development opportunities, teachers share their findings with the Principal and prepare a presentation for their grade and/or school in order to turnkey the information that would benefit the greater academic community.

PROFESSIONAL DEVELOPMENT

The professional development plan and approach at TACS Uniondale will replicate the existing professional development plan of the education corporation. Professional development at the Academy Charter School is geared towards the following:

(a) Improved pedagogy – Best instructional practices in all subject with emphasis teaching English Language Arts (Reading, Writing, Mathematics, Arts)
(b) Aligned instruction based on the Common Core Learning Standards

The school's professional schedule includes the following:

(a) Pre-service – Scheduled 10-day onboarding sessions in August. This includes a two day induction plan for new staff plus eight days of training for all staff. This agenda includes training on the curriculum, Common Core Standards, review of data and unit planning.
(b) Faculty Conference Time – Scheduled on Wednesdays two days per month from 4:15 – 5:00 p.m. The agenda varies and include specialized workshops on topics that are generic to the whole staff.
(c) Offsite workshops – Focus academic and compliance. These workshops and conferences are scheduled at any point during the school year. This includes attendance at conferences sponsored by various organizations including the Nassau and Western Suffolk BOCES, NYC Special Education Collaborative, NYC ESL Consortium, and Association for Curriculum and Development amongst others.

The professional development model that the school utilizes includes the following:

(a) In-house Support – In-house fill time coaches provide support for teachers centered around curriculum mapping, lesson planning, and delivery of instruction. Teacher receive individualized and team support by grade level.
(b) Daily Planning Sessions – Each grade level has two planning sessions one of which is usually used for grade level team meetings where all grade level teachers meet under the guidance of a grade level lead teacher who serves as a mentor to the rest of the team.

(c) Contractual Services – This includes *Pearson*, *Center for Education Innovation, Project Lead The Way,* and several private contractors. Each service provider has a difference focus. *Pearson* provides training in the English Language Arts and Mathematics curriculums during pre-services in August. This year most of the focus on curriculum training was mostly for the new teachers. Moreover, since the school is transitioned to the use of the Smartboards, all reading and mathematics teachers who utilized the curriculum needed extended training in using the curriculum with the smartboard technology. *Project Lead The Way* and *New York Institute of Technology* provide technology support with a focus on STEM. *Teachers College Writing Project*, at Columbia University provides offsite support for select teachers in writing. *The New York City Special Education Collaborative* and *New York City ESL Consortium* provide training via offsite workshops for our special education and ESL teachers. *America's Choice* is our most costly service provider. Additional contracted consultants work with the staff in the aligning the various curriculum materials to the Common Core Standards including unit planning, conducting demonstration lessons and by providing observation and feedback in delivery of instruction. Other publishers including Wilson Education provide support *in Fundations*, and Renaissance (STAR Reading and Math) and Heinemann (Fountas and Pinnell) in data systems.

TEACHER EVALUATION ACCOUNTABILITY

Teachers are held accountable through several means. First, new teachers will be provided with pre-service training (Please see Response R08ad -2 – Pre-Service Schedule) based on the existing practices of the education corporation. During the pre-service trainings, new teachers receive an intensive introduction to the mission, values, key design elements and instructional methods of The Academy. The summer session is used to convey board, senior leadership and peer expectations around teacher performance and student achievement. The Academy Charter School in Uniondale will benefit from some overlapping training events with the Hempstead school. Current teachers will inform the planning and execution of the pre-service event planned for 2018.

Our instructional leadership uses of the Danielson Framework for Teaching (See below.) The Chief Academic Officer, principal and instructional coaches conduct observations of classroom instruction and

provide regular feedback using this framework and the HEDI rating scale (**H**ighly Effective, **E**ffective, **D**eveloping, **I**neffective).

Teacher Name: Grade: _____

Subject: _____ Date of Observation: _____

The Framework for Teaching

Planning and Preparation:

(a) Demonstrating Knowledge of Content and Pedagogy – A lesson plan was submitted for review. The Common Core Learning (Standards) and a stated performance task were inclusive and clear. The lesson plan was also an outgrowth of the unit plan based on the *school's* curriculum (*Expeditionary Learning, Eureka*). The written lesson plan follows the school's instructional framework. _____

(b) Demonstrating Knowledge of Students – The lesson plan include information that demonstrates that the teacher is aware of student varied abilities (quantitative or qualitative data) able to differentiate using guided small group and individualized instruction. _____

(c) Setting Instructional Outcomes – The lesson plan explains what students should be able to demonstrate understanding of the performance task (what students will learn). Students will be required to explain their responses orally and in writing. _____

(d) Demonstrating Knowledge of Resources –The lesson plan specifically states what materials (curriculum, manipulates, instructional) will be utilized by the teacher and by the students and for what purpose(s). _____

(e) Designing Coherent Instruction – The lesson plan is organized and structured to support student learning. The planned activities are designed to allow students to think deeply, organize information, practice and apply information to the real world setting. _____

(f) Designing Student Assessment – The written lesson plan contains a variety of pre-planned questions, opportunities for discussion and other forms of formative assessments. Most are designed to encourage students to think critically including probing for understanding. _____

Classroom Environment:

(a) Creating an Environment of Respect and Rapport – Evidence that the teacher has developed a working relationship with students. There is evidence of caring and respect for students. Students are respectful of each other. There is a high degree of student participation and all students are given the opportunity to participate. _____

(b) Establishing a Culture of Learning – There is evidence of modeling and demonstration via a mini-lesson. Most students understand the concepts being taught. Students are attentive throughout the lesson. The teacher addresses students' needs by working with select students in targeted groups or individually.

_____

(c) Managing Classroom Procedures – The procedures of the lesson and classroom routines flowed smoothly (smooth transitions).

_____

(d) Managing Student Behavior – Students are attentive and well behaved. Teacher provided opportunities for disengaged students to refocus on lesson. Teacher use positive comments and gestures to manage students' behavior.

_____

(e) Organizing Physical Space – Teacher circulates the classroom to observe and work with students. Your classroom is organized with the various centers and relevant print environment (word walls and samples of student work) are evident. Students have easy access to classroom resources and the appropriate ambiance for learning was evident.

_____

Instruction:

(a) Communicating with Students – Does the lesson follows the school's instructional framework? Modeling and mini-lesson - quality and quantity of teacher directed instruction and explanation given to students.

_____

(b) Using Questions and Discussion Techniques – The relevance and quality of questions that the teacher asks students – (*Bloom's Taxonomy – Evaluation and explanation - Explain, how, why*).

_____

(c) Engaging students in Learning– The level of students' participation and engagement. Flow and pacing of the lesson. Are students engaged in turn-and-talk. Is there adequate time for guided and independent practice, and feedback to students.

_____

(d) Using Assessment in Instruction – The formative assessments utilized in the lesson -questioning, discussions, writing, demonstration including practice sample items. The quality of student responses – demonstration of students' understanding of the objective of the lesson (performance task).

_____

(e) Demonstrating Flexibility and Responsiveness – The teacher adjust instruction in response to evidence of student understanding. Opportunity for teacher to re-teach and cease on teachable

moments to give clarity to students' misunderstanding or provide opportunities for students to share alternate methods/ responses.

Professional Responsibilities:

(a) Reflecting on Teaching: lesson plans have been submitted in a timely manner. The lessons are well thought out, connected to the Common Core Standards and utilize much of the curriculum materials. Shared responsibility for instructional planning and delivery of instruction. Implementation of curriculum.
(b) Maintaining Accurate Records: Evidence of keeping both academic and non-academic records. Evidence of working portfolios containing student work. You also utilize *PowerSchool* to take students attendance. Report cards for all the marking periods are completed and submitted in a timely manner.
(c) Communicating with Families: Parent contact by email, phone, newsletter etc. Parental complaints. Attendance at scheduled parent teacher conferences and school sponsored events.
(d) Participating in a Professional Community: Attendance at daily planning sessions during the common planning period. Attendance at school wide professional development activities.
(e) Growing and Developing Professional: Openness in learning from others. Knowledge of Standard-based instruction.
(f) Showing Professionalism: Adherence to school policies and procedures. Attendance and punctuality record.

_____

Recommendations (Overall suggestion for improvement):
_____
_____

Overall Rating of the Observed Lesson

☐ **Ineffective**	☐ **Developing**	☐ **Effective**	☐ **Highly Effective**

Employee's Signature_____ Date:_____

Rating Officer's Signature/ _____ Date: _____

REQUEST 10

CULTURE AND DISCIPLINE

The proposed charter school, TACS II Central Islip Regional High is a replication of TACS I Uniondale. The proposal to establish TACS II Brentwood has been developed by the lead applicant and founding team in a manner consistent with our mission and key design elements. TACS II Brentwood will be innovative and provide students with unique opportunities in their respective areas of interest. TACS I Uniondale provides students with opportunities to pursue rigorous education in CTE programs, STEM courses, and traditional college prep instruction. By 2027-2028, TACS I Uniondale will have reached its maximum projected enrollment of 1740 students and will continue to serve as a model for the replication in Central Islip.

To establish and maintain safe spaces for children as young as our precocious ninth grade students and our college-focused seniors, within ever-changing communities that resist (or yield to) undulating influences, requires a clear perspective on the development of youngsters, and a commitment to protect that fragility during their formative stages. The Academy Charter School II Central Islip Regional High will continue that tradition by establishing a culture that encourages all students to learn, lead, and serve in a manner that is safe and conducive to high achievement. The school, operating within a larger framework, will provide comprehensive support services to meet students and families where they are, while also working to make our existing model and structure inviting and real.

OUR PHILOSOPHY AND PRINCIPLES

Our approach to discipline is basic and is predicated on a respect for parents and families as the first educators of children. We believe that our role is to establish, maintain, and extend the best practices of intellectual practice, social engagement, and time management which enable all students to learn. Our grounding in this philosophy begins with the newest of families and the youngest of students. However, we hold dearly that as students age, their relationships with family should remain pivotal. Merely because we gain more knowledge of the world does not mean we discard all that we acquire from love and experience at home. Under ideal circumstances, the function of aiding young people in self-correction falls to our personnel to execute with the support of families and the community. In fact, circumstances are seldom ideal, and our administrators do face competing imperatives. Our first duty is to ensure the safety of those in our charge. When an individual student, for whatever reason, becomes a danger to themselves and/or others we are obligated to act. At our TACS I Uniondale campus, administrators have issued and out-of-school suspensions for precisely these scenarios. Whereas we are legally bound to provide students and families with due process, we are also philosophically obliged to afford students multiple opportunities to align with the needs of the larger community.

In a quest for adjectives that define a day in the life of our deans, best practice calls forth words like listening, caring, sifting, discerning, choosing, sharing, revealing, suggesting, inquiring, supporting, redirecting, and collaborating. In a punitive environment where yelling and berating might be normal, our methods are diametrically opposed. Angry and out of control adults do not help children become self-aware and thoughtful children. We have built an array of mechanisms for our entering ninth graders and

continuing students to begin that life-long work in partnership with caring and trained professionals who work closely with their families, as needed.

Fundamentally, we maintain that students requiring behavioral management support should receive that support as needed from trained professionals, We also hold that a structured and rigorous environment led by trained professionals, with ample instructional and operational support, is the best tool to maintain high student engagement. It is our belief that high student engagement in all phases of learning, as well as student responsibility for outcomes (agency) is fundamental to high achievement and lifelong learning. Students who believe they can do it will endeavor to do it. To that end, our culture (communication, ways of being) with respect to discipline, is intended to illuminate a range of choices and consequences. We seek to understand students where they are, and to support them in ways to maintain or restore community.

OUR SUPPORT FOR STUDENTS

This philosophy is achieved only through the purposeful execution of committed professionals at every level. Teachers, teaching assistants, guidance counselors, deans, and instructional leaders are all trained in ways of supporting students and families. It is our aim to be preventive, not punitive. The core of our support system is the Response to Intervention (RTI) program. The model for TACS II Central Islip Regional High will fully incorporate practices at existing schools.

The following structures will provide supplemental anchors for students at TACS II Central Islip Regional High.

SCHOOLWIDE EXCELLENCE AND ENGAGEMENT

All Academy Charter Schools are instantly recognizable by the schoolwide culture of excellence and engagement. Our instructional leaders and staff model for junior staff and students our broader institutional expectations. As a mission-driven entity, TACS II Central Islip Regional High will be oriented within structures, policies, and procedures that support our key design elements. With respect to schoolwide culture, our commitment to maximizing teaching and learning time is paramount. It is our intention that each school, especially those serving the younger grades (or for students who are new to the Academy model), are warm and engaging, but not frivolous and distracted. We are preparing young people to lead and be of service.

SCHOOL CULTURE: PROFESSIONAL DEVELOPMENT AND PREPARATION

Teachers constitute the second line of intervention for students. Parents and family remain first, and we encourage this by affirming our open-door policy, and by consistently structuring support systems that engage parents and family. When parents and families are not able to sound the first note of caution on behalf of students, our classroom teachers, deans, security personnel and administrators are often the first to become aware of emerging situations which may require varying degrees of interventions by our teams. We begin preparing teachers for this during Summer Pre-Service sessions each August.

Our second session, "The Joy of Learning: Using Culturally Responsive Pedagogy to Foster Vocational Identity Development" centers the student experience (within larger cultural collectives) are a carrier of valuable knowledge, context and community which can inform instruction.[1] The 90-minute workshop introduces critical concepts and provides teachers with a framework and model for an innovative pedagogical approach.

"*Multidimensional* culturally responsive teaching encompasses curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques, classroom management, and performance assessments. For example, language arts, music, art, and social studies teachers may collaborate in teaching the concept of protest. It can be examined from the perspective of their respective disciplines, such as how protest against racial discrimination is expressed by different ethnic groups in poetry, song, lyrics, paintings, and political actions. The students and teachers may decide to simulate time periods when social protest was very prominent, analyzing and role-playing various ethnic individuals…To do this kind of teaching well requires tapping into a wide range of cultural knowledge, experiences, contributions, and perspectives."[2]

A second session, "Supporting All Scholars," grounds the faculty in our anchor value that all students can learn. All students can be supported – where they are – with resources that build academic confidence or social connection or psychological ease with what can be a challenging space. In addition, teachers receive professional development from our deans on "Classroom Management Strategies" and "Relationship Building." Each workshop aligns with our core values of building connections to students and families, conducting listening conversations that allow us to be of service, and coordinating resources from the best of our trained professionals.

In Week 2, two full days are dedicated to full team workshops and exercises. "Building Strong Classroom Cultures" features presenters such as Doug Lemov and others guiding teachers through Teach Like a Champion practices.[3] Over the course of two days, our instructional leaders, experienced teachers, and new hires work in a dynamic learning environment and begin anew. Exercises focus on key pedagogic areas including:

- Creating a Strong Classroom Culture
    - Setting High Expectations
    - Building Strong Classroom Community and Belonging
    - Developing Character and Trust (Criteria for Belonging)
- Implementing Effective Classroom Management
    - Proactive Classroom Management
    - Making Compliance Visible
    - Using the Least Invasive Intervention
- Maximizing Student Engagement and Learning
    - Engaging Students in the Lesson
    - Giving Prompt and Effective Feedback

[1] https://www.edweek.org/teaching-learning/opinion-culturally-responsive-teaching-an-interview-with-zaretta-hammond/2015/07

[2] Gay, Geneva. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice.* Third Edition. New York, NY: Teachers College Press.

[3] An exemplar of Lemov's work with teachers in Austria. https://www.youtube.com/watch?v=uXtxxuXlN5o

  - Encouraging Challenging Tasks
  - Focusing on Mastery
- Planning and Delivering Lessons
  - Thorough Lesson Planning
  - Structuring and Delivering Lessons Effectively
  - Diversifying Instructional Techniques

The points summarized above[4] unite the principles of how we all teach and how we all learn. Teachers, with the assistance of our principals, instructional coaches, and SST members are setting the template for how students will engage with one another and with content in classrooms, in common areas, and at home. Students are bringing unique gifts, assets and challenges to each interaction and driving our refinement of this practice. The relationship is iterative, but the principles remain foundational. The process at all of The Academy Charter Schools remains iterative because we operate within larger contexts: personal, professional, cultural. These contexts call for us to be cognizant of change in ways that founders of pedagogical approaches may miss.[5] [6] At the time of the writing of this application, and as reported in R-00b – Statistical Overview, there have been no expulsions from TACS I and II in the years covered.

In addition to the pre-service for teachers, essential strategies are reinforced throughout the school year. Structured professional development sessions are conducted each week on Wednesdays. Department leads coordinate weekly sessions, often in collaboration with the regional BOCES[7], to offer increasingly complex training for staff. The Academy also sponsors summer conferences and workshops for teachers and administrators. Perhaps most importantly, our instructional leadership support teams layer resources for teachers to apply the lessons learned in the summer, and throughout the year.

At each level of school governance, administration, and scholarship, individuals and small groups are charged with adherence to and implementation of the mission. The robust and redundant structures cross from our governing board of trustees right down to the 9th grade algebra classroom.

MODELING THE INTERVENTION TO A CRISIS

Central Islip and other Long Island communities have faced the challenge of increase organized criminal activity.[8] [9] [10] The idea that all "gangs" operate as unintelligent, unsophisticated and disorganized entities is nothing if not passé.[11] Gang maturation in the United States is a cyclical and recurring event, rather

[4] https://www.thoughtco.com/techniques-from-teach-like-a-champion-3111081
[5] https://schoolsweek.co.uk/the-big-interview-doug-lemov/
[6] https://www.forbes.com/sites/nickmorrison/2020/08/24/uncommon-u-turn-should-consign-no-excuses-culture-to-history/
[7] https://www.boces.org/about-boces/
[8] https://www.justice.gov/usao-edny/pr/ms-13-gang-associate-sentenced-50-years-prison-murders-four-young-men-central-islip
[9] https://www.cbsnews.com/newyork/news/bloodhound-brims-gang-arrests-long-island/
[10] https://www.suffolkcountyda.org/alleged-ms-13-gang-member-extradited-from-north-carolina-to-suffolk-county-to-face-kidnapping-and-assault-charges/
[11] https://www.ojp.gov/ncjrs/virtual-library/abstracts/reducing-intergang-violence-norms-interstate-system

than an isolated phenomenon exclusive to specific collectives.[12] Therefore, this challenge impacts all levels of education in many ways. Community and building safety, criminal recruitment, sibling impacts, increased incarceration rates, and many other issues are confronting families and young children. We want to be responsive to that in a way that mitigates harm and increases the likelihood of students continuing a productive academic path. The empirical basis for our proposed intervention with respect to organized crime recruitment is as follows:

PROPOSAL FOR GANG PREVENTION AT THE ACADEMY CHARTER SCHOOL IN CENTRAL ISLIP, NY

This proposal outlines the severity of gang activity in Suffolk County and presents effective strategies for prevention, intervention, and community collaboration. Through academic excellence, extracurricular engagement, and social-emotional support, The Academy Charter School is positioned as a pivotal role in mitigating gang involvement and empowering students toward a brighter future.

1. CURRENT DATA ON GANGS IN THE AREA

Brentwood and Islip, located in Suffolk County, New York, have experienced significant gang activity in recent years. A 2021 Suffolk County Probation Gang Study revealed that Brentwood accounted for 13% (443 individuals) of the county's gang-affiliated population, surpassing other hamlets in the region. The study also highlighted a poverty rate of 11.2% in Brentwood, higher than the county's average of 7.3%, indicating a correlation between economic hardship and gang involvement.

Gang activity in Suffolk County remains concentrated in lower-income areas, with young males making up the majority of gang members. The Bloods and MS-13 dominate the gang presence, with violent crime as a significant factor. The 2020 report underscores ongoing issues related to mental health, substance use, and socioeconomic conditions that contribute to gang involvement.

Summary of Gang Activity in Suffolk County (2020)

Historical Reports on Gang Membership

- **1999 Report:** Identified 1,401 gang members (0.01% of the population), predominantly male and aged 16-24.
- **2012 Report:** Identified 4,103 gang members, with an increase due to improved documentation. Major gangs included the Bloods, MS-13, Latin Kings, and Crips.
- **2020 Report:** Documented 3,594 gang members, reflecting a slight decline from 2012 but a continued concentration in impoverished areas.

Current Gang Profile (2020 Data)

- **Total Identified Members:** 3,594
- **Major Gangs:**
    - Bloods – 48% (1,744 members)

[12] https://www.youtube.com/watch?v=0jtBxw3Ekqc

- MS-13 – 21% (741 members)
- Latin Kings – 10% (373 members)
- Crips – 9% (323 members)
- Other gangs – 12% (413 members)

- **Membership by Age:**
  - Under 16: 70% affiliated with the Bloods (54%) and MS-13 (17%)
  - Ages 16-18: 53% affiliated with the Bloods, 22% with MS-13
  - Ages 19-21: 49% affiliated with the Bloods, 22% with MS-13

Demographics & Socioeconomic Factors

- **Gender:** 96% male, 4% female
- **Age Range:** 12-61 years (Mean: 22, Median: 20)
- **Education:**
  - Dropped out of high school – 44%
  - Still in school – 18%
  - High school graduate/GED – 38%
- **Employment:**
  - Employed – 75%
  - Unemployed – 25%

Behavioral Health & Criminal Activity

- **Mental Health:**
  - History of mental illness treatment – 29%
  - Trauma history – 29%

- **Substance Use:**
  - Past use – 78%
  - Current use – 18% (drugs), 19% (alcohol)
- **Criminal Status:**

- 91% had at least one conviction
- 77% had multiple convictions

- **Crime Types:**
  - Violent crimes – 54%
  - Drug-related offenses – 10%
  - Assault – 9%
  - DWI – 9%
  - Property offenses – 8%
  - Other – 10%

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2. UNDERSTANDING WHY YOUTH TURN TO GANGS

Youth often join gangs due to a combination of social, economic, and psychological factors:

- **Sense of Belonging:** Gangs offer a familial structure and a sense of identity, attracting youths seeking acceptance.
- **Economic Incentives:** Limited employment opportunities make the financial allure of gangs appealing.
- **Protection:** In areas with prevalent violence, gangs provide perceived safety from external threats.
- **Peer Influence:** Association with gang-involved peers normalizes and encourages participation.

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3. EFFECTIVE GANG PREVENTION MODELS

Comprehensive Gang Model

Developed by the National Gang Center, the Comprehensive Gang Model integrates prevention, intervention, and suppression strategies, emphasizing community collaboration to address gang-related issues holistically.

Evidence-Based Curricula: Targeted Gang Prevention

- **Phoenix Curriculum (Grades 9-12)**
  A structured program designed to develop critical thinking and decision-making skills to help students resist gang involvement. It incorporates interactive activities and role-playing exercises to reinforce positive choices.
  Learn more

Evidence-Based Curriculum: SEL Skill Development

- **Overcoming Obstacles (Grades K-12)**

  The Overcoming Obstacles Social-Emotional Learning (SEL) curriculum is a research-based program designed to equip students with essential life skills that promote personal and academic success. It provides comprehensive, age-appropriate lessons for elementary, middle, and high school students, focusing on key areas such as communication, decision-making, goal-setting, and problem-solving.

Family-Centric Interventions

- **Functional Family Therapy-Gang (FFT-G®)**
  A targeted intervention focusing on at-risk youth by addressing family dynamics and strengthening support systems to prevent gang affiliation.
  Learn more

Key Strategies for Gang Prevention and Intervention

School-Based Interventions

- A designated staff liaison responsible for participating in local task forces and specialized training. This liaison remains informed on current trends related to initiation practices, paraphernalia, indicators, symbols, associated risk factors, and prevention strategies.
- All staff training on recognizing and responding to gang-involved youth
- Strengthening student engagement to ensure attendance and academic success
- Implementing restorative practices as alternatives to suspension
- Addressing chronic absenteeism through targeted support
- Ongoing family engagement initiatives designed to strengthen the home-school connection for all families with enrolled students.

Targeted Interventions for Gang-Involved Youth

- Substance abuse prevention and treatment programs
- Employment opportunities and career readiness support
- Post-secondary education and vocational training
- Mental health services and trauma-informed care

- Male mentorship initiatives
- Rigorous, engaging instruction to promote academic achievement

Community Partnerships and Engagement

- Collaboration with law enforcement, elected officials, and community leaders
- Engagement with faith-based organizations
- Development of recreational centers, tutoring programs, and internship opportunities
- Extracurricular programs, including sports, arts, theater, and dance

Expanded Youth Programming

- Before-school, after-school, and weekend activities
- Summer enrichment programs
- Clubs, sports, and leadership development initiatives

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4. THE ACADEMY CHARTER SCHOOL'S ROLE IN MITIGATING YOUTH GANG INVOLVEMENT

Athletics

Since 2017, The Academy Charter School (TACS) has been the first charter school on Long Island to join the New York State Public High School Athletic Association (NYSPHSAA). This tradition will continue with TACS II Central Islip Regional High. The athletic program will include:

- Girls' and Boys' Volleyball
- Girls' and Boys' Soccer
- Girls' and Boys' Basketball
- Cheerleading
- Track and Field

Academic Performance and Graduation Rates

- Graduation Rates: The 2023 four-year August graduation rate was 96%, with 86 percent of students earnings a Regents Diploma. Source: NYSED Data

Social-Emotional Learning (SEL) & Mental Health Support

- Every student at TACS II CIRH is assigned a social worker and a guidance counselor for individualized support.
- TACS II clinicians are highly trained in trauma-informed approaches to meet students' diverse needs.
- SEL principles are embedded into the curriculum.

Expanded Programming

- TACS II offers after-school activities, clubs, and arts programs to enrich students' educational experiences.
- Academic programming is available on weekends and during the summer for eligible students, ensuring continuous learning opportunities.

Staff Training and Development

- All school staff receive regular and ongoing professional development to effectively recognize and respond to students' academic and social-emotional needs.

REQUEST 10

DISCIPLINE POLICY

The code of conduct and discipline policy for The Academy Charter School Central Islip Regional High is aligned to the existing policies of The Academy Charter Schools, and shall be as follows:

CODE OF CONDUCT AND DISCIPLINE POLICY

The standards set forth in the Code of Conduct and Discipline Policy apply to behaviors that occur:

- In school during school hours.
- Before and after school—while on school property or school transportation.
- At school-sponsored events.
- When behavior demonstrated negatively affects the educational progress or health and safety of any member(s) of the school community; and
- When behavior is written, oral, or includes the use of electronic devices and social media outlets—including, but not limited to, texting, emailing, and social networking outlets.

RIGHT TO DUE PROCESS

Student rights to due process are protected under the 14th Amendment to the United States Constitution[1]. Moreover, protections governing short-term suspensions and longer-term suspensions (10+ days) are based on *Goss v. Lopez*, 419 U.S. 565 (1975))[2]. The protected rights are:

- Be provided with the Discipline Code and rules and regulations of the school.
- Know what appropriate behavior is and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to the student's behavior as it affects his or her education and welfare in the school.
- Know possible dispositions and outcomes for specific offenses.
- Due process with respect to disciplinary action for alleged violations of school regulations for which a student may be suspended or removed from class by a teacher or administrator.
- Be treated in accordance with protections for students with disabilities or who are "presumed to have a disability" including 504 plans, and certain protections under the Individuals with Disabilities Education Act ("IDEA");
- Be accompanied by a parent and/or representative at conferences and hearings (which may give include further rights); and,
- The presence of school staff in situations where there may be police involvement.

[1] https://constitution.congress.gov/browse/essay/amdt14-S1-3/ALDE_00013743/
[2] https://supreme.justia.com/cases/federal/us/419/565/

STUDENT RESPONSIBILITIES

The expectation of TACS II CENTRAL ISLIP REGIONAL HIGH scholars is that they are responsible members of the school community.

Therefore, students have a responsibility to:

- Attend school regularly and punctually and make every effort to achieve in all areas of their education;
- Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
- Follow school regulations regarding entering and leaving the classroom and school building;
- Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
- Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
- Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
- Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
- Show respect for school property and respect the property of others, both private and public;
- Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
- Behave in a polite, truthful and cooperative manner toward students and school staff;
- Promote good human relations and build bridges of understanding among the members of the school community;
- Use non-confrontational methods to resolve conflicts;
- Participate and vote in student government elections;
- Provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
- Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
- Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
- Express themselves in speech, writing and other modes of expression, including electronic expression, in a manner which promotes cooperation and does not interfere with the educational process;
- Bring to school only those personal possessions which are safe and do not interfere with the learning environment;
- Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
- Be familiar with the school Discipline Code and abide by school rules and regulations;
- Provide leadership to encourage fellow students to follow established school policies and practices; and,
- Keep parents informed of school-related matters, including progress in school, social and

educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

CODE OF SCHOLAR SELF-DISCIPLINE

The TACS II CENTRAL ISLIP REGIONAL HIGH Code of Student Self-Discipline is grounded in the following beliefs:

1. All students deserve to be educated in a safe and welcoming community environment.
2. All students are responsible for the decisions they make and need to be held accountable for their actions.
3. All students can change and improve behavior. Students deserve an opportunity to wipe their slates clean through demonstration of long-term positive behavior.

RESTORATIVE JUSTICE

TACS II CENTRAL ISLIP REGIONAL HIGH will implement a restorative justice approach to discipline.

Restorative justice is a revolutionary program based on respect, responsibility, relationship building and relationship repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish.

Restorative justice is a fundamental change in how we respond to rule violations and misbehavior. The typical response to bad behavior is punishment. Restorative justice resolves disciplinary problems in a cooperative and constructive way. If a student misbehaves and a restorative justice system is in place, the offending student is given the chance to come forward and make things right. He/she sits down and works together with the teacher and the affected parties to work it out. In the restorative justice model, children play an integral part in creating the climate. They and their teacher create a classroom respect agreement and all agree to be held accountable (weareteachers.com).

Restorative practices implemented at TACS II CENTRAL ISLIP REGIONAL HIGH include, but are not limited to the following:

- Conflict resolution;
- Peer mediation;
- Socio-emotional learning;
- Behavior Intervention Plan; and
    - *Functional Behavior Assessment (FBA) for students with disabilities.*

PENALTIES FOR DISCIPLINARY INFRACTIONS

TACS II CENTRAL ISLIP REGIONAL HIGH staff members will make determinations pertaining to consequences for negative behavior responsibly, with support and guidance from school administration. At all times, staff members will consider the principles of Restorative Justice in matters of misbehavior. Certain behavioral infractions will prompt immediately family contact. These infractions include, but are not limited to, behaviors that result in suspension, removal from the classroom, and repeated minor

infractions.

With the support of the Guidance Counselor, and in keeping due process, students will always be provided with information regarding their offenses and given an opportunity to express their voice and perspective on incidents, to reflect on the behaviors and to identify the impact of their behavior and—when appropriate—make amends and apologize. Structures such as Academy Houses and the team building experiences offer direct opportunities to discuss issues of character, values, and behavior. On a regular basis within the school program and the curriculum itself, students are engaged in discussion of appropriate consequences for misbehavior, with consideration of the concept of Restorative Justice whenever possible. All penalties are meaningfully related to the infraction. Additionally, many factors will be considered when making determinations about consequences including, but not limited to, the student's age, history, and the presence of a disability. Generally speaking, there will be a gradual progression to discipline, such that repeat offenses will be dealt with more harshly than first time offenses.

Consequences for misbehavior may include a range of actions such as: oral warning to student, teacher conference with student, administrative conference with student, written reflection and/or apology, imposition of Lunch detention (Silent Lunch), call to parent/guardian for phone or in-school conference, withdrawal of school privileges, mediation, imposition of Reflection Time including brief removal from class for opportunity to consider impact of behavior, public apology, Homework Detention, After-School Detention for disciplinary concerns, Extended Detention for reflection on behavior improvement, In-School Suspension, Out-of-School Suspension or Expulsion.

DISRUPTIVE AND VIOLENT PUPILS

TACS II Central Islip Regional High voluntarily adheres to the requirements of The Safe Schools Against Violence (SAVE) legislation. The SAVE Law requires that disruptive pupils and violent pupils be dealt with effectively for the sake of all pupils. A "disruptive pupil" is defined as one who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A "violent pupil" is defined as one who:

- Commits an act of violence on a teacher, other school employee, fellow student, or lawful guest;
- Possesses, displays, or threatens to use a gun, knife, or other dangerous weapon;
- Knowingly and intentionally destroys the personal property of a teacher, other school employee, or lawful guest; or,
- Knowingly and intentionally destroys school property.

In cases involving disruptive or violent pupils, the school leader has the authority to suspend pupils from the school, without board approval of that authority. Teachers have the authority to remove disruptive or violent pupils from the classroom along with notifying administration. Employees who report violent incidents are protected from any civil liability and may not be disciplined or fired for reporting these incidents.

The Removal Procedures, as listed in the SAVE Guidelines are as follows:

- Teachers report and refer violent pupil to administration for minimum suspension period;

- Administration has authority to suspend for up to five days without delegation from the board of trustees;
- School shall implement policies and procedures to provide for continued educational programming for removed pupil;
- School leader must be informed of reason for student removal by teacher;
- Sets time lines for negotiations of removal to student and parent; and,
- Requires notification of charges and an explanation for suspension with timelines as required by due process.

SEARCHES AND INTERROGATIONS

In order to achieve a safe and orderly school environment, school personnel are authorized, under certain circumstances, to question students regarding alleged violations without invoking "Miranda" rights. Searches of students and their belongings, including lockers, are permitted if there is probable cause or in some cases, reasonable suspicion, that the student has broken the law or is in violation of the school policies and the Code of Conduct. The search will be reported to the administration and a record of the results of any search or interrogation will be filed. Searches will be conducted in accordance with applicable law and, except when circumstances dictate otherwise, in the presence of an adult witness. Searchers shall not include searches of a student's person by staff of the opposite sex.

SUSPENSION OR EXPULSION

TACS II CENTRAL ISLIP REGIONAL HIGH administrative staff has the authority to impose penalties up to and including out of school suspension over five days. All expulsions will require board approval. In the event of removal pending a hearing or that penalties include removal of students from instruction, alternative instruction will be provided. TACS II Central Islip Regional High voluntarily adheres to and implements certain provisions of Section 3214 of NY Education Law. Any student facing suspension, and the student's parents, are entitled to due process and certain safeguards as follows.

<u>Short Term Suspension of Five Days or Less</u>

- Staff give student notice of the charges misconduct;
- If the student denies the charge, the student must be given an explanation of the basis for the misconduct;
- Written parental and student notice prior to the suspension (except in the case of an immediate safety concern) in the parents' dominant language:
    - Must include a description of the charge and misconduct; and,
    - Must provide an opportunity to request an informal conference with the principal or other designated school administrator;
    - Must notify parents of the opportunity to question complaining witnesses in front of administrator; and
- If after the conference the suspension determination is upheld, written notice of suspension and availability of alternative instruction.

<u>Long Tem Suspension (over 5 days) and Expulsion</u>

- Staff give student notice of the charges misconduct;

- If the student denies the charge, the student must be given an explanation of the basis for the misconduct;
- Written parental and student notice prior to the suspension (except in the case of an immediate safety concern) in the parents' dominant language:
    - Must include a description of the charge and misconduct; and,
    - Must provide notice of short-term suspension rights;
    - Must provide an notice that a hearing will be held on the long term suspension or expulsion, and provide the date and time of the hearing;
    - Must provide the maximum penalty being sought by the school;
    - Must include notice of the following due process rights:
        - Right to counsel at parents' expense;
        - Right to call witnesses (including the student) and confront school witnesses; and
        - Right to present evidence and dispute school evidence;
- If after the hearing, the suspension or expulsion determination is upheld, written notice of suspension and availability of alternative instruction must be given to parents.
- Expulsion recommendations must be presented to the board of trustees or a designated committee of the board for review and possible modification prior to notification to parents.

Note: If the school cannot hold a hearing within five days, then the student can return to school until after the hearing determination. If the parents cannot attend within five days, such adjournment shall be documented in writing. In either case, alternative instruction must be provided.

If the board of trustees' review of an expulsion will make the suspension longer than five days, then the long term suspension process must be followed to continue to suspend the student with the understanding that the board may expel the student. Again, alternative instruction must be provided by the school.

ALTERNATIVE INSTRUCTION

Alternative instruction must be provided when a student's disciplinary penalty prohibits class attendance beyond one day, whether suspension is in school or out-of-school. The purpose of alternative instruction is to offer discipline in a manner that does not undermine or significantly limit a student's opportunities to learn. TACS II Central Islip Regional High will provide students with all homework, administer all assessments, quizzes and New York State assessments to ensure students may keep pace with classes and requirements for promotion. Appropriately certified, or non-certified personnel qualified under the Charter Schools Act provide alternative instruction allowing the student to have access to free and appropriate public education. Two hours are provided for each day of missed instruction. If a determination is made for expulsion, the family is provided with all necessary information to facilitate registration at another school within ten days. In the event that a determination for expulsion is made at a point during the year which allows insufficient time for re-enrollment, TACS II Central Islip Regional High will provide instruction through the end of the school year.

Students who attend alternative instruction will not be marked absent from school.

DISCIPLINE OF STUDENTS WITH DISABILITIES

In addition to the guidelines stated above concerning suspensions of all students, students with disabilities or in consideration for classification by the CSE will be afforded additional due process protection beyond that of the general education population in accordance with the IDEA and federal regulations.

A student with a disability (a student who has an Individualized Education Program (IEP) or 504 Plan) who is suspended or removed from the classroom for disciplinary reasons may be entitled to a Manifestation Determination Review (MDR). An MDR is a proceeding that is held to ensure that a student is not being disciplined for behavior that directly results from (a) his or her disability and/or (b) the school's failure to implement his or her IEP or 504 Plan.

Students with disabilities are entitled to MDRs if the discipline imposed by the school is a disciplinary change in placement. A disciplinary change of placement occurs if the student will be removed from his/her current educational program for (1) more than 10 consecutive school days; (2) more than 10 cumulative school days in a 40-school-day period; or (3) more than 10 cumulative school days in a school year as a result of disciplinary actions that constitute a pattern of removals.

If the behavior is found to be a direct result of the student's disability or the school's failure to implement the IEP or 504 Plan, the student generally will return to his or her school. However, if the student was suspended for an incident related to weapons or drugs, or which resulted in serious bodily injury, the student may be removed to an Alternate Learning Center for up to 45 days. If the behavior that led to the disciplinary action is not found to be a direct result of the student's disability, then the student may be subject to disciplinary action. Whether or not the behavior is a manifestation of the student's disability, the school will take additional steps to examine the student's behavior and provide additional supports where needed. When a student with a disability is suspended for more than 10 consecutive school days, a suspension plan will be developed by the school that describes the special education supports and services the student will receive during the period of his or her suspension.

Additionally, if a CSE student is suspended for a cumulative total of ten days within an academic year, TACS II CENTRAL ISLIP REGIONAL HIGH will notify the home district of the need for CSE review to consider the impact of the disability upon the behavior and the possibility of a need for a change in program services. After ten days of suspension, special education services, as stated in the IEP, will be provided to the student along with the ongoing alternative instruction.

School personnel in consultation with the CSE may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the student has been found to:

- Carry a weapon to or possesses a weapon at school, on school premises, or to or at a school function. Weapon is defined as a "dangerous weapon" under 18 USC § 930(g)(3) that is used for or readily capable of causing death or "serious bodily injury" but does not include a pocket knife with a blade less than 2 ½ inches;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or,

- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
    - "Serious bodily injury" is defined in 18 USC § 1365(h)(3) as a "bodily injury" which involves:
        - Substantial risk of death;
        - Extreme physical pain;
        - Disfigurement;
        - Protracted loss or impairment of the function of a bodily member, organ or mental faculty.
    - "Bodily injury" means:
        - A cut, abrasion, burn, or disfigurement;
        - Physical pain;
        - Illness;
        - Impairment of the function of a bodily member, organ or mental faculty; or
        - Any other injury to the body.

During this period, the school and the CSE should provide all of the other due process protections of the IDEA.

LEVELED CONSEQUENCES

Consequences for infractions will be classified in three levels. Please note the following tables for student behaviors and staff interventions. It is important to understand that, while the interventions are listed next to the behaviors, they are not necessarily connected to any particular behavior. TACS II CENTRAL ISLIP REGIONAL HIGH staff will make the determinations for appropriate interventions.

Level 1: In Classroom Intervention

Examples of Student Behavior	Possible Staff Interventions
• Disruptive behaviors including: interrupting, calling out, using a loud volume • Leaving seat without permission • Being out of uniform • Refusing to comply with teacher instructions • Arriving late to class and without a pass • Eating or drinking without permission • Inappropriate use of school equipment/supplies • Rough housing • Bullying • Disengaged/sleeping • Unprepared for class (i.e., no pencil, paper, notebook, etc.)	• Verbal warning • Verbal reprimand • Parent contact • Lunch Detention/After school detention • Student teacher conference • Individual Counseling • Short-term behavioral progress reports • In School suspension (1-2 days)

Level 2: Teacher and Dean of Students/Principal Intervention – *Parents are immediately contacted for a level 2 behavior.*

Examples of Student Behavior	Possible Staff Interventions
• Chronic Level 1 infractions • Refusal to meet uniform compliance • Unauthorized possession or use of prohibited electronic devices • Inappropriate use of school technology equipment (accessing inappropriate or offensive material) • Possession of inappropriate or offensive material • Entering another classroom without permission • Using profane, obscene, vulgar, or lewd language, gestures, or behavior • Inappropriate public displays of affection • Skipping class • Skipping required detention • Walking in the hallway (or other school location) without the appropriate pass • Engaging in or causing disruptive behavior on school bus • Lying to, giving false information to, and/or misleading school personnel • Engaging in verbally rude or disrespectful behavior	• Verbal reprimand • Parent contact and conference • Lunch Detention/After school detention • Student teacher conference/restorative conference • Individual Counseling • Short-term behavioral progress reports • Peer mediation • Removal from classroom • In School or Out of School Principal-approved suspension (1-5 days), (after hearing for Out of School)

Level 3: Principal Intervention – *Parents will be immediately contacted by the Principal.*

Examples of Student Behavior	Possible Staff Interventions
• Chronic Level 2 infractions • Using gang-related language or gestures • Intentionally defacing or damaging school property • Theft • Making false accusations/allegations • Making threats to the well-being of other students, staff members, or other TACS II CENTRAL ISLIP REGIONAL	• Verbal reprimand • Parent contact and conference • Lunch Detention/After school detention • Student teacher conference/restorative conference • Individual Counseling • Removal from classroom • Student personal contract including parent, student, staff conference

HIGH guests • Using slurs based on actual, or perceived, race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability • Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards • Engaging in gang-related behavior • Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules • Engaging in Academic Dishonesty, which includes but is not limited to: cheating and plagiarizing	• Out of School Principal-approved suspension (1-5 days) • Out of School suspension (6-10 days), after hearing • Board-approved expulsion, after hearing

TACS II CENTRAL ISLIP REGIONAL HIGH seeks to provide a safe learning environment for all students. As a result, the Academy reserves the authority to immediately require an expulsion hearing for pupils who engage in certain behaviors. If found to have willfully committed the following infractions during an expulsion hearing, students may be expelled from the school:

- Engaging in sexual conduct on school premises or at school-related functions;
- Engaging in physically aggressive behavior other than minor altercations which creates substantial risk of or results in minor injury;
- Engaging in an act of coercion or threatening or instigating violence, injury or harm to any student, staff member, or TACS II CENTRAL ISLIP REGIONAL HIGH guest;
- Engaging in harassing, intimidating and/or bullying behavior—including the use of electronic communication to engage in such behavior (cyber-bullying):
    - This behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass;
- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (i.e., lighter, belt buckle, umbrella, or laser pointer);
- Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol;
- Smoking, of any kind, on school property or during school functions;
- Possessing or selling any weapons;
- Inciting or causing a riot;
- Starting a fire;

- Threatening to use, or using, force to take or attempt to take property belonging to another;
- Using force against, or inflicting or attempting to inflict serious injury against school staff; and,
- Selling or distributing illegal drugs or controlled substances and/or alcohol.

Note: *For all high-level infractions such as possession of or use of illegal drugs, alcohol, weapons, explosives, non-consensual sexual contact, or the selling of illegal drugs, local law enforcement will be contacted and the investigation will be conducted at their discretion.*

DIGNITY FOR ALL STUDENTS ACT (DASA)

The education corporation and TACS II Central Islip Regional High comply with each provision of the Dignity for All Students Act (DASA). The New York State Education Department has issued updated expectations for the Dignity for All Students Act effective July 1, 2013. All aspects of the law and guidelines for implementation are found at http://www.p12.nysed.gov/dignityact/.

Background

The New York State Commissioner of Education has issued and amended regulations, found at 8 NYCRR § 119.6[3] ("Policies against harassment, bullying, and discrimination"), which, in effect, apply expectations for the Dignity for All Students Act, (article 2 of title 1 of the New York Education Law), to charter schools.

At The Academy Charter School ("The Academy"), has taken the necessary steps to ensure that families can send their child(ren) to school knowing everything possible is being done by staff to provide a safe, supportive, welcoming, and nurturing school environment. Not just because NYSED says it is the law, but because that is what The Academy believes. A safe, welcoming environment was envisioned when The Academy was created, and the founders of the Academy held this goal dear to their hearts when establishing this scholastic institution.

All children have a right to attend school without the threat or occurrence of bullying, harassment, or discrimination of any type. Staff works diligently to ensure all of our students have an educational experience that is free from these distractions.

Everyone has a part to play in the prevention of these types of problems, and in the intervention process leading to solutions, if and when incidents may occur.

Policy

The Academy prohibits harassment, bullying, and/or discrimination against any student, by employees or students, which creates a hostile environment by conduct or by threats, intimidation or abuse including

[3] Available at: https://govt.westlaw.com/nycrr/Document/Iab3d2425bf0811e1ba5f0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

cyberbullying, as defined in New York Education Law section 11(8),[4] that either:

1. unreasonably and substantially interferes with a student's educational performance, opportunities or benefits; or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or

2. reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his, her or their physical safety.

For purposes of this Policy:

"threats, intimidation or abuse" includes verbal and non-verbal actions;

"emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education;

"harassment" and "bullying" mean the creation of a hostile school environment by conduct or by threats, intimidation or abuse, including cyberbullying (defined below), that:

(a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or

(b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or

(c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

Acts of harassment and bullying include, but are not limited to, acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex including gender identification.

"cyberbullying" means harassment or bullying as defined (above) where such harassment or bullying occurs through any form of electronic communication.

Some examples of the terms above follow:

Physical Bullying

- Physical bullying includes hitting, kicking, tripping, pinching, and pushing or damaging property.

[4] '"Cyberbullying' shall mean harassment or bullying as defined in subdivision seven of this section [11 of the N.Y. Education Law], including paragraphs (a), (b), (c) and (d) of such subdivision, where such harassment or bullying occurs through any form of electronic communication."

Verbal Bullying

- Verbal bullying includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Covert or Hidden Bullying

- This sort of bullying is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:

  - Lying and spreading rumors;
  - Negative facial or physical gestures, menacing or contemptuous looks;
  - Playing nasty jokes to embarrass and humiliate;
  - Mimicking unkindly;
  - Encouraging others to socially exclude someone; and
  - Damaging someone's social reputation or social acceptance.

Cyber Bulling

- Cyber bullying can be overt or covert bullying behaviors using digital technologies, including hardware, such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other. Cyber bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying. It includes:

  - Abusive or hurtful text messages, emails, posts, images or videos;
  - Deliberately excluding others online;
  - Nasty gossip or rumors; and
  - Imitating others online or using their login.

Harassment

- Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive. Bullying and put-downs are forms of harassment. Harassment can occur online through the posing of messages that target individuals in a cruel manner. Harassing behavior can unreasonably interfere with an individual's ability to learn and to work, and it will not be tolerated within The Academy's community.

- Use of language or behavior that ridicules or criticizes someone because of his, her or their gender, gender identification or sexual orientation violates this Policy. The use of suggestive, rude, or offensive sexual words, gestures, or actions is strictly prohibited. Persistent unwelcome advances are also prohibited as sexual harassment, which is a serious offense and can result in disciplinary action by school

administration. It may also be grounds for referral to law enforcement.

Scope

The negative "conduct," harassment and bullying may occur: (i) on school property, (ii) at a school function or (iii) off school property if such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Nothing in this Policy shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law section 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681, *et seq*.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

Reporting and Consequences

The Academy seeks a commitment from the entire community to ensure that the above-mentioned offenses are addressed immediately if observed or reported. Students, parents, faculty, staff, and administration must work as a team to demonstrate a zero-tolerance policy for any behavior that violates any one person's right to be treated with respect and dignity when attending school and to establish values that will extend beyond our school environment.

<u>Identification and Reporting</u>

Students who feel that they are being harassed should report the situation to a trusted staff member immediately. Incident Report forms are available in administrative offices but oral reports may also be made. Once submitted officially to a staff member, an investigation and administrative action will occur within a reasonable time. The Academy will investigate with sensitivity and thoroughness. Reports will likely contain personally identifiable information (PII) and need to be treated as confidential. Students and families are encouraged to speak to an administrator or professional staff if they suspect a DASA-type incident has occurred. Incident resolution, student safety and a positive learning environment are top priorities.

The staff is committed to assuring each and every individual student a safe and respectful environment in which to attend school. Though the aim is to create a positive, welcoming and supportive environment, at a minimum RESPECT means an environment that is free from harassment of any kind. Offensive behavior—even online—can result in disciplinary action within the school, transportation suspension or may be grounds for referral to law enforcement. Disciplinary penalties are generally set forth in specific disciplinary policies and may include long-term suspension or expulsion. Violations of this Policy may also provide grounds for the victim to bring legal action against offender that could result in payment of money judgment through the civil justice system.

In addition to critical behavior of a general nature, members of the school community may not use any language or behavior that ridicules or criticizes anyone because of his or her gender or sexual orientation. The use of suggestive, rude, or offensive sexual words, gestures, or actions is strictly prohibited. Persistent unwelcome advances are also prohibited. Sexual harassment is considered a serious offense and can result in disciplinary action by school administration. It may also be grounds for referral to law

enforcement.

Retaliation

Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination is a distinct, serious offense punishable under the schools' disciplinary policies or employee policies.

Date: _____, 2025

Helpful Resources

www.stopbullying.gov/what-is-bullying/definition/index.html

https://www.nysed.gov/sites/default/files/programs/data-privacy-security/final-dasa-2023-memo-to-field.pdf

https://www.nysed.gov/sites/default/files/programs/student-support-services/dasa-reg-update-may2018.pdf

GUN FREE SCHOOLS ACT

The education corporation and TACS II Central Islip Regional High comply with each provision of the Gun Free Schools Act, 20 U.S.C. § 7151. As required by law, TACS II Central Islip Regional High has as its policy to expel a student or suspend a student from school for a period of not less than 1 year if a student is determined to have brought a firearm to school, or to have possessed a firearm at school. In further alignment with the law, these provisions are interpreted and construed in a manner consistent with the IDEA.

BEHAVIOR EXPECTATIONS

Respect for Adult Authority

Though all individuals young and old in the Academy community are deserving of respect, it is understood that adults are in a position of authority. Adults would include staff members, as well as other adult guests or individuals involved in the community functioning. Staff members in particular are required by law to provide an appropriate atmosphere for learning and have the right and responsibility to respond to student behavior in the service of that requirement. Restorative Justice Principles would guide students to understand the necessity of an orderly environment and the importance of behaving with respect toward others, including adults. Examples of behavior that challenges authority would be arguing with a teacher in response to a request, refusal to leave a classroom if asked to go to the office, walking away from an adult when being addressed. Challenging authority constitutes insubordination and at the least would require apology. Continued challenging of authority can be grounds for serious consequences up to and including suspension and expulsion.

Hallway Expectations

Students are expected to travel safely and quickly to their next class following these expectations:

- Appropriate volume in the hall;
- Keep your hands to yourself;
- Stay to the right; and,
- Walk safely.

Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. Repeated violation of hallway expectations becomes a Level 2 infraction and will be dealt with accordingly.

Voice, Language, and Hall Behavior

Scholars are required to use "professional voice" at all times during the school day, whether out on fieldwork or in the school building. Though there is a time and place for appropriate expression of enthusiasm, school is rarely an acceptable location for loud voices. Teachers will give one reminder to use "professional voice." If a student does not comply, behavior would be considered insubordinate and would be subject to the discipline policy.

Profane language can be offensive and is disruptive to the atmosphere of academic rigor established at the Academy. Even if used in the context of informal conversation or joking, it is unacceptable in the school setting. Those who use profanity will be reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity.

Hall Passes

During the daily periods, all students going to the bathroom must be in possession of a classroom bathroom pass. Students must have a classroom or written pass to go to other locations, including the nurse, front office, library, or other errand locations.

If a student is found in the hallway without a pass, staff will escort the student back to the classroom and inform the teacher that the student was in the hall without a pass. The teacher whose classroom the student was supposed to be in will then issue the appropriate discipline procedure.

Students may not use the bathroom pass for any other reason except to go to the bathroom. Bathroom use is assigned by classroom location. If students are not using the pass system appropriately, it will be considered a Level 1 infraction and the Dean of Students will be notified.

Candy/Food/Snacks

To preserve and maintain clean and sanitary conditions throughout the building, eating of any kind is reserved for the dining hall during designated meal or event times. Eating food and beverages is not permitted in the dining hall during class periods, including academic supports. Students may carry clear

water bottles in the building, but may not have beverages other than water outside the dining hall. Food and beverages in open containers or being consumed outside of the dining hall will be confiscated by staff and discarded. Violation of the eating or drinking policy will be considered a Level 1 infraction generally, but a Level 2 infraction in the science rooms.

Bathroom Use

Students are not expected to use the bathroom during classes. If students must use the bathroom during class, they are only permitted to leave the room one time per class and they must use the classroom bathroom pass. Only one student may leave a class at a time. Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. If a student is believed to be misusing the pass privilege, with use of the pass more than two days in a week, it will be considered a Level 1 infraction and the privilege may be withdrawn after a call to the parent. If a student needs to go to the nurse due to illness or injury, they will ask the teacher for a nurse's office pass. This is to be used for health issues only, not to get a tissue or cough drop. If a student has business to address in the front office, this must be done before or after school.

Harassment – Identification and Reporting (refer to DASA)

The staff is committed to assuring each and every individual student a safe and respectful environment in which to attend school. Though the aim is to create a positive, welcoming and supportive environment, at a minimum, RESPECT means an environment that is free from harassment of any kind. Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive. Bullying and put-downs are forms of harassment. Harassment can occur online through the posing of messages that target individuals in a cruel manner. Harassing behavior can unreasonably interfere with an individual's ability to learn and to work, and it will not be tolerated within the Academy community. Offensive behavior—even online—can result in disciplinary action within the school, or may be grounds for legal action.

In addition to critical behavior of a general nature, members of the school community may not use any language or behavior that ridicules or criticizes anyone because of his or her gender or sexual orientation. The use of suggestive, rude, or offensive sexual words, gestures, or actions is strictly prohibited. Persistent unwelcome advances are also prohibited. Sexual harassment is considered a serious offense and can result in disciplinary action by school administration. It may also be grounds for legal action.

Students who feel that they are being harassed should report the situation to a trusted staff member immediately. Incident report forms are also available in administrative offices. The situation will be investigated with sensitivity and thoroughness. Harassing behavior is subject to disciplinary penalty, up to and including expulsion. Harassment may also provide grounds for legal action and fines through the civil justice system.

Fighting

Scholars are asked to keep their hands to themselves at all times. Even when interacting in a friendly or playful manner, physical contact can get "out of hand" quickly and lead to unexpected difficulty. When disputes arise, students are asked to use non-violent means to resolve problems, with no use of physical

means for demonstrating or retaliating in a dispute. If a fight occurs that results in physical contact, as determined by a staff member, penalties for Disruptive and Violent pupils will apply. Suspension is likely for both parties (an expulsion hearing may also be a consideration). A reconciliation meeting will be conducted before students may return to classes, and will include students and family members in a meeting of apology and future planning.

Gambling

Gambling within the school setting is deemed to be a disruption to the educational atmosphere and to pose a risk for long-term harm to individual students. If a student is discovered to be placing bets on games or other activities within the school setting, the game materials will be confiscated, and student will be warned. Parent/Guardian will be notified.

Visitors

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the written permission of the school administrators at least one day prior to the visit. Visitors who do not have permission will be asked to leave the premises and may be removed from campus or arrested for trespassing, depending on the circumstances. A student assisting an intruder in entering the building will be subject to disciplinary action. Visits including babies and young children are not permitted, except with special permission of the administration.

REQUEST 10

SPECIAL EDUCATION POLICY

The Academy Charter School Central Islip Regional High ("TACS II Central Islip Regional High") is committed to implementing a research-based, legal, and culturally-responsive discipline policy for special needs students. Our board of trustees, shared services team, instructional leadership, teachers and school-based support teams continue to implement and support a policy developed in 2017 for TACS I Uniondale and since 2021 at TACS II Wyandanch. We recognize that the Brentwood community serves high numbers of students with disabilities, albeit to a lesser degree in grades 9 through 12, and the funding model for the proposed school has been modified to meet the needs of these prospective students and their families (See R-21b, Financial Planning).

THE POLICY SETTING CONTEXT AND RESEARCH BASE

Our initial policy was written to align with our values and educational philosophy. Fundamental to our mission is the fact that children are intelligent and have the capacity to demonstrate learning in a variety of ways. Therefore, our conscious efforts to craft discipline policy are, at root, efforts to preserve and enhance a learning environment. At TACS II Central Islip Regional High, we recognize teachers can face challenges with the balancing act of preserving and enhancing. Still, we maintain adult behaviors and our built environment can contribute to behavioral challenges for some students. In "A New Model of School Discipline: Engaging Students and Preventing Behavior Problems," David Dupper cites research on the early and stable formation of teacher opinions on student character.[1] Additional complicating factors can occur when "teachers unknowingly dominate classroom communication, rely on repetitive seat work, or lack insight into how their personal beliefs and behaviors toward students may inhibit students' academic performance or aggravate students' behavior (citing Erchul & Martens, 1997)." Dupper's research, applicable to elementary and middle school grades is particularly aligned with our high school work as we seek to actively engage all students in learning. Whether working on CTE projects or delivering the traditional college prep curriculum, we expect our faculty and staff to amplify opportunities for student agency and voice. Research from a variety of sources cited by Dupper also establish that "higher levels of school attachment, school commitment, and belief in schools rules were found to be associated with lower levels of misbehavior in school." To counter these challenges, our faculty and staff work to imbibe a sense of belonging in all students. Most importantly, our role calls for creating spaces for students to initiate and maintain spaces of their own creation. TACS II Central Islip Regional High continues **character education** frameworks from elementary and middle levels as a Key Design Element with an eye to the entire school community. Our core values call for adults to model and affirm practices rather than merely enforce rules. We view this practice as a microcosm of the principle embedded in the Act, which calls for charter schools to support districts in moving from rules-based accountability to performance-based systems.

[1] Dupper, David. 2010. "A New Model of School Discipline: Engaging Students and Preventing Behavior Problems." Oxford: Oxford University Press.

Duppers' consolidated list of factors contributing to a positive school climate[2] includes:

- An attractive and inviting physical landscape
- Intentional efforts to build and maintain caring, respectful, supportive, and collaborative relationships among school staff members, students, and families
- Student perception of rules as being clear, fair, and not overly harsh
- Available service-learning opportunities
- High academic and behavioral expectations and necessary supports to achieve these expectations

Each of these research-based practices is a strength within existing Academy Charter Schools and will be replicated by our new school founding team and school community. We recognize the urgency of implementing sound systems and avoiding overly harsh practices as research indicates students tend to cluster in three groups: "(a) about 75%-85% are typically developing students who show no signs of significant behavioral or emotional problems, (b) about 10%-15% are students at risk for developing behavioral and emotional problems, and (c) 3%-5% of students who show signs of severe mental health problems, delinquent activities, violence, and/or vandalism."[3] We anticipate both general and special education students at TACS II Central Islip Regional High will have academic and behavioral outcomes consistent with their peers in nearby Hempstead and Uniondale. While the communities are not identical, students will share a common structure and degree of policy implementation, while Central Islip students will benefit from lessons learned at existing schools.

TACS II Central Islip Regional High will serve grades 9 through 12. The behavioral culture of the TACS II Central Islip Regional High places priority on student agency and capacity building. In our model, students are encouraged to be leaders and seek their own solutions to complex problems, including those of an interpersonal nature. Our culture affirms the importance of students taking responsibility for their actions and for committing to restorative justice. Indeed, our operational practice is to use means other than suspension or expulsion to address concerns of student behavior and schoolwide safety.

TACS II CENTRAL ISLIP REGIONAL HIGH SPECIAL EDUCATION DISCIPLINE POLICY

OUR REGULATORY CONTEXT

In addition to the aforementioned design protections established for students with disabilities and their families, charter schools are bound by federal laws and regulations pertaining to the discipline of students with disabilities. Governing legislation includes the Individuals with Disabilities Education Act (IDEA) and implementation regulations referenced below.

[2] Ibid, pg. 28.
[3] Ibid, pg. 39.

TACS II CENTRAL ISLIP REGIONAL HIGH SPECIAL EDUCATION DISCIPLINE POLICY

We operate within the legal frameworks and regulations established under 34 CFR 300.530 and 300.536, as well as federal regulations in the Individuals with Disabilities Education Act (IDEA). To protect the dignity and rights of students with disabilities, we have developed the following policy, based on the existing laws and models established by existing charter school networks.[4]

The Special Education Policy of the proposed charter school shall be as follows:

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

SUSPENSION

The Chief Academic Officer (CAO) or Principal may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The CAO, principal, or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year. The CAO, principal, or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

    1) The series of removals total more than 10 school days in a school year.
    2) The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
    3) Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting

[4] The policy is based on language developed by the Bronx Charter School for Excellence, as well as the NYS regulatory code.

the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530) If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5) (cf. 3541.2 - Transportation for Students with Disabilities)

INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT DUE TO DANGEROUS BEHAVIOR

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531) On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

MANIFESTATION DETERMINATION REVIEW

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately, if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530) At the manifestation

determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

1) Caused by or had a direct and substantial relationship to the student's disability
2) A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies. If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)
3) Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement and shall implement a behavioral intervention plan (BIP) for the student. Classroom teachers will receive copies of the BIP for all students and will receive support from IEP team members. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530).
4) Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530) As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

DUE PROCESS APPEALS

If the parent/guardian disagrees with any school decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The school may request a hearing if the school believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532) Whenever a hearing is requested as specified above, the parent/guardian or the school shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the school has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

READMISSION

Readmission procedures for students with disabilities shall be the same as those adopted used for all students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP. Classroom teachers will be notified by school administrators prior to readmission. School administrators will confirm receipt of notification.

DECISION NOT TO ENFORCE EXPULSION ORDER

The board of trustees' criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

NOTIFICATION TO LAW ENFORCEMENT AUTHORITIES

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process. When giving any required notification concerning a student with disabilities to any law enforcement official, The CAO, principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076) (cf. 5131.7 - Weapons and Dangerous Instruments)

GUN-FREE SCHOOLS ACT ("THE ACT")

Pursuant to provisions of the Gun Free Schools Act legislation (Title IV, Part A, Subpart 3, Section 4141), TACS II Central Islip Regional High will interpret and construe the Act in a manner consistent with the Individuals with Disabilities Education Act.

REPORT TO DISTRICT SUPERINTENDENT OF SCHOOLS

The CAO, principal or designee shall report to the District Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the school and school district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534) Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or school personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
4. The teacher of the student or other school personnel has expressed specific concerns directly to the district's director of special education or other supervisory school personnel about a pattern of behavior demonstrated by the student. However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534) If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20USC 1415(k)(5); 34 CFR 300.534)

REQUEST 10

DRESS CODE/UNIFORM POLICY

The proposed charter school, TACS II Central Islip Regional High (opening in September 2027), is intended as a replication of the TACS I Uniondale Charter School high school program which offers career and technical education (CTE) in business management, culinary arts, aviation and drone technology, information technology, and medical assisting. The proposal to establish TACS II Central Islip Regional High has been developed by the lead applicant and founding team in a manner consistent with our mission and key design elements. The high school will be innovative and provide students with unique opportunities in their respective areas of interest. High school students at TACS I Hempstead, TACS I Uniondale, and TACS II Central Islip will adhere to the following Dress Code/Uniform Policy.

THE STANDARD

The Academy Charter High School has a strict uniform dress code for its students. Each student must wear the school uniform throughout the entire school day unless otherwise instructed by an administrator. **Parents/guardians** have the primary responsibility for ensuring that students are dressed in the school uniform every day.

Parents/guardians are expected to give proper attention to personal and uniform cleanliness. When children grow out of uniforms, the uniforms should be updated to fit the child's appropriate size and to ensure proper color. Teachers and all other Academy personnel will exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting. Academy High School scholars will wear:

Formal Uniform *(Must be worn on a daily basis)*

- White button-down shirt/blouse
- Gray Dress Pants or Gray Skirt *(the hem of the skirt should fall no shorter*
- *than 1" above the knee)*
- Academy Plaid Print Tie
- Purple Academy Sweater Vest or Black Blazer with Academy Logo
- Academy Headband (same pattern and color as the tie) is appropriate
- ***Black Dress Shoes (must be all black)****

Casual Uniform *(Families will be informed when this uniform can be worn)*

- Academy Polo Shirt (Purple)
- Gray Dress Pants or Gray Skirt *(the hem of the skirt should fall no shorter than 1" above the knee)*
- ***Black Dress Shoes/Black Sneakers (must be all black)****

Also Note:

⇒ *No denim fabric.*

⇒ *No leggings or skin-tight pants.*

⇒ *Pants must be solid color and not faded.*

⇒ *Pants must be worn at the waist, with no visible underwear.*

⇒ *Shirt fabric cannot be see-through, and undergarments cannot be visible.*

⇒ *Dyed hair or a hairstyle that serves as a distraction—at the determination of the school—will not be permitted.*

⇒ *No outerwear during the school day, including the school's logo wear (i.e., Academy sweatshirt w/ logo). No hats, coats, gloves, or sunglasses.*

⇒ *Safe footwear should be worn daily. Sneakers are only acceptable with the gym uniform. Flip-flops and high-heeled shoes (above 2 inches) are not acceptable for safety reasons. Footwear must be all black.*

⇒ *Jewelry is permitted, but must be removed for Physical Education and sports participation, and occasionally for science labs. If jewelry is disruptive to class (i.e., clanking on work surfaces) it will need to be removed.*

⇒ *No items may be worn that are potentially dangerous, either as jewelry or on clothing (i.e., long or acrylic nails, spikes, chains).*

⇒ *No items may be worn that are revealing, provocative, or contains symbolic or actual messages that are offensive (i.e., gang related items, sexual, drug, or alcohol references).*

⇒ *Exceptions to Dress Code will be made for religious or medical reasons with parent conference*

DRESS CODE VIOLATION CONSEQUENCES

Students are expected to attend school in full uniform as indicated in the uniform policy in the following section. Failure to comply with the school's uniform policy will result in the following:

1. The first time a student is out of full uniform, the student will be asked why he or she is out of uniform and informed of the violation of school policy. The student will be sent to the Dean's office for a brief period. The parent/guardian will be contacted by phone to inform them of the school's policy.
2. The second time a student is out of full uniform, in addition to the above, the parent/guardian will be asked to meet with the principal to resolve the matter.

**** During times of inclement weather boots may be worn to school and children can change into their appropriate footwear before the start of the school day.***

The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. The Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code during registration and at the beginning of the school year and any revisions to the dress code made during the school year. Repeated failure to wear the uniform will be considered a violation of our school's discipline policy. The student will be entitled to a due process hearing as outlined in the school's Discipline Policy.

APPROPRIATE SCHOOL CLOTHING

The Academy has adopted a dress code that includes a specific expectation for school clothing. The goal is to create a professional atmosphere that sets the tone for academic focus in school, and that minimizes outside influences and competition that can arise from excess vanity and conformity. The school policy applies to students at any time while on the school premises. Any staff member may enforce the policy with a student. With good student cooperation, days will be announced for "dress down" and senior privilege.

At the Academy, we expect students and staff members to dress and to be groomed in an appropriate manner that shows respect for oneself, for others, and for the process of learning. Students are being guided towards use of good judgment, and toward awareness of typical workplace expectations. We urge good judgment in choice of footwear, with thought given to safety issues.

Participation in physical education and science class require special attention to safety. The teachers will present additional rules for those classes. Academy Shorts, an Academy t-shirt, and black sneakers (must be all black) are required for physical education. For science class, students are required to wear appropriate shoes and appropriate safety gear as directed by teachers.

REQUEST 11

SCHOOL MANAGEMENT AND LEADERSHIP

The proposed charter school will be replication of the TACS I Uniondale Charter School. Both schools will offer comparable career to education (CTE) programs. The strands are outlined elsewhere in throughout this application. All policies and procedures governing school management and leadership will be aligned at all schools governed by the TACS 2 board of trustees.

ORGANIZATIONAL CHARTS

The following organizational charts demonstrate the structural and reporting relationships between the board of trustees, the shared services team, and school-based leadership. The first chart provides an overview of The Academy Charter Schools. The chart illustrates the governance and oversight role of the board of trustees with respect to the leadership of the Shared Services Team. In turn, the senior leaders of the Shared Services Team report directly to the board of trustees and supervise a cohort of deputies charged with providing high-level support and coaching to school-level personnel. The school operations and business operations teams of the SST also work closely with school-based personnel to facilitate the delivery of the instructional program.

The second chart maps the specific relationship of the TACS II board of trustees to the Shared Services Team and the schools under the entity. The Chief Legal and Compliance Officer supervises and supports the SST's Coordinator of Parental Engagement, who works with each school across the organization. As the organization grows and requires more intensive engagement across a broader area, additional hires for this role may be made during the upcoming charter term. No such additions are budgeted; however, sufficient revenues are available to meet that need.

The subsequent chart defines relationships at the school level in grades K-5. In our model, principals are instructional leaders who have the time and opportunity to focus on instruction. Direct reports to the principal are directly connected to classrooms as teachers or coaches or support specialists. Every individual reporting directly to the principal is charged with having a comprehensive and current knowledge of just how students are doing and being at The Academy. This structure, free from the recurring challenge of keeping control of the operations side of the house, allows principals to focus deeply on the work on delivering timely remedies. Principals do report to the board of trustees at monthly meetings and do meet with board committees (as required). However, the Chief Academic Officer bears the greater part of this work and liaises regularly with trustees at the full board and committee level.

In the elementary grades, our model provides an ELA and math coach for classroom teachers. These coaches have been instrumental over the years at TACS I schools in Hempstead and Uniondale, as well as in Wyandanch. Students benefit from a structure wherein certified classroom teachers, teaching assistants, certified special education teachers, certified English as a New Language (ENL) teachers, guidance counselors and social workers all collaborate.

SCHOOL LEADERSHIP AND MANAGEMENT STRUCTURE

The building leader for TACS II Central Islip Regional High will be the principal. The principal is not, however, directly responsible for oversight of these fiscal and operations site managers. The principal will directly supervise the instructional staff presented above and will collaborate with four directors (curriculum & instruction, education technology, student services, and data & assessment). The directors and principal will work as a single instructional decision-making team with the support of the chief academic officer. Teaching and learning will be evaluated by this leadership team. This structure replicates the existing structure at The Academy Charter School.

The education corporation has not yet identified the school leader. Consistent with the long-standing organizational practice of The Academy Charter School, our senior administrators will consider internal candidates for this role. Key considerations will include mission alignment, evidence of capacity to lead teams and collectives, track record of data-driven decision-making and producing academic gains, supervisory acumen and overall communication. A cornerstone of our efforts is the desire to ensure a strong culture across facilities and grade configurations.

RECRUITMENT AND SELECTION

The recruitment and selection of the school leader is always a collaborative process which incorporates insights and perspectives from our community. Candidates are initially vetted by the human resources teams of the Shared Services Team. Strong candidates who advance beyond the initial stage will have the opportunity to meet school-based staff, parents, families, and students prior to being selected for the position. Leading candidates will have the opportunity to spend a day at one or more existing schools and be interviewed by our stakeholders, including the aforementioned groups, trustees, and members of the SST. The process typically begins, at least informally, 18-24 months prior to the launch of a school. Our Chief Academic Officer drives this process with the assistance of the Chief Operations Officer, Chief Legal and Compliance Officer, and the human resources team. Internal candidates and external applicants identified through national and international search firms, school community networks, and other means are eligible to apply. The most significant and reliable recruitment pool will be from the internally developed candidates currently employed across the education corporation. Historically, with our starting point in 2009, our model has been intentional about building a deep and experienced faculty with the

confidence and capacity to lead. For more than a decade, we have drawn from a staff many of whom began as teaching assistants.

Our structure is designed to maximize opportunities for principals to focus exclusively on instructional leadership, professional development, coaching and mentoring, and cultivating great instructional practices in all classrooms across the organization. We offer a unique model wherein administrative and operational matters are owned and addressed by a team of specialists. We also offer the opportunity to lead in a small organization that has been thoughtful and deliberate about the pace and scope of our growth.

In addition to the cultural alignment that we seek in all candidates, particularly leaders, we will apply additional selection criteria to the successful candidate. Our first evaluative area is instructional leadership. The component parts are capacity to coach and model excellent teaching; strong knowledge of curriculum and lesson planning; consistent and relevant use of data to inform structures, systems and practices; diligent progress monitoring and fidelity to providing feedback to teachers.

A second area of focus within the arena of culture is the professional learning attitudes and behaviors across the organization. Our trustees and administration team have prioritized culture consistently since the inception of the school. The successful candidate will be able to articulate and demonstrate patterns of success and tools to cultivate and sustain culture. We seek clarity from the candidate on how they communicate mission-aligned practice across the organization.

Third, our trustees and community value cultural competence. Central Islip and many of the surrounding communities are changing dramatically. We recognize the increased challenge and benefit of seeking candidates of African, African Diaspora and Hispanic heritage to provide leadership in the classroom and on the administrative team. Nonetheless, this commitment is woven into the fabric of our work. We seek candidates with the skill set and demonstrated capacity to listen authentically and act courageously. We hold our students to the expectation they will evolve through stages from learning to leadership to service. Our educator standards are even more exacting.

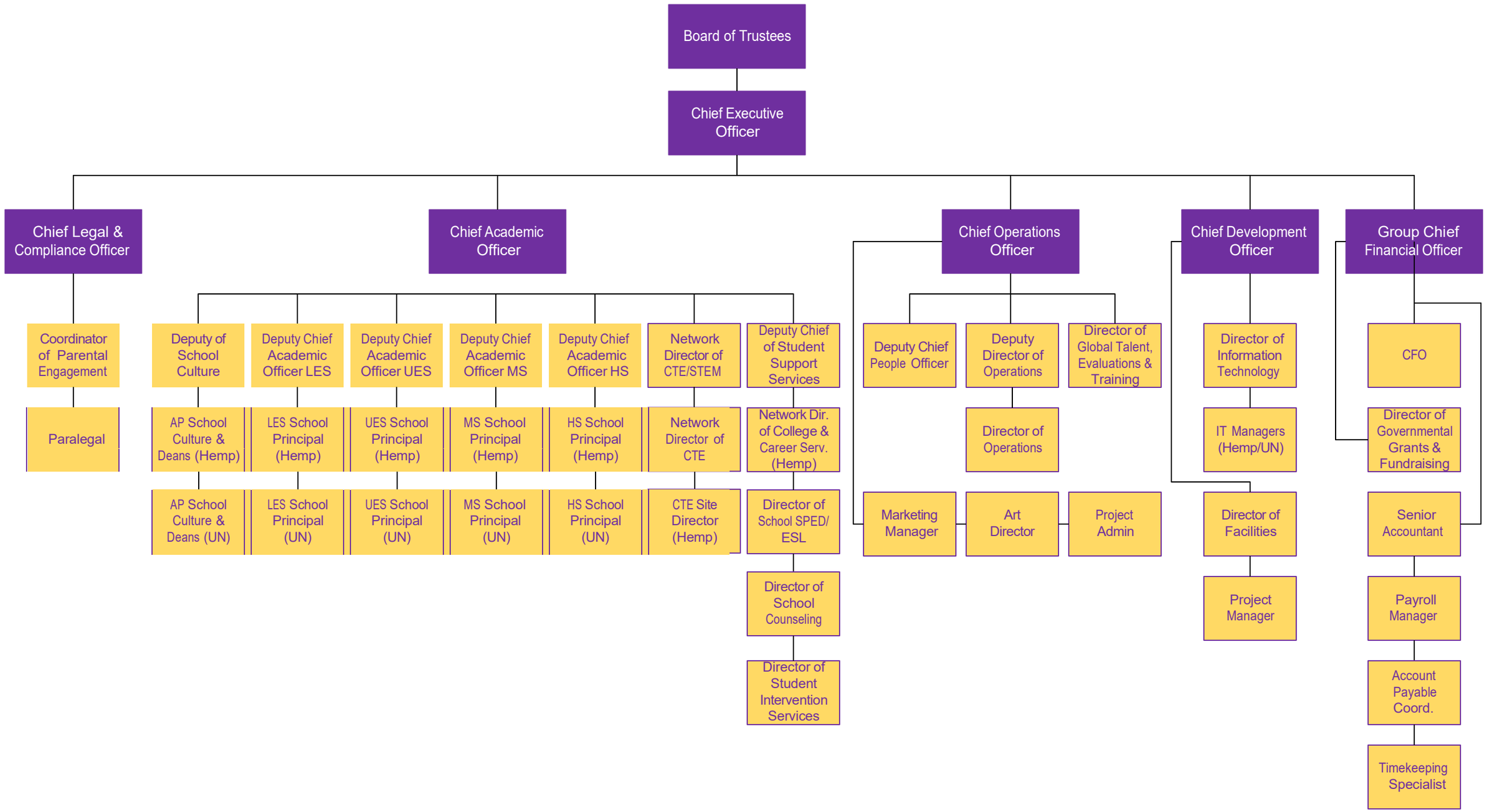
OUR TIMELINE

The selection process for a new internal candidate will proceed on an expedited basis aligned to the approval of a new charter. The education corporation anticipates the selection of a school leader by October 2026. That timeline will allow sufficient time for strong candidates to work as a principal-in-

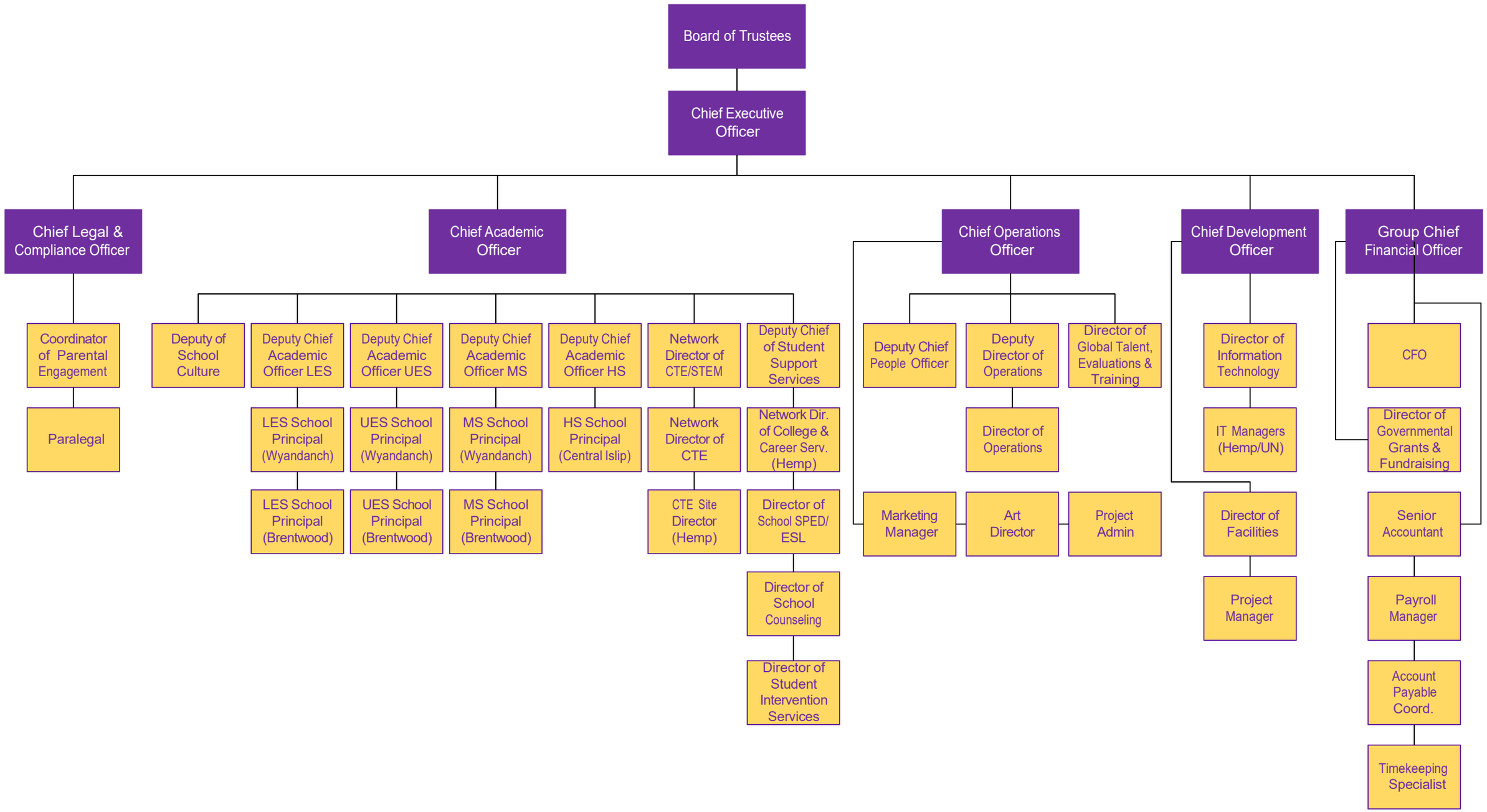
residence and assume modified instructional duties. The traineeship would run through the year and expose the candidate to the unique leadership requirements of the position. Beginning in spring 2027 through summer 2027, the new school leader would transition to setting routines and practices for opening by September 2027. We have utilized this approach with success in growing our elementary, middle and high school programs. Key lessons learned from this hiring processes are that culture matters a great deal. It is important that school leaders be great teachers with a passion for imparting knowledge to individuals and across institutions. Throughout the winter and spring 2026-2027, we will establish routines wherein the new school leader candidate(s) can demonstrate these high leverage skills in an environment where teachers have experience, ownership and success of very strong results.

Our school-based leadership structure simply establishes that the principal will have the freedom and support to focus on leading a team of great professionals in improving teaching and learning. The Academy's academic success has been tremendous, but we still have room to improve our scores, and the life chances for great outcomes by our students. The structure aligns the instructional side of the house under a single empowered leader and divides operational and financial responsibilities to dedicated personnel. Our approach systematizes reporting across all three lines but retains distinct supervisory lines and alleviates the management challenge inherent in a single leader model. Our shared services model means that the chief academic officer and team directly support the work of the principal. Principals will have a natural peer group in the program grade principals of the education corporation. Most importantly, candidates will have a structural incentive toward success.

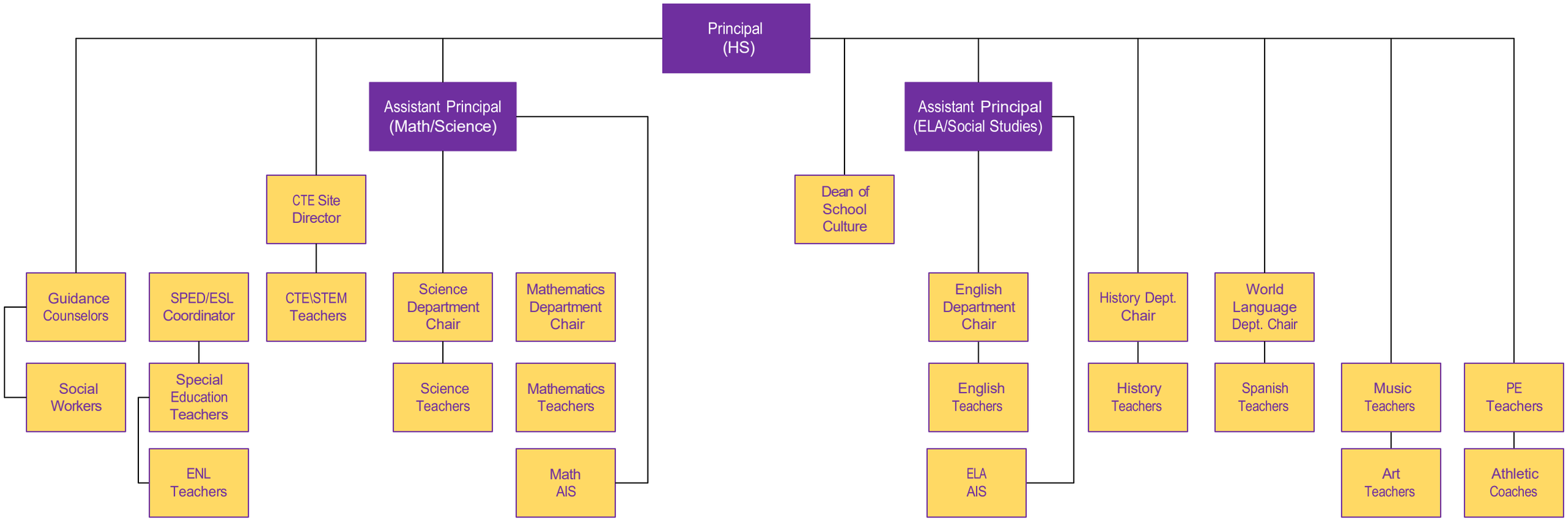
Organizational Chart -- The Academy Charter School II



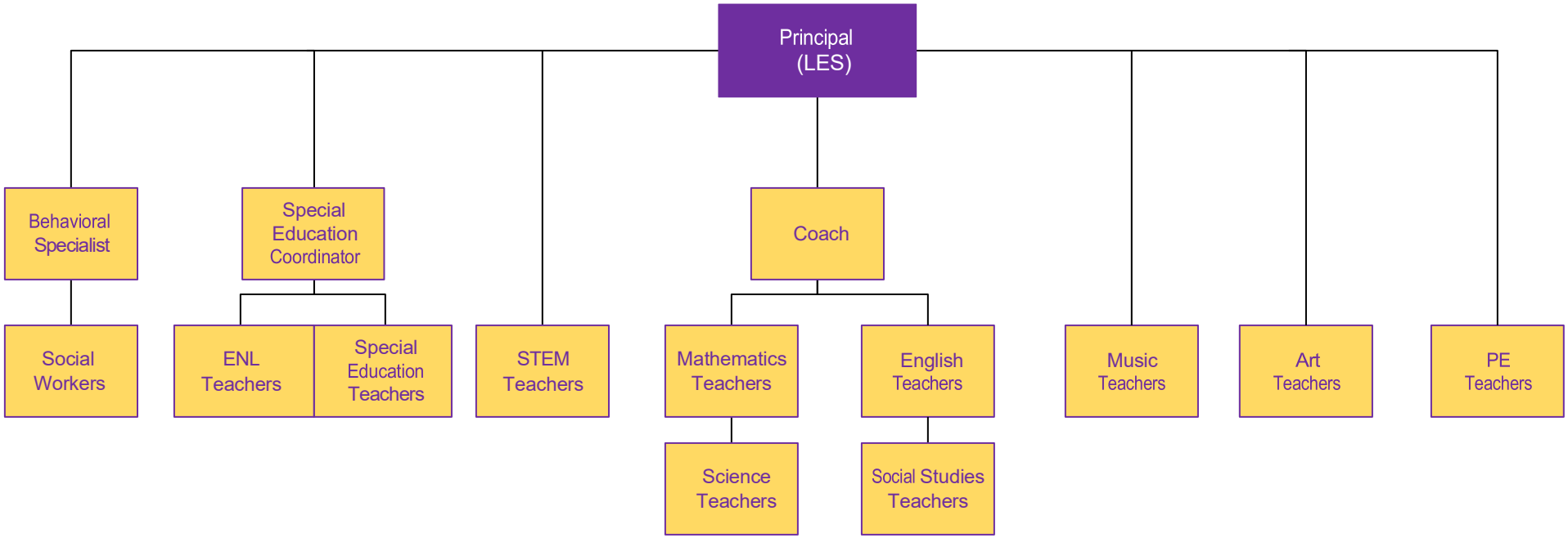
TACS II Board of Trustees and The Academy Shared Services Team



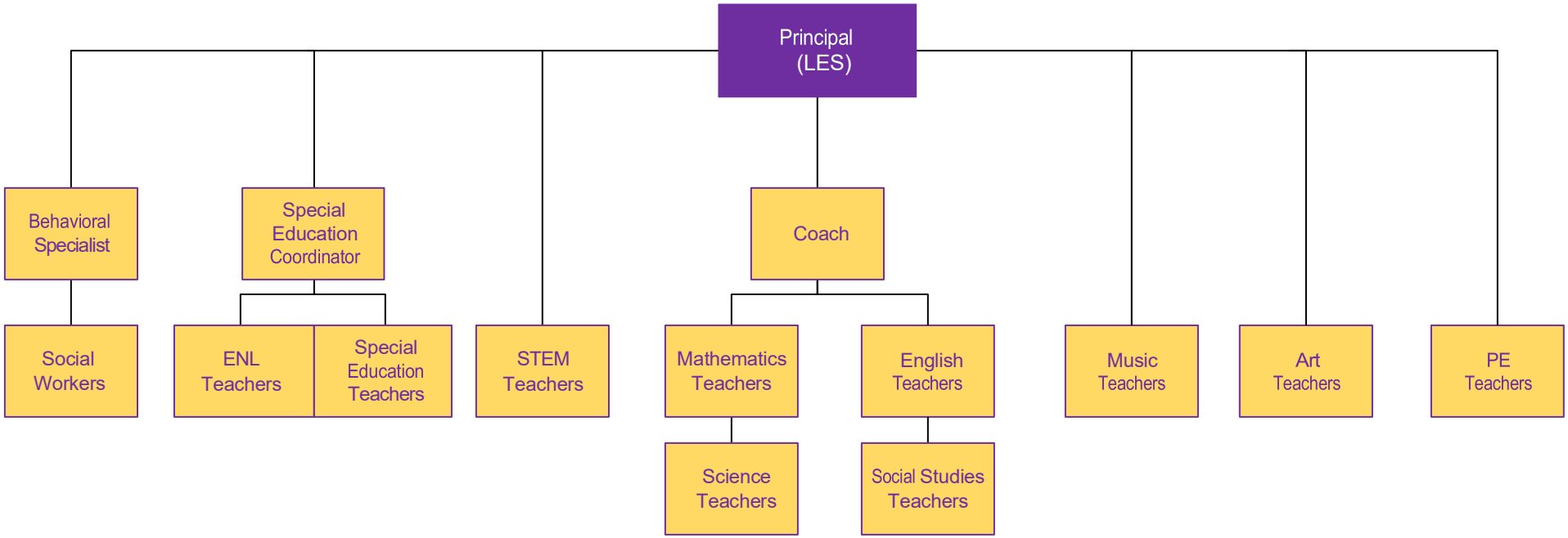
School-based Leadership at TACS II Central Islip Regional High



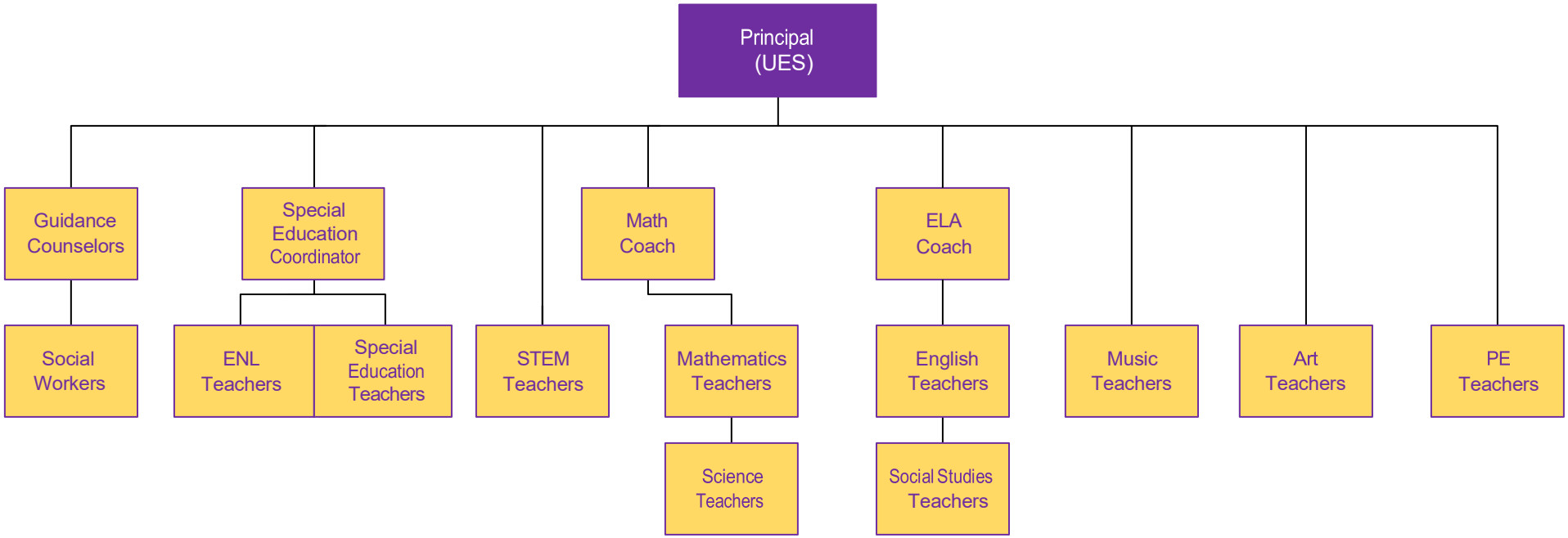
Appendix D – TACS Network Instructional Leadership Organizational Chart - Lower Elementary School (K-2) Year 1



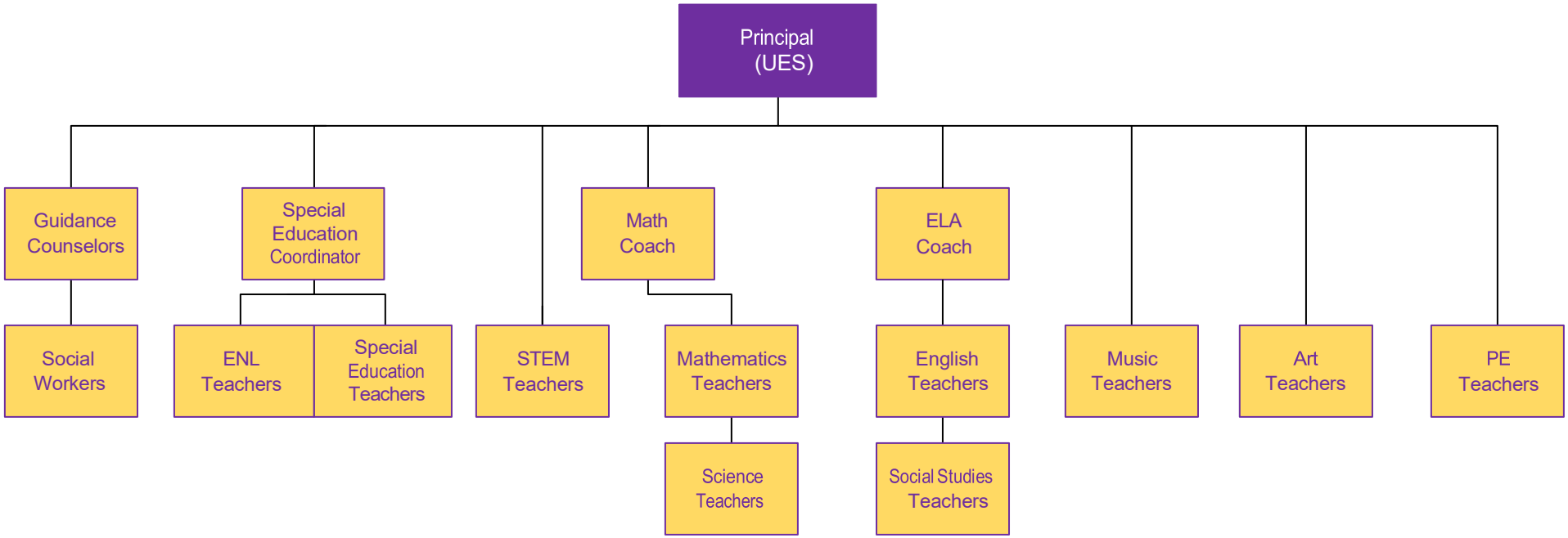
Appendix D – TACS Network Instructional Leadership Organizational Chart - Lower Elementary School (K-2) Year 5



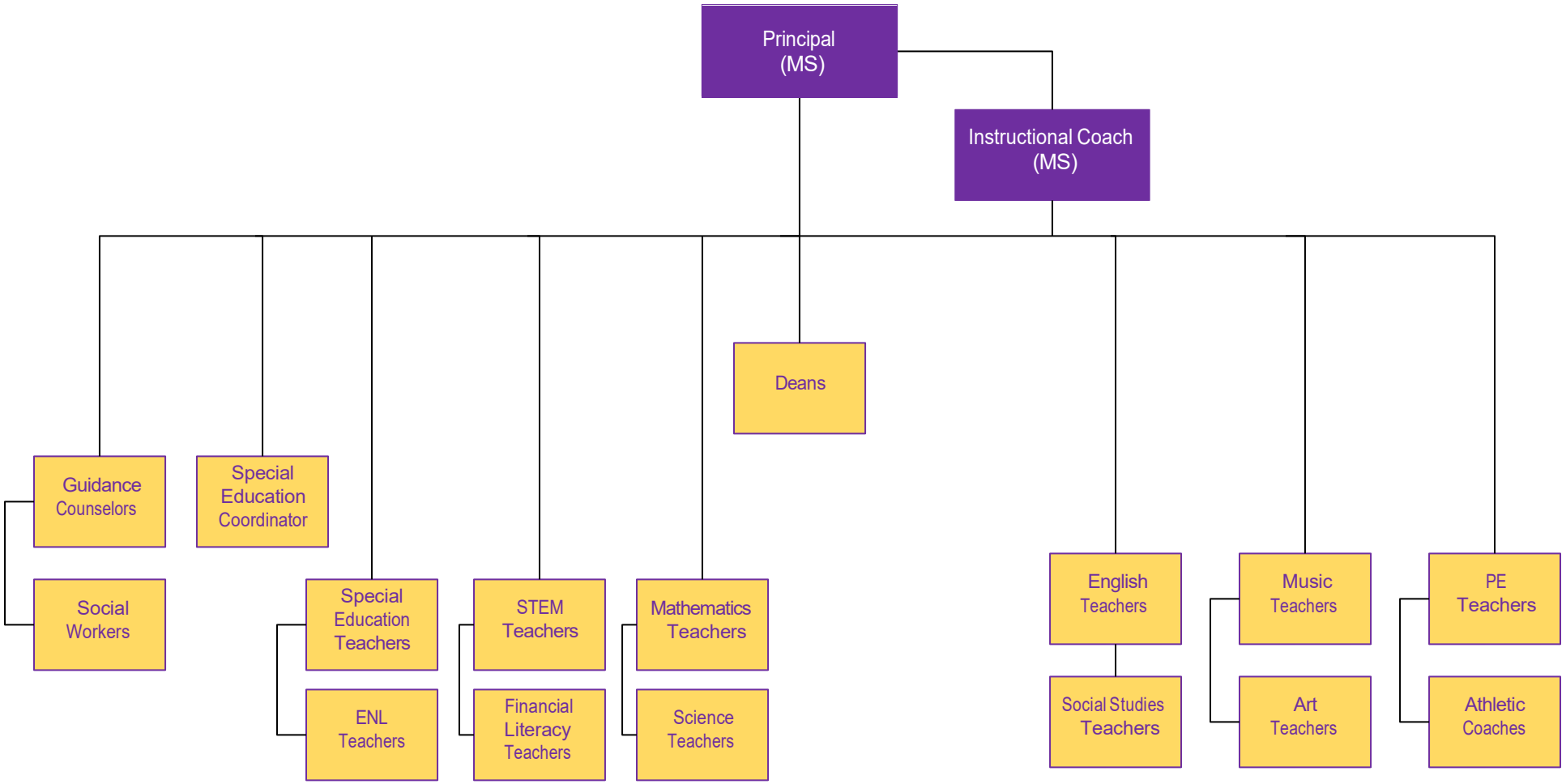
Appendix D – TACS Network Instructional Leadership Organizational Chart - Upper Elementary School (3-5) Year 1



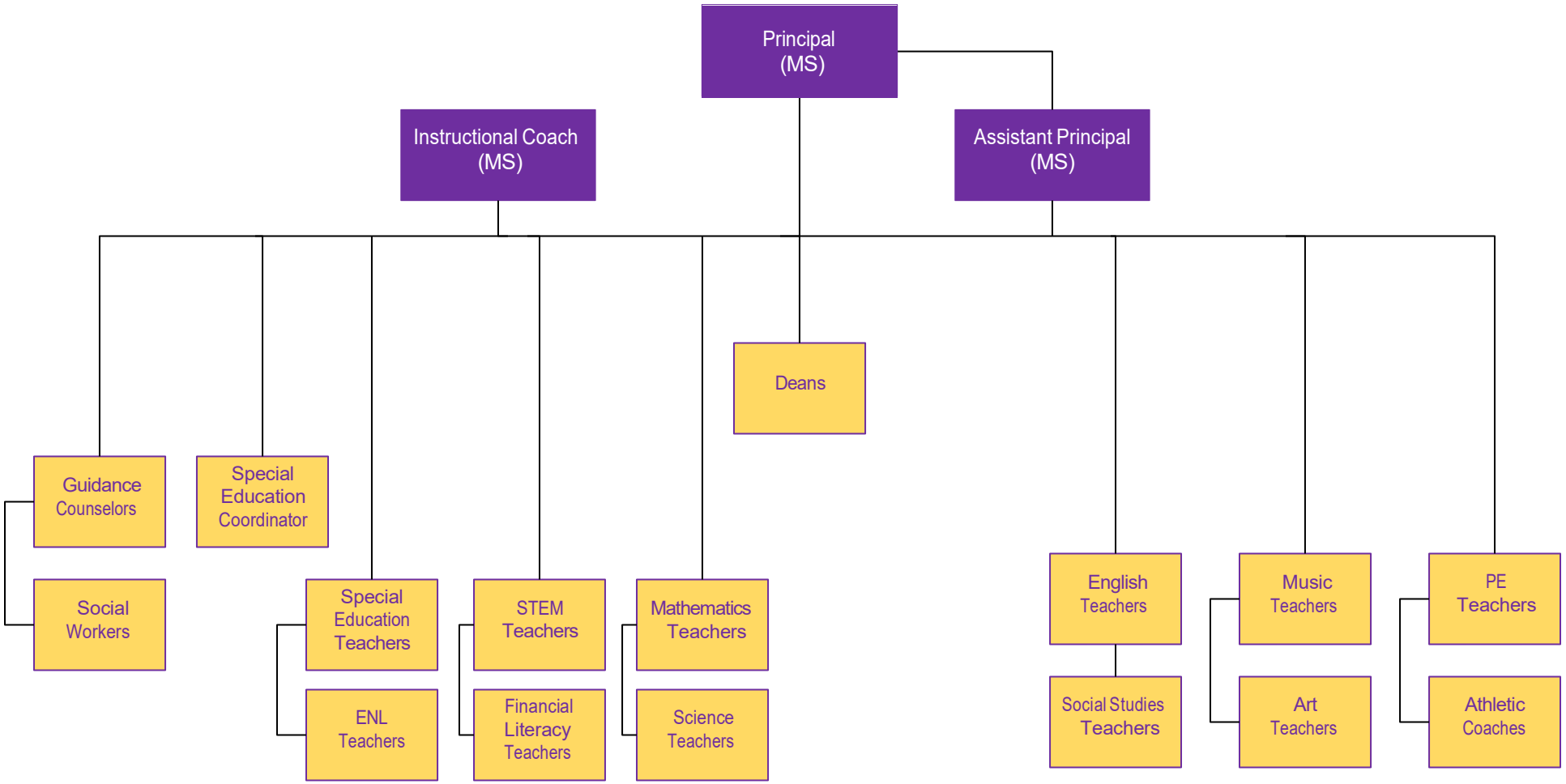
Appendix D – TACS Network Instructional Leadership Organizational Chart - Upper Elementary School (3-5) Year 5



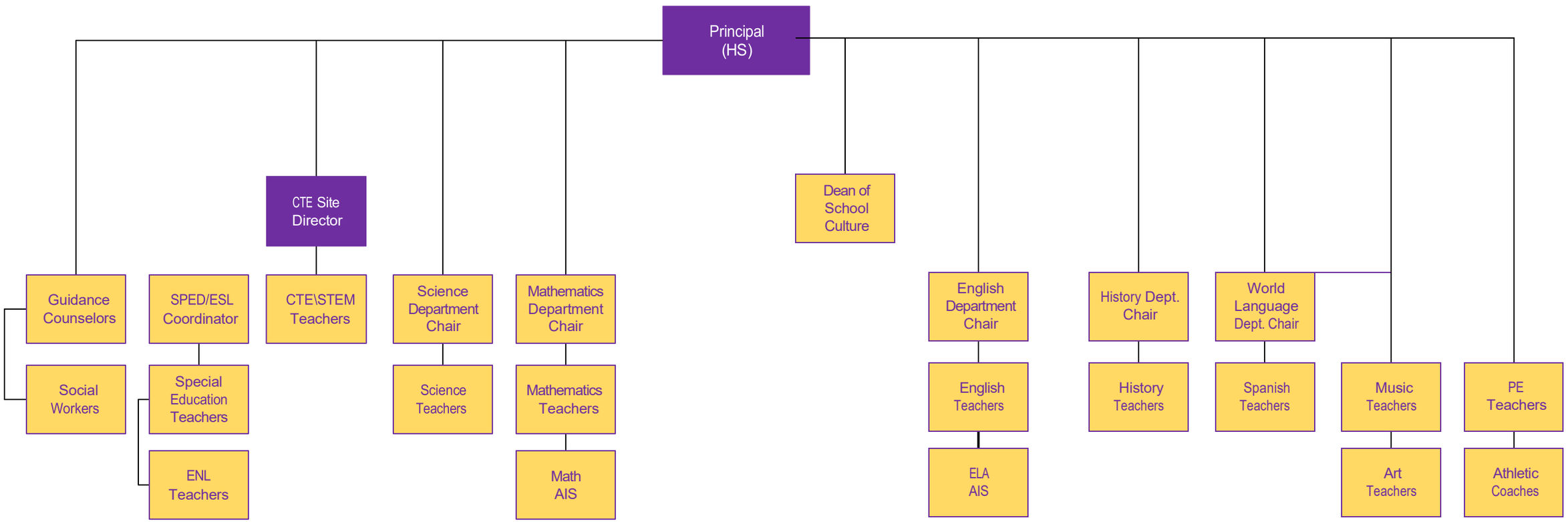
Appendix D – TACS Network Instructional Leadership Organizational Chart - Middle School (6-8) Year 1



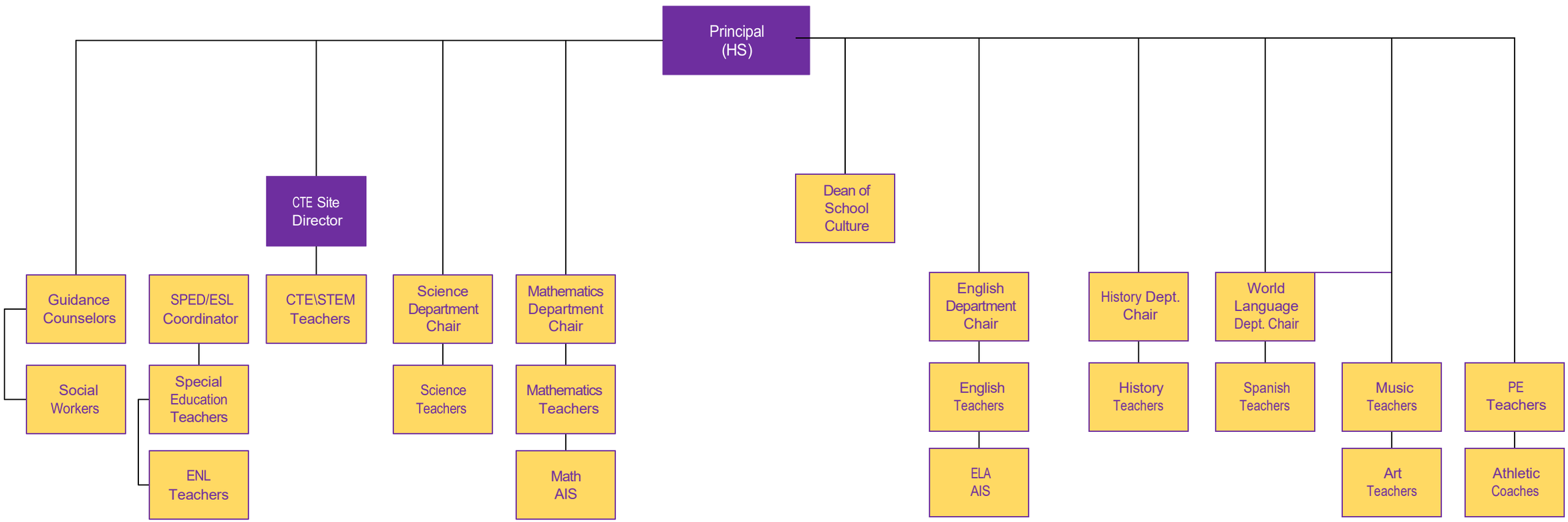
Appendix D – TACS Network Instructional Leadership Organizational Chart - Middle School (6-8) Year 5



Appendix D – TACS Network Instructional Leadership Organizational Chart - High School (9-12)
Year 1



Appendix D – TACS Network Instructional Leadership Organizational Chart - High School (9-12)
Year 5



REQUEST 12

PERSONNEL OVERVIEW

The proposed charter school, TACS II Central Islip Regional High, is intended as a replication of the TACS I Wyandanch Charter School. Broadly, the proposed staffing here mirrors that established at TACS I Uniondale, with a particular shared emphasis on CTE instruction.

STAFFING CHART

The budget provided for review as Response R-21e – Budget Template is a consolidation of TACS II Wyandanch and the proposed school. The Response includes detailed line-by-line annotation of the staffing at each school.

ADMINISTRATIVE PERSONNEL FTE	**FTE**				
Executive Management					
Instructional Management	4.0	5.0	5.0	5.0	5.0
Deans, Directors & Coordinators	7.0	6.7	7.6	7.6	7.6
CFO / Director of Finance					
Operation / Business Manager					
Administrative Staff	2.0	2.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	13.0	13.7	15.6	15.6	15.6

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	62.5	72.9	81.6	84.8	84.8
Teachers - SPED	11.0	11.0	12.0	12.0	12.0
Substitute Teachers	1.0	1.0	1.0	1.0	1.0
Teaching Assistants	10.0	10.0	10.0	10.0	10.0
Specialty Teachers	11.0	12.9	14.9	17.8	17.8
Aides					
Therapists & Counselors	5.0	7.0	8.0	9.0	9.0
Other	10.0	10.7	12.6	14.5	16.2
TOTAL INSTRUCTIONAL	110.5	125.6	140.1	149.3	150.9

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse					
Librarian	2.0	2.0	2.0	2.0	2.0
Custodian	10.0	10.8	11.5	12.3	13.0
Security	10.0	11.0	12.0	13.0	14.0
Other	8.0	9.0	10.0	11.0	12.0
TOTAL NON-INSTRUCTIONAL	30.0	32.8	35.5	38.3	41.0

TOTAL PERSONNEL SERVICE FTE	153.5	172.1	191.2	203.1	207.5

STAFFING ANNOTATION

The proposed CTE regional high school will be staffed by a single principal in Years 1 through 5. In Year 2, a CTE Director will be added to the senior leadership level comprising the principal and assistant principal. The math faculty will grow from 2 to 4 by Year 2 and then again to 6 by Year 4. ELA staffing will increase at the same interval. The school's counseling team will also grow to 6 full members by Year 4 following the same progression. The school will employ 3 CTE teachers in Year 1. The CTE team expands to 6 in Year 2 and then 9 in Years 3 through 5. Traditional instruction in science, humanities, art, languages others than English, and physical education will be staffed in a manner that is commensurate with class size and enrollment.

Enrollment is expected to grow from 125 to 450 from Years 1 to 3, and then again to 600 in Years 4 and 5. To achieve our standards for cultural continuity, academic rigor, and professional support, we will require high-level leadership. As noted throughout the application, our principals are instructional leaders charged with modeling instruction, maximizing teaching time, setting school culture, and serving as an outstanding resource for the community. Within our vertical support systems, principals are supported by the Shared Services Team academic group comprising experienced education leaders. These leaders are former principals, district administrators, and master teachers. Our principals, irrespective of their career path, benefit immeasurably from the shared expertise of the SST.

With respect to non-instructional staff, we recognize the importance of teams members such as our custodians, food service personnel, administrative assistants and security personnel. These teams will grow from a small initial core of 4 staffers to no less than 13 by Year 5.

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	[Wyandanch: Yrs 1-5 (1) ES Principal, (1) MS Principal, (1) MS Asst Principal]; [Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators	[Wyandanch: Yrs 1-5 (1) ELA Coach, (1) Math Coach, (1) ES Dean of Culture, (1) MS Dean of Culture, (1) Coach]; [Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	[Wyandanch: Yrs 1-5 (1) Admin Asst]; [Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]

TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	[Wyandanch: Yrs 1-5 (48) Reg Teachers, (4) Title I Teachers]; [Central Islip HS: Reg Teachers (Yr 1 (7.5), Yr 2 (14) Yr 3 (19), Yrs 4 and 5 (22), Title I (Yr 1 (3), Yr 2 (6), Yrs 3-5 (9))]
Teachers - SPED	[Wyandanch: Yrs 1-5 (9) SpEd Teachers]; [Central Islip HS: SpEd Teachers Yrs 1-2 (2), Yrs 3-5 (5)]
Substitute Teachers	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants	[Wyandanch: Yrs 1-5 (10) Teaching Assts]; [Central Islip HS - NO TA]
Specialty Teachers	[Wyandanch: Yrs 1-5 (1) Music, (1) PE, (1) ESL, (2) ASIS, (1) STEM, (1) Art, (1) ENL, (1) Spoken Words]; [Central Islip HS: Yr 1 (1) PE, (1) ENL, Yr 2 + (2) PE/Art/Music, Yr 3 + (2) PE/Art/Music, Yr 4 + (2) PE/Art/Music and (1) ENL]
Aides	
Therapists & Counselors	[Wyandanch: Yrs 1-5 (1) Social Worker, (1) Guidance Counselor]; [Central Islip HS: (1) Social Worker Yrs 1-5, Guidance Counselor (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4-5 (4), Counselor (1) Yrs 1-5]
Other	[Wyandanch: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	
Librarian	[Wyandanch: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	[Wyandanch: Yrs 1-5 (9) Custodians]; [Central Islip HS: Custodian Yr 1 (1), Yr 2 (2), Yr 3 (3), Yr 4 (4) Yr 5 (5)]
Security	[Wyandanch: Yrs 1-5 (8) Securities]; [Central Islip HS: Security Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 5 (4) Yr 5 (6)]
Other	[Wyandanch: Yrs 1-5 (2) Food Svc Asst, (4) General Staff]; [Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	

TOTAL PERSONNEL SERVICE FTE	

JOB DESCRIPTIONS

The following job descriptions will define the nature and character of work for all Academy team members who support the mission and vision at TACS II Central Islip Regional High. Job descriptions include SST and school-based positions.

High School Principal
Job Description

Title: High School Principal
Department: Administrative
Report to: Chief Academic Officer
FLSA: Exempt
Work Location: Central Islip NY
Revised Date: March 2025

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The High School Principal will be able to lead and support staff to achieve at the highest level. The Principal will serve as the administrator in charge on a daily basis and work collaboratively with the Deputy Chief Academic Officer, assigned Director of Secondary Instruction, and a school-based team of instructional leaders to provide strong instructional leadership and support to teachers and students.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
The following list of essential duties and responsibilities is intended to illustrate the various types of work that may be performed by the Principal. The omission of specific statements does not exclude them from the position if the work is similar, related or a logical assignment to the position.

People Leadership

- Collaborate with a team of centralized staff in support of teaching and learning
- Develop and implement follow up action plans based on feedback.
- Receptive to guidance and support
- Serve as instructional coach to other administrators and teachers

School Culture

- Implementation of the school's mission and philosophy
- Oversee the implementation of a culture of strong student support

- Support teachers in establishing effective classroom management systems and developing students' positive social behaviors through coaching and modeling
- Be highly present and visible during school hours, relentlessly ensuring a positive school environment
- Create and sustain programs to reflect a culture of high expectations for students
- Model, monitor and sustain a culture of strong instructional leadership
- Assist in the development of high-school coursebook, Academy majors, and in overall high-school program design
- Support teachers developing competence in the curricula through modeling, observing, providing feedback, and supporting teacher reflection
- Utilize student and school level data to inform instructional decisions
- Observe teachers regularly and conduct post conference meetings
- Ensure that the core curricula are standards-based and implemented with fidelity

Instructional Coaching

- Coach school leaders and teachers to improve instructional practices and classroom management by executing a strong and ongoing professional development plan

Family Engagement

- Assist in the orientation of new and returning parents/guardians before the start of the school year to emphasize the responsibilities of parents, teachers, and students
- Participate in recruitment, registration, and re-enrollment activities
- Communicate positive successes of children to parents/guardians, and proactively reach out to parents/guardians as concerns, issues, or behaviors arise.
- Address parent/guardian concerns in a professional and timely manner.
- Encourage, support, and maintain parent buy-in for school-wide behavior and character development programs
- Support planning and attend building events (curriculum nights, back to school evenings, developmentally appropriate information evenings, etc.) that support community and parent/guardian connections
- Identify, plan, and implement strategies to address barriers to learning, including attendance concerns, behavior issues and social adjustment

Management and Operations

- Plan, design, and conduct follow-through strategies to implement the school attendance program
- Manage the student master scheduling process
- Coordinate all school attendance procedures and systems which assist students' daily attendance in order to improve their academic achievement
- Manage behavior referrals in and support teacher deployment of the system for accurate record keeping
- Assist in coordination of extended student support services, including tutoring
- Develop and coordinate collaborative partnerships with outside organizations that support student needs
- Attend and participate in staff and other school activities and meetings

- Supervise daily breakfast, lunch, arrival, and dismissal to ensure a positive and orderly school culture at these times
- Participate in instructional, student support and operational planning meetings with assigned centralized staff
- Fully participate in opportunities for professional growth including but not limited to: weekly professional development meetings, monthly planning days, pre-service professional development week, and professional development initiatives

CORE COMPETENCIES:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Engage students in problem solving, critical thinking and skill building activities
- Facilitate learning and promote self- directed learning for all students

CREATING AND MAINTAINING AN EFFECTIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

- Establish a climate a climate that promotes fairness and respect
- Establish and maintain standards for student behavior; planning and implementing classroom routines
- Use time effectively

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrate strong knowledge of guidance support and practices
- Well defined and organized system and protocols for supporting students
- Use materials, resources and technology to make subject matter accessible and build on student learning

BUILDING RELATIONSHIPS

- Excellent communication skills.
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective

- Be reliable
- Take initiative
- Demonstrate perseverance

QUALIFICATIONS:

Educational Background and Work Experience

- Minimum of 3-5 years leadership level- experience required
- Charter school experience is a plus
- Experience in the effective delivery of professional development required
- New York State leadership certification is required
- Master's degree from an accredited institution preferred

Skills and Characteristics

- Experience using data and data systems to make instructional decisions and ability to coach others in the use of data to ensure instructional delivery meets the needs of all learners
- Extraordinary interpersonal skills and desire to work as a team player with teachers and staff
- Ability to plan strategically and maintain a focus on results
- Ability to partner and create relationships with parents and community members
- Understanding of the need for and willingness to do "whatever it takes" to support student achievement in traditionally underserved communities
- Meticulous organizational ability in order to set priorities, organize workload, handle multiple responsibilities and meet deadlines

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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employment at the Academy Charter School is "at will." This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

ACKNOWLEDGEMENT:

My signature below indicates that I have read and understand the above job description and specifications.

_____	_____	_____
Employee's Name (please print)	Employee's Signature	Date

_____	_____	_____
Supervisor's Name (please print)	Supervisor's Signature	Date

High School Assistant Principal

Job Description

Title: Assistant Principal, High School

FLSA: Exempt

Department: Administrative

Work Location: Central Islip, NY

Report to: Principal

Revised Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community.

JOB SUMMARY:

The Academy Charter High School Assistant Principal provides administrative and curriculum support to the Principal to ensure that the Academy provides a safe, productive learning environment of the highest quality and is aligned with NYS Common Core Learning Standards and Individual Educational Program mandates. The Assistant Principal participates in implementing policies, programs, and curriculum activities in a manner that promotes the educational development of all students. The Assistant Principal also engages actively in guiding the professional development of teaching staff, and facilitates effective partnering and communication with student families, the Instructional Leadership Team, staff, parents, scholars, and outside instructional consultants. The Assistant Principal will take on the operations of the school in the Principal's absence when necessary.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following list of essential duties and responsibilities is intended to illustrate the various types of work that may be performed by the Assistant Principal. The omission of specific statements does not exclude them from the position if the work is similar, related or a logical assignment to the position.

- Planning and Implementing School Curriculum & Student Achievement: work with the Principal to ensure implementation of NYS Common Core curriculum across assigned content areas; aid teachers in implementing effective instructional practices; work with the Principal and instructional coaches in documenting, communicating, and implementing scope and sequence for each content area; review syllabi, lesson plans, in-class/school wide assessments during the summer and school year to ensure rigor, appropriateness, and alignment with the NYS Common Core State Standards; monitor student achievement using benchmark and interim assessments on an on-going basis; use student achievement data and student work to drive daily and long-term instructional decisions; work with School Counselor and Dean of School Culture to administer dropout prevention program
- Supervision, Evaluation, and Professional Development: supervise assigned personnel; conduct teacher evaluations utilizing the Charlotte Danielson framework according to the Academy's evaluation protocols, and make recommendations for appropriate employment actions; supervise extra-curricular activities; actively participate in the creation and implementation of an individual and School wide Professional Development Plan that inspires personal growth and informs teaching practices; demonstrate knowledge of teaching standards to promote use of effective and data-informed practices by all staff; plan and conduct teacher training programs relating to classroom procedures, instructional materials/equipment, and teaching aids; attend teacher meetings, support teachers, and facilitate positive staff culture; provide feedback and coaching to teachers on implementation of instruction to improve academic outcomes
- Family and School Community Engagement: use effective strategies to communicate with a variety of audiences; make presentations to staff, students, and families as requested by the Principal; develop strong relationships with families, students, and staff members and; conduct or provide opportunities for parent education programs; assist families with school-related problems; collaborate closely with parents and work closely with students who have behavior challenges
- Schoolwide Testing: oversee the administration of all testing programs (benchmark, interim, and NYS Regents assessments)
- Student orientation: Work with the administrative team by planning and conducting annual school orientation sessions including offsite trips, college visit and Outwards Bounds
- Student Attendance: Work closely with the guidance counselor in monitoring student attendance
- Perform other duties assigned by the School Principal

CORE COMPETENCIES:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Engage students in problem solving, critical thinking and skill building activities
- Facilitate learning and promote self- directed learning for all students

CREATING AND MAINTAINING AN EFFECTIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

- Establish a climate a climate that promotes fairness and respect
- Establish and maintain standards for student behavior; planning and implementing classroom routines
- Use time effectively

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrate strong knowledge of guidance support and practices
- Well defined and organized system and protocols for supporting students
- Use materials, resources and technology to make subject matter accessible and build on student learning

QUALIFICATIONS:

- 2-3 years teaching experience in a public high school or charter school setting, or similar background
- 2-3 years experience as a dean in a high school, or similar background
- Master's Degree from an accredited college or university, preferred
- Valid New York State teaching certification
- Valid New York State School Building Leadership Certification

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

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only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

ACKNOWLEDGEMENT:

My signature below indicates that I have read and understand the above job description and specifications.

_____	_____	_____
Employee's Name (please print)	Employee's Signature	Date

_____	_____	_____
Supervisor's Name (please print)	Supervisor's Signature	Date

DIRECTOR OF CAREER AND TECHNICAL EDUCATION (CTE)

Job Description

Title: Director of CTE

FLSA: Exempt

Department: Instructional

Work Location: Brentwood, NY

Report to: Chief Academic Officer

Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary and CTE curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

Under the direction and supervision of the Director of Secondary Education, the Director of CTE directs the Academy Charter School's high school career and technical education program which includes administering, monitoring and implementing the requirements for a high quality CTE program and all grant requirements. Provides leadership and support for the CTE teaching staff and collaborates with administrators, instructional staff, and community members in assuring that appropriate CTE curriculum and instructional practices are occurring in all classrooms and assists the principal in administration and supervising the instructional program. The Director meets with CTE teachers individually and in small groups, with local, regional and state-wide members of the public involved in CTE, and professional learning communities to support implementation of CTE program requirements.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following list of essential duties and responsibilities is intended to illustrate the various types of work that may be performed by the Assistant Principal. The omission of specific statements does not exclude them from the position if the work is similar, related or a logical assignment to the position.

Planning and Implementing School Curriculum & Student Achievement:

- Develops, implements, monitors and revises high quality curriculum and instruction aligned with the New York CTE Model Curriculum Standards including, but not limited to, helping to provide a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.
- Manages and guides the selection and inventory of textbooks, hardware, software, and other teaching materials for the CTE program.
- Collaborates with members of the Student Services team to deliver instructional programs aligned with the needs of exceptional populations including students with special needs and English Language Learners.
- Assists counselors in providing pupils with high quality career exploration and guidance.
- Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.

Supervision, Evaluation, and Professional Development

- Supervise CTE teachers through frequent observation and provide feedback and coaching to teachers on implementation of instruction to improve academic outcomes
- Conduct CTE teacher evaluations utilizing the Charlotte Danielson framework according to the Academy's evaluation protocols, and make recommendations for appropriate employment actions
- Actively participate in the creation and implementation of an individual and School wide Professional Development Plan that inspires personal growth and informs teaching practices with a focus of CTE
- Demonstrate knowledge of teaching standards to promote use of effective and data-informed practices by all staff;
- Attend teacher meetings, support teachers, and facilitate positive staff culture;
- Participates in or leads meetings, workshops and seminars with CTE employees, including those who new to the Academy.

Program Development and Evaluation

- Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary education institutions, documented through formal written agreements.
- Forms ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees.
- Reflects regional or local labor market demands and focuses on current or emerging high-skill, high- wage, or high-demand occupation.
- Works to create industry recognized credentials, certificates, and appropriate post-secondary education, or employment pathways.
- Assist in recruiting and retaining a skilled staff and provides professional development opportunities for those teachers and faculty.

- Assists with the application and expenditure reporting requirements of all career technical program grants, including Carl D. Perkins Career Technical Education grant.
- Assists with the annual state approval process for CTE programs.
- Reports data, as a program participation requirement to allow for an evaluation of the program.
- Create plans to meet the data reporting requirements outlined as part of the grant criteria including the following:
    - The number of pupils completing high schools.
    - The number of pupils completing CTE coursework.
    - The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.
    - The number of former pupils employed and the types of businesses in which they are employed.
    - The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship, or another form of job training.
- Promotes the CTE programs through outreach, marketing, and communications.
- Collaborates with others (e.g. teachers, counselors, administrators, students, parents, other District personnel, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.
- Maintains a variety of detailed records in a variety of written and electronic formats.

CORE COMPETENCIES:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Engage students in problem solving, critical thinking and skill building activities
- Facilitate learning and promote self- directed learning for all students

CREATING AND MAINTAINING AN EFFECTIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

- Establish a climate a climate that promotes fairness and respect
- Establish and maintain standards for student behavior; planning and implementing classroom routines
- Use time effectively

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrate strong knowledge of guidance support and practices
- Well defined and organized system and protocols for supporting students
- Use materials, resources and technology to make subject matter accessible and build on student learning

BUILDING RELATIONSHIPS

- Excellent communication skills.
- Challenge each other intellectually

- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

Minimum Qualifications (Knowledge, Skills and/or Abilities Required)

- Must possess a Master's Degree and be eligible for a New York State Professional License with endorsements in a Career & Technical Education area and administration and supervision.
- 3-5 years of successful teaching experience in the CTE field.
- Some experience in an instructional supervisory capacity preferred.
- Must possess a broad knowledge of state and federal CTE guidelines, curriculum analysis and development, and use of technological applications in the classroom.
- Must possess experience and skills in budget management, records management, and data interpretation.
- Must possess the ability to establish and maintain effective working relationships with students, parents, teachers, administrators and business/industry leaders.

Preferred candidates will:

- Be bilingual – Spanish or Haitian Creole
- Have teaching experience in a charter school

- Have professional experience in the trade field

Job Specifications:

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Chief Executive Officer

Job Description

Title: Chief Executive Officer	FLSA: Exempt
Department: Administration	Work Location: Uniondale, NY
Report to: Board of Trustees	Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Chief Executive Officer (CEO) works at the direction of the Board of Trustees and oversees the fiscal, educational, and operational areas of the Hempstead, Uniondale, Wyandanch, and Brentwood locations at The Academy Charter School. The CEO will hold the standard for quality and accountability across all aspects of the organization. They will widely and regularly champion and inspire people with the organization's vision, goals, plans, results, and success stories, and work with the Board and leadership team to develop a strategic vision, create an implementation plan to accomplish it, and adapt to internal and external changes as needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Responsible for the daily operation of the school and works collaboratively with the principal and business manager. The Executive Director will also be responsible for the supervision of the principal and the business manager.
- Ensures that the elements contained in the charter application are implemented according to schedule.
- Assists the principal in the supervision of non-instructional staff.

- Collaborates with the principal to provide research based information to the Board of Trustees, which will assist in providing direction for the school including policy development and implementation.
- Works closely with the Board of Trustees in designing, implementing and monitoring a five year strategic plan.
- Provides the Board of Trustees with oral and written reports at scheduled board meetings and when requested.
- Reviews all financial activities and ensures all internal control procedures and policies are monitored and implemented.
- Solicits financial resources including corporate donations and grants from private and governmental agencies. The focus would be on seeking resources for facility acquisition and improvement.
- Liaison between the school and the management company to ensure the delivery of services as per the management agreement.
- Liaison with the various home districts of enrolled students.
- Liaison on all media communications.
- Develops partnerships with various organizations including local universities, community agencies, elected officials and business and civic organizations to secure resources and programs to support students and their families.
- Ensures the school participates in community projects and civic activities.
- Supervises all school based activities and functions related to strengthening the relationship between the school and families. This includes outreach to the PTO and school sponsored activities that engage families and community members.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable

- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Bachelor's degree or equivalent experience required; Master's degree preferred
- At least 10 years of experience as a senior leader, experience in an educational environment preferred
- Executive presence to inspire confidence and passion both internally and externally combined with the persistence and zeal to lead The Academy Charter School's mission-driven organization toward ambitious goals
- Exceptional verbal and written communication skills with the ability to create and deliver compelling presentations to diverse groups of stakeholders
- Proven ability to lead an organization through a strategic planning and implementation process
- Demonstrated commitment to the potential of urban youth to succeed in rigorous educational settings
- Ability to drive collaborative decision-making processes

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Chief Legal & Compliance Officer

Job Description

Title: Chief Legal & Compliance Officer	FLSA: Exempt
Department: Shared Services	Work Location: Hempstead, NY & Uniondale NY
Report to: CEO	Date: 7/1/2020

Background summary:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Chief Legal & Compliance Officer is responsible for developing and executing human resource strategy in support of the overall business plan and strategic direction of the organization, specifically in the areas of succession planning, talent management, change management, organizational and performance management, training and development, and compensation. The Chief Legal & Compliance Officer manages and oversees all legal and compliance issues, including employment matters, intellectual property matters and litigation matters.

Essential Duties and Responsibilities:

Chief Legal & Compliance Officer

- Oversees and manages the provision of all legal services to The Academy to ensure maximum protection of its legal rights and to maintain its operations within the limits prescribed by law.
- Provides strategic guidance, consultation, and support to senior administrators and other members of upper management on a comprehensive range of legal issues involved in carrying out the mission of The Academy.
- Develops and leads the internal audit and corporate compliance programs

- Drafts, reviews, and approves policies and procedures, regulations, bylaws, and other legal documents.
- Reviews contracts, leases, and other legal documents; research legal issues and recommends revisions as necessary.
- Selects and retains outside counsel, as required, to obtain legal opinions or to handle claims and litigation.

Core Competencies:

Building relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Juris Doctorate from an accredited law school.
- A minimum of 10+ years of experience senior leadership experience management level either in the public or not-for-profit sector.
- Strong knowledge of employment law and HR practice.
- Experience managing multiple high-performing individuals or teams.
- Outstanding strategic, analytical and critical thinking skills.
- A track record of leading for equity and social justice.
- Excellent communication, able to influence and facilitate decision-making among multiple, diverse parties.
- Ability to present effectively and persuasively to diverse audiences.
- Demonstrated ability to be proactive and take initiative.
- Ability to learn quickly and to be effective in a fast-paced, complex, entrepreneurial environment.
- Demonstrated results building organizational culture.
- Demonstrated capability in adapting and innovating HR practices and solutions and right sizing them to the needs of the organization.
- Results-driven, agile, change agent with the commitment and confidence to assume a leadership role in an evolving complex environment.
- Unquestionable personal integrity, fairness and credibility necessary to gain the trust and commitment of individuals at all levels of the organization.
- Demonstrated success at cultivating strong relationships with internal and external stakeholders and creating partnerships at all levels within the organization to achieve results.
- Empathetic and engaging individual, who listens well, is responsive, solutions focused and results oriented.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools, or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Human Capital Director

Job Description

Title: Director of Global Talent, Evaluations & Training	FLSA: Exempt
Department: Administration	Work Location: Brentwood, NY
Report to: Chief Operations Officer	Revised Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Human Capital Director will guide and lead Human Resources practices and objectives that provide an employee-oriented, high performance culture. This person will provide leadership, management and direction in overall provisions of Human Capital Strategy and Human Resource services, policies, and programs. They will partner with Leadership to resolve employee relations issues as well as provide guidance and counseling to employees at all levels. This person will maintain knowledge of industry trends and employment legislation, and ensure compliance with federal, state, and local law and regulation. They will also interact with students as a coach and advocate, participating in building a positive educational environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Demonstrates knowledge of and supports The Academy Charter School's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

- Responsible for operational and strategic functions provided by Human Resources including staffing, workforce planning, talent management, compensation, employee relations, professional development, and organizational change.
- Act as a strategic partner and contribute to the development of and the accomplishment of the organization-wide business plan and objectives.
- Serve employees, teachers and school administrators, by handling day to day questions and helping resolve work related problems.
- Communicates company policies and procedures and promotes understanding within the organization and across the school operations.
- Provides advice and counsel on HR issues, develops policies and procedures, and articulates HR needs and plans to the executive management team.
- Analyzes employee relation issues; investigates employee complaints, follows appropriate procedures and documents employee relations matters and investigations.
- Act as the first point of contact for employees regarding benefits
- Responsible for the effective identification, development, coordination and presentation of training and development programs for the agency.
- Responsible for input and implementation of leadership development, staffing, diversity, and the performance management and review processes.
- Foster effective methods of goal setting and communication in order to maintain the organizational culture and climate.
- Provides guidance and recommendations as it pertains to staffing restructures/ status changes as well as personnel practices, policy and employment law.
- Ensures compliance with state/federal HR related regulations
- Support the training of staff and management on compliance issues (sexual harassment, wage and hour, etc.)
- Coordinate professional development and training for all special education and ESL staff.
- Prepare written and oral reports as requested including monthly Board reports.
- Maintain and execute on-boarding and exit processes with members of the Human Capital team to create a values-aligned experience for staff
- Execute & improve the performance management process
- Drive diversity, equity and inclusion efforts across our hiring and day-to-day practices
- Carries out other professionally related activities as required and directed

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.
- Ability to deal and manage highly sensitive information.

Qualifications:

- Advanced Degree in Human Resources or related field.
- Strong knowledge of employment law and HR practice.
- Minimum of 10+ years of broad HR knowledge and experience.
- Excellent written and oral communication skills.
- Ability to interact successfully with all levels of school personnel, students and parents.

Working Conditions and Physical Requirements:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Job Specifications:

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

LEGACY POSITION – Currently Vacant and Omitted from Budget. May be reinstated as needed.

Athletics Director

Job Description

Title: Athletic Director

FLSA: Exempt

Department: Athletics

Work Location: Hempstead, NY

Report to: Chief Academic Officer

Revised Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Athletic Director will provide leadership, collaboration, and coordination in the area of the athletic program at The Academy Charter School. This person will direct athletic activities, supervise the coordination of athletic events and manage athletic department budgets. The Athletic Director will also ensure that the education of the student athletes is in alignment with the mission of The Academy Charter School.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinates the athletic program in collaboration with principals and coaches to ascertain programmatic needs on an annual basis, as well as prior to each season to insure consistency of program.
- Initiates the recruitment and selection of coaches and makes employment recommendations to the building principal.
- Supervises and evaluates all coaches at the high school level.

- Schedules all high school athletic contests, issues contracts for the contest, and maintains the proper and necessary records.
- Ensures officials are scheduled and contracts are issues for all high school contests. Maintains an active file of officials under contract and pays officials following the contact.
- Arranges transportation for all away sporting events.
- Supervises the preparation and verifies all athletic eligibility lists.
- Supervises sporting events and acts as the host to officials and visiting schools.
- Oversees the supervision of employees and volunteers who work the athletic sporting events.
- Arranges for personnel to supervise events as needed.
- Supervises athletic funds, prepares and administers a detailed operating budget for the athletic program and submits it to the building principal. Orders all equipment and maintains a current inventory of all athletic equipment.
- Advises and ensures all coaches conform with Board, OHSAA, league policies and regulations and with state and federal laws. Attends league and district meetings. Ensures all coaches have successfully competed required inservice programs.
- Supervises and is responsible of preparation for home contests.
- Provides leadership for and serves as liaison to high school athletic booster groups and coordinates, with the coaches, the support group for specific athletic programs.
- Other duties as assigned

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- Masters Degree or higher.
- Minimum of five years of teaching/coaching experience. Administrative experience preferred.
- Valid NYS Certificate as an Administrator
- Ability to develop, organize and implement programs.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Working Conditions

An athletic director works in a school office performing various administrative tasks, as well as away from the office attending fund-raising events and sports practices and games. This position may also require travel to away games.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

This job description does not constitute a contract of employment or promise nor does it create an implied duty or contractual obligation. It is simply an overview of the job responsibilities to be performed. All employment at the Academy Charter School is “at will.” This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

LEGACY POSITION – Currently Vacant and Omitted from Budget. May be reinstated as needed.

COVID Response Coordinator

Job Description

Title: COVID Response Coordinator	FLSA: Exempt
Department: Human Resources	Work Location: All Academy Locations
Report to: Chief Legal & Compliance Officer	Revised Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The COVID Coordinator will be responsible for overseeing the response to a COVID positive case, including contact tracing and dissemination of notification as specified by NYS Department of Health. They will also assess the need for and contribute towards the design and implementation of COVID-19-related staff and student health protocols and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Contribute to the development and implementation of a COVID-19 preparedness and response strategy.
- Ensure clear internal coordination within project teams.
- Collaborates with other agencies (e.g. Dept. of Health, community professionals, first responders etc.) for the purpose of communicating and/or receiving information regarding situations that may affect safety within the school environment.

- Collaborate with a variety of internal and external stakeholders for the purpose of conveying and/or receiving information, problem solving, and generating recommendations to improve safety for staff, student, and other stakeholders.
- Participate in the development of intervention and new proposals related to COVID-19
- Supports the operational activities in relation to the purchasing of COVID-19-related supplies, etc. Assists in ensuring that quality items are procured, transported, stored, etc.
- Assists in the planning and implementation of COVID-19 safety procedures including the distribution of pandemic supplies.
- Responds to student, employee, and authorized visitor questions regarding COVID-19 requirements within their designated buildings and work areas.
- Serves as a resource to the Chief Legal & People Officer to address evolving concerns related to COVID-19 and safety precautions.
- Ensure that all personnel know and follow established safe work procedures in accordance with safety protocols.
- Conduct virtual or in-person COVID-19 safety assessments.
- Provide updates on cases for the Academy.
- Support all administrative work related to health and safety issues for the Academy, including accidents, student illness, and immunization, as well as all administrative work specifically related to COVID-19.
- Responds to emergency situations for the purpose of addressing immediate safety concerns and investigates and responds to all safety concerns/issues.
- Provide periodic reports to the Superintendent and the School Board on matters pertaining to COVID-19 incidents.
- Collaborate with a variety of internal and external stakeholders for the purpose of conveying and/or receiving information, problem solving, and generating recommendations to improve safety for staff, student, and other stakeholders.
- Inform personnel regarding a variety of procedures and program requirements and best practices around safety and security.
- Perform other duties as assigned.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely

- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

QUALIFICATIONS:

- BA degree required, preferably in public health, business administration, or other related field.
- Spanish bilingual, biliterate, and bicultural preferred.
- Strong communication and interpersonal skills

Working Conditions and Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions. Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are normally performed in a school/classroom environment. Duties may be occasionally performed on field trips away from school. The noise level in the work environment is usually moderate.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Accounts Payable/Payroll Associate
Job Description

Title: Accounts Payable/Payroll Associate	FLSA: Exempt
Department: Operations	Work Location: Uniondale, NY
Report to: Chief Operations Officer	Date: March 2025

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectation will promote the excellence known so the community's children can achieve.

Position Overview
The Accounts Payable/Payroll Associate is responsible for the entry, analysis, and maintenance of the general ledger with particular focus on accounts payable and the implementation of sound internal and compliance controls. S/he will also pay employees by calculating gross pay and deductions and issuing checks. S/He will work closely with and report directly to the Assistant Chief Financial Officer.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Manages all aspects of accounts payable (A/P) including review of supporting documentation (e.g., vendor invoices, employee expense reports, company credit card statements, wire requests); processing of both payable checks and outgoing wires; recording and accuracy of A/P transactions; managing historic records; and serving as the primary contact for A/P inquiries.
- Input payable items to accounting systems, utilizing all the system's features, to enable push-button production of extremely accurate A/P reports, useful for check run processes, cash flow projections and A/P reporting.
- Enter payroll data efficiently and timely as required to ensure a smooth payroll processing. Assist with the administration of the timekeeping and PTO system, and update it as required to reflect the frequently changing timekeeping/PTO processes and policies of a rapidly growing organization.

- Constantly review incoming information (new hires, terminations, deduction changes, etc.) for payroll day impact, and ensure that standing data is correct, up-to-date, and accurately reflects the organizational structure.
- Assists in assuring accounting procedures and internal control procedures are followed.
- File payable items on file network, using an indexing system which is organized, and understandable by others for quick and easy future retrieval.
- Contribute to our positive team vibe, effective communication, productivity, and responsiveness to our many partners inside and outside the Organization.
- Performs other duties as requested.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.
- Ability to deal and manage highly sensitive information.

Qualifications:

- 2-5 years' experience, preferably in a school business office

- Experience processing A/P in a company with at least 80 vendors, three divisions with separate bank accounts.
- Payroll experience in a company with at least 3 divisions.
- Experience with MIP accounting software

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools, or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

THE CHIEF ACADEMIC OFFICER

JOB DESCRIPTION

Title: The Chief Academic Officer
Department: Administration
Report to: Chief Executive Officer

FLSA: Exempt
Work Location: Uniondale, NY
Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Chief Academic Officer (CAO) sets the strategic vision and direction for the instructional framework and pedagogical approach of the organization's academic programs. The CAO is the leader, spokesperson, and resident expert on curriculum, instruction, pedagogy, and learning. This role develops the short and long-term instructional vision for organization and works to establish a culture of high expectation and shared responsibility for equitable access to high quality and culturally relevant instruction. The CAO oversees a senior leadership team focused on the support, supervision of principals and the development of school level systems for instruction and student support. The CAO is responsible for the strategic evaluation of the organizations data, culture, and curriculum and strategy for the improvement and implementation of curriculum and ongoing professional development aligned with the organization's target outcomes. The CAO is responsible for ensuring that our campuses operate from a consistent set of design principles focused on scholar development and achievement. The CAO ensures that the organization's professional development is targeted to increase teacher and leader effectiveness, and that our campuses across the organization are on track to achieve the organization missions to create world

class competitive scholars. The CAO works to create a strong partnership with charter authorizers to ensure alignment of state resources with the organization's needs, to implement an instructional plan for the organization that ensures effective teaching in every classroom, and to create conditions that ensure systemic improvement of practice over time in every classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Ensures that the academic program is designed and implemented with excellence across all campuses, such that all campuses meet or exceed academic performance goals and operate from consistent playbooks and design principles.
- Develops and lead professional development work for teachers and instructional leaders at all campuses.
- Builds a unified culture across all campuses reinforcing the organization's mission and vision.
- Partners with the Chief Development Officer and other leaders to support operational and compliance needs for all campuses and to develop organizational initiatives.

Instructional Leadership

- Develops and implements a compelling vision for the organization's instructional and curriculum services and set a compelling vision and goals for the Chief Academic Office to ensure rigorous and standards-aligned instruction and instructional supports in every classroom, for every student.
- Directs academic service areas (i.e., instructional improvement, curriculum and instruction, professional development, exceptional children services, gifted services, English as Second Language, etc.) and student support services.
- Responsible for assisting with long-range strategic planning, developing system-wide budgets, plans, policies, and activities.
- Delivers written and oral presentations on academic accountability to various stakeholders (i.e., Board of Trustees, principals, teachers, parents, and community groups).
- Apply research and best practices to inform theories of pedagogy and ensure consistent delivery of high-quality instruction aligned with key standards (i.e., classroom-to-classroom, grade-by-grade, school-by-school).
- Serves as the key spokesperson to the community regarding all educational issues (i.e., attend regular Board, staff meeting, and other related meetings).

Instructional Management and Coordinated Services

- Collaborates with Deputy and Assistant Chief Academic Officers in all academic areas to evaluate existing curriculum programs based on observation and test results.
- Works collaboratively with school leadership to ensure support of all teachers and the effective delivery of instructional programs and services.
- Supports school leadership to oversee hiring of teachers and instructional staff
- Collaborates with other school systems, community agencies, local universities, and research laboratories to promote shared learning.

Management and Development of Principals and Instructional Leaders:

- Provides frequent, informal feedback to school leaders and conduct a mid-year and annual formal evaluations.
- Recruits for and participate in school leader and instructional interview process.
- Supports, develops, and executes school leader professional development across campuses.
- Builds personal and professional network to cultivate future instructional and leadership talent for the organization.

Continuous Improvement for School Support

- Establishes direction for school improvement efforts by monitoring the progress of school performance, student achievement objectives and academic excellence indicators to align strategies for school improvement.
- Creates the conditions that enable all educators to provide rigorous, authentic, and personalized experiences for all students, particularly historically underserved populations.
- Develops, organizes, and implements models of technical assistance for schools with low student achievement; and continuous improvement for schools with average-to-high student achievement.
- Collaborates with schools to develop instructional programs and to implement reform models designed to improve achievement of all students; develop a two-way feedback loop from school leaders to the Chief Academic Office.
- Creates opportunities for teachers to reflect on their practice while engaging in the systemic improvement of practice over time in every classroom.
- Strategically manages and allocates resources (including money, people, time, etc.) aligned to students' needs.

Equity Leadership and Student Success

- Cultivates a commitment among all school staff to enable all students to achieve high standards.
- Confronts preconceptions and model open dialogue around race, culture, class, and other issues of difference.
- Operates with a lens of cultural proficiency, sensitivity, and equity to ensure students' needs are met.
- Assesses the distribution of academic supports with a clear racial equity lens, ensuring allocations provide the best resources to meet the needs of all Academy students, families, and schools equitably and effectively.

Talent Management and Professional Learning

- Builds and lead a highly effective, innovative academic department that is assessed on the ability to continually improve instructional practices.
- Supports staff to develop, implement, and evaluate project plans and strategy to achieve goals and objectives.
- Builds the capacity of teachers and leaders to implement inclusive practices for students with

special needs.
- Ensures that initiatives for school leaders and directors are coordinated and integrate both academic content and instructional strategies.

Key Competencies

Vision and Courage to Ensure All Students Achieve

- Demonstrates belief and holds self and others accountable for reaching high academic achievement of all students.
- Secures buy-in for a clear and compelling vision.
- Comfortable addressing matters of equity, race, and bias in decision-making

Teaching and Learning Knowledge and Expertise

- Demonstrates ability to develop and deliver programming that drives improved academic performance for all students.
- Understands and implement promising, innovative and effective instructional practices, and models.
- Demonstrates knowledge of federal and state regulations and compliance related to students with special needs.
- An expert in the field of teaching and learning, can work independently to lead the academic vision for the organization.
- A proven record of effectively planning, organizing, and using resources and systems to provide high-quality professional learning and leadership development on teaching and learning.

Influence and Leadership

- Demonstrate leadership presence that gains the confidence of others.
- Comfortable pushing a group's thinking and challenging ideas to enable better decisions.
- Skillfully navigate political structures, relationships, and dynamics to improve results for students.
- Actively listen to others, understands nuance, and effectively interprets motivations/perceptions. Able to integrate feedback from others to achieve better results.
- Communicates effectively, tailoring message for the audience, context, and mode of communication.
- Build positive relationships and coalitions. Maintain visibility and work collaboratively with diverse stakeholders at all levels (i.e., staff, students, families, communities, authorizers, etc.)

Strategic Planning and Effective Execution

- Proactively offer innovative solutions to seemingly intractable problems.
- Demonstrate critical thinking skills and the ability to analyze data, identify trends, and diagnose

root causes.
- Exhibit a strong focus on goals and results. Sets clear metrics for success.
- Demonstrates excellent project management skills, including close attention to detail, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines.
- Continuously monitors progress and demonstrate persistence to overcome obstacles to achieve goals.

Effective Change Management

- Ability to develop and execute approaches to preparing and supporting individuals, teams and organization in making systemic improvements district wide.
- Ability to use methods that redirect or redefine the use of resources, processes, budget allocation, or other modes of operation that significantly shift/change an organization.
- Create environments that encourages systemic improvement of practice over time.
- Use structured approach to ensure changes are implemented successfully to support sustainable change at scale.

Team Leadership and Management

- Builds and lead effective teams to achieve ambitious goals.
- Assesses team and individuals' skills, identifies development needs, and provides feedback and supports to improve practice, build capacity, and maximize talent.
- Promotes professional learning and utilize effective adult learning techniques.
- Leads team to collaborate with other departments, teams, and stakeholders.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized

- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- A clear track record of improving academic outcomes for students and eliminating disparities in achievement, opportunities, and services for students.
- Ten years of supervisory/administrative/management experience in school administration, including knowledge of academic and accountability testing, preferably in an urban school.
- Knowledge of best practices, and current on national trends and research for the instruction of diverse learners.

Qualifications

- Doctoral degree in Education in an area related to academic accountability services preferred.
- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.
- Exceptional communication skills with an ability to motivate staff, parents, community leaders, andother school stakeholders.
- Knowledge of local, state, and federal laws applying to public charter schools.
- Utmost personal integrity that balances a strong commitment to transparency with necessary confidentiality in sensitive matters.
- An unwavering dedication to establishing and maintaining positive, respectful relationships withstudents, staff, parents, and community members.

PHYSICAL DEMANDS:

WHILE PERFORMING THE DUTIES OF THIS POSITION, THE EMPLOYEE IS FREQUENTLY REQUIRED TO SIT, STAND, COMMUNICATE, REACH AND MANIPULATE OBJECTS, TOOLS OR CONTROLS. THE POSITION REQUIRES MOBILITY. MINIMUM PHYSICAL EXERTION. DUTIES INVOLVE MOVING MATERIALS WEIGHING UP TO 5 POUNDS ON A REGULARBASIS AND MAY INFREQUENTLY REQUIRE MOVING MATERIALS WEIGHING UP TO 25 POUNDS. MANUAL DEXTERITYAND COORDINATION ARE REQUIRED LESS THAN 50% OF THE WORK PERIOD WHILE OPERATING EQUIPMENT SUCH AS COMPUTER KEYBOARD, CALCULATOR, AND STANDARD OFFICE EQUIPMENT.

WORKING CONDITIONS:

USUAL OFFICE WORKING CONDITIONS. THE NOISE LEVEL IN THE WORK AREA IS TYPICAL OF MOST OFFICEENVIRONMENTS.

JOB SPECIFICATIONS:

THE GENERAL NATURE AND LEVEL OF WORK BEING PERFORMED ARE CONTAINED IN THIS JOB DESCRIPTION. THIS JOB DESCRIPTION SHOULD NOT BE CONSTRUED AS AN EXHAUSTIVE LIST OF ALL RESPONSIBILITIES, DUTIES AND SKILLSREQUIRED FOR THE POSITION. THIS JOB DESCRIPTION DOES NOT STATE OR IMPLY THAT THE DUTIES DESCRIBED HEREIN ARE THE ONLY DUTIES TO BE PERFORMED BY THE INCUMBENT. EMPLOYEES ARE REQUIRED TO FOLLOW ANY OTHER JOB-RELATED INSTRUCTIONS AND TO PERFORM OTHER JOB-RELATED DUTIES REQUESTED BY THEIR SUPERVISOR.

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Deputy Chief Academic Officer

Job Description

Title: Deputy Chief Academic Officer (Low Elem)	FLSA: Exempt
Department: Administration	Work Location: Brentwood, NY
Report to: Chief Academuc Officer	Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Deputy Chief Academic Officer will work closely with The Chief Academic Officer to provide academic vision and leadership to Teachers, Academic Coaches and Principals. They will assist in the oversight of instructional and academic programs for The Academy and are accountable for student success and achievement within The Academy Charter School Network.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Lead special projects to address high priority network needs
- Programming, math remediation & intervention strategy, school scheduling, and student supports.
- Develop trainings for school leaders and teaching staff to ensure the effective implementation of the program model and their professional efficacy.

- Ensure program model is effective at the school level by creating systems to monitor program success, solicit school leader feedback, and project-manage innovation pilots.
- Facilitate school leader professional development, team meetings, and other trainings with network leaders.
- Collaborate with the Chief Academic Officer (CAO) and other academic team members on an ongoing basis to improve Mastery's systems and model.

Curriculum & Instruction

- Demonstrate a relentless drive to improve the minds and lives of students in and out of school.
- Research, design, and/or supplement the academic curriculum for all subjects and grades based on successful models and approaches.
- Align the academic curriculum with state standards and other scientifically based benchmarks.
- Document and communicate scope and sequence for each grade level.
- Monitor grade-level progress against scope and sequence benchmarks.
- Participate in the design and implementation of systems to assess student achievement.
- Generate and manage standardized test and internal assessment schedules, logistics, and reporting.
- Evaluate, approve, and purchase curricular materials such as textbooks.
- Train and orient staff members to the curriculum, standards and benchmarks for performance.
- Ensure access to and participation in high-quality internal and external professional development for staff.
- Help teachers to develop instructional strategies and intervention programs that elevate achievement among struggling students.
- Collaborate with the Chief Academic Officer to maximize the ability of schools to support students' academic and socio-emotional development.
- Collaborate with the Chief Academic Officer to ensure that best practices are shared across the organization.

Professional Development

- Accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Using data and daily observations, partner with the Chief Academic Officer to constantly evaluate and improve instruction, teacher training, curriculum implementation, assessments, and other aspects of schools' academic programs and culture.
- Design and run high-quality professional development sessions.
- Write thorough, thoughtful, actionable annual growth plans.
- Work with each team member to set clear, measurable, outcome-oriented academic goals for the year and plan professional development opportunities around those academic goals
- Partner with Chief Academic Officer to build a positive culture with staff, students, and families.
- Support the Chief Academic Officer to plan and implement summer and school-year training and professional development for teachers.

Organizational Wide Scheduling and Reporting

- Plan the instructional schedule and curriculum in partnership with the Chief Academic Officer and network support team based on school-specific data and results.
- Analyze school-wide data regularly with the Chief Academic Officer and champion effective instructional data practices and assessments.
- Manage the interim assessment process to ensure that teachers are using data to drive instruction and run high-impact interim assessment data debriefs.
- Ensure assessments, reports, and other data needs are managed and implemented by instructional leaders and school-based operations staff.
- Review homework completion rates by class and by student and intervene as necessary with teachers and parents.
- Ensure that systematic interventions occur whenever students are struggling.
- Monitor quality and effectiveness of interventions to ensure they are rigorous, disciplined, and high impact.
- Ensure assessments, reports, and other data needs are managed and implemented by instructional leaders and school-based operations staff;
- Research and identify best practices from own network and other organizations and help disseminate those practices effectively to others.
- Monitor the quality of college placements and competition rates.
- Performs other related duties as required and assigned.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills and Abilitites

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Experience as an instructional leader
- A Bachelor's degree is required, and a graduate degree in education, public policy, or related field is strongly preferred.

- Excellent written and oral communication skills.
- Ability to interact successfully with all levels of school personnel, students and parents.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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employment at the Academy Charter School is "at will." This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Deputy of Chief Academic Officer

Job Description

Title: Deputy of Chief Academic Officer (Upper Elem)	FLSA: Exempt
Department: Administration	Work Location: All Academy Locations
Report to: Chief Academic Officer	Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Deputy Chief Academic Officer will work closely with The Chief Academic Officer to provide academic vision and leadership to Teachers, Academic Coaches and Principals. They will assist in the oversight of instructional and academic programs for The Academy and are accountable for student success and achievement within The Academy Charter School Network.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Curriculum & Instruction

- Demonstrate a relentless drive to improve the minds and lives of students in and out of school.
- Research, design, and/or supplement the academic curriculum for all subjects and grades based on successful models and approaches.

- Align the academic curriculum with state standards and other scientifically based benchmarks.
- Document and communicate scope and sequence for each grade level.
- Monitor grade-level progress against scope and sequence benchmarks.
- Participate in the design and implementation of systems to assess student achievement.
- Generate and manage standardized test and internal assessment schedules, logistics, and reporting.
- Evaluate, approve, and purchase curricular materials such as textbooks.
- Train and orient staff members to the curriculum, standards and benchmarks for performance.
- Ensure access to and participation in high-quality internal and external professional development for staff.
- Help teachers to develop instructional strategies and intervention programs that elevate achievement among struggling students.
- Collaborate with the Chief Academic Officer to maximize the ability of schools to support students' academic and socio-emotional development.
- Collaborate with the Chief Academic Officer to ensure that best practices are shared across the organization.

Professional Development

- Accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Using data and daily observations, partner with the Chief Academic Officer to constantly evaluate and improve instruction, teacher training, curriculum implementation, assessments, and other aspects of schools' academic programs and culture.
- Design and run high-quality professional development sessions.
- Write thorough, thoughtful, actionable annual growth plans.
- Work with each team member to set clear, measurable, outcome-oriented academic goals for the year and plan professional development opportunities around those academic goals
- Partner with Chief Academic Officer to build a positive culture with staff, students, and families.
- Support the Chief Academic Officer to plan and implement summer and school-year training and professional development for teachers.

Organizational Wide Scheduling and Reporting

- Plan the instructional schedule and curriculum in partnership with the Chief Academic Officer and network support team based on school-specific data and results.
- Analyze school-wide data regularly with the Chief Academic Officer and champion effective instructional data practices and assessments.
- Manage the interim assessment process to ensure that teachers are using data to drive instruction and run high-impact interim assessment data debriefs.
- Ensure assessments, reports, and other data needs are managed and implemented by instructional leaders and school-based operations staff.

- Review homework completion rates by class and by student and intervene as necessary with teachers and parents.
- Ensure that systematic interventions occur whenever students are struggling.
- Monitor quality and effectiveness of interventions to ensure they are rigorous, disciplined, and high impact.
- Ensure assessments, reports, and other data needs are managed and implemented by instructional leaders and school-based operations staff;
- Research and identify best practices from own network and other organizations and help disseminate those practices effectively to others.
- Monitor the quality of college placements and competition rates.
- Performs other related duties as required and assigned.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Experience as an instructional leader
- A Bachelor's degree is required, and a graduate degree in education, public policy, or related field is strongly preferred.

- Excellent written and oral communication skills.
- Ability to interact successfully with all levels of school personnel, students and parents.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Director of Academic and Intervention Services

Job Description

Title: Director of Student Intervention Services	FLSA: Exempt
Department: Instructional	Work Location: Multiple Locations
Report to: Chief Academic Officer	Revised Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Director of Academic and Intervention Services will strategize, analyze, and work alongside the curriculum team and schools team to implement and guide new strategies and interventions to improve scholar performance. They will ensure scholars don't fall through the cracks; ensure scholar supports are in place and are being monitored; track scholar success based on intervention programs; and create and monitor high-leverage interventions to support at-risk scholars.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Design and develop programs to address learning loss for our students from K-12 and drive student achievement by supporting schools to actualize the vision and program(s) for learning loss
- Use data—both quantitative and qualitative—to drive development of individuals executing the designed program

- Develop and promote strategies for engaging in practices that affirm inspiring possibilities for diverse students, with an emphasis on racially, culturally, and linguistically diverse students
- Maintain high expectations as well as a high level of support to meet those expectations
- Drive leader development through data reviews, check-ins, and visits that focus on development via instructional walkthroughs, co-observations, and coaching
- Foster and facilitate positive relationships with key stakeholders to advance efforts that support achievement of all students
- Strategically communicate to influence critical collaborators to achieve established goals and coach others to proactively and effectively communicate

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- A Master's degree in Education Leadership or Masters Degree in Education from an accredited university.
- New York State Certification
- A minimum of 10 years of experience in public education, part of which must have been teaching/and or supervising
- Knowledge of standards-based instruction and pedagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.

- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Director of Counseling and Student Support Services

Title: Director of Counseling and Student Support Services	FLSA: Exempt
Department: Instructional	Work Location: Multiple Locations
Report to: Chief Academic Officer	Revised Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Academy Charter Director of Counseling and Student Support Services Counselor will provide a comprehensive college counselling program for students in grades nine through twelve and specifically provide services to meet the needs of assigned students. The college counselor will consult with students, staff, parents, colleges/universities and community-based organizations in providing high quality services to students. The college counselor will uphold the school's mission of providing world class competitive education to all students. The director is an advocate for students and shall demonstrate a commitment to continuous improvement and high student achievement for all. The Director shall facilitate a diversity of programming and student services and support collaborative decision-making and school-based planning.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Arranges college visits and trips to local college fairs
- Generates a school-wide college preparation and awareness plan
- Builds and maintains relationships with college admissions professionals
- Coordinates college event planning and implementation

- Guides scholars and their parents/families through the college admissions and application process (including financial aid application process)
- Invites college admissions professionals/officers to come to the school and meet with students and families
- Meets individually with scholars and parents to explore and identify appropriate college options
- Shares financial aid and scholarship information on a timely basis with scholars and families
- Collaborates with school counselors regarding scholar academic progress and interests
- Monitors individual scholar progress through the college application process
- Ensures that school credentials (i.e., transcripts and recommendation letters) get sent to colleges as necessary
- Prepares and sends mailings and packages as necessary
- Maintains a strong working knowledge of colleges and universities, which includes making regular visits to colleges and staying current on changes in higher education
- Coaches students on appropriate interviewing techniques, self-assessment tools, and application essay writing techniques
- Assists with other related duties as assigned by the High School Principal
- Prepares written and oral reports as requested including monthly Board reports.
- Performs any other tasks as assigned.

Student Support:

- K-12 College Focus – Process begin in K and articulated in various grades – ensure guidance staff create academic plan and support services for struggling students. This includes daily academic counseling, review of academic records and parental outreach.
- Coordinates the College Placement process for all graduating seniors.
- Supervision of Guidance Staff – Guidance counselors and Social Worker(s) – approval of schedule, assign tasks.
- Responsible for coordinating of professional development for all guidance staff include BOCES workshops and PD Wednesdays.
- Students Attendance – ensure that guidance staff is reaching out to families to avoid potential chronic absenteeism.
- Provides mandated counseling for students with IEPs, and non-mandated counseling as referred by school personnel. This include support for students centered around the Corwin *Resiliency* curriculum.
- Provides written reports for monthly Board of Trustees meeting.
- Collaborates with the ESL, Special Education and Academic intervention team to ensure the delivery of services - mandated and non-mandated for special populations.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully

- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- A Master's degree in Education Leadership or Masters Degree in Special Education from an accredited university.
- A minimum of 10 years of experience in public education, part of which must have been teaching/and or supervising in the field of Special Education. Extensive knowledge of federal and state special education laws, legal standards and regulations.
- Knowledge of standards-based instruction and predagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Physical Demands:

The physical requirements indicated below are examples of the physical aspects that a person holding this position must perform in carrying out essential job functions. Reasonable accommodation may be made to enable a person with a disability to perform the essential job duties.

- Sufficient vision to read printed material, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 20 feet.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 25 pounds of force to lift, carry, push, pull, or otherwise move objects.
- This type of work requires occasional or frequent standing, walking, sitting, bending, and reaching for extended periods of time.

- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate mechanical equipment, and move about the work area.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Director of Student Support Services

Title: Director of Student Support Services	FLSA: Exempt
Department: Instructional	Work Location: Multiple Locations
Report to: Chief Academic Officer	Revised Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Director of Student Services (6–12) provides leadership to coordinate and supervise the effective delivery of special education, ESL, and academic intervention to students. The director is an advocate for students and shall demonstrate a commitment to continuous improvement and high student achievement for all. The Director shall facilitate a diversity of programming and student services and support collaborative decision-making and school-based planning.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Act as a the school liaison (6-12) with the various school districts regarding issues of concern related to Special Education and Student Services.
- Coordinate the referral and evaluation process for Students with Disabilities.
- Coordinate the placement of English Language Learners including the home language survey.
- Monitor student progress using data including NYSITELL, NYSELAT and Las Links.
- Oversee the special education and ESL services in grades 6-12.

- Oversee the academic intervention services provided to students in grades 6-12 and recommends appropriate interventions for students in need of support services. Serve on the RTI committee for Tier II and Tier III interventions.
- Ensure compliance with of state and federal regulations related to special education policies and procedures.
- Supervise in conjunction with building principals, the following staff: special education teachers and ESL teachers, and academic intervention teachers.
- Serve as the McKinney Vento coordinator.
- Respond to parental concerns and work closely with staff in ensuring issues are resolved in a timely manner.
- Participate in the recruitment, screening, assignment, evaluation, and training of special education, and ESL teachers.
- Coordinate professional development and training for all special education and ESL staff.
- Prepare written and oral reports as requested including monthly Board reports.
- Perform any other tasks as assigned.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- A Master's degree in Education Leadership or Masters Degree in Special Education from an accredited university.
- New York State Certification in Special Education.

- A minimum of 10 years of experience in public education, part of which must have been teaching/and or supervising in the field of Special Education. Extensive knowledge of federal and state special education laws, legal standards and regulations.
- Knowledge of standards-based instruction and pedagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Physical Demands:

The physical requirements indicated below are examples of the physical aspects that a person holding this position must perform in carrying out essential job functions. Reasonable accommodation may be made to enable a person with a disability to perform the essential job duties.

- Sufficient vision to read printed material, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 20 feet.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 25 pounds of force to lift, carry, push, pull, or otherwise move objects.
- This type of work requires occasional or frequent standing, walking, sitting, bending, and reaching for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate mechanical equipment, and move about the work area.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Director of Special Education Support Services

Position Overview:

The Director of Student Services (K–12) provides leadership to coordinate and supervise the effective delivery of special education services to students in Academy Charter School and Academy Charter School Uniondale.

The director is an advocate for students and shall demonstrate a commitment to continuous improvement and high student achievement for all. The Director shall facilitate a diversity of programming and student services and support collaborative decision-making and school-based planning.

Essential Responsibilities:

- Act as a the school liaison (K-12) with the various school districts regarding issues of concern related to Special Education and Student Services.
- Coordinate the referral and evaluation process for Students with Disabilities.
- Monitor student progress using data the STAR, and New York State assessments.
- Oversee the special education services in grades K-12 including the supervision of external service providers.
- Oversee the academic intervention services provided to students in grades K-12 and recommends appropriate interventions for students in need of support services with the RTI Plan. Serve on the RTI committee for Tier II and Tier III interventions.
- Ensure compliance of state and federal regulations related to special education policies and procedures.
- In conjunction with building principals in supervising the special education teachers.
- Serve as the McKinney Vento coordinator.
- Respond to parental concerns and work closely with staff in ensuring issues are resolved in a timely manner.
- Participate in the recruitment, screening, assignment, evaluation, and training of special education teachers.
- Coordinate professional development and training for all special education staff.
- Prepare written and oral reports as requested including monthly Board reports.
- Perform any other tasks as assigned.
- Serve as Section 504 coordinator

Qualifications:

- A Masters' degree in Education Leadership or Masters' degree in Special Education from an accredited university.
- New York State Certification in Special Education.
- A minimum of 10 years of experience in public education, part of which must have been teaching/and or supervising in the field of Special Education. Extensive knowledge of federal and state special education laws, legal standards, and regulations.
- Knowledge of standards-based instruction and pedagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Reports to: Chief Academic Officer

Director of Assessment

Position Overview:

The Director of Assessment (K–12) provides leadership to coordinate and supervise the effective delivery of assessment services to schools in the Academy Charter School network. Under the supervision of the Chief Education Officer, the Director of Assessment is responsible for the alignment, implementation, and analysis of the network's assessment program and oversight of student records. Responsibilities include using the network's student data systems to measure student performance over time, providing the leadership and faculty of each school with data analysis and interpretation. The Director works collaboratively with all stakeholders and communicates effectively with stakeholders regarding successful use of data.

Essential Responsibilities:

- Oversees the New York State Assessment program in the network.
- Provides assessment services to the schools and school staff.
- Oversees the network's internal assessment program which include interim and periodic assessment throughout the school year.
- Provides senior network instructional leaders and school leaders with the necessary reports to informcurriculum and instructional decision making.
- Conducts data presentation and workshop for school leaders and teachers. This includes data from the STAR assessment and the various New Yok State Assessments
- Stays current with state and national trends and issues in student achievement and assessment as it relates to all student demographic groups.
- Conducts research on instructional and student data management systems.
- Serves as the network's point of contact for the various testing vendors and the BOCES.
- Assist the Chief Academic Officer in preparing written and oral reports as requested including monthly Board reports

Qualifications:

- A Master's degree in Education Leadership or Masters Mathematics from an accredited university.
- New York State Certification.
- Knowledge of standards-based instruction and pedagogy.

- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Reports to: Chief Academic Officer

THE CHIEF DEVELOPMENT OFFICER

JOB DESCRIPTION

Title: The Chief Development Officer
Department: Administration
Report to: Chief Executive Officer

FLSA: Exempt
Work Location: Uniondale, NY
Date: March 2025

BACKGROUND SUMMARY:
The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Chief Development Officer is a proven leader with a commitment to the school's mission, vision and objectives. The Chief Development Officer is responsible for the strategic direction and development of the organization. The individual focuses on cultivating revenue streams and managing all philanthropic, growth and expansion, ensuring stability over long-term change and development. The Chief Development Officer is a motivating leader, and strong relationship builder within the organization and community. The Chief Development Officer oversees the construction and development of all facilities across the organization.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Facilities Management

- Oversee construction projects, defining scope of work, preparing material and cost estimates, preparing bids, and managing bid process, executing contracts, ensuring code compliance, monitoring jobs, performing final inspections, and closing out financial detail of the project.
- Lead community outreach process for key stakeholders including buy-in, drafting and collection

of letters of support.
- Executes projects in a timely manner and within budget.
- Ensures that construction projects are safe, clean, and orderly with minimal disruption to the students and staff.
- Prepares long and short-range plans for facilities and sites.
- Develop and implements safety policies for the use of school property.

Development Work

- Ensures the financial health and longevity of organization by cultivating relationships with foundations, corporations, and individuals who provide financial support to the organization.
- Ensures that the school meets its short and long-term fundraising goals.
- Creates community awareness of organizational goals and objectives.
- Develops a strategy and process including forms, reporting requirements, and follow-up procedures in conjunction with the Chief Strategic Development Officer and Group CFO for submitting applications.
- Oversees charitable grants from the funds established by donors in coordination with the Group CFO.
- Evaluates grant application process and make appropriate changes when necessary.
- Work in coordination with CEO, Chief Academic Officer and Board of Trustees to establish and communicate grant strategies and priorities.
- Evaluates grant program and makes appropriate changes as needed.

Community Outreach and Partnerships

- Acts as a spokesperson for the organization to the external community.
- Assumes a leadership role in the community by explaining the mission of the organization and presenting the organization's vision.
- Attends community events to enhance the organizations outreach.
- Maintains awareness of community needs and interests as it relates to the organization's goals.
- Initiates and cooperates in local community initiatives.
- Actively seeks opportunities to speak on behalf of the organization before the community and local groups.
- Actively seeks to increase the assets and strengthen the impact of the organization in meeting charitable needs.
- Develop a plan for the stewardship and sustainability of all grants and donations to the organization.

Public Relations

- Arranges for media coverage of important actions and events affecting the organization.
- Creates organization's publicity and promotional material.
- Meets with members of the community, businesses, and professional leaders to convey the organization's mission.
- Cultivates and maintains a good working relationship with local radio, TV, and print media

personnel.
- Be the Public Face of the organization.
- Implements quality, timely, and effective communications from the organization's leadership team to key partners, the community at large, and other critical stakeholders.

Authorizer Relationship

- Maintains a strong relationship with the school's authorizer.
- Provides information to Authorizer as requested and/or required
- Other responsibilities that may be assigned by the Board or by one or more of the committees.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Master's degree or other advanced professional degree strongly preferred.
- At least 10 years of professional experience, preferably within the education sector.
- Organizational leadership experience with a proven record of success in leading cross-functionalteams to achieve ambitions results.
- Strong strategic thinking and planning skills, with an ability to manage multiple concurrent projectsand priorities effectively.
- Exceptional communication skills with an ability to motivate staff, parents, community leaders, andother school stakeholders.
- Experience forming, cultivating, and expanding partnerships with key constituents in the publicand private sectors, such as foundations, individuals, and government agencies.
- Strong financial acumen including a background in budgeting, audit processes, investment oversight, and financial reporting.
- A proven track record of fundraising from charitable foundations, businesses, individuals, andpublic sector institutions.
- Knowledge of local, state, and federal laws applying to public charter schools.
- Utmost personal integrity that balances a strong commitment to transparency with necessaryconfidentiality in sensitive matters.
- An unwavering dedication to establishing and maintaining positive, respectful relationships withstudents, staff, parents, and community members.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regularbasis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skillsrequired for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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performed. All employment at the Academy Charter School is “at will.” This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice. All job requirements are subject to possible modificationto reasonably accommodate individuals with disabilities.

CHIEF OPERATIONS OFFICER

JOB DESCRIPTION

Title: Chief Operations Officer

FLSA: Exempt

Department: Operations

Work Location: Uniondale, NY

Report to: Chief Executive Officer

Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

THE ACADEMY CHARTER SCHOOLS CHIEF STRATEGIC DEVELOPMENT OFFICER UNDERSTANDS AND PROMOTES THE SCHOOL'S MISSION, VISION AND OBJECTIVES. THE CHIEF STRATEGIC DEVELOPMENT OFFICER LEADS THE DEVELOPMENTOF NETWORK WIDE SYSTEMS, POLICIES AND PROCEDURES AND ENSURES THE EFFECTIVE IMPLEMENTATION AND CONTINUITY. THE INDIVIDUAL SERVES AS THE LEAD ON PROJECTS RELATED TO RENEWALS, APPLICATION AND INITIAL SCHOOL START-UPS. THE CHIEF STRATEGIC DEVELOPMENT OFFICER SHAPES, MANAGES AND DRIVES THE IMPLEMENTATION OF A SUCCESSFUL FUNDRAISING STRATEGY TO SUPPORT ORGANIZATIONAL AND PROJECT DEVELOPMENT NEEDS.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Operational Redesign

- Identify areas of systematic deficiencies within the network and develop, coordinate and

collaborate in the implementation of systems, policies and procedures to address the deficiencies.

- Identify potential areas of compliance vulnerability and risk; develop/implement any corrective action plans for resolution of any problematic issues; provide general guidance on how to avoid and/or deal with similar situations in the future.

STRATEGIC GROWTH

- Manage the process of charter renewals and the establishment of new charter schools asdetermined by the Board of Trustees.
- Serve as the liaison between consultants and the school-based team for charter renewals, applications, and school start-ups.

CONTENT STRATEGY

- Create and implement a comprehensive communication plan for ensuring consistent messagingwith key constituent groups including donors, parents and families, Board of Trustees, community organizations and volunteers.
- Plan, execute, publish, and distribute the networks Annual Report to all major stakeholders.
- Develop and execute marketing materials for the individual schools and network suitable forexternal use.
- Manage The Academy's Network website content and social media presence.
- Build relationships with relevant media outlets and journalists in order to increase the number ofpositive stories and earned media mentions for The Academy.
- Manage external contracting relationships (e.g. graphic design, website development) to propelgoals and mission.
- Collect, monitor and analyze social and website metrics, and make improvements accordingly.

STRATEGIC PARTNERSHIPS

- Work in collaboration with the Community Coordinator to develop and maintain effective andappropriate engagement with diverse stakeholders including, local leadership, community members and other private and public partners.
- Introduce new procedures and programs that contribute to the development of staff morale.

BOARD OF TRUSTEES

- Provide, maintain and request pertinent information, reporting and communication to and with theBoard of Trustees.
- Manage team responsible for preparation for board meetings, board communication and off-siteboard events.

OTHER

- Provide supervision and ensure the effective operation of the Office Services team across

schools.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Master’s degree in Business Administration or similar field

- 7+ years in a business or executive management role
- Proven experience organizing and directing multiple teams and departments
- Excellent communicator in written and verbal form
- Extremely versatile, dedicated to efficient productivity
- Experience planning and leading strategic initiatives
- Excellent people skills.
- Proficient computer skills.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools, or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Chief Instructional Technology and Innovation Officer

Job Description

Title: Chief Instr. Technology & Innovation Officer	FLSA: Exempt
Department: Shared Services	Work Location: Hempstead, NY & Uniondale NY
Report to: CDO	Date: 7/1/2021

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Chief Instructional Technology and Innovation Officer (CITIO) will oversee the organization's technology, technological resources and innovation. The CITIO will establish the organization's technology vision, strategies, and plans for growth. The CITIO will utilize contemporary knowledge of information technology to vision and lead the organization's comprehensive commitment to support and promote the school-wide strategic use of technology that advances the academic mission and provides administrative support of the schools. This requires a high level of familiarity with the various constituents and a commitment to meeting the information and communications needs that exist for all Faculty, Staff, and Students. The ideal candidate should possess contemporary knowledge of emerging technology trends and capacities with the mindset of a "digital innovator" with a willingness to experiment—in particular, in understanding where technology is moving, what we might consider doing differently, and where we can enhance or transform the teacher-learner experience and that of our administrators in doing their work.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
The CITIO is responsible for envisioning future technology needs and for recommending technology resource strategies, priorities, and projects that will best achieve the organization's strategic objectives. The CITIO will lead and manage the Information Technology Services department which includes administrative computing, Help Desk (including user support services), telecommunications (VOIP), networking services, Classroom Instructional Technology, Academic Technology Consulting, Information Security, Infrastructure Services, printing center operation, Library Information Systems, and

general IT Operations. The CITIO will provide organization's leadership team with a strategic direction for technological initiatives and innovations. The primary duties and responsibilities include:

- Setting organization's technical vision and leading its technological development
- Maintaining and enhancing the reliability, functionality, and responsiveness of our current hardware system
- Build a strong customer service orientation help desk which is focused on providing reliable and responsive services to faculty, staff, and students in forwarding the teaching, administration, and management goals of TACS.
- Developing strategic plans and setting timelines for evaluation, development, and deployment of all technical, web, and mobile services
- Identifying opportunities for web and mobile services
- Collaborating with district leadership team, school administration, development, human resources, finance, marketing, legal services, and operations as an advisor on technological needs and to develop, communicate and implement technology policies.
- Partnering with key individuals and in the development of digital literacy for our faculty, staff and students.
- Ensuring technology standards and best practices are met
- Monitoring web analytics and making recommendations that align with organizational goals
- Supervising quality assurance processes, integration, and system tests
- Establishing software development process and set objectives for the process
- Mentoring team members
- Identifying organization's web user needs
- Monitoring performance profiling tools and procedures
- Maintaining network security with IT team.
- Enhancing the security of data across all TACS campuses.
- Reviewing timeframes and budgets
- Advise and purchase desktop units for faculty, staff, and lab use.
- Ensure classroom technology is in good working order and as robust as reasonable with the budget.
- Support institutional efforts to use technology to improve and streamline business processes.
- Provide opportunities for training on hardware, desktop software, etc. for users
- Developing and implementing disaster and emergency recovery plans
- Supervising workflow of IT department
- Defining organization standards for systems, equipment, and software
- Sharing technological visions, opportunities, and risks company-wide
- Studying current and new industry trends, technologies, and software development
- Studying information processing systems to evaluate the effectiveness and make recommendations for improvement
- Representing the TACS at conferences and networking events
- Ensuring the company's technological processes and service comply with all requirements, laws, and regulations

Other responsibilities:

- Build effective relationships with all campus constituencies to understand the academic and administrative IT needs of the entire community.
- Collaborate with Board committees to develop, document, and communicate all pertinent ITS-related policies and procedures.

- Ensure that internal controls and relevant security measures are developed, implemented, and followed.
- Legal requirements include, but are not limited to, all current accounting regulations, FERPA, HIPPA, PCI compliance, Education Act, and maintenance of data integrity.
- Ensure IT policies minimizes risk to the institution by engaging comprehensive information security policies.
- Ensure IT policies are appropriate, current, communicated, and followed
- Ensure that technological support levels to the campus community are maintained at the highest appropriate level. Provide technical support when necessary.
- Ensure that major IT projects are planned through an inclusive and transparent IT governance process.
- Supervise all ITS projects so that they are thoroughly developed and tested and ensure end-user considerations are central.
- Oversee creation of implementation plans for migrations and installations with follow-through to completion.
- Manage all ITS vendor relationships, especially those where maintenance contracts and/or leases are involved.
- Provide support and consistency for faculty and staff by purchasing all technology equipment through ITS.
- Become aware of options available in the market for purchasing that enable good stewardship of limited resources.
- Be aware of and use as appropriate any buying consortiums available.
- Create a working environment that fosters a team spirit and unity of purpose to maintain a professional team that is supportive of one another and of TACS's community.
- Continually improve IT operations by systematically measuring performance towards accomplishment of institutional and divisional goals.
- Provide mentoring and professional development for the IT team, ensuring appropriate staffing and resources for recruiting, developing, and retaining excellent staff members in a productive, team-oriented environment.
- Meet as appropriate to communicate updates on current ITS projects, budget, service outages, updates, etc. all the organizations stakeholders.

CORE COMPETENCIES:

<u>Building Relationships</u>

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

<u>Productivity</u>

- Demonstrate a strong work ethic

- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Masters' degree in education, information technology or computer science (with an advanced degree (PhD or EDD).
- Minimum of four years of classroom teaching experience within K-12.
- Minimum of five years of management experience in comparably sized.
- Demonstrated instructional technology integration in classroom setting.
- Possess a minimum five years, management experience with at least three years in a comparably sized organization.
- Highly diverse technology skill/working knowledge of hardware, software, networking, telecommunications, project management, and database operations.
- The individual should understand the values of Charter-run institution, a working knowledge of the strategic issues facing K-12 education, and a broad perspective of leading IT practices in higher education.
- Ability to multi-task especially within the constraints of the above responsibilities.
- Highly self-directed, well organized, detail-oriented, and comfortable working with minimal supervision.
- Trustworthy with knowledge of confidential organization's information.
- Consistently present a positive attitude and contribute to a harmonious team environment.
- able to travel for vendor, consortium, and training purposes as required.

Experience

- Establishing and nurturing relationships and effective collaborations with faculty, students and staff to implement strategies and design services and operate jointly led projects.
- Proven achievement in establishing and maintaining collaborative relationships including effective interpersonal, presentation, and communication skills with executive leadership emphasizing the communication of complex technical and policy information to a broad range of constituents.
- Anticipating leading-edge trends in technology and positioning the Organization to take appropriate risk, use technologies in new ways, and effectively make technology adoption decisions.
- Supporting the integration and adoption of technology to create distinct educational experiences and excellence in teaching, learning, and scholarship.
- Developing an IT plan that balances the need to maintain a strong foundation of IT infrastructure, services, and solutions while pursuing innovation.
- Leading development and implementation of cloud strategies.
- Effectively managing large capital and operating budgets.
- Identifying and managing technology-related risks including those related to information security, privacy, and disaster recovery.
- Navigating challenging labor markets to attract and retain a diverse high performing team of IT professionals.
- Developing future IT leaders and facilitating the professional development of the IT workforce.
- Proven team building success with an ability to develop, mentor, motivate and lead employees in a collaborative environment that fosters teamwork and excitement toward implementing new technologies.
- Experience in planning technology development and innovation over multi-year planning timelines with the keen ability to negotiate and manage vendor and consultant relationships and engagements.
- Experience in using technology to support learning, teaching, and research in Education

Physical Demands:

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Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

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SENIOR DIRECTOR OF OPERATIONS

JOB DESCRIPTION

Title: Senior Director of Operations
Department: Operations
Report to: Chief Development Officer

FLSA: Exempt
Work Location: Brentwood NY
Date: March 2025

BACKGROUND SUMMARY:
The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Senior Director of Operations provides leadership in managing the operations of the school. The Senior Director of Operations is responsible for tasks related to facilities management, procurement, service contracts, student enrollment, student data and reporting. The Senior Director of Operations assists the school leader with all projects and activities that create a successful school environment. The Senior Director of Operations will manage the operations staff and report directly to the Chief Development Officer.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

General

- Ensure our Director of Facilities and DOO lead highly effective school operations systems, including but not limited to daily school systems, facilities, financial management, food & transportation, student & staff culture, enrollment management, etc.
- Design performance metrics to evaluate school operations and design strategic plans for accountability and improvement.

- Create, implement, and monitor organizational-wide operations strategic initiatives.
- Build and leverage relationships with internal and external parties, including shared services and school leaders, to increase operational effectiveness.

School Administration

- Ensure that the school is adhering to all local compliance and reporting requirements, as per calendars and guidelines.
- Be highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture.
- Participate actively when needed in faculty meetings, administrative team meetings and other meetings.
- Participate in the logistical planning and execution of the annual two/three-week summer staff orientation and training.
- Ensure that the procurement of all materials, supplies and services necessary for efficient operation of the school are contracted in accordance with federal, state and department of education regulations.

Management and Leadership

- Actively serve on the school's leadership team.
- Adhere to the policies, standards, and school-wide responsibilities described in the "School Faculty and Staff Handbook."
- Directly supervise the school-based Operations support staff (Operations Associate, Office Coordinator, Custodial staff, etc.)
- Ensure an orderly, responsive, friendly, and open school.

Project Management

- Develop the strategy and implementation plan for school-wide projects.
- Each year, provide leadership in preparing the campus for start-up/new school year by creating project plans, divisions of labor and organizing staff around ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action.
- Work with the school Leadership Team to ensure that all government and authorizer grant proposals and reports are completed on time.

Student Data and Reporting

- Oversee daily data entry and follow up for student discipline system.
- Monitor and coordinate school data reporting requirements.
- Provide evaluation and analytic support to school based instructional leadership.

Student Enrollment

- Organize the application process, including recruitment, lottery, and registration schedule.
- Organize and supervise preparations for open houses, lottery, and student registration.
- Assist in design and placement of ads to recruit students.

- Oversee school's admissions from its waitlist and proper documentation in the Student Applicant Database, decline offers, etc.

Student Services

- Coordinate student health services; monitor student health and safety for any unusual or disconcerting trends; coordinate with site nursing staff to ensure that students receive appropriate care
- Manage school-wide daily systems (managing student attendance, tracking the student discipline system, etc.)

Facilities Management

- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security, and cleaning
- Manage school maintenance and supply systems
- Maintain school staff attendance

General Responsibilities

- Participate in Parent Teacher Conferences, Board Meetings, Academic Committee Meetings
- Perform other related duties as required and assigned

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

QUALIFICATIONS:

- At least 8+ years of operations management experience in a fast-paced, entrepreneurial environment.
- Minimum 5+ years' work experience in data management or similar environment.
- Significant experience and a track record of success in non-profit operations management with school-based operations management preferred.
- Bachelor's degree required, graduate degree in business or operations highly preferred.
- Experience with project-management and developing a long-term strategic plan.
- Ability to create and manage multi-year strategic plans to scale operations functions.
- Demonstrated experience with effectively managing team members to concrete outcomes
- Demonstrated success developing a strong school culture.
- Excellent organizational, planning and implementation skills.
- Excellent communication skills, both verbal and written, and strong interpersonal skills with students, parents, colleagues, and community members.
- Excellent communication, relationship-building, and customer service skills and ability to work towards a common vision with various partners (e.g., school leaders, operations leaders, shared services teams.)
- Ability to demonstrate an appropriate sense of urgency.

PHYSICAL DEMANDS:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regularbasis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

WORKING CONDITIONS:

Usual office working conditions. The noise level in the work area is typical of most office environments.

JOB SPECIFICATIONS:

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for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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SHARED SERVICES OPERATIONS OFFICER

JOB DESCRIPTION

Title: Shared Services Operations Officer
Department: Administration
Report to: Chief Development Officer

FLSA: Exempt
Work Location: TBD
Date: March 2025

BACKGROUND SUMMARY:
The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Shared Services Operations Officer pursues organizational alignment with values, mission, and vision through relationship building, staff development, role modeling, and the implementation of organizational policies and procedures. They are responsible for the design, implementation, and communication of company-wide benefits programs. They are responsible for establishing a strategy that ensures all Benefits programs are competitive, sustainable, scale-able and have a positive impact on the long and short-term performance of the organization. They play a crucial role on the Senior Management Team to ensure that resources are aligned to support the overall strategic direction of the organization and to strengthen the functioning of the organization, thereby enabling excellent programming and growth.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Organization Operations

- As a member of the Senior Management Team, upholds, promotes, and encourages desired organizational culture and core values.
- Work autonomously while ensuring CDO expectations are readily met and exceeded.

- Fosters a success-oriented, accountable environment within the company.
- Serve as a thought partner and advisor to the executive team on operational expansion, change management, diversity, inclusion, and other strategic issues.
- Ensures timely and accurate reporting according to The Academy's needs and expectationsand keeps the Executive Team informed
- Demonstrates commitment to open communication to fully participate in organizational problem-solving, decision making and strategic planning.
- Collaborating with various department directors to execute campus-wide events, such as Commencement and Orientation.
- Collaborates with key internal stakeholders to ensure high quality, operational efficient and effective services are provided to our schools.
- Guide identification and implementation of various technology platforms and determines appropriate and cost-effective technology solutions that are strategically aligned to support overall goals and objectives (i.e. HRIS and Payroll Systems).
- Developing both internal and external processes to support service operations goals.
- Provides Relief for Operations Directors in case of vacation, illness or other absence.
- Assists with COVID-19 testing efforts providing oversight and response to issues as theyarise.
- Develops and participates in fundraising ventures; Participate in identifying and cultivating corporate, individual and organization sponsors.
- Participate in expansion activities (investments, acquisitions etc.)
- Collaborates with the leadership team to develop and implement plans for the operational infrastructure of systems, policies, processes, and staff.
- Investigates new benefits programs, improves existing programs, and supervises and monitors benefits administration.
- Efficiently executes special projects.

<u>Health and Welfare Benefits</u>

- Responsible for organization-wide employee Benefits strategies consistent with the school's focus on employee wellbeing, quality care and affordability.
- Oversee all aspects of our benefits and well-being programs comprised of medical, dental, vision, life, workers compensation, disability, voluntary, and retirement benefits.
- Complete data reconciliations to monitor benefit records, ensuring the integrity of data between systems and benefits carriers.
- Partner with employees and vendors to research and resolve eligibility concerns
- Manage the annual renewal and open enrollment process, timelines, communications, promoting awareness, and ensuring the accurate enrollment of all employees.
- Provides strategic and operational leadership in the design, development, implementation, administration, and communication of Benefit programs including health, welfare, and employee wellness.
- Continuously monitors benefit trends, national benchmarking data, and marketplace innovations to inform and drive development of internal programs.
- Analyzes current Benefit programs and the market competitiveness and cost-effectiveness of these plans to ensure they align with our business strategy and optimize our ability to attract and retain top talent.
- Uses benefit pan data to develop insights and recommend changes to existing programs.

- Responsible for evaluating, benchmarking, and implementing consistent, compliant, lawful HR policies across the organization.
- Maintains current knowledge of employment and benefit related rules and regulations, workers compensation; fulfills compliance and reporting requirements.
- Oversee the management of our benefits vendor relationships (including benefits broker, medical plan service providers, etc.), benefits contracts, and bid negotiation.
- Provides strategic leadership of benefits processes including but not limited to writing communications and enrollment materials, preparing for and conducting benefits training, revising benefits program materials, ensuring distribution of government required plan documents and notifications.
- Work closely with Chief People and Legal Officer to develop employment policies, procedures, and practices in accordance with local, state and federal laws.
- Oversee leave management ensuring compliance with federal, state and local laws (FMLA, ERISA, HIPAA, etc.) to create and maintain internal and external facing HR benefits and leave policies, processes, and materials
- Acts as trustee and administrator of organization's retirement program.
- Other duties as assigned.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity.

- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

QUALIFICATIONS:

- Required: Bachelor's degree in a related field, e.g., economics, accounting, finance, business administration, information systems, public administration/management.
- Preferred: Master's degree in a related field
- 15+ years of human resources, benefits, and school operations experience.
- Exceptional analytical and critical thinking skills that lead to systems thinking and problem-solving.
- Strong focus on employee experience and an ability to work and communicate effectively and compassionately to a wide range of constituents.
- Ability to project manage and strong organization and follow-up skills.
- Strong people leadership skills with evidence of hiring, engaging, and developing a team proven that has effective over time.
- Deep commitment to self-reflection and continued growth.
- Outstanding judgment, sensitivity and high discretion.
- Excellent written and oral communication skills.
- Ability to interact successfully with all levels of school personnel, internal and external stakeholders.

PHYSICAL DEMANDS:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regularbasis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

WORKING CONDITIONS:

Usual office working conditions. The noise level in the work area is typical of most office environments.

JOB SPECIFICATIONS:

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for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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DIRECTOR OF OPERATIONS

JOB DESCRIPTION

Title: Director of Operations
Department: Operations
Report to: Chief Operations Officer

FLSA: Exempt
Work Location: Wyandanch/Brentwood, NY
Date: March 2025

BACKGROUND SUMMARY:
The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Director of Operations provides leadership in managing the operations of the school. The Director of Operations is responsible for tasks related to facilities management, procurement, service contracts, student enrollment, student data and reporting. The Director of Operations assists the school leader with all projects and activities that create a successful school environment. The Director of Operations will manage the operations staff and report directly to the Chief Development Officer.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

School Administration

- Ensure that the school is adhering to all local compliance and reporting requirements, as per calendars and guidelines.
- Be highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture.
- Participate actively when needed in faculty meetings, administrative team meetings and other meetings.

- Participate in the logistical planning and execution of the annual two/three-week summer staff orientation and training.
- Ensure that the procurement of all materials, supplies and services necessary for efficient operation of the school are contracted in accordance with federal, state and department of education regulations.

Management and Leadership

- Actively serve on the school's leadership team.
- Adhere to the policies, standards, and school-wide responsibilities described in the "School Faculty and Staff Handbook."
- Directly supervise the school-based Operations support staff (Operations Associate, Office Coordinator, Custodial staff, etc.)
- Ensure an orderly, responsive, friendly, and open school.

Project Management

- Develop the strategy and implementation plan for school-wide projects.
- Each year, provide leadership in preparing the campus for start-up/new school year by creating project plans, divisions of labor and organizing staff around ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action.
- Work with the school Leadership Team to ensure that all government and authorizer grant proposals and reports are completed on time.

Student Data and Reporting

- Oversee daily data entry and follow up for student discipline system.
- Monitor and coordinate school data reporting requirements.
- Provide evaluation and analytic support to school based instructional leadership.

Student Enrollment

- Organize the application process, including recruitment, lottery, and registration schedule.
- Organize and supervise preparations for open houses, lottery, and student registration.
- Assist in design and placement of ads to recruit students.
- Oversee school's admissions from its waitlist and proper documentation in the Student Applicant Database, decline offers, etc.

Student Services

- Coordinate student health services; monitor student health and safety for any unusual or disconcerting trends; coordinate with site nursing staff to ensure that students receive appropriate care
- Manage school-wide daily systems (managing student attendance, tracking the student discipline system, etc.)

Facilities Management

- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security, and cleaning
- Manage school maintenance and supply systems
- Maintain school staff attendance

General Responsibilities

- Participate in Parent Teacher Conferences, Board Meetings, Academic Committee Meetings
- Perform other related duties as required and assigned

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

QUALIFICATIONS:

- At least 3 years of operations management experience in a fast-paced, entrepreneurial environment

- Minimum 2 years' work experience in data management or similar environment
- Prior experience working in schools and/or urban communities
- Bachelor's degree required.
- Experience with project-management and developing a long-term strategic plan
- Demonstrated success developing a strong school culture
- Excellent organizational, planning and implementation skills
- Excellent communication skills, both verbal and written, and strong interpersonal skills with students, parents, colleagues, and community members

PHYSICAL DEMANDS:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regularbasis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

WORKING CONDITIONS:

Usual office working conditions. The noise level in the work area is typical of most office environments.

JOB SPECIFICATIONS:

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DIRECTOR OF FACILITIES

JOB DESCRIPTION

Title: Director of Facilities

FLSA: Exempt

Department: Operations

Work Location: Wyandanch/Brentwood, NY

Report to: Chief Development Officer

Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

THE FACILITIES MANAGER IS RESPONSIBLE FOR MAINTAINING ALL ACADEMY OWNED AND LEASED SCHOOL BUILDINGS AND GROUNDS. THE FACILITIES MANAGER PERFORMS AND SUPERVISES TASKS RELATED TO HVAC, ELECTRICAL, PLUMBING, SECURITY, ENVIRONMENTAL, SAFETY, CUSTODIAL AND EVENT COORDINATION. THE FACILITIES MANAGER HAS A CLEAR UNDERSTANDING OF ACCEPTABLE BUSINESS PRACTICES AND VENDOR RELATIONSHIPS. THE FACILITIES MANAGER IS RESPONSIBLE FOR DEVELOPING, PLANNING AND IMPLEMENTING MAINTENANCE PROGRAM WITHIN BUDGETARY LIMITATIONS, ADMINISTERING MAINTENANCE SERVICE POLICIES. THE FACILITIES MANAGER IS RESPONSIBLE FOR MAINTAINING A SAFE AND SECURE ENVIRONMENT FOR STUDENTS, EMPLOYEES, AND VISITORS BY HELPING TO DEVELOP, ESTABLISH AND ENFORCE SAFETY AND SECURITY POLICIES, ACCESS CONTROL PROCEDURES, ACCIDENT PREVENTION EFFORTS, SUPPORT RISK MANAGEMENT EFFORTS, FIRE SAFETY, EMERGENCY MANAGEMENT, AND ASSET PROTECTION. THIS POSITION REQUIRES A TEAM PLAYER ATTITUDE, EXCELLENT INTERPERSONAL AND COMMUNICATION SKILLS, ATTENTION TO DETAILS AND PROJECT COORDINATION.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

FACILITIES/GROUNDS OPERATIONS & MAINTENANCE

- Performing weekly, monthly and quarterly inspections of systems, grounds and building; including but not limited to: lighting, paint, graffiti, plumbing fixtures, sewage drains, windows, landscaping, roofing and equipment, pest populations and entry points, security camera system, fire life safety system, emergency lighting, smoke detectors, fire extinguishers, storm drains,
- kitchen equipment, kitchen grease trap, electrical systems, HVAC equipment, filters & control systems, doors and locking system, elevators.
- Serves as primary contact for facility related emergencies, which may require evening and weekend work.
- Assumes responsibility for administering, supervising, and coordinating facility services.
- Provides weekly facilities reports to the Executive Director regarding facilities issues and status of pending projects.
- Works in collaboration with the Event Coordinator to ensure proper scheduling of set up and take down for meetings, events, games, and other school activities as directed.
- Works in collaboration with relevant team member(s) for the planning, coordination, and monitoring of construction and renovation.
- Plans, schedules repair/maintenance bids for facility.
- Presents repair/maintenance bids/contracts to the Executive Director for approval.
- Purchases and inventory supplies as needed for building operations from suppliers, vendors and contractors;
- Works in collaboration with the Business Manger to maintain the asset control/management and disposal system regarding furniture etc. including tagging and logging assets.
- Conducts routine inspection of appliances and equipment and maintains maintenance log.
- Maintains health and safety regulation of facilities in compliance with Federal, State, and local codes.
- Schedules annual insurance inspection of facilities.
- Schedules annual pest control inspections.
- Schedules annual extinguisher, fire, and health inspection of facilities.
- Develops and implements pre and post inclement weather grounds plan including inspection of property along with the Academic Leader to ensure safe return of students and staff.
- Assumes responsibility for administering, supervising, and coordinating facility services.

SUPERVISION

- Prepares and manage all custodial and security staff's schedules to ensure adequate coverage.
- Plans and schedules all work activity, projects, and tasks for all custodial staff.
- Sets overall strategic direction of the custodial and security department and develops/implements long range goals and objectives.
- Develops adequate and relevant in-service training programs for security and custodial personnel, which supports policy enforcement, fire safety, accident prevention in the school environment and support other relevant in-services and training programs.
- Collaborate with direct reports to identify professional goals and create and execute development plans, that align with the organization's objectives.

SECURITY & SAFETY MANAGEMENT

- Provides weekly security reports to the Executive Director regarding security related issues.
- Supervises building key control distribution, logs and procedures.
- Ensures adequate coverage for the opening, operation and closing of the schools.
- Ensures compliance with state and federal safety regulations and NYSED requirements.
- Works under the supervision of the Academic Leader and in collaboration with the Director of Operations to implement scheduled random fire drills and safety drills throughout the school year.
- Implements rules, regulations, and policies relating to staff and visitor parking.
- Recommends changes in policies, regulations and procedures as related to building and grounds security; recommends security modifications.
- Coordinate school safety compliance with federal, state and local regulations by studying existing and new requirements and overseeing and enforcing school-wide adherence to requirements.
- Coordinate safety planning and practice to support academic processes of each school by creatively implementing best practices in safety, security and emergency preparedness with proper adaptation to the environment, creativity and innovation so the process of education can be enhanced rather than impeded by safety efforts.
- Develops and continuously improve policies and protocols to support emergency response and a safe school climate.

FISCAL MANAGEMENT

- Collaborates with the Directors of Operation for preparation and monitoring of the annual maintenance budget.

OTHER

- Attends professional development training relevant to the performance of a school facility manager.
- Additional tasks as assigned by the Executive Director

CORE COMPETENCIES:

<u>Building Relationships</u>

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

<u>Productivity</u>

- Demonstrate a strong work ethic
- Use your time wisely

- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Bachelor's degree or equivalent
- Broad knowledge of building systems (mechanical, electrical, plumbing, etc.) required.
- Familiarity with key building systems (HVAC, electrical, mechanical, plumbing)
- Familiarity with OSHA and other Life Safety codes, etc.
- Minimum 10+ years of experience in facility management including facility maintenance and repair.
- Ability to handle multiple projects simultaneously.
- Prior supervisory experience of facility personnel required.
- Ability and willingness to directly manage a team (four to six people).
- Ability to communicate effectively with facilities staff, school staff, and vendors both verbal and electronic.
- Excellent communicator in written and verbal form.
- Exceptional ability to lead a team and to collaborate effectively with school leaders.
- Extremely versatile, dedicated to efficient productivity.
- Experience planning and leading strategic initiatives.
- Excellent people skills.
- Proficient computer skills.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools, or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Coordinator of Parent Engagement and External Partnerships

Job Description

Title: Coordinator of Parent Engagement and External Partnership
Department: Administration
Report to: The Chief Legal & Compliance Officer

FLSA: Exempt
Work Location: Brentwood, NY
Date: March 2025

BACKGROUND SUMMARY:

The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Coordinator of Parent Engagement and External Partnerships is passionate about changing the lives of young people, improving the academic climate and becoming a positive role model for students while fostering relationships with their respective families. This position will involve the building of proactive relationships with students, teachers, administrative staff, stakeholders and other community organizations. This position will play a critical role in communicating and supporting the organizations commitment to engaging families with courtesy, dignity, respect and cultural understanding. The Coordinator of Parent Engagement and External Partnerships will build strategic, long-term partnerships with organizations and schools throughout community and across the state to build and maintain a unified and diverse student body and to engage families. They will collaborate closely with several departments within the organization and with various external stakeholders.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develops and maintain strong partnerships with families, schools, community organizations, and community leaders to ensure consistent and full enrollment with a well-maintained waiting list and strong family engagement.

- Works in concert with school leaders to develop, execute, and revise strategic enrollment plans and programs as well as goals for successful community and family relations.
- Supports organizational-wide attendance protocols and procedures.
- Works collaboratively with all stakeholders to improve parent engagement.
- Represents the organization at various events in Long Island and throughout the state.
- Engages community partners to work collaboratively with The Academy Charter School.
- Supports organizational-wide implementation of mentoring and tutoring programs.
- Works collaboratively with administrators and school staff to improve school climate and culture.
- Works with the communications team to support the creation of promotional materials such as flyers, brochures, mailings, posters, and banners.
- Assists with the orientation of new students and families through school-wide events, including our summer bridge program, annual home visits, and family and student orientation.
- Be available via phone and/or email throughout the evening and weekend to communicate with families, teammates, and school leaders.
- Works under the supervision of the Chief Legal & Compliance Officer.
- Any other duties as directed.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.

- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Bachelor's degree required.
- Grassroots or community-based organizing experience preferred
- High-level organization skills and experience at self-assigning work
- Urban school-based work experience preferred
- Openness to feedback and willingness to take personal responsibility
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

PHYSICAL DEMANDS:

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WORKING CONDITIONS:

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JOB SPECIFICATIONS:

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Group Chief Financial Officer

Job Description

Title: Group Chief Financial Officer	FLSA: Exempt
Department: Shared Services	Work Location: Uniondale/Hempstead, NY
Report to: Board of Trustees	Revised Date: July 31, 2020

Background summary:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

Job Summary:

The Group Chief Financial Officer (GCFO) is responsible for overseeing and enhancing the financial activities of organization. This includes resource allocations, financial strategy, capital plans, debt management, cash flow optimization, and financial information systems. The GCFO's business responsibilities encompass treasury, investment, budgets, accounting systems, the audit, and accounting oversight. These activities require that the CFO have a central role with senior administrators in allocating resources annually and strategically. The GCFO is also a key advisor to the CEO on financial and non-financial strategic issues. The GCFO will be on the front lines every day, addressing regulatory, financial reporting and transactional accounting matters. The GFCO is also responsible for supervising the Chief Financial Officer and the Assistant CFO of the organization.

Essential Responsibilities:

- Serve as a senior leader setting and executing the vision and mission of the organization.
- Work with the Board of Trustees, CEO, CFO, finance, and audit committees to develop and implement a long-term financial strategy to protect all assets of the organization. Review the monthly financial results with the CEO.
- Lead organization's capital market activities including meeting bond disclosure and other investor related filings.

- Overseeing the preparation of an internal budget using budget models to project future revenue and following established policies for expenditures.
- Management of cash and liquidity to ensure sufficient cash on hand to meet obligations.
- Review and analyze monthly income statement, balance sheet, cash flow projection and variance reports.
- Manage and execute year-end audits and work with external auditor to ensure clean financial audits.
- Identify and implement financial systems to enable organization to provide accurate financial information for each charter.
- Develop and oversee the implementation of organization's financial policies, procedures, and systems to ensure compliance with all local, state, and federal regulations.
- Weekly strategy meetings with other senior leadership.
- Conduct accounts receivable meeting with the CFO and billing team.
- Maintain accurate and timely financial information, in compliance with Generally Accepted Accounting Principles (GAAP).
- Deliver timely reports to CEO, Finance Committee and Board of Directors and other agencies.
- Coordinate with underwriters and lenders on behalf of the school.
- Develop an investment manual and work with the finance committee to identify investment strategies for organization.
- Provide risk management analyses to ensure organization proactively reviews, anticipates and addresses potential risks of all kinds affecting the organization and oversee the maintenance of appropriate insurance policies.

Development Strategy

- Develop a balanced funding mix of donor sources and solicitation programs tailored to the needs of the individual schools and the network at large, that will enable it to attract, retain and motivatedonors.
- Cultivate ongoing relationships with existing and new major donors.
- Develop and execute annual fund growth strategy, including appeal development, to build thedonor base.
- Oversee all grant seeking initiatives from public and private sources, including proposaldevelopment and reporting.
- Identify, build, and execute a highly effective system to process gifts, track donations, reportfundraising progress to the board and leadership team, and communicate with donors.
- Coordinate with government agencies, educational institutions, funding partners and other organizations that can provide enhancement, development, and/or enrichment opportunities forthe network and its branding.
- Facilitate the Board of Trustees strategic involvement in fundraising efforts that best leveragestheir time.
- Coordinate fundraising special events.
- Direct employee fundraising drives.

PEOPLE MANAGEMENT

Response R-12ac - Personnel
TACS II Central Islip Regional High

- REPORT DIRECTLY TO THE CEO AND OVERSEE A FINANCE TEAM.
- Attract, manage, and develop all accounting and finance staff as well as provide cross-departmental collaboration to ensure that financial systems and solutions support organization's evolving strategy.
- FOSTER POSITIVE, REWARDING RELATIONSHIPS WITH SCHOOL AND COMMUNITY LEADERS TO MAXIMIZE THE BENEFITS OF AVAILABLE RESOURCES.
- SUPPORT TEAM MEMBERS AND LEADERS ON OTHER TEAMS RELATING TO BUDGET, FINANCE, AND GRANT REPORTING.
- Conduct weekly strategy meeting with the CFO and Associate CFO.

Communications

- Lead all board and subcommittee meetings related to the organization's finances.
- Present the monthly financial results to the board of trustees.

Core Competencies:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- At least 10 years of experience as a senior leader, experience in an educational environment preferred
- Executive presence to inspire confidence and passion both internally and externally combined with the persistence and zeal to lead The Academy Charter School's mission-driven organization toward ambitious goals
- Exceptional verbal and written communication skills with the ability to create and deliver compelling presentations to diverse groups of stakeholders
- Proven ability to lead an organization through a strategic planning and implementation process
- Demonstrated commitment to the potential of urban youth to succeed in rigorous educational settings
- Ability to drive collaborative decision-making processes
- Bachelor's degree or equivalent experience required; Master's degree preferred

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Chief Financial Officer

Job Description

Title: Chief Financial Officer	FLSA: Exempt
Department: Administration	Work Location: Uniondale, NY
Report to: Group Chief Financial Officer	Revised Date: March 2025

Background Summary:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

Job Summary:

As a key member of the Executive Team, the CFO will report directly to the CEO and will play a critical role in the overall strategic management of the organization. The CFO will set the financial strategy for The Academy Charter School's operating budget while also designing and delivering effective financial systems across the organization. The CFO will serve as a strategic partner to organizational leaders, providing strong and accurate financial direction to guide decisions regarding long-term financial forecasting and budgeting. This is an ideal opportunity for a proven financial leader who would like to apply his/her expertise towards The Academy Charter Schools mission to create world class competitive scholars who will LEARN today, LEAD tomorrow and SERVE in the future.

<u>ESSENTIAL DUTIES AND RESPONSIBILITIES:</u>

- Oversee day to day operations of the financial areas including supervision of accounting functions, financial reporting, regulatory reporting, purchasing, accounts receivable/payable, payroll, patient financial services, and revenue cycle and cash receivables.
- Implements systems to identify needs and potential problems. Create plans and recommendations for solutions to problem areas.

- Prepare annual, capital and program budgets, cash flow, and working capital projections.
- Develop and maintain financial analysis tools and a management information system to project, shape and monitor the financial health of the Organization.
- Prepare and maintain an Accounting/Finance Manual of all relevant financial policies and procedures.
- Maintain and update fiscal calendar for all reporting deadlines including, but not limited to, audit schedule, tax reporting, initiation of annual budget process and monthly close dates.
- Ensure financial records and procedures comply with all regulatory authorities.
- Update and maintain the accounting policy and procedures manual.
- Work with auditors to ensure financial and budgetary accountability and responsibility.
- Establish internal control systems to prevent inaccuracies in financial statements.
- Work closely with organization's development team to support grant applications, philanthropy-based program expenses and reporting.
- Support to remain compliant with authorizer, state and federal requirements.

Core Competencies:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem solving skills; good judgment and resourceful.

Qualifications:

- A minimum of five (5) years' experience in financial management.
- Experience in managing the finances of a complex, or multi-site corporation.
- Excellent computer skills and knowledge of spreadsheet programs and accounting software.
- Excellent interpersonal and client relationship-building skills.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

This job description does not constitute a contract of employment or promise nor does it create an implied duty or contractual obligation. It is simply an overview of the job responsibilities to be performed. All employment at the Academy Charter School is "at will." This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

TITLE I TEACHER

JOB DESCRIPTION

Title: Title I Teacher
Department: Instruction
Report to: Principal/Assistant Principal

FLSA: Exempt
Work Location: Brentwood, NY
Date: March 2025

Position Overview

The Academy Charter School Title I Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community.

Responsibilities & Duties

Instructional Planning -

- Evaluate the progress of all Title I students and design and prepare student progress reports.
- Prescribe the lessons that the students will work on during Title I time.
- Perform all student selection requirements including testing and making the final lists of students selected for Title I participation.
- Communicate regularly with classroom teachers regarding classroom instruction and needs of Title I students and keep written documentation of this communication
- Develop Title I lesson plans

Instructional Delivery

- Hold caseload of all Title I students
- Pull out or assist students in the classroom with supplementary instruction beyond the classroom instruction
- Pre-teach or re-teach vocabulary words or math concepts to be covered
- Document all lesson plans, assignments, rubrics and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students
- Use technology tools for instruction, planning, and communication and ensure student engagement

Student Assessment

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice
- Schedule the parent meetings, write up the parent survey and find parent-training tools.
- Schedule the annual review meeting, coordinates the meeting, and communicates with parents regarding its results
- Completes all reports in a timely manner

Learning Environment

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Implement procedures, systems and routines that provide structure for students
- Ensure smooth operation of all classroom instructional functions without exceptions
- Student and Extracurricular Activities –
- Organize and supervise approved field trips
- Provide opportunities and supervise activities in order for students to demonstrate individually and in ensembles or large groups the skills and talents developed

Student Support & School Culture

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Observe and evaluate the performance of each student and use assessment methods to judge overall progress

Work Experience & Skills

- Minimum of two (2) years of urban teaching experience required with a record of high student achievement
- Experience working with at-risk student population in some capacity preferred
- Educational experience after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- Working knowledge and comfort level with instructional technology
- Strong written, grammatical, presentation, and verbal communication skills
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products

- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child
- Bachelors' Degree required; Masters' Degree preferred
- New York State Title I Teacher certification

MUSIC TEACHER

JOB DESCRIPTION

Title: Music Teacher
Department: Instruction
Report to: Principal/Assistant Principal

FLSA: Exempt
Work Location: Brentwood, NY
Date: March 2025

Position Overview The Academy Charter School Music Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Music Teacher will demonstrate the qualities expected of all academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community.

Responsibilities & Duties

Instructional Planning

- Understand and implement general music theories and practices, including vocal and instrumental music, basic note reading, and basic composition
- Possess ability to play the recorder and piano/keyboard
- Understand processes and history of traditional instruments across a wide range of cultures
- Develop cross-curricular units and intensives with teachers and integrate music into the general curriculum
- Use technology and multimedia tools to enhance and enrich the curriculum
- Communicate knowledge of music history (American, European, and non-Western)

Instructional Delivery

- Emphasize a process-based approach to music instruction
- Use technology tools for instruction, planning, and communication
- Eagerly learn new uses and applications of technology tools
- Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, playing instruments, and using dance and movement to supplement and enhance the curriculum
- Develop and use rubrics for instruction as well as assessment

- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom

Student Assessment

- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Completes all reports in a timely manner

Learning Environment

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed
- Ensure smooth operation of all classroom instructional functions without exception

Student and Extracurricular Activities

- Plan and organize school and community music events, such as concerts
- Create a sense of community and belonging for the students in their school
- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

Student Support & School Culture

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Oversee and assist with student arrival / dismissal
- Work closely with all members of school community modeling citizenship, collaboration and support of one another
- Other tasks as assigned by the Administration

Academic & certification qualifications

- Bachelors Degree required, Masters Degree preferred
- New York State Music Teacher Certification

Work experience & Skills

- Minimum of 2 years of urban teaching experience required
- Experience working with at-risk student population in some capacity preferred
- Educational experience after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- Working knowledge and comfort level with instructional technology
- Strong written, grammatical, presentation, and verbal communication skills

CUSTODIAN

JOB DESCRIPTION

Title: Custodian
Department: Operations
Report to: Director of Operations

FLSA: Non-Exempt
Work Location: Brentwood, NY
Date: March 2025

Position Overview

The Academy Charter School Custodian will clean and maintain school facility to ensure a safe, secure and comfortable environment conducive to student learning. The custodian will uphold the mission and values established by the school.

Responsibilities & duties (including, but not limited to):

- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
- Floor care including mopping, stripping and waxing
- Daily trash removal and cleaning of all receptacles
- Set up and cleans dining area before, between, and during breakfast and/or lunch periods
- Respond to emergency cleanups during the day, such as clogged drains and spills
- Perform routine maintenance, including painting, replacing lights, drywall (sheet-rock), plastering, and replacement/installation of floor tiles
- Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn, maintenance of sidewalk areas, salting of sidewalk and snow removal during inclement weather
- Sets up and arranges furniture for assemblies, meetings and special events
- Secure, protect and ensure the proper usage and maintenance of all custodial equipment
- Assist with shipping and receiving of packages, parcels and large items
- Light moving and carpentry
- Open and close facilities and provide access to classrooms or offices during the normal school week, after hours, and occasionally weekends as directed
- Perform walk through of the facility during the day in order to ensure the building and the outer perimeters are clean and safe; ensure all bathrooms are properly stocked at all times
- Perform other related duties as required and assigned

- Demonstrate knowledge of, and support of the schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior

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Academic qualifications (including, but not limited to):

- High School Diploma required

Work experience & skills:

- 3 years custodial experience required
- Familiarity with the use of maintenance equipment such as including snow blower, sander, power drills, etc.
- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages
- Ability to communicate on a mature level

FOOD SERVICE WORKER

JOB DESCRIPTION

Title: Food Service Worker
Department: Operations
Report to: Director of Operations

FLSA: Non-Exempt
Work Location: Brentwood, NY
Date: March 2025

Position Overview

The Food Service Worker is responsible for preparing and/or building food items while providing customer service and adhering to food safety, food handling, and sanitation procedures. Essential functions and responsibilities of the position may vary by Academy Charter school location based on school requirements and needs.

Responsibilities:

- Prepares and builds food items according to standardized recipes and directions
- Properly stores food by adhering to food safety policies and procedures
- Sets up work stations including prep tables, service counters, hot wells, steam tables, etc
- Breaks down, cleans and sanitizes work stations
- Serves food to students, teachers, admin, etc. while ensuring guest satisfaction and anticipating the customers' needs
- Replenishes food items and ensures items are stocked to appropriate levels

Qualifications:

- Previous food service experience preferred
- Must be able to obtain food safety certification
- Demonstrates excellent customer service skills
- Requires occasional lifting, carrying, pushing, pulling of up to 25 lbs

SECURITY GUARD

JOB DESCRIPTION

Title: Security Guard
Department: Operations
Report to: Director of Operations

FLSA: Non-Exempt
Work Location: Brentwood, NY
Date: March 2025

Position Overview

The Academy Charter School Security Guard protects school property and insures safety of pupils and staff by providing adult supervision inside and outside of the school. The security guard will uphold the mission and values established by the school.

Responsibilities & duties (including, but not limited to):

- Patrols hallways, main entrances and recreation areas and occasionally provides supervision as needed
- Provides supervision for bus areas during arrival and dismissal times
- Checks perimeter to ensure no unauthorized access into school is available to outsiders, doors are locked and to become aware of any potentially harmful activity occurring
- Checks the functioning of security system
- Checks restrooms
- Provides direction to visitors at main entrance- checks to see that visitors have signed in at the main office
- Controls building access and responds to alarms
- Alerts administrators of problems arising from congestion or other sources

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Academic qualifications (including, but not limited to):

- High School graduate
- Previous security experience, preferably in school environment

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Work experience & skills:

- Patience and tact
- Ability to establish and maintain effective working relationships with staff, students, and parents
- Excellent communication skills
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages
- Ability to communicate on a mature level

STAFF RECRUITMENT AND RETENTION

Since June 2018 and our adoption of Jazz HR, The Academy Charter School has received over 8000 applications for employment postings, and has conducted nearly 2,000 interviews. As we have done at Hempstead, Uniondale and Wyandanch, we will build our staff recruitment model along four frames: advertising, institutional community connections, existing networks, and new networks. These efforts will be led by our Chief Operating Officer, Director of Global Talent, Evaluations & Training, and the Shared Services Team. The team has painstakingly developed a substantial pipeline of new hires at all levels throughout The Academy.

For TACS II Central Islip Regional High advertising, we will post listings in national, local and regional education and charter sector publications, print and on-line. We may make local and satellite radio purchases to boost our appeal to potential candidates. We will reach out to Suffolk schools of education, attend career fairs, provide materials and engage prospective teachers. We will also target alumni associations of these schools across disciplines to solicit interested candidates who may seek a change of career and can meet eligibility requirements by introducing unique expertise to TACS II Central Islip Regional High. Our existing networks comprise pools of applicants sourced in the United States and internationally. We will continue our work in building bridges to high-quality candidates outside of the U.S. Subsequent to Year 1, we believe one of our strongest points of leverage for teacher recruitment is the robust hiring of teacher assistants. Historically, we have been able to mine our pool of teacher assistants for quality teachers capable of moving up to serve as lead instructors. We will continue this tradition as it has the added benefit of stimulating peer-to-peer recruitment for replacement teaching assistants.

To retain staff and teachers, we begin by offering competitive salaries and benefits. We also provide staff and teachers with meaningful opportunities to grow in their craft and assume additional leadership responsibilities within and across the organization. For example, a teaching assistant may work in that position for two to three years, then advancing to become a lead teacher. The teacher may rise to become a grade-level leader or shift to a middle school team. As that teacher grows, they may opt to become a department chair or instructional coach. Similarly, a teacher may prefer to work in a unique role at another Academy school. The size and diversity of our model and organization provide teachers with growth opportunities difficult to match in more hierarchical and less nimble structures. Teacher retention is a strength of our model, and we assume this will continue at TACS II Central Islip Regional High.

The Academy Charter School is deeply committed to the professional development of its staff. Dynamic professional development offerings and growth opportunities, such as those outlined above, are vital to staff retention efforts. We recognize that having highly qualified and up-to-date educators leads to greater student achievement. As a result, we have launched several grant-funded initiatives to support the

implementation of a comprehensive professional development plan. Currently, we manage four grant-funded programs and maintain partnerships with four higher education institutions.

They are as follows:

1. The Alumni to Teacher Program- Funded by Charter Growth fund
2. Teacher Residency Program- funded by New York State Department of Labor
3. Apprenticeship Expansion Program funded by New York State Department of Labor
4. Metropolitan College Royce Mathematics Teacher Fellow- funded by National Science Teachers Association

THE ALUMNI TRANSITION PROGRAM - FUNDED BY CHARTER GROWTH FUND

The **Office of Alumni Services' Charter Growth Fund Program has** provided a critical pathway for alumni to transition from post-bachelor's degree studies into meaningful roles within the Academy Charter Schools network, since September 2024. This program is particularly impactful for two alumni from the Academy's first graduating class, who are now poised to enter teaching and school counseling positions. By facilitating this transition, the program not only enhanced the professional growth of the individual alumni but also strengthened the Academy's educational environment and long-term success.

The primary benefit of this program is the opportunity it provides for alumni to continue their professional development in their respective fields. The two alumni who transitioned into teaching positions have been receiving tailored support to ensure they are fully prepared to excel in the classroom and gain the requisite credentials through our New York Institute of Technology development training partnership. This initiative is the main vehicle that we have used since our inception to encourage study among staff that leads to teacher transition from undergraduate training to graduate and school professional licensure. The inclusion of our alumni staff in this program ensured that they were upgrading their qualification while receiving mentoring, and guidance on classroom management and pedagogy. Thus, ensuring that they are equipped with the skills necessary to foster student engagement and success. Similarly, the alumni who has been serving as a school counselor benefits from a structured transition into this crucial support role, as she begins to hone the requisite skills to address the emotional and academic needs of students across the Academy network.

The **Charter Growth Fund Program** also ensures alignment with the Academy's mission by recruiting individuals who are already familiar with the school's culture and values. As alumni from the Academy's first graduating class, these individuals share a deep commitment to the school's vision and are motivated to contribute to its continued growth. This continuity helps maintain a strong institutional culture and fosters a sense of community among students, staff, and alumni.

Moreover, the program supports the **retention of talented professionals** within the Academy network. By providing clear pathways for career advancement and offering professional development tailored to the needs of each alumnus, the program encourages long-term commitment to the school community. As these alumni transition into teaching and counseling roles, they will help create a stable, skilled workforce that benefits both their peers and students.

The **impact on the Academy's educator and counseling workforce** is profound. The inclusion of alumni in these important roles allows for a more experienced and familiar staff to support the school's mission. By integrating individuals who understand the unique needs of the student body and the values of the Academy, the program helps strengthen the quality of instruction and support provided to students. This, in turn, enhances the overall educational experience and contributes to improved student outcomes.

The **Charter Growth Fund Program** also holds broader significance by contributing to the **long-term sustainability** and growth of the Academy Charter Schools network. By developing an internal pipeline of educators and counselors, the program helps ensure that future generations of students are supported by a dedicated, qualified workforce. This approach also fosters a sense of community and loyalty among alumni, who are more likely to remain engaged with the Academy in various capacities throughout their careers.

In conclusion, the **Charter Growth Fund Program** is a vital initiative that not only aids alumni in their professional transitions but also reinforces the Academy's commitment to providing high-quality education and support services. By facilitating the return of alumni to the Academy network, the program strengthens the workforce, promotes stability, and ensures that students receive a well-rounded, supportive educational experience.

TEACHER RESIDENCY PROGRAM- FUNDED BY NEW YORK STATE DEPARTMENT OF LABOR

The Academy Charter School (TACS) has been awarded a Teacher Residency Grant in Round 2 of the New York State Department of Labor's 2025-2026 grant funding, which will support the training and certification of thirteen teachers. This initiative will significantly strengthen TACS' educator workforce by providing uncertified teachers who hold degrees from other fields of study and internationally trained teachers with structured, hands-on training, mentorship, and pathways to full certification. The program aligns with TACS' commitment to fostering high-quality instruction, increasing teacher retention, and enhancing student achievement.

The Teacher Residency Grant will directly address teacher shortages by creating a sustainable pipeline of well-prepared educators. Through an immersive residency model, participants will receive extensive classroom experience under the guidance of skilled mentor teachers while concurrently completing coursework toward their certification. This integrated approach ensures that newly recruited professionals who are transitioning into teaching and internationally trained teachers develop strong instructional competencies, classroom management skills, and a deep understanding of student learning needs before assuming full-time teaching roles.

In addition to improving teacher preparedness, the residency program will contribute to higher retention rates. By offering aspiring educators a gradual and well-supported entry into the profession, TACS will reduce teacher attrition and foster long-term commitment to the school community. Furthermore, by investing in internal talent development, the program will create pathways for paraprofessionals and teaching assistants to transition into fully licensed teaching roles, strengthening the school's ability to retain and cultivate skilled educators from within.

Another key benefit of the grant is its role in diversifying the educational workforce. By expanding access to teacher certification, the program will attract candidates from a variety of backgrounds, ensuring that TACS' faculty reflects the diversity of its student population. A diverse teaching staff is essential for

fostering culturally responsive teaching practices, promoting inclusive learning environments, and improving student engagement and outcomes.

The program's long-term impact extends beyond teacher preparation to overall instructional quality and student achievement. Residents will be trained in evidence-based teaching strategies, data-driven decision-making, and differentiated instruction, ensuring that they are equipped to meet the needs of all learners. As these teachers transition into full-time roles, their expertise will contribute to a more effective and cohesive instructional team, ultimately leading to higher student performance.

By securing this Teacher Residency Grant, TACS is making a strategic investment in its educator workforce, ensuring a steady supply of well-trained, committed teachers who will enhance the school's instructional capacity and long-term success. This initiative reinforces TACS' position as a leader in innovative teacher preparation and workforce development within New York State.

APPRENTICESHIP EXPANSION PROGRAM FUNDED NEW YORK STATE DEPARTMENT OF LABOR

The Academy Charter School (TACS) has been awarded an Apprenticeship Expansion Grant in Round 4 of the New York State Department of Labor's 2025-2027 funding cycle. This grant will enable the school to train and certify eight teacher assistants in a Master degree in Childhood Special Education (All Grades) through SUNY Old Westbury Graduate School of Education and seven instructional leaders in a master's degree in School Administration through Touro University. This initiative will substantially enhance TACS' educator workforce by providing critical professional development and career advancement opportunities for staff, resulting in long-term improvements in instructional quality, leadership, and student achievement.

A central benefit of this grant is its role in developing a highly skilled and qualified educator pipeline. By supporting teacher assistants to attain advanced certification in childhood special education, the program will significantly enhance TACS' capacity to meet the diverse learning needs of its students, particularly those requiring special education services. These newly certified educators will be equipped with specialized knowledge and instructional strategies that will directly improve classroom outcomes for students with disabilities, ensuring that TACS can provide high-quality, inclusive education across all grade levels.

Moreover, the grant will support the professional growth of instructional leaders by funding their pursuit of a master's degree in School Administration. This will strengthen the school's leadership capacity by developing a pool of highly qualified administrators capable of taking on pivotal roles in school management, curriculum development, and strategic planning. As instructional leaders progress through their studies, they will gain critical insights into educational leadership, organizational management, and policy implementation, which will allow them to foster a positive, effective learning environment. These leaders will be equipped to guide teachers and staff, implement evidence-based instructional practices, and manage the overall school climate, contributing to a more cohesive and productive educational community.

The expected impact of the Apprenticeship Expansion Grant on TACS' educator workforce is multifaceted. First, it will reduce staff turnover by offering career advancement pathways for existing teacher assistants,

thereby fostering greater job satisfaction and retention. By providing clear routes for professional growth and development, the school can cultivate a dedicated and stable workforce, reducing reliance on external recruitment and ensuring continuity in staffing. Second, the initiative will contribute to the diversification of the educator workforce by offering access to advanced certification and leadership roles for individuals from diverse backgrounds. A more diverse teaching and leadership team enhances the school's ability to deliver culturally responsive education and better serve its students' varied needs.

Additionally, by providing these professional development opportunities, TACS will enhance its overall instructional quality. Teacher assistants who earn certification in special education will be better prepared to support students with diverse learning needs, while instructional leaders who gain a master's degree in School Administration will play a key role in driving school-wide improvements in teaching and learning. This collective professional growth will contribute to a more skilled, knowledgeable, and cohesive team, ultimately improving student outcomes across the board.

In conclusion, the Apprenticeship Expansion Grant will have a profound and lasting impact on TACS. By investing in the professional development of both teachers and instructional leaders, TACS is ensuring that its educational workforce is equipped with the skills, knowledge, and leadership capacity to meet the challenges of today's educational environment. This initiative will contribute to a more effective, inclusive, and sustainable learning community, positioning TACS as a leader in educator development and student achievement.

METROPOLITAN COLLEGE ROYCE MATHEMATICS TEACHER FELLOW- FUNDED BY NATIONAL SCIENCE TEACHERS' ASSOCIATION

Four middle and high school teachers have received the prestigious Royce Fellowship in Mathematics, funded by the National Science Teachers Association, granted to Metropolitan College in New York. These fellow's participation in this fellowship enables them to pursue a Master of Science in Mathematics Education and gain certification as Mathematics educators in a year. The fellowship will provide additional professional development support to these fellows for up to three years following the termination of their degree. This promises to be of significant benefits for TACS' instructional quality, professional growth, and student success.

The recipients will gain advanced knowledge in mathematics pedagogy and curriculum design, incorporating modern teaching strategies such as technology integration, differentiated instruction, and inquiry-based learning. This will improve the clarity and creativity of math instruction, ensuring that all students can succeed in high-quality mathematics education.

The fellowship will also enable teachers to provide more tailored support for students at varying skill levels, directly improving student engagement and achievement. Additionally, the recipients will serve as valuable resources for their colleagues, sharing their newfound expertise and fostering a culture of continuous professional development. Thereby, leading the enhancement of mathematics instruction across TACS.

Our ultimate hope is that the fellowship offer will also contribute to higher teacher retention by offering substantial career growth opportunities. We believe that this investment in our mathematics educators' professional futures will foster job satisfaction and reduce burnout, ensuring a stable, committed

workforce. Furthermore, the advanced training will prepare these teachers for leadership roles, strengthening TACS' internal pipeline for leadership and instructional excellence.

Ultimately, the Royce Fellowship will have a profound impact on student outcomes, equipping teachers with the skills to deliver engaging, high-quality mathematics instruction. TACS will continue to provide exceptional education that prepares students for success in mathematics and beyond.

OTHER INITIATIVES

We also support articulation programs with two higher education institutions. Through an internship agreement with SUNY Old Westbury, preservice teachers specializing in Social Studies, Language Arts, and Science Education gain hands-on experience in our classrooms. Additionally, we maintain a long-standing partnership with the New York Institute of Technology (NYIT), offering staff training at a reduced per-credit rate. To encourage participation, we have introduced a reimbursement initiative based on the credits earned by staff and the quality of their performance.

PRESERVICE INTERNSHIP AGREEMENT WITH SUNY OLD WESTBURY

The Preservice Internship Agreement with SUNY Old Westbury is a collaborative partnership designed to provide preservice teachers with real-world teaching experiences. Under this agreement, teacher candidates from SUNY Old Westbury engage in structured internships at The Academy Charter School (TACS), where they apply their academic learning in classroom settings.

During the internship, preservice teachers receive mentorship and guidance from experienced educators at TACS, allowing them to refine their instructional skills, classroom management techniques, and student engagement strategies. The agreement clearly defines the responsibilities of both SUNY Old Westbury and TACS, ensuring that interns are well-supported, and that the partnership aligns with the university's academic goals and the school's educational objectives.

This collaboration is mutually beneficial: TACS gains fresh perspectives and potential future educators, while SUNY Old Westbury provides its students with valuable fieldwork opportunities integral to their teacher preparation program. Ultimately, this partnership strengthens the educator pipeline and contributes to the development of a high-quality teaching workforce at TACS and beyond.

TEACHER DEVELOPMENT INITIATIVE WITH NEW YORK INSTITUTE OF TECHNOLOGY

The Teacher Development Initiative at TACS, in partnership with the New York Institute of Technology (NYIT), provides staff with professional development opportunities through the Staff Reimbursement of Credits Earned Program. This initiative reimburses staff for credits earned through NYIT courses, supporting their pursuit of higher education while allowing them to apply new knowledge directly to their roles within the Academy.

By participating in this program, staff members can enhance their expertise, improve instructional quality, and stay at the forefront of educational best practices. The opportunity to earn credits while working ensures that educators continuously develop their skills, fostering a culture of lifelong learning and career advancement.

Additionally, this initiative aligns with TACS's mission to provide a high-quality education. Staff members who engage in further studies contribute directly to student success, ensuring that learners receive instruction from well-trained, knowledgeable educators. The partnership with NYIT guarantees access to high-quality, relevant coursework that directly complements staff members' professional responsibilities.

Ultimately, the Staff Reimbursement of Credits Earned Program not only enhances staff satisfaction and retention but also strengthens the overall learning environment. By investing in its educators, TACS fosters a supportive, dynamic, and well-prepared teaching workforce dedicated to student achievement.

TACS CONTINGENCY PLANNING FOR RECRUITMENT

The office of the CPLO recognizes that particular talent pools may not be consistently fruitful. Our talent acquisition plans diversified to match the distributed nature of job searching in an evolving market. We have enjoyed tremendous success in our appeals to Long Island and other downstate colleges of education. Hofstra, Molloy College, SUNY Old Westbury and New York Institute of Technology have all provided multiple teachers to the Academy in recent years. Our efforts to recruit directly from the University of the West Indies has proven to be as beneficial and relatively cost effective. In several years, there have been as many as 7 hires from the Caribbean. This pool of strong candidates continues to provide ideal risk mitigating from the instability and dynamism of the US labor market.

REMAINING MISSION-DRIVEN

By investing in the advanced education and licensure of teachers, teaching assistants, and administrators, **TACS builds a leadership structure that prioritizes instructional excellence, mentorship, and professional development**, ensuring that all students receive the high-quality education they need to succeed.

EMPLOYEE HANDBOOK

September 1, 2024

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1. INTRODUCTION

Welcome!

Thank you for joining The Academy Charter School. We hope you agree that you have a great contribution to make to the education of our children by way of our community, and that you will find your employment at the School a rewarding experience. We look forward to the opportunity of working together to create a more successful School. We also want you to feel that your employment will be a mutually beneficial and gratifying one.

You have joined an organization that is establishing an outstanding reputation for quality. Credit for this will go to everyone in the organization. We hope you will find satisfaction and take pride in your work here. As a member of the School's team, you will be expected to contribute your talents and energies to further improve the environment and quality of the School.

We extend to you our personal best wishes for your success and happiness at the School.

Sincerely,

The Academy Charter School

2. AT-WILL EMPLOYMENT

PLEASE READ CAREFULLY

The contents of this Employee Handbook ("Handbook") summarize the current benefits and guidelines within The Academy Charter School ("the School") and are intended as guidelines only. The School reserves the right to change, delete, suspend, or discontinue any part or parts of this Handbook at any time, without prior notice, and any such action shall apply to existing as well as future employees. All employees should be aware that depending upon the circumstances of a given situation, the School's actions may vary from the provisions of this Handbook. As such, the contents of the Handbook do not constitute the terms of a contract of employment.

It should be noted that nothing contained in this Handbook is, nor should it be construed as, a guarantee of employment, continued employment, or future employment; but rather, employment with the School is on an at-will basis. This means that either the employee or the School, with or without cause, may terminate the employment relationship at any time, with or without advance notice, for any reason not expressly prohibited by law. Any exception must be expressly authorized and signed by an appropriate officer of the School.

This Handbook supersedes and replaces all prior handbooks, personnel policies and benefit statements, whether oral or in writing, unless otherwise specified. While some of the provisions contained herein refer specifically to certain laws, employees should be aware that the School will comply with all applicable federal, state and local laws. Should any provision in this Handbook be found to be unenforceable and/or invalid, such finding does not invalidate the entire Handbook, but only the subject provision.

The Board of Trustees reserves the right to amend this Handbook at any time, within its sole discretion, with or without notice.

This Handbook takes effect from the first date that it is put into use by the School.

3. NATIONAL LABOR RELATIONS ACT DISCLAIMER

Nothing in this Handbook is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade any non-management, non-supervisory employees from engaging in legally protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raising complaints about working conditions, and/or engaging in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

4. AN OVERVIEW OF THE SCHOOL

The goal of the School is to create one of the finest charter school networks in the nation. We hope to serve the children of our community and to create a role model for charter school design that can be replicated everywhere that new educational alternatives are needed.

A broad cross-section of the community has joined together to create this unique School: parents, educators, social service executives, elected officials, community leaders and business people. At the same time, the deep need for better educational alternatives is longstanding and well known.

Creating an outstanding School that meets the needs of all of its children and families is not easy work. Ultimately, however, parents and children have a right to good educational alternatives and a fair chance at life. For this reason, the best-designed charter schools will succeed and will raise the quality of traditional non-chartered schools along with them. We are glad you have joined us in this most worthy and noble effort.

4.1 WHAT YOU CAN EXPECT FROM THE SCHOOL

The School believes in creating a professional working relationship between all employees. In pursuit of this goal, the School is working towards meeting the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace experience.

2. Provide employment opportunities on the basis of skill, training, ability, attitude, character, and business need, without discrimination based on race (including traits historically associated with race, such as hair texture and protective hair styles), color, religion, creed, ancestry, sex (including pregnancy, childbirth or related medical conditions), gender (including gender nonconformity, gender identity and status as a transgender or transsexual individual), familial status, sexual orientation, national origin or ancestry, age, marital status, domestic partnership or civil union status, military status, citizenship and immigration status, physical or mental disability, veteran status, genetic predisposition, status as a victim of domestic violence, or any other characteristic or status protected by federal, state, or local law.

3. Compensate all employees according to their effort and contribution to the success of the School.

4. Review wages, employee benefits and working conditions regularly with the objective of being as competitive in these areas as possible, consistent with the various demands on the School's limited resources.

5. Assure employees an opportunity to discuss any issue or problem with the Principal, a representative from Human Resources, or any other manager with whom employees feel comfortable speaking.

6. Maintain an atmosphere that is free from harassment or discrimination on the basis of any protected classification or characteristic and free from retaliation for engaging in any activity protected by law.

7. Take prompt and fair action to investigate and resolve any complaint that may arise in the everyday conduct of the School's business, including complaints of discrimination or harassment based on a protected trait or retaliation.

8. Respect individual rights and treat all employees with courtesy and consideration.

9. Maintain mutual respect in our working relationships.

10. Promote employees on the basis of their ability and merit.

11. Keep all employees informed of the progress of the School, as well as its overall goals and objectives.

12. Promote an atmosphere in keeping with the School's vision, mission, and goals.

4.2 WHAT THE SCHOOL EXPECTS FROM YOU

The School needs your help in making each working day enjoyable and rewarding. Your first responsibility is to know your own duties and how to do them promptly, efficiently, correctly and pleasantly. Second, you are expected to cooperate with management and your fellow employees and to maintain a good team attitude. However, nothing in this Handbook is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally protected activities, including those protected by the National Labor Relations Act as referenced above.

How you interact with fellow employees and those whom the School serves, and how you accept direction can affect the success of our School. In turn, the performance of one faculty member can have an impact upon the entire School. Consequently, whatever your position, you have an important assignment: perform every task to the very best of your ability.

We strongly believe you should have the right to make your own choices in matters that concern and control your life. We believe in direct access to management. We are dedicated to making the School an educational institution where you can approach your supervisor to discuss any problem or question. We expect you to voice your opinions and contribute your suggestions to improve the quality of the School. We're all human, so please communicate with each other and with management in a professional and constructive manner.

4.3 OPEN COMMUNICATION POLICY

The School encourages you to discuss any issue you may have with a co-worker directly with that person. If a resolution is not reached or if that is not possible, or if you feel uncomfortable speaking with your co-worker, then you should arrange a meeting with the Principal, the Human Capital Director, or any other manager with whom your feel comfortable to discuss any concern, problem, or issue that arises during the course of your employment. To the extent practicable, the School will preserve the confidentiality of information discussed in a meeting, consistent with the School's responsibility to investigate any conduct that is potentially unlawful or in violation of this Handbook. Retaliation against any employee for appropriate usage of open communication channels is forbidden. Please remember you are more likely to resolve work-related issues by speaking directly with your co-workers or by using the School's Open Communication Policy, speaking with your supervisor immediately with any questions, and if that is not appropriate, by contacting your school's Human Capital Department.

4.4 MISSION

The School will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges scholars to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice.

In addition to core subjects, our scholars will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a scholar body poised to be active, engaged, and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectation will promote the excellence we know our community's children can achieve. Our scholars will graduate from The Academy with the content mastery and life skills needed to move into the top five percent of their middle and high school classes.

4.5 VISION

The Principal will ensure that every staff member in the School is committed to the School's mission. The Principal will develop the talents of all staff and scholars. Our staff will be dedicated and passionate professionals who model the intellectual prowess, core virtues and civic mindedness that we expect our scholars to emulate. As educators, they will be committed to improve their own practice, and will be expected and encouraged to pursue professional development opportunities outside of the pre-service and ongoing professional development we will offer them. Our scholars will be the gems of their respective communities. They will respect themselves and respect others. They will have the knowledge base, value base and peer support to make sound decisions. They will have the skills to create informed opinions and be able to support them.

They will have creativity and resourcefulness to suggest and implement solutions. Civic engagement will be a part of their consciousness from the primary grades. Our facility will be a safe place where teaching and learning will flourish.

Our classrooms and hallways will be filled with authentic scholar work. Our classrooms will be interactive and designed to stimulate children's natural curiosity, with teachers facilitating engaging activities that drive success for scholars at every skill level. Technology and the arts will be tools that are used across the curriculum.

4.6 PHILOSOPHY

The fundamental belief at the School is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They shall have a real opportunity to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

The School encourages teachers to engage in "Performance-based" instruction, so that our scholars learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. Scholars are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science.

5. EQUAL OPPORTUNITY, ANTI-DISCRIMINATION, & WHISTLEBLOWER PROTECTIONS

5.1 EQUAL OPPORTUNITY EMPLOYMENT

The School is committed to Equal Employment Opportunity (EEO) and diversity in the workplace, and it will comply with applicable federal, state and local anti-discrimination laws in all areas of employment, including, but not limited to, hiring, termination, retention, promotion, tenure, recruitment, or compensation. No person should encounter discrimination in employment on the basis of race (including traits historically associated with race, including but not limited to, hair texture and protective hairstyles, such as braids, locks, and twists), color, ethnicity, religion, creed, sex (including pregnancy, child birth or related medical conditions and transgender status), gender (including gender nonconformity, gender identity and status as a transgender or transsexual individual), familial status, sexual orientation, national origin or ancestry, age, marital status, domestic partnership or civil union status, military status, physical and mental disability (including gender dysphoria), genetic information (including predisposing genetic characteristics), citizenship or ancestry status, veteran status, status as a victim of domestic violence, sex offenses, and stalking, wage/salary history, source of income, certain arrest or conviction records, or any other protected category under applicable federal, state or local laws (these categories may be referred to throughout this Handbook collectively as "protected categories" or "protected classes"), and to the extent provided by laws dealing with educational providers to minors.

School employees should model best practices and professional behavior of a diverse team. It is against School policy for our employees to intentionally:

- Discriminate against anyone in a legally protected class in recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment;
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class; or
- Deny a person any service, other program benefits, or financial aid based on the individual's legally protected class.

All employees and applicants are responsible for understanding, adhering to, and strictly enforcing this policy.

Any employee aware of violations of this policy must report the conduct to The Human Capital Director or their designee, or any other manager with whom the employee feels comfortable.

5.2 AMERICANS WITH DISABILITIES ACT/ACCOMMODATIONS POLICY

The School shall comply with the intent of the Americans with Disabilities Act of 1990, as amended, and all applicable state and local laws related to providing reasonable accommodations to qualified individuals with a disability. This means that the School will not discriminate against anyone with a disability, as defined by applicable federal, state, and/or local law, who's otherwise qualified for employment. Reasonable accommodations will be given to anyone with known physical or mental limitations, including a temporary disability or a disability related to pregnancy, childbirth or lactation, of an otherwise qualified person with a disability who's an employee or applying for a job, if such accommodation would not impose an undue hardship on the School or a direct threat of harm (as defined by law) and

would enable the person to apply for or perform the essential functions of the position in question.

The School is committed to engaging in the interactive process with employees who may require a reasonable accommodation. Any qualified individual with a disability who requires a reasonable accommodation in order to perform the essential functions of their job should notify their supervisor and the Human Capital Director or their designee and request an accommodation. The School will identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation in accordance with applicable law. However, the School is not required to make the specific accommodation requested by you and may propose an alternative to the requested accommodation or substitute one reasonable accommodation for another, and the School retains the ultimate discretion to choose between reasonable accommodations. The person must fully cooperate with the School to seek out and evaluate accommodation options. The School may require medical verification of the disability and need for accommodation. For further information, please contact your Human Capital Director or their designee.

Please note that the School will not take any adverse action against an applicant or employee solely on the basis of their status as a certified patient under the New York Compassionate Care Act, except where required or permitted by applicable law. Please note that, while the use, possession, consumption, sale, purchase, transport and/or growth of marijuana may be legal under state law for certain purposes, it remains illegal under federal law and is covered by the School's policies. Any employee who seeks a reasonable accommodation due to a lawful prescription for medical marijuana or other covered substances must contact the Human Capital Director or their designee.

All information received by the School concerning the medical condition or history of applicants or employees in connection with a request for an accommodation will be treated as confidential and will be disclosed only as permitted by the ADA and/or other applicable local, state and federal laws.

Individuals will not be retaliated against for requesting an accommodation in good faith and/or reporting a violation of this policy in good faith. The School expressly prohibits any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting an accommodation in good faith.

5.3 RELIGIOUS ACCOMMODATION POLICY

The School complies with Title VII of the Civil Rights Act of 1964, the New York Human Rights Law, and all applicable state and local fair employment practices laws and is committed to providing equal employment opportunities to all individuals, regardless of religion. Consistent with this commitment, the School will provide a reasonable accommodation of an applicant's or employee's sincerely held religious belief unless doing so would create an undue hardship for the School.

If you believe you need an accommodation based on your religious beliefs, please contact The Human Capital Director or their designee. The School encourages you to suggest specific reasonable accommodations. However, the School is not required to make the specific accommodation requested by you and may provide an alternative, effective

accommodation, to the extent any accommodation can be made without imposing an undue hardship on the School.

Individuals will not be retaliated against for requesting an accommodation in good faith and/or reporting a violation of this policy in good faith. The School expressly prohibits any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting an accommodation in good faith.

5.4 PREGNANCY ACCOMMODATIONS

In accordance with the federal Pregnant Workers Fairness Act ("PWFA"), the School will make reasonable accommodations for known physical or mental limitations related to the pregnancy, childbirth or related medical conditions of a qualified applicant or employee, unless the accommodation would impose an undue hardship on the operation of the School's business.

"Known physical or mental limitations" are those that the applicant, employee or their representative has communicated to the School. Employees or applicants who wish to inform the School of such a limitation and/or request a reasonable accommodation under this policy should contact the Human Capital department, preferably specifying in writing what barriers or limitations prompted the request.

[Optional: The following accommodations will typically be provided upon request:

- **Allowing an employee to carry or keep water in or near their work area and to drink water as needed;**
- **Additional restroom breaks, as needed;**
- **Allowing an employee whose work requires standing to sit, as needed;**
- **Allowing an employee whose work requires sitting to stand, as needed; and**
- **Allowing an employee to take breaks, as needed, to eat and drink.**

For other accommodations,] Human Capital Department will evaluate information provided regarding any reported or apparent barriers or limitations and will then communicate with the applicant or employee and engage in an interactive process to determine the nature of the limitation and what, if any, reasonable accommodation(s) may be appropriate. If, through this interactive process, the School and the individual arrive at a reasonable accommodation that does not impose an undue hardship on the operation of the School's business, the School will make that accommodation.

Employees who wish to request time away from work to accommodate a limitation related to pregnancy, childbirth or a related medical condition should contact the Human Capital Department. However, the School will not require a qualified employee to take leave if another reasonable accommodation can be provided.

The School prohibits discrimination on the basis of pregnancy, childbirth or related medical conditions. The School also will not interfere with any individual's rights under the PWFA or take adverse action against a qualified applicant or employee because they request or use reasonable accommodations in accordance with this policy, report or oppose discrimination under the PWFA, or participate in a proceeding involving an alleged violation of the PWFA. Individuals who believe they have been subjected to, or believe that another individual has been subjected to, prohibited discrimination, retaliation or coercion

should report it immediately to the Human Capital department.

5.5 REPRODUCTIVE HEALTH DECISION MAKING

The School will not discriminate or retaliate against an employee because of the employee's or a dependent of the employee's reproductive health decision making, including the use of particular drugs, devices or medical services. The School also will not, without prior informed written consent, access personal information regarding the reproductive health decision making of employees or their dependents and will not require an employee to sign any document or waiver that purports to deny that employee the right to make their own reproductive health decisions. Employees who feel they have been subjected to discrimination or retaliation on the basis of their reproductive health decision making or that of a dependent, or to any other violation of this policy, should contact the Human Capital Director or their designee.

5.6 PROHIBITED DISCRIMINATION & HARASSMENT POLICY

The School is committed to providing a work environment that is free of unlawful discrimination and harassment. This policy's goal is not to regulate personal morality or to invade employees' personal lives, but to show the School's commitment to maintaining a workplace environment that's free of discrimination and harassment of and by its employees, as well as contractors, vendors, and guests.

DEFINING HARASSMENT

The School intends to provide a work environment that is pleasant, professional and free of intimidation, hostility or other offenses that may interfere with work performance. Harassment of any sort, whether verbal, physical or visual, based on a protected characteristic will not be tolerated. These characteristics include, but are not necessarily limited to, race (including traits historically associated with race, including but not limited to,hair texture and protective hairstyles, such as braids, locks, and twists), color, ethnicity, creed, religion, gender (including gender nonconformity, gender identity and status as a transgender or transsexual individual), sex (including pregnancy, child birth or related medical conditions and transgender status), familial status, sexual orientation, age, national origin or ancestry, citizenship or ancestry status, veteran status, military status, physical or mental disability (including gender dysphoria), genetic information (including predisposing genetic characteristics), marital status, domestic partnership or civil union status, genetic information, status as a victim of domestic violence, sex offenses, and stalking, wage/salary history, source of income, certain arrest or conviction records, or any other legally protected category under applicable federal, state, or local laws.

Harassment is defined as verbal, physical, or written conduct, to include posts on social media or other internet venues – including but not limited to slurs, remarks, epithets, jokes, or intimidating or hostile acts – based on an employee's membership in a protected class under applicable federal, state, or local law, when such conduct has the purpose or effect of: 1) substantially interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working environment; 2) otherwise adversely affecting an individual's employment opportunities; or 3) unreasonably interfering with an individual's work performance.

Harassment that violates this policy may take many different forms including, but not limited to:

- Any conduct that creates a hostile environment or that embarrasses or humiliates another person;
- Verbal conduct, such as epithets, derogatory comments, slurs or unwelcome comments or jokes;
- Visual conduct, such as derogatory posters, photographs, pictures, e-mails, screensavers, cartoons, drawings or gestures;
- Physical conduct, such as assault, blocking normal movement, restraint, inappropriate touching or physical interference;
- Threats or demands to submit to certain non-work-related actions in order to keep or get a job, to avoid some other loss or as a condition of receipt of job benefits, job security or promotion; and
- Hostile actions taken against an individual because of that individual's protected categories, such as:

    - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;

    - Sabotaging an individual's work; and

    - Bullying, yelling, name-calling.
- Retaliation for having reported harassment or discrimination or having assisted another employee in reporting harassment or discrimination.

Applicability of Policy

The prohibition against unlawful discrimination and harassment applies to all employees (managers, supervisors, salaried, hourly, and temporary employees, etc.) as well as contractors, customers, suppliers and guests. Similarly, all School employees have a responsibility to keep the workplace free of unlawful discrimination and harassment.

Complaint Procedure, Investigation & Remediation

If any employee feels that they have been subjected to discrimination or harassment by a co-worker, supervisor, board member, contractor, guest or vendor of the School, or if any employee believes that someone else is being subject to it, the employee must immediately report the harassment to their supervisor, the Chief Legal & People Officer, or any other manager with whom the employee feels comfortable. If a School official or their designee is involved in the reported conduct, or for some reason the employee feels uncomfortable making a report to a School official, the employee should make a report directly to the Board of Trustee, Dawn West at 516-408-2200. The failure of an employee to report conduct that reasonably appears to violate the School's Prohibited Discrimination & Harassment Policy negatively impacts the School's ability to identify and eliminate unlawful workplace discrimination and harassment. Therefore, it is imperative that every employee report conduct they believe may violate this policy, even if the employee is not a target or victim.

To submit a complaint, individuals are encouraged, but not required, to use the complaint form attached to this Handbook as Appendix A. Employees' complaints should be as detailed as possible, including the names of all individuals involved and any witnesses. The facts and circumstances of all claims of perceived discrimination and/or harassment will be directly and thoroughly investigated, and prompt corrective action will be taken, as appropriate. To the extent practicable under the circumstances, the investigation will be conducted in such a way as to maintain confidentiality.

Additionally, any manager or supervisor who observes discriminatory or harassing conduct

must report the conduct to the Human Capital Director or their designee so that an investigation can be made, and corrective action taken, if appropriate.

If it is determined that inappropriate conduct has occurred, the School will act promptly to eliminate the offending conduct, which may include disciplinary action as is appropriate under the circumstances. Such action may range from counseling to termination of employment and may include such other forms of disciplinary action as the School deems appropriate to prevent future harassment or discrimination.

Where it is determined that an individual has made knowingly false or misleading claims and/or statements, with the intent to deceive the School in connection with a harassment complaint, that individual may be subject to disciplinary action, up to and including termination.

Protection from Retaliation

The School will not retaliate against anyone for reporting or complaining about unlawful harassment or discrimination in good faith, or for participating in an investigation of alleged harassment, nor will it tolerate unlawful retaliation by supervisors, managers, co-workers, or anyone else.

5.7 SEXUAL HARASSMENT

The School is committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace sex discrimination. All employees must work in a manner that prevents sexual harassment in the workplace. This policy is one component of our commitment to a discrimination-free work environment. Sexual harassment is unlawful under applicable federal, state, and local law, and all employees have a legal right to a workplace free from sexual harassment and employees are urged to report sexual harassment by filing an internal complaint with their supervisor, another manager, or the Human Capital Director or their designee. Employees may also file a complaint with a government agency or in court under applicable federal, state or local antidiscrimination laws.

What Is "Sexual Harassment"?

Sexual harassment is a form of sex discrimination and is unlawful under applicable federal, state, and local law. It includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;

- Such conduct is made either explicitly or implicitly a term or condition of employment; or

- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an

individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, or which interfere with the recipient's job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors, also called "quid pro quo" harassment. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment.

Any employee who feels harassed should file a report so that any violation of this policy can be investigated and corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of Sexual Harassment

The following describe some of the acts that may be unlawful sexual harassment and that are strictly prohibited:

- Physical acts of a sexual nature, such as:
    - Touching, pinching, patting, kissing, hugging, grabbing, brushing against another employee's body or poking another employee's body;
    - Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions, such as:
    - Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits or detriments;
    - Subtle or obvious pressure for unwelcome sexual activities.
- Sexually oriented gestures, noises, remarks or jokes, or comments about a person's sexuality or sexual experience, which create a hostile work environment.
- Sex stereotyping occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
    - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity and the status of being transgender, such as:
    - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
    - Sabotaging an individual's work;

- Bullying, yelling, name-calling.

Who Can be a Target of Sexual Harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. New York law protects employees (regardless of position), applicants, paid or unpaid interns, vendors, contractors, sub-contractors, consultants and any third-party involved in our operations. Harassers can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, or visitor.

Where and When Can Sexual Harassment Occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for work or at employer-sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises, on personal devices or during non-work hours.

Retaliation

Unlawful retaliation can include any action that could discourage an employee from coming forward to make or support a sexual harassment claim. Adverse action may not necessarily be job-related or occur in the workplace (e.g., threats of physical violence outside of work hours).

Such retaliation is unlawful under applicable federal, state, and local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- made a complaint of sexual harassment, either internally or with any anti-discrimination agency;
- testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment;
- reported that another employee has been sexually harassed; or
- encouraged a fellow employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Reporting Sexual Harassment

Preventing sexual harassment is everyone's responsibility. The School cannot prevent or remedy sexual harassment unless it knows about it. Any employee paid or unpaid intern or non-employee who has been subjected to behavior that may constitute sexual harassment, or who believes someone else has been subjected to it, is encouraged to report the behavior to their supervisor, another manager, or the Human Capital Director or their designee. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report the behavior to their supervisor, another manager, or the Human Capital Director or

their designee.

Reports may be made verbally or in writing. A form for submission of a written complaint immediately follows this policy. All employees are encouraged to use this written complaint form that is included in this policy. Employees who are reporting sexual harassment on behalf of someone else should also use this form and note that their complaint is on another employee's behalf. Individuals who believe they have been a target of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior, or for any reason suspect that sexual harassment is occurring, **are required** to report the behavior to their supervisor, another manager, or the Human Capital Director or their designee.

In addition to being subject to discipline if they engaged in harassing conduct themselves, supervisors and managers will also be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

Complaint & Investigation of Sexual Harassment

All complaints or information about sexual harassment will be investigated, whether it was reported verbally or in writing. An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, commenced immediately and completed as soon as possible. The investigation will be kept confidential to the extent possible. All persons involved, including complainants, witnesses and alleged harassers will be accorded due process, as outlined below, to protect their rights to a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. The School will not tolerate retaliation against employees who file complaints, support another's complaint or participate in an investigation regarding a violation of this policy.

Legal Protections & External Remedies

Sexual harassment is illegal under the New York State Human Rights Law, Title VII of the federal Civil Rights Act of 1964, and some local laws [Employees may file a complaint with the federal Equal Employment Opportunity Commission, the New York State Division of Human Rights, another enforcement agency (if applicable) or in certain courts of law. Agencies accept and investigate charges of sexual harassment. The Equal Employment Opportunity Commission has district, area and regional offices and may be contacted by visiting www.eeoc.gov, emailing info@eeoc.gov or by telephone at 1-800-669-4000 (TTY 1-800-669-6820). The New York State Division of Human Rights may be contacted by visiting www.dhr.ny.gov, by telephone at 718-741-8400, or by mail to One Fordham Plaza, Fourth Floor, Bronx, New York 10458. The New York State Division of Human Rights also maintains a toll-free hotline that provides counseling and accepts complaints regarding workplace sexual harassment. This hotline can be reached at 1-800-427-2773.

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact your local police

department.

OMBUDSMAN

The School has designated EPT Legal as the Employee Ombudsman. The Employee Ombudsman offers a comfortable place for Employees to discuss work related concerns and provides confidential, impartial, informal guidance on work-related issues that may include performance and development related matters, difficult interactions, conflicts with managers or co-workers and Code of Conduct violations.

The Employee Ombudsman is an impartial person with whom employees can discuss their unresolved work-related concerns. The Employee Ombudsman will listen respectfully without being judgmental; and explore different options to help you resolve your concern.

The Employee Ombudsman is available to all School employees, at all levels, by emailing academyombuds@eptlegal.com.

5.8 WHISTLEBLOWER POLICY

It is the intent of the School to adhere to all applicable federal, state and local laws and regulations that apply to the School, many of which are reflected in the School's internal rules, policies and procedures. The School requires its directors, officers and employees to observe high standards of business and personal ethics while performing their job duties and responsibilities. Everyone must practice honesty and integrity in fulfilling their job responsibilities and comply with all applicable laws and regulations. The underlying purpose of this Whistleblower Policy is to support the School's goal of legal compliance. The support of all employees is necessary to achieving compliance with various laws and regulations. To that end, the School encourages all employees to report wrongful, fraudulent or illegal workplace activities, policies or practices.

This policy is not a vehicle to report violations of the School's human resources policies, problems with co-workers or managers, or issues related to alleged employment, sexual, or other discrimination or harassment. These complaints should be reported following the procedure set forth in the policy corresponding to the type of complaint.

Issues that should be reported under this policy include (but are not necessarily limited to): suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the School's assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations.

REPORTING RESPONSIBILITY

All directors, officers and employees must report in good faith violations or suspected violations of the School's ethical standards, or any regulatory or compliance standards, in accordance with this Whistleblower Policy. The School will make every effort to investigate and correct any offending activity, policy or practice.

Questions, concerns, suggestions, or complaints regarding the ethical and legal standards noted above should be addressed directly to one's supervisor, the Human Capital Director or their designee, or any School manager that one feels comfortable with.

All employees are prohibited from filing maliciously false reports.

NON-RETALIATION

If any employee reports a violation in good faith, they shall not suffer harassment, retaliation or adverse employment consequences because of their report. If another employee retaliates against someone who has reported a violation in good faith, they may be subject to discipline, up to and including termination of employment.

5.9 INVESTIGATIONS FOLLOWING WHISTLEBLOWING ACTIVITY

The Board of Trustees may delegate the investigation of a reported violation to one or more School employees or to any other individual, including those who are not employed by the School. The Board won't delegate this responsibility to the employee or anyone else who's the subject of a reported violation. The Board of Trustees will determine the scope, manner and parameters of any investigation of reported violations and the School and its employees will need to cooperate as necessary in regard to any kind of investigation.

ACTING IN GOOD FAITH

Anyone reporting a violation must do so in good faith and have reasonable grounds to support their accusation. Any allegations made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

CONFIDENTIALITY

When an employee reports a violation, they can request that it be handled confidentially, including that the School takes the necessary steps to ensure that their identity remains anonymous. The School takes this policy seriously and encourages employees reporting violations to identify themselves as this will facilitate any resulting investigation. Employees may, however, report violations anonymously. Reports will be kept confidential to the extent possible, consistent with the need to conduct a thorough investigation and to comply with all statutory and legal requirements.

HANDLING OF REPORTED VIOLATIONS

A School official will acknowledge receipt of violation reports if the sender discloses their identity or provides a return address. All reports will be investigated promptly, and their scope is at the sole discretion of the Board of Trustees. Appropriate corrective action will be taken if warranted by the investigation.

RECORDS

The School will retain all records regarding any reports, investigations, and resolutions as required by applicable law and consistent with the School's record retention policies. All of these records will be considered privileged and confidential.

5.10 FORMAL GRIEVANCE PROCESS

If a complaint is made regarding a staff member at the School, it will first be the responsibility of the Principal or designee to address the complaint to the satisfaction of the Board and the complainant. If the complainant is not satisfied by the response of the Principal or designee, the complainant should submit their complaint in writing to the Board within seven days.

The Board will serve as the appeals body for any complaints not satisfactorily resolved or that involve the Principal directly in the complaint. Complaints must be submitted to the Board at least seven (7) days prior to the next Board meeting. Complaints submitted less than one week before the next Board meeting will be addressed at the subsequent meeting of the

Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting.

Complaints will be promptly investigated, and a determination will be made, within a reasonable time. Where possible, a determination will be made within 30 days or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall render a determination in writing if appropriate or required by law.

5.11 COMPLAINTS UNDER SECTION 2855 OF THE CHARTER SCHOOLS ACT

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) states that any individual or group may bring a complaint directly to the Board of Trustees alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of the School. All such complaints should be in writing and include the following:

1. Name, address, and phone number of the complainant;
2. Detailed statement by the complainant, including the specific provision of the School's charter or law that allegedly has been violated;
3. The relief sought by the complainant; and
4. The response, if any, received from the School thus far.

The Board of Trustees will respond to the complaint in a reasonable amount of time. Where possible, determinations will be made in 30 days or by the next regularly scheduled Board meeting unless extenuating circumstances in the complaint require an expedited review.

If the complainant believes that the Board of Trustees has not resolved the complaint, they may present the complaint to the School's authorizer, the Board of Regents of the State University of New York ("Board of Regents"). The process for bringing a complaint to the Board of Regents can be found here: http://www.p12.nysed.gov/psc/complaint.html.

The Board of Regents has delegated authority to handle charter school-related complaints to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints that are appropriately filed, and has the power and duty to issue appropriate remedial orders.

Nothing in this policy is designed to, nor should be construed to, alter your status as an at- will employee. You or the School may, at any time, with or without advance notice, for any reason not expressly prohibited by law, terminate the employment relationship.

6. COMMENCEMENT OF EMPLOYMENT

6.1 BACKGROUND CHECKS

All job applicants shall be subject to general background checks for credit and criminal records and all credit checks shall be conducted strictly under the requirements of the Fair Credit Reporting Act. Applicants for managerial positions shall undergo credential verification.

The purpose of the background check is to keep students safe. Therefore, we need to understand if there is something in any potential staff member's background that puts our students at risk.

6.1.1 EMPLOYEE FINGERPRINTING

The School shall comply with the applicable provisions of Title 8 Education Law 8 CRR-NY87. It is the policy of the School to require fingerprinting and background checks of all prospective employees as required by law. It is also the policy of the School that at least two staff members verify the clearance of each new employee/contractor/volunteer hired by the education corporation prior to employment.

Prospective employee means any individual:
(1) who is either:

(i) seeking a compensated position with the School and is not currently employed by the School or a student enrolled in the instructional program of a grade level in the School;

(ii) an employee of a provider of contracted services to the School who is to be placed within the School; or

(iii) a worker who is to be placed within the School under a public assistance employment program pursuant to title 9-B of article V of the Social Services Law, directly or through contract;

(2) who will reasonably be expected by the School to provide services which involve direct contact, meaning in person, face-to-face communication or interaction, with students under the age of 21, or online communication or interaction directly with such students during the period of a school closure ordered pursuant to an Executive Order of the Governor pursuant to a state of emergency for the COVID-19 crisis; and

(3) excluding individuals who:

(i) are seeking a position as a school bus driver or school bus attendant and are cleared for employment pursuant to sections 509-cc, 509-d and/or 1229-d of the Vehicle and Traffic Law after fingerprinting and a criminal history record check and whose fingerprints remain on file with DCJS;

(ii) have provided services for the School in the previous school year either: in a compensated position, or as an employee of a provider of contracted services to the School, or as a worker placed within the School under a public assistance employment program pursuant to title 9-B of article V of the Social Services Law directly or through contract; or

(iii) will reasonably be expected by the School to provide services for the School on no more than five days in the school year in which services are to be performed, provided that the School provides in-person supervision of such individual by one or more employees of the School while that individual is providing such services. Individuals providing such time-limited and supervised

services may include but shall not be limited to: artists, guest lecturers and speakers, and sports officials.

All prospective employees must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or it's designee to perform background checks. This requirement is a condition of employment. The School shall not employ or utilize a prospective employee, as defined by applicable law, unless such prospective employee has been granted a clearance for employment by the New York State Office of School Personnel Review and Accountability ("OSPRA"), or unless it has made an emergency conditional appointment.

All prospective employees who are not in the State Education Department ("SED") criminal history file must be fingerprinted for purposes of a criminal history record check by authorized personnel of a designated fingerprinting entity. Either the School or prospective employee shall arrange for the designated fingerprinting entity to transmit a sufficient number of fingerprints to the Education Department of New York State (the "department") for the purpose of a criminal history record check and clearance for employment. Either the School or prospective employee shall submit the consent form and the fee required by Title 8 Education Law 8 CRR-NY 87.8.

If a prospective employee is already in the SED criminal history file, the School shall request the clearance for employment on forms or in an equivalent manner prescribed by the department. The School may also request a conditional clearance for employment on behalf of such prospective employee upon a form prescribed by the department, which shall be completed and signed by the prospective school employee. No fee shall be payable to the department for such request for clearance.

The School shall notify the department on forms or an equivalent manner prescribed by the department of the name and other identifying information of a prospective employee who was fingerprinted pursuant to section 3004-b or 3035 of the Education Law and has been separated from employment with the covered school or ceased providing services for the covered school and the date of the separation from such employment or the cessation of such services.

6.1.2 VOLUNTEER FINGERPRINTING

The School shall also require a fingerprint and background check for school volunteers who will come into contact with students outside of the supervision of School employees or who work with students in excess of ten (10) hours per week, or who will travel with students for an overnight field trip or a field trip without direct teacher/staff supervisor, prior to volunteering at the School.

A school volunteer is defined as an individual working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprints will be sent to the New York Department of Criminal Justice Services ("NYDCJS") and the Federal Bureau of Investigation ("FBI") for the purpose of obtaining a criminal record summary. School volunteers are financially responsible for the cost of fingerprinting/background checks. It is the policy of the School that at least two staff members verify the clearance of each new school volunteer covered by this section.

6.1.3 CONTRACTUAL BASED RELATIONSHIPS FINGERPRINTING

The School requires an entity providing contract services to comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of School personnel. If it is determined that the contractors will be required to be fingerprinted, it is the policy of the School that at least two staff members verify the clearance of each new contractor prior to the performance of services for the education corporation.

6.1.4 INTRODUCTORY PERIOD

The first 90 days of employment are an Introductory Period with the School. During this time, you are generally becoming familiar with your new work environment and job responsibilities. You are also evaluating your fit with your new position, and your Supervisor is evaluating how well your knowledge, skills and work style match your job requirements, as well as our core values and expectations. You are strongly encouraged to ask questions and take proactive measures to ensure that your Introductory Period serves as a valuable learning experience.

Your Supervisor may conduct a review of your performance at the end of the Introductory Period. The successful completion of this period does not alter the at-will policy, nor does it create a contract or a guarantee of employment. All employees remain employed at will, both during and after completion of the Introductory Period. The Introductory Period may be extended at the sole discretion of the School.

6.1.5 CONVICTIONS & ARRESTS DURING EMPLOYMENT

Employees have a continuing obligation to inform the School of any subsequent convictions. Additionally, the School will receive any updates about arrests or convictions from state and federal authorities. If a conviction is reported or discovered, the School must investigate and determine whether termination is appropriate.

Employees or their representative must notify the Human Capital Director or their designee within 48 hours of being arrested or charged with any local, state or federal crime, misdemeanor or other offense, unless the criminal action or proceeding has already been terminated in favor of the employee. Such notification will not necessarily disqualify you from continued employment.

6.2 DRUG AND ALCOHOL TESTING

The School is committed to protecting the safety and well-being of our scholars and employees. Alcohol and drug abuse pose a significant threat to our organizational goals and for this reason, we have established this policy that balances our respect for individuals with the need to maintain an alcohol and drug-free environment.

The School prohibits employees from engaging in illegal drug-related and alcohol-related conduct, including the illegal use, sale, attempted sale, conveyance, distribution, manufacture, purchase, attempted purchase, possession, cultivation, and/or transfer of drugs and intoxicants. This prohibition on illegal drug activity applies not only during working hours and while on School premises, but extends to all illegal activities involving drugs or intoxicants. Employees also are prohibited from working with illegal drugs or intoxicants in their systems.

"Illegal drugs and intoxicants" means any drug or intoxicants, the use or possession of which is prohibited as a matter of federal, state or local law, and includes the use of prescription medications by someone other than as prescribed, which is a violation of law. Marijuana remains illegal as a matter of federal law, and therefore the use and possession of marijuana and marijuana products (*i.e.*, any product that may contain tetrahydrocannabinol or THC) is prohibited by this policy. The School will accommodate individuals who use marijuana outside of working hours pursuant to a state marijuana program, but only to the extent it is required by law and consistent with our commitment to promote a safe workplace. Employees should understand that individuals who use marijuana for medical reasons, like those who use any prescribed medication that may cause impairment, may be placed on leave or reassigned if their use of medication may pose a risk to safety. Marijuana and marijuana products must never be brought to a work site or onto Company premises, even in jurisdictions that permit the use of marijuana for recreational or medical purposes, and workers who use marijuana lawfully away from work must never come to work if they may be under the influence or impaired.

Our policy does not prohibit employees from the safe, lawful use and possession of prescribed or over-the-counter medications.

All new hires will be required to pass a drug/alcohol test as a condition of employment in accordance with all applicable laws. The School will also randomly test current employees. For this policy, "random testing" means a method of selecting employees for testing, performed by an outside third party. The selection will result in an equal probability that any employee will be tested. The School may not waive the test of an employee selected by the random selection method.

Scheduled Periodic Testing

The School reserves the right to conduct periodic testing on a regularly scheduled basis for employees in designated departments, classifications or workgroups, as consistent with applicable law.

Substances Covered by Drug & Alcohol Testing

Employees will be tested for their use of commonly abused controlled substances, including, but not limited to, amphetamines, barbiturates, benzodiazepines, opiates, cocaine, methadone, methaqualone, creatinine, phencyclidine (PCP), propoxyphene and chemical derivatives of these substances.

Employees must advise test lab personnel of all prescription drugs taken in the month before the test and be prepared to show proof of any prescriptions to test lab personnel.

Testing Methods & Procedure

All testing will be conducted by a licensed independent medical laboratory, which will follow testing standards established by the local, state or federal government. Testing will be conducted on a urine sample or mouth swabs provided by the employee to the laboratory under procedures it has established to ensure employee privacy, while protecting against sample tampering/alteration.

Time spent taking drug tests will be considered employee work time and will be compensated at the employee's regular pay rate.

The School will pay for the cost of the testing, including any additional confirmation of a positive test result by gas chromatography. The testing lab will keep samples in accordance

with the law, so that an employee may request a retest of the sample.

Refusal to Undergo Testing

Employees who refuse to submit to a test are subject to immediate termination.

Positive Test

If an employee tests positive on an initial test, the employee will be temporarily suspended while a second confirmation test is conducted. On receipt of the confirmation test, the employee may be subject to disciplinary action, up to and including termination.

Right to Explain Test Results

All employees have the right to meet with the testing laboratory personnel and with the School to explain their test results. These discussions will be considered confidential except that disclosed information will be communicated to School personnel or within the lab to those who need to know to make proper decisions regarding the test results or the person's employment.

Right to Review Records

Employees have a right to obtain copies of all test results from the testing laboratory or from the School. When an employee disagrees with the results, they may request that the laboratory repeat the test (see "Retesting" section).

Confidentiality Requirements

All records concerning test results will be kept in medical files that are maintained separately from employees' personnel files.

Testing laboratories may conduct testing only for substances included on the disclosure list provided to the employee and may not conduct general testing related to the person's medical condition(s) that are unrelated to drug use.

Retesting

Employees may request a retest within five (5) workdays after being notified of a positive test result. This retest is at the employee's expense, unless the retest calls into question the original results.

Where the employee believes that the positive test result was affected by taking lawful or prescribed substances, they may be suspended without pay pending receipt of confirming information to substantiate the employee's claim. Normally, the employee will be provided no more than five (5) business days in which to provide this additional information.

Once the School has determined whether there is evidence to indicate that the test results are incorrect, the School will advise the employee of its decision.

Treatment, Termination & Rehire

Employees who test positive for any drug(s) listed on the disclosure list have two choices. They may agree to enter an authorized treatment program approved by the School and agree to subsequent retesting for a period of two (2) years after returning from treatment, or the employee will be terminated immediately and will not be considered for rehire until they can show that they have remained drug-free for a period of two (2) years or more.

Post-Rehabilitation Testing

When an employee has had a confirmed positive test result or has been sent to a drug dependency program at the request of the School, the School, as a condition of continued employment, will require the taking and passing by the employee of follow-up drug tests during a probationary period within the two-year period after the employee's return to work.

6.3 FORM I-9

The School is required to maintain employment eligibility verification on the U.S. Citizenship and Immigration Service's Form I-9 for each employee. If an employee fails to provide the required supporting documentation confirming their identity and authorization to work in the United States, whether upon commencement of employment or as necessary for re-verification purposes, the employee will be terminated as required by applicable law.

6.4 EMPLOYMENT TYPE

Administrative

Administrative employees are typically responsible for the management of the operations of the School. These employees are required to work the Board approved administrative calendar. Administrative employees may include (but are not limited to): Principals, Assistant Principals, Director of Curriculum & Instruction, Executive Directors, and Directors of Operations.

Instructional

Instructional employees will be operating on a 12-month calendar. Instructional employees working through the last day of the school year will receive their summer pay and continuation of benefits through the end of August. No payout calculation or reconciliation will be needed as a 12-month employee.

Instructional employees may include (but are not limited to): teachers, teaching assistants, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read. Exclusions include part-time, temporary and substitute teachers.

Non-Instructional

Non-instructional employees' job duties typically do not identify specific, regular instructional duties relating to scholars. Non-instructional positions include (but are not limited to): Business Managers, para-professional, security, custodial, clerical, school aides and technical. These employees are required to work the Board approved administrative calendar.

6.5 POSITION CLASSIFICATIONS

At the time you are hired, you are classified as either:

- Full-time or part-time;
- exempt or non-exempt; and
- administrative, instructional or non-instructional

You will be advised as to your classification at the time of hire.

6.5.1 TEMPORARY EMPLOYMENT

From time to time, the School may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule and duration of the position will be determined on an individual basis. Temporary employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled during the time spent as a temporary employee.

Normally, a temporary position will not exceed six (6) months in duration. Summer employees, interns and seasonal employees are also considered temporary employees.

6.5.2 FULL-TIME EMPLOYMENT

An employee whose regular workweek is 30 hours or more is considered a full-time employee. Unless otherwise expressly stated in this Handbook or required by law, benefits apply only to full-time employees.

6.5.3 PART-TIME EMPLOYMENT

An employee whose regular workweek is fewer than 30 hours is considered a part-time employee. Part-time employees are not entitled to benefits or leave unless otherwise specified herein or required by law.

6.5.4 EXEMPT VS. NON-EXEMPT EMPLOYEES

Positions that employees hold will also be classified as either exempt or non-exempt pursuant to the Fair Labor Standards Act ("FLSA") and state wage and hour laws.

Exempt employees are exempt from the overtime provisions of the state and federal wage and hour laws. Generally, executive, administrative, professional employees whose duties satisfy certain criteria are exempt from overtime. Exempt employees are compensated on a salary basis and are not eligible for overtime pay for hours worked in excess of forty (40) per week. Employees who are classified by the School are paid a salary that is intended to fully compensate them for all hours worked each week, however few or many those hours may be. The salary consists of a predetermined amount that is not subject to reduction because of variations in the quality or quantity of the employee's work.

Non-exempt employees are eligible for overtime pay under provisions of federal and state laws. Non-exempt employees will be paid time and one half for hours worked in excess of forty (40) hours actually worked per workweek. The computation for hours worked in excess of forty does not include holidays, vacation, sick leave, or other paid or unpaid time off.

Please refer to the "Work Hours Policy," below, for more information about exempt/non-exempt classifications.

6.6 COMPENSATION SCHEDULE

Our payroll workweek begins Saturday and ends on Friday and employees are paid bi-weekly on Fridays. There are 26 pay periods each year and contributions for benefits are allocated across 24 paychecks. Employees who begin employment in the middle of a pay period will be paid, in accordance with the School's normal pay schedule, on a prorated basis from the first day they work.

Part-time employees are only paid for time worked. Your supervisor or a member of the Human Capital team will distribute paychecks. If you choose to have your paycheck directly deposited into a bank account, electronic pay statements will be available on a per pay period basis.

Changes will be made and announced in advance whenever School holidays or closings interfere with the normal pay schedule.

6.7 MOVING EXPENSE REIMBURSEMENT

The School may reimburse up to a maximum of $2,000 in moving expenses incurred by any employee who relocates more than 100 miles to a new city in order to assume a teaching or principal position at the School. The School will pay this reimbursement to the instructional employee only upon receipt of an original invoice or appropriate documentation from a moving company or other suitable source.

Employees should submit invoices and necessary documentation in the form of an Employee Expense Reimbursement Form to the Human Capital Department for approval.

If, after receiving a relocation reimbursement of any amount from the School, the faculty member resigns from or is terminated by the School before the conclusion of two (2) academic years, the School may reclaim a percentage of the total moving expenses in accordance with the Reclamation Schedule below consistent with applicable law.

6.7.1 RECLAMATION SCHEDULE

- A faculty member who receives a relocation reimbursement from the School but remains an employee of the School for only one (1) academic year shall be liable to the School for 50% of the total of the relocation reimbursement.
- A faculty member who receives a relocation reimbursement from the School but remains an employee of the School for less than one (1) academic year shall be liable to the School for 75% of the total of the relocation reimbursement.
- A faculty member who receives a relocation reimbursement from the School but resigns from the School before the beginning of the first academic year at the new location shall be liable to the School for the relocation reimbursement in its entirety.

6.8 TIME & PLACE OF PAYMENT

If you would like to setup direct deposit of your pay, please visit your Paylocity profile and add your banking information. After one pay cycle, your pay willbe deposited into your account using the account information that you provide. If you do not elect direct deposit, your paycheck will be mailed to the School for distribution.

6.9 WAGE GARNISHMENT

The School complies with all court orders, the Consumer Credit Protection Act, and any other applicable laws or orders with regards to wage garnishments and/or wage attachments. On receipt of a court order, the School will notify the employee immediately, begin withholding the specified portion of the employee's wages, and provide the employee a copy of the order.

6.10 POLICIES FOR ERRORS IN PAY

Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, including, but not limited to, an overpayment, underpayment, or improper deduction, please contact the Human Capital Department at hr@academycharterschool.org. Typically, paycheck errors (underpayments) of less than $200.00 will be corrected on the next regularly scheduled payroll period. Paycheck errors (underpayments) over $200.00 will be handled on an individual basis depending on the circumstances. Overpayments will be handled in accordance with applicable law.

If the matter is not resolved within two weeks of the date on which the employee raised the matter, the employee may contact the Human Capital department at hr@academycharterschool.org. The Human Capital Director or their designee will contact the employee to ascertain more details about the complaint. The Human Capital Director along with the Chief People & Legal Officer shall investigate and communicate a decision in writing to the employee.

6.11 EMPLOYMENT RECORDS

EMPLOYMENT RECORDS

In keeping with the growing recognition of individual rights to privacy, we maintain only those records and collect only personal information that is necessary for organizational purposes. We make every effort to maintain the confidentiality of all personal information. However, the School will cooperate with and provide access to personnel files to local, state and federal agencies in accordance with applicable laws. Personnel and medical files are the property of the School and access to the information is restricted. Employees will not be allowed to view investigation records, letters of reference, or other materials in personnel files, except when required by law.

We need to maintain up-to-date information about you to enable us to aid you and/or your family in emergencies. Please keep your information updated via your Paylocity portal. Examples of information that you should update in Paylocity include home address, emergency contacts, home telephone number, personal email, marital status (for benefits purposes), number of dependents (for benefits purposes), beneficiaries, tax form exemptions, certification and professional license information.

MEDICAL RECORDS

Confidential health and medical records are not included in your personnel file. The School will safeguard such records from disclosure and will divulge only that information: (1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") or other applicable federal, state or local law; (2) to the employee's personal physician upon written request of the employee; (3) as required for Workers' Compensation cases; (4) on a need-to-know basis, in connection with matters in which the employee has put their health or ability to perform their job in issue; or (5) as otherwise required or permitted by law.

VERIFICATION OF EMPLOYMENT

The School does not respond to oral requests. Please email all employment verification requests to hr@academycharterschool.org. Dates of employment and job title will be provided when employment verification is requested. Wage/salary information will only be provided if the appropriate authorization and/or release is received. The School will not provide recommendations and/or terms of separation and/or rehire status unless required by law.

7. WORK SCHEDULE

7.1 WORK DAYS & WORK WEEK

All employees are required to work according to a schedule determined by the School. Regular attendance is essential to the School's efficient operation and is a necessary condition of employment. Employees are expected to report to work as scheduled and on time. The standard work week for the School is Monday to Friday, 7:30 a.m. to 4:30 p.m.

If you cannot report for work as scheduled and your inability to report is foreseeable, please provide reasonable advance notice to the Principal and/or your supervisor or manager, and please advise them when you expect to arrive for work. If such advanced notice cannot be provided, as much notice as is practical should be provided before you are scheduled to begin work, if possible. If the absence is to continue beyond the first day, the employee must notify the Principal and/or your supervisor or manager, on a daily basis unless otherwise arranged. It is the responsibility of each employee to notify the School of their anticipated absences. Absence for three (3) consecutive workdays without notifying the School is considered a voluntary resignation. If you are unable to call in yourself because of an illness, emergency or for some other reason, you are required to have someone call for you.

LATENESS

If an employee will arrive to work late, in addition to informing their supervisor by 6:00 a.m. on the day the employee is scheduled to work, they should advise their supervisor by phone at least one hour prior to their expected start time. Employees should notify their supervisor of when they expect to arrive for work.

EARLY DISMISSAL

Employees needing to leave work prior to the end of their workday must submit a request to their Supervisor in advance, typically at the start of the employee's work day. The approval or denial of the request will be at the discretion of the Supervisor and subject to the operational needs of the school. Supervisors are not required to approve an early dismissal.

Unexcused lateness, absences, or early departure may result in disciplinary action, up to, and including termination.

7.2 PRE- SERVICE

Pre-service is the education, training and preparation provided to instructional staff before they have undertaken any **teaching for a new school year.** All instructional staff is required to report to work for the annual pre-service meeting typically held ten (10) days prior to the start of the first day of school for scholars. These days are included in the School academic calendar. Employees will receive the same compensation for participation in Pre-Service as they will receive during the upcoming year.

7.3 SUMMER SCHOOL, SATURDAY ACADEMY & AFTERSCHOOL TEACHING PROGRAM

At the School's discretion, the School may institute a "Summer School, Saturday Academy or Afterschool" Teaching Program. The School will select teachers from interested teachers who apply for the positions. This Program is optional, and teachers are not required to apply to teach during these Teaching Programs. Selection of teachers for these programs will be

made at the discretion of the Chief Academic Officer. It is intended to maximize the opportunities for qualified teachers to apply for and be assigned to these teaching programs.

7.4 SUMMER RECESS

During summer recess, for employees who are actively employed through the end of the school year and work on the last day, they will continue to receive pay and benefits until the end of August.

Instructional staff will not receive additional compensation during the summer for classroom preparation or planned professional development. Any work performed during summer or in-school recess on items other than classroom preparation or professional development will be compensated at a rate established in advance and in accordance with an executed supplemental agreement between the School and the employee.

7.5 WORK HOURS POLICY

NON-EXEMPT EMPLOYEES

Non-exempt employees (those employees who are subject to the minimum wage and overtime provisions of federal and state wage and hour laws) who work over forty (40) hours in any particular week will be paid overtime for those additional hours at the rate of time and one-half, unless state law dictates otherwise. All non-exempt employees are required to use the School's touchless time clock or their mobile device to track their attendance time showing their daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered in filling out time records:

1. Employees are required to clock in and out using the touchless time clock or their mobile device.

2. Employees' time records should be reviewed for accuracy by the employee. Time not worked for which an employee is entitled to be paid (i.e., paid absences, paid holidays or paid vacation time) should be reported on time record.

3. Overtime must be authorized in advance and in writing by the Principal or your supervisor or manager.

4. The Principal or manager or supervisor will assign overtime (if any) to non-exempt employees as needed. Employees are not permitted to work overtime without the prior approval of the Principal or manager or supervisor. If the School finds that an employee has worked overtime hours that were not approved in advance, the employee will be paid for all time worked, however, appropriate disciplinary action will be taken.

5. Non-exempt employees will be compensated for attendance at lectures, meetings and training programs if such attendance is requested by management.

EXEMPT EMPLOYEES

Personnel whose job assignments meet specific tests established by the federal Fair Labor Standards Act (FLSA) and state law (i.e., employed in executive, administrative, professional, or certain computer-related capacities) are generally exempt from the overtime and minimum wage provisions of the federal and state wage and hour laws. These employees are

required to use the School's touchless time clock or their mobile device to track their attendance in order to account for daily attendance. Allocation of time must be recorded on the appropriate form as "Regular," "Vacation," "Sick," "Personal," "Bereavement" or "Jury Duty."

Exempt employees are expected, by the nature of their positions, to complete their job responsibilities regardless of the constraints of a standard work week.

7.6 TIMEKEEPING POLICY

All school employees are required to use the touchless time clock or their mobile device for attendance/compensation purposes. All non-exempt employees must accurately record their work hours upon commencing work, leaving for a break, returning from a break, and upon departing from work. Non-exempt employees should not clock in more than seven (7) minutes prior to the scheduled start time or clock out more than seven (7) minutes after the scheduled departure time without your supervisor's pre-approval. Non-exempt employees must <u>not</u> begin work before their scheduled starting time or work beyond their scheduled check-out time, unless overtime has been specifically authorized in advance. Overtime must be pre-approved by the employees' supervisor and will be reported via a payroll exception report. In addition, non-exempt employees should not access job-related emails or conduct other job-related activities outside work unless specifically authorized in advance by their supervisor.

Federal and state laws require the School to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties. It is the employees' responsibility to sign their time records to certify the accuracy of all time recorded. Hours worked must be submitted to, and approved by, the supervisor prior to processing in accordance with established procedures.

Altering, falsifying, tampering with time records, or recording time on another employee's time record is strictly prohibited and may result in disciplinary action, up to and including termination of employment.

7.7 LUNCH HOURS

The School provides employees with a work-free unpaid meal break during which time employees are free to leave the premises, and no work shall be performed. Employees will have at least a 30-minute lunch break if they work a shift of more than six (6) hours.

7.8 LACTATION POLICY

The School will provide a reasonable amount of break time to accommodate an employee desiring to express milk for the employee's child for up to three years following the birth of a child.

Nursing parents can elect to take time to express milk during their regularly scheduled meal and rest breaks. If the employee chooses a time to express milk that does not run concurrently with scheduled break time, the lactation break time will be unpaid for nonexempt employees. Where additional lactation breaks are required, or the break schedule needs to be modified from time to time, employees should work with their supervisor regarding scheduling. A nonexempt employee may elect to work before or after their normal shift to make up the amount of time used during unpaid break time for expression of milk, so long as the additional time requested falls within the School's normal work hours.

Employees are required to provide reasonable, advance notice to the School that they intend to take breaks for expressing milk upon returning to work following the birth of the child.

Lactation Room

Employees have the right to request a lactation room for purposes of expressing milk. Employees will be informed as soon as practicable when a lactation room or location has been designated. The lactation room will be a well-lit, sanitary place, other than a restroom or toilet stall, that is shielded from view, free from intrusion, in reasonable proximity to the employee's work area. The lactation room will include an electrical outlet, a chair, a working surface area on which to place a breast pump and other personal items, nearby access to running water, and access to refrigeration for the purposes of storing the expressed milk (if the workplace has access to refrigeration). Please note that the School is not responsible for ensuring the safekeeping of expressed milk stored in any refrigerator on its premises. The employee is required to store all expressed milk in closed containers, regardless of the method of storage, and should remove such milk at the end of the workday.

To request use of a lactation room, employees should complete a Lactation Room Request Form and submit the form to the Human Capital Director. The School will respond to the employee's request within a reasonable amount of time, not to exceed five (5) business days.

A room identified for use as a lactation room may also be used for other purposes. However, employees' need of a room for lactation breaks will be prioritized, and during times when an employee is using the room as a lactation room, that will be its sole function. When two or more employees need to use the room for lactation purposes or in connection with other accommodations, they should contact and work together with the Human Capital Director to schedule room usage cooperatively and in a way that accommodates all affected employees. Employees who have questions or concerns related to lactation room scheduling conflicts should contact the Human Capital Director.

If providing the requested lactation room will place an undue hardship on the School's operations, the School will engage in reasonable efforts to provide a room or location, other than a restroom or toilet stall, that is in close proximity to the work area where an employee can express milk in private and will in good faith engage in a cooperative dialogue with the employee concerning the employee's accommodation needs.

The School will not demote, terminate or otherwise take adverse action, or discriminate or retaliate, against an employee who requests or makes use of the accommodations and break time described in this policy.

7.9 INCLEMENT WEATHER CLOSING

It is the policy of the School to remain open during most periods of inclement weather; however, where extraordinary circumstances warrant, due to weather or other unforeseen business interruption, the School reserves the right to close the facility. To find out if the School is open or closed, employees should refer to the School's voicemail system, website or contact the School's Operations Leader between the hours of 6 a.m. and 8 a.m. The School will make a closure decision by 8:30 a.m. Generally, the School will close whenever the local Department of Education closes its schools, but employees are responsible for calling in/checking the website to confirm whether the School is closed or open.

Facility Closed

If the School is closed due to inclement weather, all staff will receive regular pay for the day of closure.

Facility Open

If the School is open on an inclement weather day, employees who report to work will receive their normal pay for the day. Exempt staff will receive their regular salary and non-exempt employees will be paid at their base rate, plus any incentives, for all time worked.

If the School is open but an employee is unable to report to work due to inclement weather, the employee will not be paid. If a non-exempt employee has any accrued paid vacation or other paid time off, they may use such time for which they qualify to receive pay for the day. In the event that an employee is unable to report to work for the full day and has no remaining accrued paid time off, the employee will not be paid for the day and thus shall perform absolutely no work of any kind during the day.

Regardless of whether the facility remains open or closed, it is each employee's decision to determine if they can safely arrive at work. If an employee elects not to work, the School requires the courtesy of a phone call or email to your supervisor advising as to your status for the day, before the start of your workday.

Questions about this policy should be addressed to the Human Capital Director or their designee.

8. PERFORMANCE & PROFESSIONAL DEVELOPMENT

8.1 PERFORMANCE REVIEW & EVALUATION

Because we want you to grow and succeed in your job, employees are informally evaluated throughout the year. In addition, the School will conduct at least one formal review for each employee per year. New employees may also be reviewed near the end of their Introductory Period, and a review may be conducted in the event of a promotion or change in duties and responsibilities. During a formal performance review your supervisor may cover the following areas:

- The quality and quantity of your work.
- Strengths and areas for improvement.
- Attitude and willingness to work.
- Initiative and teamwork.
- Attendance and punctuality.
- Problem solving skills; and
- Ongoing professional growth and development.

Additional areas may also be reviewed as they relate to your specific job.

Your review provides an opportunity for collaborative, two-way communication between you and your supervisor. This is a good time to discuss your interests and future goals. Your supervisor is interested in helping you to progress and grow in order to achieve personal as well as work-related goals. Perhaps the employee can recommend further training or additional opportunities for you. The performance review gives your supervisor an opportunity to suggest ways for you to advance and make your job at the School more fulfilling, and to address difficulties you might be having.

Your supervisor or Human Resources can answer any questions you may have about the performance review process.

COMPENSATION REVIEWS

The School compensation reviews are usually given with performance reviews. Notification of annual salary increases and/or bonuses are usually made at the end of the school year and are applicable in the following school year. Compensation increases may be retroactive in the case of late reviews. Having your performance review does not necessarily mean that you will be given an increase; a compensation increase will depend upon, among other things, your individual performance and the economics of the School at the time.

INTERNAL TRANSFER

In order to be eligible for an internal transfer or promotion within the School, an employee must be in good standing with no disciplinary actions received within the prior 6 months of application. The School retains sole discretion to transfer an employee to another location consistent with reasonable business needs.

8.2 INTENT TO RETURN PROCESS

It is important for the School to gather an employee's intent to return to the School for the following year. The School encourages all staff members to participate in this annual intent

to return process to begin the staff planning for the following school year. The process will be communicated in or around April of every school year. Please note that communicating your desire to return is not a guarantee of future employment.

8.3 TUITION REIMBURSEMENT

The School's tuition reimbursement rewards employees for their contributions, adds to a great work environment and promotes the shared responsibility between employee and the School for individual and scholar achievement.

The School offers tuition reimbursement to full-time employees who wish to pursue education and training in areas related to their current positions or that will prepare them for more advanced positions within the School. Eligible employees may enroll in courses at any fully accredited college, university, trade or technical school. Tuition will be reimbursed, up to the limits outlined in the policy, to eligible employees who meet all the requirements and follow all of the procedures set forth in the policy. Degree or certificate programs must be approved in advance of taking any courses by the Principal, Executive Director or Board of Directors. If you have additional questions about the tuition reimbursement policy, please contact the Human Capital Director.

9. EMPLOYEE BENEFITS

The School is committed to sponsoring a comprehensive benefits program for all eligible employees. In addition to receiving an equitable salary and applying for other compensation (e.g., tuition reimbursement) and having an equal opportunity for professional development and advancement, you may be eligible to enjoy other benefits, which will enhance your job satisfaction. We are certain you will agree that the benefits program offered represents a very large investment by the School.

All employees normally scheduled to work 30 or more hours per workweek will be eligible to receive insurance and other benefits offered by the School, subject to the terms, conditions, and limitations of each benefit. Part-time and temporary employees who are regularly scheduled to work fewer than 30 hours per week are not eligible for benefits, unless otherwise specified herein or required by law. Eligibility, coverage, deductibles and carriers of such benefits are subject to modification or termination at any time at the sole discretion of the School or the respective insurance carriers. These benefits may be modified or discontinued at the sole discretion of the School at any time.

Benefits information can always be found in the online Paylocity portal. More detailed descriptions of the benefits available to you can be found in the respective summary plan descriptions. For more information, you may also contact The Human Capital Team at hr@academycharterschool.org. Employees must understand that the information about benefits in this Handbook is just a summary and that the formal plan documents for each of these plans control the applicability of the policies. To the extent that any terms in this Handbook conflict with terms in the benefit plan documents, the terms in the benefit plan documents shall control.

COMMUTER BENEFITS PLAN

The School provides eligible employees a choice of nontaxable transportation benefits. The Commuter Benefits Plan allows eligible employees to set aside a portion of their pre-tax pay toward qualified transportation expenses for mass transit and commuter parking expenses.

10. TIME OFF BENEFITS

10.1 HOLIDAYS

The School will observe various holidays each year. Separate listings of these paid holidays will be distributed to employees based on their employment classification, each year. Part-time employees will only receive holiday pay when the holiday falls on their regularly scheduled workday. In order to receive holiday pay, employees must work the full scheduled workday before and after the holiday, unless they have previously approved time off on one or both of those days. If a holiday falls on a day when an employee is on approved vacation, that day will not be counted against the employee's vacation time. Employees on leave are not eligible to receive holiday or recess pay. "Recess pay" is provided to individuals working during the winter, spring and summer breaks, when Instructional Staff are not otherwise expected to work, unless assigned to the Intercession or Summer programs, as further detailed in this Handbook. The School reserves the right to make changes to its holiday schedule at any time as business needs dictate.

10.2 VACATION TIME

Vacation Accrual Rates

All full-time non-instructional employees earn vacation time at the accrual rates noted below for each pay period following 30 days of continuous employment. Paid vacation time is only granted to non-instructional employees. Vacation time will only be accrued for eligible employees during the time period actually worked by the employee. The School's vacation time policy will be applied and interpreted subject to applicable laws.

Charter Management Executive Staff and Administrators

Tenure of Employment	Accrual per Pay Period	Days per Year	Maximum Bank
Zero years through 4 years	6.15 hours	20 days	30 days (240 Hours)
Five years or more	7.69 hours	25 days	37.5 days (300 Hours)

Non-Instructional Support Staff

Tenure of Employment	Accrual perPay Period	Days per Year	Maximum Bank
Zero years through 2 years	3.07 hours	10 days	15 days (120 Hours)
Three years or more	4.61 hours	15 days	22.5 days (180 Hours)

Instructional Staff follow the School calendar and do not accrue vacation time throughout the School year. However, Instructional Staff may utilize personal days consistent with applicable policies.

Vacation Rollover

The School encourages employees to take vacation time during the summer and in-school recess within the calendar year that it is earned. However, if employees do not use all of their vacation time in the year that it is earned, they may "bank" up to the maximum amounts outlined above (except as otherwise provided by state law). Once the maximum vacation time has been banked, the employee may not accrue any additional vacation time until some of the employee's banked vacation time is used.

Scheduling Vacation

Employees must submit vacation requests to their supervisor or the Principal at least two (2) weeks in advance of the requested time off to allow for adequate time to plan for the employees' absence. Requests must be approved by their supervisor or the Principal prior to the time off being taken. Non-instructional employees are expected to schedule vacation time during in-school breaks or the summer when the school schedule is flexible as defined by the non-instructional calendar, unless otherwise approved. Eligible employees may not take more than 10 consecutive days of paid vacation, except in the case of an emergency or other extenuating circumstance.

The School expects employees to take vacation time during the summer and in-school recess within the calendar year that it is earned.

Blackout Periods

Vacation requests during black-out periods will not be granted, per the academic calendar. Please refer to the academic year calendar provided by the School to plan accordingly. Vacation time will not be approved during state exam days, state visits, parent teacher conferences, the first month of School or any other critical days as determined by the School.

Illness or Injury Before Vacation

If an employee is absent from work on the day before a vacation is scheduled to begin because of a verifiable personal illness or injury (doctor's note required), the employee may attempt to postpone the vacation period to a later date with Principal's approval.

Vacation Credit Upon Termination

Upon separation from the School, an employee with unused accrued vacation time will receive payment for the unused accrued time at the employee's current base rate of pay, up to a maximum of one year's worth of accrual (except as otherwise provided by state law). Employees who have used more vacation time than they have earned at the time of termination will have to repay the School for the overpayment, subject to applicable law.

Payment In Lieu Of Vacation

An employee may not waive their vacation time and receive pay in lieu of vacation usage, except if permitted at the discretion of the School for purposes such as, retirement or resignation with sufficient notice.

Breaks in Service/Rehires

Rehired employees will be treated as new hires for the purpose of vacation accrual if their period of absence is greater than their period of employment with the School as a full-time regular employee. Should an employee's break in service be less than their period of service they will be given an adjusted seniority date for the purpose of future vacation accrual.

Employees do not accrue vacation time while on leaves of absence, including, without limitation, leaves taken pursuant to the federal Family and Medical Leave Act.

10.2.1 SCHOOL & SUMMER RECESS FOR NON-INSTRUCTIONAL STAFF

Non-instructional employees are encouraged to take vacation during the School's in- School breaks including summer with the prior approval of their supervisor. Non-instructional employees are required to report to work during the summer recess, specifically the one week before pre-service, one week after the last day of School at the end of the School year and the two weeks after the first day of School. Non-instructional employees will not receive additional compensation for work during their normal work hours during any School recess. The non-instructional calendar (as it may be amended at any time at the School's discretion) establishes the School recess periods and holidays for School non-instructional employees.

10.3 BIRTHDAY HOLIDAY POLICY

All employees are eligible to receive one (1) day off with pay for their birthday. Employees must submit a request for their birthday, in writing, to their supervisor, within a minimum of 14 days prior to the day off. Failure to make this written request within the appropriate time frame will cause the employee to forfeit the benefit. The day must be taken at a mutually agreed upon date minimizing disruption to the School. The day off must be taken within 30 days of the eligible employee's actual birthday date. The birthday day off cannot be banked, transferred or carried over into the new school year. Employees must be in a full-time or part-time benefit-eligible position during their birthday to qualify for the birthday day off. If an instructional employee's birthday falls during summer recess during the months of July or

August, the employee may take the birthday holiday during the months of June or September.

10.4 WELLNESS DAY POLICY

Wellness days are provided to full-time regular employees to allow for time off to attend to their own personal health and wellness, including medical, dental, vision and mental health appointments, annually (academic year). Wellness days are provided and structured with the goal of minimizing disruptions to scholars and facility, while allowing employees sufficient protected time for appropriate personal health maintenance and wellness.

Full-time regular employees will receive two (2) wellness days per calendar year. Wellness days are provided in addition to other leave time (including sick, personal and vacation). In the event that an employee's appointment does not require an entire day to be taken off, the two (2) wellness days may be used in half-day (4-hour) increments to allow an employee to perform normal duties before and/or after the appointment.

Prior to using a wellness day (or half-day), employees must provide at least 7 days' advance notice wherever practicable to their manager to ensure adequate coverage. Managers will be required to make every effort to accommodate employees using a wellness day during the academic year.

Employees are encouraged wherever possible to not schedule appointments during critical days including but not limited to state testing and professional development. Employees will not be paid for wellness days upon separation from employment. Employees will be required to provide acceptable proof or documentation of appointments scheduled on wellness days.

10.5 SICK AND SAFE TIME

The School provides eligible employees with paid sick and safe leave in accordance with the requirements of New York's Sick and Safe Leave Law ("NYSSLL").

Full-time regular instructional employees will accrue 5.6 hours per pay period, up to seven (7) sick days per fiscal year (July 1 – June 30). Full-time, non-instructional and Administrative employees will accrue 2.15 hours per pay period up to seven (7) sick days per fiscal year. Full-time new hires will begin accruing sick time their first pay period as a full-time employee.

Part-time employees accrue at a rate of one (1) hour for every thirty (30) hours worked, up to a maximum accrual of fifty-six (56) hours per fiscal year (July 1 – June 30).

Employees may carry over all accrued but unused paid sick leave from one benefit year to the next. The School does not pay out any unused sick leave at year-end in lieu of carryover.

For each use of paid sick and safe leave, employees must take a minimum of four hours of leave per day. Eligible employees may use up to 56 hours of paid sick and safe leave in any fiscal year (July 1 – June 30).

The following rules also apply:

- Employees will not be paid for unused sick time upon separation from employment.
- Holidays occurring during the time of paid sick leave shall not be charged against any such leave.
- Individuals who have used all of their earned sick time and then become or remain ill will be classified as absent without pay. These employees may be entitled to short-term disability benefits with proper documentation from a physician.

- Employees on a leave of absence do not accrue sick time.
- An employee may not waive their sick time and receive pay in lieu of sick time usage.
- Individuals rehired within 6 months of separation will have their previously accrued, unused sick time reinstated. Individuals rehired after 6 months of separation will be treated as new hires for the purposes of sick time accrual, to the extent permitted by applicable law.

Reasons Sick and Safe Time May be Used

Eligible employees may use paid sick and safe time for the following reasons:

- For an eligible employee's mental or physical illness, injury or health condition or need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive medical care;
- To care for an eligible family member who needs medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or who needs preventive medical care; or
- If the employee or an eligible family member is the victim of domestic violence, a family offense matter, sexual offense, stalking or human trafficking and time off is needed to:
    - Obtain services from a domestic violence shelter, rape crisis center or other services program;
    - Participate in safety planning, temporarily or permanently relocate, or take other actions to increase the safety of the employee or family member;
    - Meet with an attorney or other social service provider to obtain information and advice on, and prepare for or participate in, any criminal or civil proceeding;
    - File a complaint or domestic incident report with law enforcement;
    - Meet with a district attorney's office;
    - Enroll children in a new school; or
    - Take other actions necessary to ensure the health or safety of the employee or family member or to protect those who associate or work with the employee.

Eligible family members include an employee's spouse or domestic partner; parent, including a biological, foster, step- or adoptive parent, a parent-in-law or parent of a domestic partner, a legal guardian or a person who stood *in loco parentis* when the employee was a minor child; child or child of a domestic partner, including a biological, adopted or foster child, a stepchild, a legal ward or a child of an employee standing *in loco parentis*; sibling; grandchild; or grandparent.

A "family offense matter" includes any offense enumerated in section 812(1) of the New York Family Court Act ("NYFCA"), where such acts are between current and former members of the same family or household, as those terms are defined in the NYFCA.

Requesting Sick and Safe Time/Documentation

To provide notice of the need to use sick and safe leave, employees should contact The Human Capital Department at hr@academycharterschool.org.

In accordance with the NYSSLL, the School does not require, as a condition of providing sick and safe leave, the disclosure of confidential information relating to a mental or physical illness,

injury or health condition of an employee or employee's family member; or information relating to absence from work due to domestic violence, a sexual offense, stalking or human trafficking.

If sick and safe leave is used for three (3) or more consecutive and previously scheduled workdays or shifts, the Company may require that the employee provide reasonable documentation confirming their eligibility to take sick and safe leave. Such documentation should be either:

- An attestation from a licensed medical provider supporting the existence of a need for sick and safe leave, the amount of leave needed, and a date that the employee may return to work; or
- An attestation from the employee of their eligibility for leave.

Such attestations need not explain the nature of any illness or details related to any domestic violence, sexual offense, family offense, human trafficking or stalking that necessitated the use of sick and safe leave. The employee or medical professional providing the attestation also need not disclose the reason for leave, except when required by a law other than the NYSSLL (e.g., the federal FMLA).

Rate of Pay

Sick and safe leave is paid at the employee's regular rate of pay or the applicable state minimum wage rate, whichever is greater.

Employees have the right to request and use sick and safe leave in a manner consistent with the NYSSLL. The School will not discriminate or retaliate, or tolerate discrimination or retaliation, against any employee who seeks or obtains sick and safe leave under this policy or who otherwise exercises their rights under the NYSSLL.

Effect on Other Rights and Policies

The Company may provide other forms of leave for employees to care for medical conditions or for issues related to domestic violence, stalking or sex offenses under certain federal, state and municipal laws. In certain situations, leave under this policy may run at the same time as leave available under another federal, state or local law, provided eligibility requirements for that law are met. The Company is committed to complying with all applicable laws. Employees should contact the Human Capital Director for information about other federal, state and municipal medical, victim or family leave rights.

Separation from Employment

Compensation for accrued and unused paid sick and safe leave is not provided upon separation from employment for any reason.

Retaliation

Employees have the right to request and use sick and safe leave in a manner consistent with the NYSSLL. The Company will not discriminate or retaliate, or tolerate discrimination or retaliation, against any employee who seeks or obtains sick and safe leave under this policy or who otherwise exercises their rights under the NYSSLL.

PTO DONATION POLICY

The purpose of this policy is to allow employees to donate accrued paid time off (PTO) to a general pool ("PTO leave bank") to be used by fellow employees who are facing a medical situation, need to take an unpaid leave of absence, or who are affected by a major disaster and have exhausted all paid leave available to them.

Definitions:

Medical Situation: a medical event experienced by the employee or an employee's family member (spouse, child or parent) that will require a leave of absence from the employee's School duties and will result in a substantial loss of income to the employee due to the exhaustion of all personal paid leave available. A medical condition is defined as an illness, injury, impairment, or physical or mental condition that meets the following criteria:

- Is expected to incapacitate the employee or the employee's family member.
- Causes a loss of income due to the employee having exhausted all paid leave accruals.

Major Disaster: a disaster declared by the United States President under §401 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (the Stafford Act) or as a major disaster or emergency declared by the United States President pursuant to 5 U.S.C. §6391 for federal government agencies. A Major Disaster also addresses any state or local equivalents.

Eligibility:

The recipient (employee requesting a donation) must meet the following criteria:

- Completed at least 365 days of continuous service.
- Meets the criteria defined in this policy.
- Is in a position that accrues PTO.
- Has exhausted or anticipates exhausting all accrued PTO before making the request.
- Is meeting performance expectations (not currently on corrective or disciplinary action).
- Is on an approved leave of absence.

The donor (employee donating to the PTO donation bank) must meet the following criteria:

- Is in a position that accrues PTO.
- Can only donate up to a maximum of 50% of their current PTO balance.
- The donor's leave balance cannot be below 40 hours after donating leave.

Policy:

Participation in the PTO Donation program is entirely voluntary and is subject to the approval of the Human Capital Director upon review of the requestor's application. Donations are anonymous unless the donor chooses to self-identify. An employee requesting a donation must not privately solicit other employees for a donation.

The School may authorize the use of donated PTO consistent with the requirements outlined in this policy.

Misrepresenting reasons for PTO donation may result in disciplinary action, including termination from employment. The liquidation of PTO balances for cash is not permissible.

10.6 PERSONAL TIME

Personal days are provided to all full-time employees to celebrate religious holidays or to attend to other personal matters that cannot be attended to outside of normal work hours. Temporary and part-time employees are not entitled to personal days under this policy.

Eligible employees will receive two (2) paid personal days on July 1st of each year. Personal days will be prorated for employees who begin work after July 1st. An employee is not entitled to use personal days until the employee has completed 90 days of continuous employment with the School. Personal days cannot be carried over from one year to the next. Each year, on June 31st, positive balances will reset to zero. To the extent possible, the use of personal days should be approved at least two (2) weeks in advance by the employee's supervisor.

Employees will not be paid for unused personal days upon separation.

10.7 BEREAVEMENT TIME

If an employee suffers the loss of an immediate or non-immediate family member, the employee will be entitled to the following bereavement pay:

- A death in the immediate family – Leave not to exceed five (5) consecutive workdays per incident. Immediate family is defined as a relative through blood, marriage or legal adoption. This includes spouses, domestic partners, civil union partners, same- sex committed partners, parents, step-parents, children, and stepchildren.

- The death of a relative not in the immediate family (e.g., grandchildren, siblings, grandparents and mother and father in-laws, as well as such relatives of a spouse, domestic partner, civil union partner, and/or same-sex committed partner, aunts, uncles, nieces, nephews, cousins, sisters and brothers, in-laws) – Leave not to exceed three (3) consecutive workdays per incident.

At the discretion of the employee's supervisor, the employee may be granted additional time without pay or may use accrued, unused vacation or personal time off, if applicable, for additional paid leave. The employee is expected to notify their supervisor as soon as possible of the expected length of the employee's absence.

An employee may be required to provide acceptable documentation of their relationship to the deceased, the date of death, and/or their attendance at the funeral within seven (7) days after returning to work. If documentation is not provided by the deadline, the employee must use any available paid time off to be paid for the absence and may face disciplinary measures.

10.8 JURY DUTY TIME

The School recognizes that employees have a civic responsibility when called for jury duty and will not penalize any employee because the employee is required to attend court for jury service.

Full-time and part-time employees who are called for and report to jury duty will be paid their regular rate of pay for the first 5 days of jury duty service. Any non-travel allowance that an

employee may receive in connection with serving jury duty will offset any compensation from the School or as required by state or local law.

An employee must provide their supervisor and the Human Capital Director or their designee with written notification of the jury duty obligation as soon as possible (preferably the next business day or within 48 hours of receiving jury summons) following receipt of notice. At the end of jury duty, employees must provide certification of having served jury duty and the amount of money that was received in connection with such service, if any.

Employees who have the option to serve "on call" for a jury are required to do so but must report to work if they are not called for the day.

All non-exempt employees who report to work during any period of jury duty service will be paid for all time worked in accordance with applicable laws.

Employees must report to work when excused or dismissed from jury duty.

10.9 VOTING LEAVE

The School encourages all employees to fulfill their civic responsibilities and to vote in public elections. The School recognizes that employees may need to take time off from work to vote. Eligible employees are entitled to a period of time off from work that will enable the employee to vote at any election, up to 2 hours of which will be paid. To be eligible, an employee must (a) be a registered voter; and (b) provide the School the required notice of the need for voting leave.

Employees intending to take leave to vote are required to inform their supervisor that they will need leave to vote at least 2, but no more than 10, working days prior to the election.

Eligible employees will be allowed time off for voting only at the beginning or end of their working shift, unless the employee and the School otherwise mutually agree to another arrangement in advance of the day that an employee is requesting time off to vote.

The School will not penalize or retaliate against any employee for properly requesting leave or properly taking leave under this policy.

Employees who abuse or misuse this policy may be subject to disciplinary action, up to and including termination of employment.

10.10 WORKERS' COMPENSATION INSURANCE

Injuries resulting from accidents that occur while performing official duties on behalf of the School may be covered by Workers' Compensation insurance. Any employee who suffers an injury as a result of such an accident must notify the Human Capital Director or their designee and file an incident report on Safe Schools, the School's incident reporting system, with them as soon as possible. The employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Failure to report a work-related disability claim may result in the delay or denial of workers' compensation benefits. Workers' Compensation insurance provides employees with cash benefits and/or medical care when employees are injured or become ill as a direct result of their job. Every accident or injury must be reported, no matter how minor it may seem. Benefits for lost wages related to a job-related injury or illness will be paid in accordance with the law.

10.11 LEAVE FOR VICTIMS OF DOMESTIC VIOLENCE

The School will reasonably accommodate employees who are the victim of domestic violence who need a reasonable amount of time off for the following reasons, unless providing such accommodation would result in an undue hardship:

- Seek medical attention for injuries caused by domestic violence, including for a child who is a victim of domestic violence;
- Obtain services from a domestic violence shelter, program, or rape crises center;
- Obtain psychological counseling related to domestic violence incidents, including for a child who is a victim of domestic violence;
- Participate in safety planning or other actions to increase safety from future incidents of domestic violence; or
- Obtain legal services, assist in the prosecution of an offense or appear in court in relation to an incident of domestic violence.

Employees should give the School reasonable advance notice of their intention to take leave for this purpose unless such advance notice is not feasible.

11. LEAVES OF ABSENCE

NOTICE: Some of the leave policies and laws referenced in this Handbook, can run concurrently. When this is permitted by law, employees will be required to take all leaves for which they are eligible concurrently. For example, if an employee is eligible for both unpaid leave under the federal Family and Medical Leave Act and paid leave under New York State law, the School will designate both leaves to run at the same time. To the extent that employees have any available paid time off, and to the extent permitted by law, employees will be required to use that paid time off while on any type of leave of absence that is unpaid or partially paid. However, an employee shall not be able to collect pay or wage replacement in excess of 100% of base pay from all sources combined. The use of any paid time off while on any type of leave of absence does not extend the employee's length of leave.

In addition, leaves of absence will only be granted with approval to eligible employees. The School reserves the right to require satisfactory documentation or substantiation of reasons for employee leaves of absence consistent with applicable law.

11.1 FAMILY AND MEDICAL LEAVE (FMLA)

11.1.1 ENTITLEMENT & COVERAGE

The federal Family and Medical Leave Act ("FMLA") entitles employees to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to 12 work weeks of unpaid FMLA leave in any 12 month period for:

- the birth, adoption or foster care of an employee's child within 12 months following birth or placement of the child ("Bonding Leave");
- to care for an immediate family member (spouse, child or parent) with a serious health condition ("Family Care Leave");
- when the employee is unable to perform the essential functions of their job due to the employee's own serious health condition ("Serious Health Condition Leave"); or
- any "qualifying exigency" arising out of the fact that the employee's spouse, child or parent is a member of the Regular Armed Forces, National Guard or Reserves on active-duty status or has been notified of an impending call or order to active duty ("Military Exigency Leave").

Eligible employees are entitled to 26 workweeks of unpaid FMLA leave during a single 12-month period to care for a covered service member who is a spouse, child, parent or next of kin (nearest blood relative of an individual) who is an Armed Forces member with a serious injury or illness incurred in the line of duty while on active duty that may render the individual medically unfit to perform his/her military duties ("Military Caregiver Leave").

The applicable "12-month period" begins on the date of an employee's first use any FMLA Leave.

If both spouses work for the School and are eligible for leave under this policy, the spouses will be limited to a total of 26 workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Military Emergency Leave, Bonding Leave and/or Family Care Leave taken to care for a parent.

In addition, some states have their own state family and medical leave laws, which may provide leave benefits different than or in addition to those outlined below. Where permitted by law, leave under those state-specific family and medical leave laws will run concurrently with leave taken under the FMLA. If you have any questions about family and medical leave coverage under applicable federal, state or local law or about your eligibility for coverage, please contact hr@academycharterschool.org.

11.1.2 SCOPE

This policy is applicable to all requests for family and medical leaves of absence under the FMLA.

11.1.3 ELIGIBILITY

To be eligible for FMLA leave and benefits, an employee:

- Must be employed and work at a worksite within 75 miles of which the school employs at least 50 people;
- must have worked for the School for at least 12 months (which need not be consecutive) prior to the date on which his/her leave is to begin; and
- must have worked at least 1,250 hours during the previous 12 months preceding the leave;

11.1.4 LENGTH OF FMLA LEAVE

An eligible employee may take up to a maximum of twelve (12) workweeks of unpaid leave in a "rolling" twelve-month period measured backward from the date that the employee's FMLA leave begins, when the leave is taken for: (1) Bonding Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; and/or (4) Military Exigency Leave.

The maximum amount of FMLA leave available for an employee who needs to take Military Caregiver Leave will be a total of 26 workweeks in a single twelve-month period. A "single twelve-month period" begins on the date of the employee's first use of such leave and ends 12 months after that date.

11.1.5 ADVANCE NOTICE

An employee requesting a leave pursuant to the FMLA must submit a written leave request to the Human Capital Director or their designee at least 30 days before the date that the leave is expected to begin. The School recognizes that unexpected emergencies can arise where it is not possible to provide 30 days' notice of the intended leave. In such situations, employees are expected to provide as much advance notice as possible. Employees may be required to explain why they provided less than 30 days' notice of the need for foreseeable leave. If an employee fails to give timely advance notice with no reasonable excuse when 30 days' notice is required for foreseeable leave, the School may delay or deny FMLA coverage. The employee must provide sufficient information to enable the School to determine if the leave is FMLA-qualifying and must advise the School of the anticipated timing and duration of the leave. If the employee fails to respond to the School's reasonable inquiries for additional information, the leave may be denied.

11.1.6 MEDICAL CERTIFICATION

In cases where an employee is requesting a medical leave because of the employee's own serious health condition or that of a spouse, child or parent, the School may require the employee to submit a written medical certification from a healthcare provider verifying the need for the leave, and periodic recertification may be required. In addition, where the leave is taken because of the employee's own serious health condition, a certification of fitness to return to work may be required. The employee must provide a complete and sufficient certification within fifteen (15) calendar days after the School's request, unless it is not practicable despite the employee's diligent, good faith efforts. The failure to provide the required medical certification within the time allotted may result in the denial of the FMLA leave. If a certification is incomplete or insufficient, the Human Capital Director or their designee will notify the employee in writing of what information is necessary to complete the medical certification and provide the employee with at least seven (7) calendar days to furnish the additional information. Failure to cure the deficiencies identified by the Human Capital Director or their designee may result in the denial of the FMLA leave.

The School, at its own expense, may require the employee to receive a second opinion from a healthcare provider designated and approved by the School consistent with the terms of the FMLA. If this opinion conflicts with the first opinion, the School, again at its own expense, may request a third opinion from a healthcare provider mutually agreed upon by both the School and the employee consistent with the terms of the FMLA. The third opinion will be binding on both parties.

If an employee's request for leave is for a qualifying military exigency, the employee will be required to provide a copy of the covered military member's active-duty orders or other documentation issued by the military. The employee will also be required to complete a Certification of Qualifying Exigency form. If the request is for Military Caregiver Leave, the employee must provide a certification from an authorized health care provider, which means a U.S. Department of Defense (DOD) healthcare provider, a U.S. Department of Veteran Affairs healthcare provider, a DOD TRICARE network authorized private healthcare provider, a DOD non-network TRICARE authorized private healthcare provider; or a non- military-affiliated health care provider.

During the employee's leave, the employee may also be required to provide the School with additional physicians' statements at regular intervals, upon request from the School, attesting to the employee's or family member's continued serious health condition and inability to work.

An unexcused failure to provide requested documentation may result in the denial or suspension of leave. The School may attempt to clarify or authenticate a certification or may require additional certifications to support the need for leave. When leave is taken to care for a family member, the School may require the employee to provide documentation or a statement of family relationship (e.g., birth certificate or court document) and proof of the need to care for the family member.

11.1.7 UTILIZATION & SUBSTITUTION OF PAID LEAVE

Generally, FMLA leave is unpaid. However, depending upon the circumstances, employees may be entitled to receive partial wage-replacement benefits, such as short-term disability, workers' compensation benefits, paid family leave benefits, or other state-sponsored wage replacement benefits that pay a portion of normal compensation during FMLA leave. These state-sponsored wage replacement benefits will run concurrently with the employee's

unpaid FMLA leave, to the extent permitted by law, and will not serve to extend the length of the employee's FMLA leave under this policy.

In addition, employees on FMLA leave must use all of their accrued, unused paid time off concurrently with their FMLA leave, and after an employee has exhausted their paid time off balance(s) during FMLA leave, any remainder of the 12-week (or 26 week) FMLA leave period will be unpaid. Substituting available paid time off for otherwise unpaid FMLA leave time will not serve to extend the length of the employee's FMLA leave under this policy.

The receipt of partial wage-replacement benefits and/or the use of available paid time off concurrent with FMLA leave does not extend the duration of FMLA leave to which an employee is entitled. Furthermore, employees will not be entitled to receive more than 100% of their base pay.

11.1.8 STATUS OF BENEFITS WHILE ON LEAVE

While an employee is on family or medical leave pursuant to the FMLA, the employee will continue to be covered under the applicable health insurance plan to the same extent and under the same terms and conditions as would apply had the employee not taken leave. The employee must continue to pay whatever employee portion of the premium costs is normally required. If paid leave is used for any portion of the family or medical leave, employee premiums will be deducted from the leave payments in accordance with the practice applicable to an employee not on leave.

During any period of unpaid FMLA leave, in lieu of a payroll deduction for payment of health benefits, the employee will write a check to the School (due the first day of each month following their leave) to cover their portion of the health insurance premium. Failure to timely remit this payment will result in cancellation of coverage. Please note that during unpaid leave, retirement contributions will cease since there will be no payroll and hence, no payroll deduction. Employees may choose to temporarily increase their retirement contributions (in accordance with all applicable rules) before or after their unpaid leave to cover this period.

11.1.9 INTERMITTENT AND REDUCED SCHEDULE LEAVE

Intermittent leave is leave taken in separate blocks of time for a single FMLA qualifying reason. Reduced work schedule leave is leave taken that reduces employees' usual number of working hours per workday or workweek. Employees will be informed whether they can take intermittent leave or a reduced leave schedule when they apply for FMLA leave.

FMLA leave for an employee's own serious health condition or for the serious health condition of the employee's spouse, parent or child, or to care for a covered service member, may be taken intermittently or on a reduced schedule basis when medically necessary. Leave taken intermittently may be taken in increments of no less than 1 hour.

If the need for intermittent leave is based on planned medical treatment, the employee is required to consult with their supervisor or the Human Capital Director or their designee to make a reasonable attempt to schedule the treatment in a manner that does not unduly disrupt the School or School's operations. Leave to care for or bond with a newborn child or for a newly placed adopted or foster child may only be taken intermittently with supervisor approval and must conclude within 12 months after the birth or placement.

When an employee requests an intermittent leave or reduced schedule leave, the School reserves the right to temporarily transfer the employee, where possible, to an alternative

position that better accommodates the employee's leave schedule. The position to which the employee is transferred will be equivalent in pay and benefits to the one that the employee held prior to the transfer. In addition, if an employee's request for intermittent leave is approved, the School may later require the employee to obtain recertification of their need for leave. For example, the School may request recertification if it received information that casts doubt on an employee's report than an absence qualifies for FMLA leave.

11.1.10 LEAVE DURING SCHOOL CLOSINGS

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within a week taken as FMLA leave has no effect; the week is counted as a week of FMLA leave. However, during extended School closings where the School's activities have temporarily ceased and employees generally are not expected to report for work for one or more weeks (e.g., winter vacation, summer vacation), the days the School is closed do not count against the employee's FMLA leave entitlement, unless the employee is one who would otherwise work year-round on an administrative schedule.

11.1.11 REPORTING IN WHILE ON LEAVE

During a FMLA leave, an employee is expected to maintain periodic contact with their supervisor and/or the Human Capital Director or their designee to advise them of progress and anticipated return-to-work date. Approximately two weeks prior to the anticipated end of the employee's leave period, the employee is expected to notify their supervisor and the Human Capital Director or their designee of their expected return-to-work date.

11.1.12 SPECIAL FMLA LEAVE CONSIDERATIONS FOR INSTRUCTIONAL EMPLOYEES

Special FMLA rules apply to employees who work in an instructional capacity. For purposes of this policy, "instructional employees" are those whose principal function is to teach and instruct scholars in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

Instructional employees will be required to continue their FMLA leave until the end of the semester under the following circumstances:

- If the leave is scheduled to begin more than five weeks prior to the end of the semester, and (i) the leave will last at least three weeks and (ii) the employee's scheduled return to work would occur during the three-week period before the end of the semester;

- If the leave is scheduled to begin within five weeks prior to the end of the semester because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, child, or parent with a serious health condition; or to care for a covered service member, and (i) the leave will last for more than two weeks, and (ii) the employee's scheduled return to work would occur during the two-week period before the end of the semester (this does not apply to medical leave for the employee's own serious health condition); or

- If the leave is scheduled to begin within three weeks prior to the end of the semester because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, child, or parent with a serious health condition; or to care for a covered service member and the leave will last more than five working days (this does not apply to medical leave for the employee's own serious health condition).

In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The School has the option to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by the employer to the end of the school term is not counted as FMLA leave; however, the School shall comply with the special FMLA rules for school employees set forth in 29 C.F.R. § 825.600, *et seq*., and shall maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

An instructional employee who needs intermittent leave or leave on a reduced schedule to care for a family member or for the employee's own serious health condition is subject to special rules when the employee would be on leave for more than twenty percent (20%) of the number of working days over the period that the leave would extend. These special rules include being required to take leave for periods of a particular duration or to transfer temporarily to an alternative, equivalent position that better accommodates the leave.

If an employee chooses to take leave for periods of a particular duration (*i.e.*, a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed) in the case of intermittent or reduced schedule leave, all leave time taken will count as FMLA leave.

11.1.13 RETURN-TO-WORK CERTIFICATION

All employees taking medical leave to care for their own serious health condition will be required to submit a fitness-for-duty certification signed by their healthcare provider before returning to work, stating that the employee is able to resume their position; however, employees will not be required to provide said certification for each absence taken on intermittent or reduced schedule leave unless otherwise permitted by law. The certification must address specifically the employee's ability to perform the essential functions of his/her job. The failure to provide an appropriate fitness-for-duty certification will delay the employee's ability to return to work. If an employee never provides such a certification, the employee may be denied reinstatement.

11.1.14 RESTORATION OF POSITION AND BENEFITS

During the leave, all existing accrued benefits will be retained. An employee on family or medical leave is not entitled to the accrual of any seniority or employment benefits (i.e. holidays) during any period of leave, except as expressly stated herein or as otherwise required by law.

At the conclusion of an employee's family or medical leave, the employee will be restored to the same or an equivalent job with equivalent pay, to the extent required by applicable law.

If the employee's position is not available, the employee will be placed in a position that is equivalent in pay, benefits and other terms and conditions of employment to the employee's prior position.

If the employee exhausts all leave under this policy and is still unable to return to work, the employee must notify the School as soon as possible. The situation will be reviewed to determine what rights and protections might exist under other School policies and the law.

Restoration to work can be delayed if the employee fails to provide a fitness-for-duty certificate to return to work, if the FMLA leave was occasioned by the employee's own serious health condition.

Confidentiality

Documents relating to medical certifications, recertifications or medical histories of employees or employees' family members will be maintained separately and treated by the School as confidential medical records, except that in some legally recognized circumstances, the records (or information in them) may be disclosed to supervisors and managers, first aid and safety personnel or government officials.

Fraudulent Use of FMLA Prohibited

An employee who fraudulently obtains Family and Medical Leave from the School is not protected by FMLA's job restoration or maintenance of health benefits provisions. In addition, the School will take all available appropriate disciplinary action against such employee due to such fraud.

Nondiscrimination

The School takes its FMLA obligations very seriously and will not interfere, restrain or deny the exercise of any rights provided by the FMLA. We will not terminate or discriminate against any individual for opposing any practice, or because of involvement in any proceeding related to the FMLA. If an employee believes their FMLA rights have been violated in any way, they should immediately report the matter to the Human Capital Director.

Additional Information Regarding FMLA

A Notice to Employees of Rights Under FMLA (WHD Publication 1420) is attached to this Handbook.

Employees should contact the Human Capital Director as to any FMLA questions they may have.

11.1.15 MISCELLANEOUS

The FMLA does not affect any state or local law that provides greater family or medical leave rights. In the event that additional family, medical or sick leave is available pursuant to state laws, this leave will also run concurrently with FMLA leave to the extent permitted by law. Please contact the Executive Officer with any questions concerning individual state laws.

Unless state law requires otherwise, FMLA leave runs concurrent with, not in addition to, time off due to a worker's compensation injury or disability, or any other applicable leave policy or law.

11.1.16 EXPLANATION OF TERMS

For purposes of this FMLA policy, the following terms have the following corresponding definitions:

"Covered Active Duty" means 1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with Armed Forces to a foreign country; and 2) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.

"Covered service member" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness Incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform his/her military duties; or a person who, during the five years prior to the treatment necessitating the leave, served in the active military, Naval or Air Service, and who was discharged or released under conditions other than dishonorable (a "veteran" as defined by the Department of Veteran Affairs), and who has qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran. For the purposes of determining the five-year period for covered veteran status, the period between October 28, 2009, and March 8, 2013, is excluded.

A "serious injury or illness" in connection with military leave is one that was incurred by a covered service member in the line of duty on active duty that may render the service member medically unfit to perform the duties of his/her office, grade, rank, or rating.

"Immediate family member" under the FMLA means the employee's spouse (including employees in legal same-sex marriages), child or parent. For purposes of the School's FMLA policy, "immediate family member" will also include the employee's domestic partner, stepparent, stepchild, or any other person as defined by the Human Capital Director or their designee.

"Key Employee" under the FMLA a key employee is a salaried, eligible employee who is among the highest paid ten percent of all salaried employees of the School or within a 75-mile radius of the School. Under the FMLA, the School may refuse to reinstate a key employee on a FMLA leave if it determines that the denial of reinstatement is necessary to prevent substantial and grievous economic injury to the operations of the School.

"Qualifying exigency" includes:

- Issues arising from a covered military member's short notice deployment (i.e., deployment on seven or less days of notice) for a period of seven days from the date of notification;
- Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to duty status of a covered military member;
- Certain childcare and related activities arising from the active duty or call to active-duty status of a covered military member, such as arranging for alternative childcare,

providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new School or day care facility, and attending certain meetings at a School or a day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member;

- Making or updating financial and legal arrangements to address a covered military member's absence;
- Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises from the active duty or call to active-duty status of the covered military member;
- Taking up to five days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
- Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of ninety (90) days following the termination of the covered military member's active-duty status, and addressing issues arising from the death of a covered military member; or
- Any other event that the employee and the School agree is a qualifying exigency.

"Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

- Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical-care facility, including any period of incapacity (i.e., inability to work, attend School, or perform other regular daily activities) or subsequent treatment in connection with such inpatient care; or
- Continuing treatment by a health care provider, which includes:
  a. A period of incapacity lasting more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also includes:
- treatment two or more times by or under the supervision of a health care provider (i.e., in-person visits, the first within seven (7) days and both within 30 days of the first day of incapacity);
- one treatment by a healthcare provider (i.e., an in-person visit within 7 days of the first day of incapacity) with a continuing regimen of treatment (e.g., prescription medication, physical therapy);
  b. Any period of incapacity related to pregnancy or for prenatal care a visit to the health care provider is not necessary for each absence;
  c. Any period of incapacity or treatment for a chronic serious health condition, which continues over an extended period of time, requires periodic visits (at least twice a year) to a health care provider, and may involve occasional episodes of incapacity. A visit to a health care provider is not necessary for each absence;
  d. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective; only supervision by a health care provider is required, rather than active treatment;
  e. Any absences to receive multiple treatments for restorative surgery or for a condition that would likely result in a period of incapacity of more than three (3) days if not treated.

11.2 NEW YORK STATE PAID FAMILY LEAVE POLICY (PFL)

We participate in New York's Paid Family Leave ("PFL") program to provide partial wage replacement to eligible employees for bonding with a child, caring for a relative with a serious health condition, or in certain situations dealing with active military service. Eligible employees who have a qualifying event for PFL will be entitled to a certain number of weeks of leave payable at a percentage of the employee's weekly wage. As part of this policy, eligible employees will generally be returned to their job upon return from leave. Your health insurance will be maintained if you continue to pay your portion of the premium while on PFL. While specifics of the policy are below, note that not every aspect can be detailed here, and the provisions of the law will prevail.

Eligibility

Employees working in New York State are eligible for PFL if they:

- have a regular work schedule of 20 or more hours per week and have been employed for 26 consecutive weeks; or
- have a regular work schedule of less than 20 hours per week are eligible after 175 days worked.

Citizenship status and immigration status do not affect PFL eligibility.

Eligible Uses for Paid Family Leave

Eligible employees are entitled to PFL for one of the following qualifying events, further explained below: (1) to bond with a newly born, adopted, or fostered child; (2) to care for a family member with a serious health condition; or (3) for reasons relating to when a family member is called to active military service abroad.

1. Parental Leave. Eligible employees may take PFL to bond with a newly born, adopted, or foster child during the first 12 months after the birth, adoption, or fostering of a child.

In the case of the birth of a child, PFL may not be used for pre-natal care. Put another way, expectant mothers cannot take PFL for their own pregnancy, as PFL for the birth of a child is only available after the birth of the child. Employees may opt to receive disability and PFL during the post-partum period but may not receive both benefits at the same time.

In the case of placement or adoption, an employee may take PFL before the actual placement or adoption if an absence from work is required for the placement for adoption or foster care to proceed. Such instances would include attending counseling sessions, appearing in court, consulting with attorneys or doctors representing the birth parent or travelling to another country to complete an adoption. However, PFL taken to bond with a newly adopted child must be **completed** within the first 12 months after the child's adoption.

2. Caring for a Relative with a Serious Health Condition. Employees may take PFL to care for the following relatives suffering from a serious health condition:

- Spouse
- Domestic partner or civil union partner
- Child and stepchild
- Parent
- Parent-in-law

- Grandparent
- Grandchild
- Sibling

Employees cannot take PFL for their own health conditions.

A serious health condition under this PFL policy is generally an illness, injury, impairment, or physical or mental condition that involves:

- inpatient care in a hospital, hospice, or residential health care facility; or
- continuing treatment or continuing supervision by a health care provider.

In most cases, conditions like the common cold, the flu, earaches, upset stomach, minor ulcers, routine dental or orthodontia problems, periodontal disease, and the like do not meet the definition of a serious health condition.

3. Active Military Duty Deployment. An eligible employee may take PFL under the military provisions of the Family and Medical Leave Act ("FMLA") when a spouse, child, domestic partner or parent of the employee is on active duty or has been notified of an impending call or order of active duty. Some instances in which an employee may take PFL are to: make childcare arrangements for a child of the deployed military member; attend eligible military ceremonies and briefings; and make financial or legal arrangements for addressing the military member's absence.

Reinstatement After Leave

Generally, eligible employees have a right to return to their same or a comparable job upon return from PFL. Exceptions to this provision may apply if business circumstances have changed (e.g., if the employee's position is no longer available due to a job elimination). Exceptions may also apply for certain highly compensated employees under certain conditions. In addition, employees on a leave extending beyond the time allotted for PFL as defined in this policy are not guaranteed reinstatement under this policy.

Ineligible Uses

- PFL cannot be used for the employee's own disability or qualifying military event. In these instances, other leave or wage replacement polices may apply.

- You may not receive both disability benefits and PFL benefits for the same period of time. An employee who is eligible for both disability benefits and PFL during the same period of 52 consecutive calendar weeks will not receive more than 26 total weeks of disability and PFL benefits during that period of time.

- You are not eligible for PFL if you are not working and collecting workers' compensation.

When Both Spouses/Partners Work For Us

If both you and your spouse/partner work for us, PFL will be authorized for one of you if you have both requested the same period of time off to bond with the same child or to care for the same eligible relative.

Paid Family Leave Benefits (Time and Pay)

Eligible employees who have a qualifying event for PFL will be entitled to a certain number of weeks of leave payable at a percentage of the employee's weekly wage, which is capped, depending on the year in which the leave is taken.

Eligible employees who have a qualifying event for PFL will be entitled to up to 12 weeks of leave payable at 67% the employee's average weekly wage, capped at 67% of the then-current Statewide Average Weekly Wage.

Employees may take their maximum benefit in any 52-week period. The 52-week clock starts on the first day the employee takes PFL. Eligible employees are entitled to receive the applicable percentage of their average weekly wage unless that amount exceeds the cap set by New York State. The State will establish its Statewide Average Weekly Wage each year.

If applicable, your health insurance coverage will be maintained while you're on PFL so long as you continue to pay your health insurance premium contributions. Upon approval of your PFL, you will be notified as to how to make these required payments.

Weekly and Daily Leave

PFL can be taken all at once or intermittently but must be taken in full-day increments. When you take your PFL in full-day increments, your maximum period of PFL is calculated based on the average number of days worked per week. For example, an employee that works 3 days per week will receive:

- On January 1, 2021, the equivalent of 3 days per week for 12 weeks, or a maximum of 36 days in any 52-consecutive week period.

Other Pay During PFL

You are permitted, but not required, to use available/eligible sick, vacation, or personal time to make your pay whole during your leave. In other words, you may supplement your PFL pay (which is only partial wage replacement) with your available sick, vacation, or personal time pay, so that your wages during your leave equal your wages while working. While employees may combine sources of pay accordingly, employees may not receive more than 100% of their normal wages at any time.

PFL shall also run concurrent with any Paid Parental Leave; however, no employee shall receive more than 100% of their normal wages during the time that they are receiving both PFL and Paid Parental Leave. Such employee is entitled to the full amount of the PFL benefits, which will then be supplemented (up to 100% of the employee's normal wages) by the Paid Parental Leave benefits.

NOTE: You will not continue to accrue Paid Time Off while you are out on PFL.

How to Apply For PFL

Employees seeking PFL must email hr@academycharterschool.org at least 30 days before starting PFL when the leave is foreseeable (for example, an expected birth, placement for adoption or foster care; planned medical treatment for a serious health condition of a family member; the planned medical treatment for a serious injury or illness of a covered service member; or other known military exigency). If the event leading to your PFL request is not

foreseeable, you must give notice as soon as is practical. When the need for PFL is foreseeable and you do not give 30 days' advance notice, your request maybe delayed or denied.

You must also register and submit a request for a leave of absence through Lincoln Financial Group, at https://www.mylincolnportal.com. Lincoln Financial Group will approve or deny a claim within 18 calendar days of receipt of the completed claim. If denying the claim, Lincoln Financial must provide an explanation in writing.

Payment for PFL

PFL is funded by a payroll deduction from your pay. A maximum rate of employees' contribution will be established each year by the State. In most cases, if you will not work the 26 continuous weeks or 175 days needed to be eligible for PFL (such as seasonal employees, for example), you will be notified of your right to waive coverage. In such cases, you will need to complete a waiver.

New York PFL and other Leave Laws and Policies

PFL may be able to be taken by employees who are eligible for time off under the provisions of the federal Family and Medical Leave Act. To the extent permitted by law, leaves covered by the Federal Family and Medical Leave Act (FMLA) will run concurrent with New York PFL. In such instances, you will be notified of this concurrent leave, in which case eligible employees must apply for both PFL and leave under the FMLA. If you are informed of your right to collect New York PFL benefits while on FMLA leave, but you decline to apply for PFL benefits, your leave will still be counted against your maximum duration of PFL.

If you work partial days due to FMLA leave, when the total hours taken for FMLA in less than full day increments reach the number of hours in your usual workday, one day of PFL benefits will be deducted from your annual available New York PFL benefit.

Further, leave under New York PFL will run concurrent with any other applicable leave, to the extent permitted by law, and employees must cooperate to complete any necessary paperwork when the School notifies them of such concurrent leave. At no time will an employee receive more than 100% of his or her base salary while on PFL.

Special Rules Pertaining to PFL for Instructional Employees

The special rules that are applicable to employees working in an instructional capacity for purposes of taking intermittent FMLA leave shall also be applicable to instructional employees seeking to take intermittent leave under the PFL.

Discrimination or Retaliation

No employee will be discriminated against or retaliated against for taking PFL. If you have any concerns in this regard, please contact the Human Capital Director or their designee.

Questions

If you have any questions about this policy or PFL, please contact the Human Capital Director or their designee. Also feel free to visit New York State's website on PFL here: For additional information on Paid Family Leave, please see visit: https://www.ny.gov/programs/new-york-state-paid-family-leave.

11.3 SHORT-TERM DISABILITY (STD)

The School provides a paid short-term disability ("STD") plan to all eligible employees. Under STD, the carrier will provide 60% of an employee's weekly earnings (up to $1,500) if the employee becomes disabled. This includes illnesses, injuries, and pregnancy. The School believes providing STD benefits allows employees the peace of mind they need to focus on getting better and returning to work.

To verify eligibility, your doctor will need to assist you with the medical certification of your claim. Employees may elect to supplement STD benefits with their accrued, unused paid time off. STD has a seven (7) business day unpaid waiting period unless the beginning of an employee's STD leave coincides with hospitalization. If an employee's STD leave starts at the same time the employee is hospitalized, the STD benefit will begin to pay based on the employee's first day of certified disability and the waiting period will be waived. STD will pay 60%, up to $1,5000, of the employee's pre-disability gross weekly wages for the period of disability (up to 26 weeks). If an employee's STD leave does not start at the same time they are hospitalized, the employee may elect to us their accrued, unused paid time off to be paid during the carrier's waiting period.

Employees must notify the Human Capital Director or their designee as soon as possible about an upcoming disability.

11.4 PAID PARENTAL LEAVE (PPL)

Employees who are not the primary caregiver (birth parent) but who qualify for FMLA leave to bond with the newborn or to provide medical care to the new mother and/or baby are entitled to 6 weeks of PPL. In combination with NY PFL, they will receive PPL from the School to make their pay whole, in an amount roughly equivalent to six (6) weeks of 100% pay. Employees who do not qualify for FMLA (12 months, 1250 hours worked) but are eligible for NY Paid Family Leave are entitled to 3 weeks of PPL. In combination with NY PFL, they will receive PPL from the School to make their pay whole, in an amount roughly equivalent to three (3) weeks of 100% pay. Employees who do not qualify for FMLA or NY Paid Family are entitled to 3 week of PPL; you will receive 100% of your normal wages directly from the School for three (3) weeks.

11.5 PAID CHILDCARE LEAVE (PCL)

An employee is eligible for paid childcare leave (salary continuation) if the employee has completed 12-continuous months or more of employment at the School and within the prior one month, the employee gives birth. To be eligible, an employee must be the primary caregiver (birth parent) of the newborn child. An eligible employee who gives birth must apply for and receive short-term disability (STD) coverage in order to be eligible for paid childcare leave. Under this policy, an eligible employee is entitled to six (6) weeks of paid childcare leave. During paid childcare leave, the School will supplement the employee's salary if they become disabled due to the birth of their baby. Payment will run concurrent with the first six weeks of disability.

11.6 ADOPTIVE PARENTS LEAVE

Employees who are adoptive parents qualify for the same leave and upon the same terms afforded to employees for the birth of a child, for the adoption of a child, upon the start of the parent-child relationship, provided that the child is either 1) of preschool age or younger or 2) is under the age of 18 and deemed to be "hard to place" or handicapped under State or local law.

11.7 UNPAID PERSONAL LEAVE OF ABSENCE

Full-time employees who have worked for the School for at least two (2) consecutive years and who are not eligible for FMLA leave may be eligible for a personal leave of absence without pay. In keeping with the School design and philosophy, employees are reminded that absences and leaves may be disruptive to the educational and business processes. The reason for the personal leave which does not qualify as FMLA leave should be sufficiently significant to justify these disruptions. An employee must use all accrued, paid time off during a personal leave. Once all paid time off is exhausted, the remainder of the leave, if any, will be unpaid.

Each request for a personal leave of absence must be submitted to the Principal in writing. Requests will be reviewed on a case-by-case basis and the decision to approve or deny such a request will be dependent upon the operational needs of the School at the time of the request. A leave of up to no more than 90 calendar days may be granted. The supervisor or the Principal may make reasonable inquiry into the reason for the request and ask for documentation where appropriate. The decision to approve or deny a request for a personal leave will be made in the School's sole discretion.

During the leave, all existing accrued benefits will be retained. An employee on a personal leave of absence is not entitled to the accrual of any additional seniority or employment benefits (e.g., sick time, vacation time, paid holidays, personal days, etc.) during any period of leave. Employees are responsible for paying all deductions that would normally come out of their paycheck for their benefits.

At the time an employee begins an unpaid personal leave, they will receive written instructions detailing the time and manner in which their health insurance premiums are to be paid. Failure to pay these premiums by the end of the grace period stated in the written instructions will result in the loss of insurance coverage.

An employee who fails to return to work following the expiration of their personal leave will be required to reimburse the School for the entire amount of the healthcare premiums paid by the School during the unpaid leave.

No guarantee of reinstatement can be made to an employee on a personal leave. If during the leave period the employee's position is filled or eliminated for business reasons, the employee may be eligible to reapply for any openings available at the time of the employee's return for which the employee is qualified.

11.8 INSURANCE PREMIUM PAYMENT DURING LEAVES OF ABSENCE

Employees on paid or unpaid leave are responsible for paying their benefits premiums. If the School pays the employee while the employee is on leave, deductions will come out of your paycheck as usual. If on unpaid leave, you will be responsible for sending the School payments to cover your benefits premiums. Failure to make payments within the provided deadline will result in loss of coverage. If this occurs, you will have the option to continue coverage of eligible benefits by enrolling in COBRA. Please consult with The Human Capital Director or their designee to set up a payment schedule.

11.9 LEAVE TO APPEAR AS VICTIM OR WITNESS IN A CRIMINAL PROCEEDING

An eligible employee may take time off from work, without pay, for any of the following reasons:

- To comply with a subpoena to testify in a criminal proceeding (including time off to consult with the district attorney);
- To give a statement at a sentencing proceeding;
- To give a victim impact statement at a pre-sentencing proceeding; or
- To give a statement at a parole board hearing.

ELIGIBILITY

An employee is eligible for time off under this policy if the employee is:

- The victim of the crime at issue in the proceedings;
- The victim's next of kin, if the victim is deceased as a result of the offense;
- The victim's representative;
- A "Good Samaritan;" or
- Pursuing an application or the enforcement of an order of protection, as provided under relevant law.

For purpose of this policy, a "Good Samaritan" is someone who acts in good faith to apprehend a person who has committed a crime in the employee's presence, to prevent a crime or an attempted crime from occurring, or to aid a law enforcement officer in effecting an arrest. A victim's representative is a person who represents or stands in the place of another person, including, but not limited to, an agent, attorney, guardian, conservator, executor, heir or parent of a minor.

NOTICE & CERTIFICATION

An employee must notify their supervisor of the need to take a leave under this policy no later than the day before the absence. In addition, the employee must provide the supervisor with verification of his/her service upon request.

The School will not retaliate or tolerate retaliation against any employee who seeks or obtains leave under this policy.

11.10 BONE MARROW DONATION LEAVE

Eligible employees will be granted unpaid leaves of absence if they seek to undergo a medical procedure to donate bone marrow. Only employees who work for the School for an average of 20 or more hours per week are eligible for leave under this policy. The total length of the leave for each employee will be determined by the physician but may not be longer than 24 work hours without the School's approval. An employee who seeks leave under this section must provide verification from a physician of the purpose and length of the leave.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking bone marrow donation leave.

11.11 BLOOD DONATION LEAVE

Eligible employees will be provided with up to three (3) hours of leave time in each calendar year to donate blood. Only employees who work for the School for an average of 20 or more hours per week are eligible for leave under this policy. Employees seeking leave to donate blood must give reasonable notice to their supervisors of at least three working days prior to taking leave for blood donation.

Non-exempt employees will receive paid leave to donate blood if the donation occurs at a blood drive at the School or at a School sponsored blood drive. Leave to donate blood will

be unpaid, however, if the non-exempt employee's donation occurs at a blood drive or facility that is not sponsored or otherwise connected with the School. As required by the FLSA, exempt employees taking leave to donate blood under this policy will do so without a loss or reduction in pay. All employees taking leave to donate blood through a non-School-sponsored blood drive or at a blood drive away from the School may be required to provide proof of their blood donation.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking blood donation leave.

11.12 MILITARY LEAVE OF ABSENCE

Uniformed Services Employment and Reemployment Rights Act (USERRA)

The School recognizes that employees may need to be absent from work to serve in the US military. The School provides military service leaves of absence to all full-time and part-time employees in compliance with the Uniformed Services Employment and Reemployment Rights Act (USERRA) and applicable state laws.

Administration of this Policy

The Human Capital Director or their designee is responsible for the administration of this policy. If you have any questions regarding this policy or if you have questions about military service leave that are not addressed in this policy, please contact the Human Capital Director or their designee.

Procedures

An employee who needs to take military service leave should provide advance notice to management. When possible, employees should give at least 30 days' notice of a request for leave. If 30 days' notice is not possible because of military necessity or for other reasons, employees should give as much advance notice to the School as possible.

Written notice is preferred, but not required. Where possible, employees should please submit a copy of their military orders, training notice or order to active duty, along with a Request for Leave of Absence Form, to management.

Eligibility Requirements

Eligible Employees: All full-time and part-time employees are eligible for military service leave if they are absent from work because of eligible military service. Independent contractors and employees who were only employed for a brief, non-recurrent (one-time only) period before the start of military service are not eligible for leave under this policy.

Eligible Military Service: For purposes of this policy, eligible military service means certain types of service (listed below) in the following branches of the US military:

- Armed Forces (Army, Navy, Air Force, Marine Corps and Coast Guard), including the Reserves.
- National Guard, when the employee is engaged under federal authority in active duty for training, inactive duty training or full-time National Guard duty.
- Commissioned Corps of the Public Health Service.
- Any other category of persons designated by the President in time of war or national

emergency.

Eligible employees may take leave under this policy for the following types of military service:

- Active duty.
- Active duty for training.
- Initial active duty for training.
- Inactive duty training.
- Full-time National Guard duty.
- Funeral honors duty performed by National Guard or Reserve members.
- Submitting to an examination to determine your fitness for any of these services.
- Service as an intermittent disaster response appointee of the National Disaster Medical System when you are activated under federal authority or attending authorized training in support of a federal mission.

Compensation During Leave

Military service leave is unpaid, except exempt employees who are paid on a salary will be paid for any workweek in which the employee performs work. Employees may use any or all of their accrued but unused paid vacation or personal days during their military service leave.

Benefits During Leave

During military service leave, all benefits provided under an employee benefit plan are governed by the terms and conditions of the applicable employee benefit plan documents in accordance with applicable law. The School will continue the qualified employee's health benefits during the first 24 months of military leave. For all other non-seniority benefits, except for the pay differential under this policy, an employee on military service leave will receive the same rights and benefits as employees on an unpaid leave of absence.

Reemployment

Employees may be eligible for reemployment after their military service leave is complete. Employees who would like to return to work must report to work or submit an application for reemployment to the School, including their military discharge documentation, if available, as follows:

- Employees whose military service was for less than 31 days must report to work on the first regularly scheduled workday that is at least eight hours after their return home from military service.
- Employees whose military service was for 31 to 180 days must apply for reemployment within 14 days following completion of military service.
- Employees whose military service was for more than 180 days must apply for reemployment within 90 days following completion of military service.

Employees who are unable to comply with this schedule through no fault of their own or if they are injured or recovering from an injury should speak with the Human Capital Director or

their designee as soon as possible to determine if they are eligible for additional time to apply for reemployment. Employees who do not report to work or apply for reemployment within the applicable timeframe will be subject to the School's rules about unexcused absences.

Nothing in this policy requires the School to reemploy individuals who are not eligible for reemployment rights under applicable law.

Discrimination and Retaliation Prohibited

The School prohibits and will not tolerate discrimination or retaliation against any employee or applicant because of that person's membership in or obligation to perform service for any branch of the US military. Specifically, no one will be denied employment, reemployment, promotion or any other benefit of employment or be subjected to any adverse employment action based on that person's membership in or service for any branch of the US military. In addition, no one will be disciplined, intimidated or otherwise retaliated against because that person exercised rights under this policy or applicable law.

The School is committed to enforcing this policy against discrimination and retaliation. However, the effectiveness of its efforts depends largely on employees reporting inappropriate workplace conduct. Employees who feel that they or someone else may have been subjected to conduct that violates this policy should report it immediately. If employees do not report such conduct, the School may not become aware of a possible violation of this policy and may not be able to take appropriate corrective action.

State or Local Military Service Leave Laws

Where state or local military service leave laws offer more protections or benefits to employees, the protections or benefits that are more favorable to the employee, as provided by such laws, will apply.

New York Military Service Leave

The School will provide the necessary time off to all non-temporary employees who are required to fulfill military obligations in any Armed Forces, National Guard, other uniformed services or state military, as required by applicable federal and state law. If employees return to work or apply for reemployment on a timely basis, they will be reinstated in accordance with applicable federal and state law. Military leave will be unpaid, except exempt employees who are paid on a salary basis will be paid for any workweek in which the employee performs work. Employees may choose to use accrued vacation for military leave in lieu of unpaid leave. If you need to take military leave, you must give advance notice of your service obligations to your supervisor, unless military necessity makes advance notice impossible. Military orders must be presented to your supervisor as soon as practicable. Benefits may continue to accrue during the period of leave in accordance with the law.

Please contact the Human Capital Director or their designee as soon as you receive notice that you are being activated.

11.13 MILITARY SPOUSE LEAVE

An employee who works an average of 20 hours or more per week and is the spouse of a member of the United States armed forces, national guard or reserves who has been deployed during a period of military conflict (to a combat zone of operations or a combat theater) may be allowed up to ten days unpaid leave to be used when the employee's spouse is on leave. An employee who seeks leave under this section may be required to

provide documentation to support their request for leave.

For purposes of this policy, "period of military conflict" means a period of war declared by the U.S. Congress or in which a member of a reserve component of the armed forces is ordered to active duty.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking military spouse leave.

11.14 VOLUNTEER EMERGENCY RESPONDER LEAVE

Eligible employees will be allowed time off from work to perform duties as a volunteer emergency responder. To be eligible, employees will be required to submit written documentation regarding their volunteer status related to the declared emergency to the Human Capital Director or their designee prior to their leave being granted. The leave will not be provided if it imposes an undue hardship on the School's operations. The leave will be unpaid, but the employee may choose to use his/her accrued and unused time off.

For the purpose of this policy, "volunteer emergency responder" includes a volunteer firefighter or member of a volunteer ambulance service in the event of a declared local or state emergency.

12. WORKPLACE CONDUCT & ENVIRONMENT

12.1 CODE OF CONDUCT

Each employee has an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. The conduct of our employees reflects on the School, so employees are encouraged to observe the highest standards of professionalism and integrity. The School expects all its employees to conduct themselves ethically and appropriately.

Note that the following list of Unacceptable Activities is by no means an exhaustive list of all types of conduct that can result in disciplinary action, up to and including termination, and that nothing in this section of the Handbook or on this list alters the at-will nature of your employment.

1. Violation of any School rule or policy, including, but not limited to those set forth in this Handbook.

2. Violation of security or safety rules or failure to observe safety rules or the School safety practices; failure to wear required safety equipment; tampering with the School's equipment or safety equipment; unauthorized possession of dangerous or illegal firearms, weapons or explosives on School property or while on duty.

3. Negligence or any careless action which endangers the life or safety of another person, including careless or negligent operation of a School vehicle.

4. Possession, use or sale of alcohol or controlled substances (except medications prescribed by a physician that do not impair work performance), during working time or while on School property; being intoxicated or under the influence of alcohol or a controlled substance in any quantity while on School premises.

5. Engaging in acts of violence or making threats of violence toward anyone on School premises or when representing the School; fighting, or provoking a fight on School property, or negligent damage of property.

6. Insubordination or refusing to obey instructions properly issued by your supervisor or the Principal pertaining to your work; refusal to help out on a special assignment.

7. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.

8. Engaging in an act of sabotage; negligently causing the destruction or damage of School property, or the property of fellow employees, suppliers, or visitors in any manner.

9. Theft or unauthorized possession of School property or the property of fellow employees; unauthorized possession or removal of any School property, including documents, from the premises without prior permission from School's management; unauthorized use of School equipment or property for personal reasons; using School equipment for profit.

10. Dishonesty; falsification or misrepresentation on your application for employment, other work records, or status of teacher certification; lying about the need for sick or personal leave; falsifying the reason for a leave of absence or other data requested by the School; alteration of School records or other School documents.

11. Violating the equal employment opportunity, anti-discrimination or unlawful harassment policies.

12. Violating the confidentiality policy or agreement; giving confidential or proprietary School information to other organizations or to unauthorized School employees; working for an entity that creates a conflict of interest.

13. Spreading malicious, false gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.

14. Indecency on School property.

15. Unsatisfactory or careless work; failure to meet performance standards as explained to you by the Principal.

16. Unexcused excessive lateness or absences; leaving work before the end of a workday or not being ready to work at the start of a workday without approval of the Principal; stopping work before time specified for such purposes.

17. Sleeping or loitering during working hours or excessive use of School telephone for personal calls.

18. Creating or contributing to unsanitary conditions.

19. Posting, removing or altering notices on any bulletin board on School property.

20. Obscene or abusive language toward any affiliate of the School; indifference or rudeness towards parents, scholars or fellow employees; any disorderly/antagonistic conduct on the School premises.

21. Failure to report immediately injury or harm to a scholar, or damage to or an accident involving School equipment.

22. Alteration or falsification of any timesheets, attendance documents, or other records; failure to accurately record time worked.

23. Violation of the Dignity Act (see the policy below).

24. Engaging in inappropriate contact (verbal, physical and emotional) with scholars.

12.2 DIGNITY ACT

All pupils have the right to attend schools that are safe, secure, and peaceful environments. The School recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to scholar learning and achievement. These behaviors interfere with our mission to educate scholars and disrupt the School operations. Such behavior affects the scholars who are its targets and also those individuals who participate and witness such acts. Bullying in

schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

We prohibit all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other scholars are prohibited, and may be subject to disciplinary consequences.

Definitions

1. **Bullying** – A hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term "harassment") to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

2. **Discrimination** – The act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated under Harassment, below).

3. **Hazing** – An induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

4. **Harassment** – The Dignity for All Scholars Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has/would have the effect of unreasonably and substantially interfering with a scholar's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a scholar to fear for their physical safety. Harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:
    - race,
    - color,
    - weight,
    - national origin,
    - ethnic group,
    - religion,
    - religious practice,
    - disability,
    - sex,
    - sexual orientation, or
    - gender (including gender identity and expression)

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

Prevention

The School setting provides an opportunity to teach children, and emphasize among staff, the value of cooperation with and respect for others. A program geared to prevention is designed to not only decrease incidents of bullying but to help scholars build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Employees and scholars will be sensitized, through professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

In order to implement this program, the Principal will designate a Dignity Act Coordinator (DAC) on an annual basis. The role of the DAC is to coordinate dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. In addition, committees consisting of staff, administration, scholars and parents will be created to assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. Lastly, the program will include reporting, investigating, remedying and tracking allegations of bullying.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building. Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the scholar to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions for Scholars Who Do Not Feel Safe at School

We acknowledge that, notwithstanding actions taken by staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Scholars who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the scholar and bring this to the attention of the Principal. The Principal, other appropriate staff, the scholar and the scholar's parent will work together to define and implement any needed accommodations.

We recognize that there is a need to balance accommodations which enhance scholar safety against the potential to further stigmatize the targeted scholar. Therefore, each case will be handled individually, and the scholar, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted scholar. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

We recognize that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Principal and/or appointed staff member will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to staff that have contact with scholars. They will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

Reporting & Investigation

Although it can be difficult to step forward, the School cannot effectively address bullying if incidents are not reported. Scholars who have been bullied, parents whose children have been bullied or other scholars or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy. If an employee is unsure of the reporting procedure, the employee is expected to inquire about how to proceed by speaking with their supervisor. All incidents of bullying will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate the School's performance under the policy. Such incidents may be included in the Violent and Disruptive Incident Reporting (VADIR) system, as applicable.

There shall be a duty for all employees to report any incidents of scholar-to-scholar and staff-to-scholar bullying that they observe to their Principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of scholar-to-scholar and staff-to-scholar bullying of which they are made aware by scholars to the Principal or other administrator who supervises their employment.

The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, scholar offenders will be given the clear message that their actions are wrong, and the behavior must improve. Scholar offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a scholar who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the scholar, and the scholar's history of problem behaviors, and must be consistent with both the district's and the School' Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law, as well as the districts and the School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

False Claims

Scholars who make false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

Dissemination, Monitoring, Review, & Reporting

This policy, or a plain language summary, shall be published in scholar registration materials, scholar, parent and employee handbooks. A bullying complaint form will be available on the School's website. The School will ensure that reporting of information to the public will be in a manner that complies with scholar privacy rights under the Family Educational Rights and Privacy Act (FERPA; see the FERPA policy in this handbook).

Discipline

If a staff member violates the within policy, corrective disciplinary measures will be taken, subject to the School's discretion, up to and including termination. Decisions to discipline will be based on an assessment of relevant factors.

12.3 POLITICAL ACTIVITIES

Employment shall not be offered as a consideration or reward for the political support of any political party or candidate for public office. Furthermore, no employee may engage in any political activity at any time as a representative of the School.

No employee may use work time, property or materials of the School to try to affect proposed legislation. The School may respond to requests for information from local, state and federal officials. All such responses shall be issued from the Human Capital Director or their designee.

The School will not tolerate intimidation, threats or impeding the voting activities of employees to influence them to vote or refrain from voting for a particular candidate or proposition. Additionally, the Company will not threaten or attempt to influence the political opinions of its employees by placing any political material within an employee's pay envelope.

12.4 DRESS CODE & PERSONAL HYGIENE

Employees serve as role models for scholars of successful and serious professionals and should always demonstrate this through their appearance and actions. This helps to create a professional atmosphere and projects a positive image of both you and the School. Employees are expected to present a neat, professional appearance at all times. A neat appearance and personal hygiene are required regardless of whether you are an administrative employee or work in a classroom. Guidelines for personal hygiene, grooming and attire are outlined below. Any employee that requires a reasonable accommodation with regard to this policy for reasons based on religion or disability should contact his/her supervisor and the Human Capital Director or their designee in accordance with our accommodation policies. We prohibit any form of discipline, reprisal, intimidation, or retaliation for a good faith request for a reasonable accommodation.

Violations of these guidelines may subject employees to disciplinary action, up to and including termination of employment. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work dressed and groomed in an appropriate manner.

Nothing in this policy is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raising complaints about working conditions, and/or engaging in other activities for their and their fellow employees' mutual aid or protection. Employees have the right to engage in or refrain from such activities.

DRESS CODE

Employee work attire should complement a workplace environment which is professionally operated, efficient, orderly, and pleasant. The School reserves the right to change, extend, revise, revoke or continue this policy at its discretion. Any questions about interpreting our dress code should be directed to the Human Capital Director or their designee.

Employees should appear neat and professional at all times. Employees are expected to be suitably attired and to ensure that their clothing is clean, ironed, and not torn, ripped or stained.

Professional Attire – Employees should use common sense and good judgment in determining what to wear to work. Generally, if the employee is doubtful about some clothing, it is not appropriate. Examples of appropriate work attire include:

- Dress shirts with collars or banded collars.
- Neck ties worn around the neck.
- Button down shirts.
- Blouses.
- Polo Shirts.
- Pullover or cardigan sweaters.
- Vests with shirts.
- Slacks, trousers or khakis.
- Dresses or skirts of an appropriate length; and
- Dress shoes and socks or stockings.

Prohibited Attire – Some attire is unacceptable for work. The following are examples, not an exhaustive list, of what is prohibited:

- Jeans, sweatpants, work pants, athletic attire or shorts.
- T-shirts, rugby shirts, shirts without collars, sweatshirts, untucked shirts, wearing anything on their person that is vulgar, profane, violent, sexist, racist, discriminatory, depicts gore or violence, or may incite disruption in the workplace or be deemed offensive to other employees, visitors, or scholars.
- Sneakers, work boots, sandals, flip-flops, moccasins, slippers, crocs, etc.
- Inordinately revealing, tight or suggestive clothing.
- Hats, caps, head gear for non-religious purposes, doo-rags, bandanas, etc.
- Halter tops, tube tops, tank tops, cropped shirts, shirts with spaghetti straps, off the shoulder tops or low-cut tops.
- Lycra stretch pants, leggings or spandex pants.
- Shorts or skorts of any kind.

- Short dresses or miniskirts.
- Sweat clothes, jogging suits or workout clothes.
- Any clothing that reveals the employee's stomach, full back, cleavage or chest, or otherwise revealing/suggestive attire.
- Beachwear including flip flops; and
- Flashy jewelry.

Uniformed Employees

All employees required to wear uniforms must adhere to the following guidelines to maintain a professional and consistent appearance:

- Employees must wear the designated uniform provided by the School during all scheduled work hours.
- Uniforms must be clean, properly fitted, and in good condition at all times.

PERSONAL HYGIENE

- Maintain personal cleanliness by bathing daily.
- Oral hygiene (brushing of teeth) required.
- Clean body and minimized body odors.
- Use deodorant / anti-perspirant to minimize body odors.
- No heavily scented perfumes, colognes and lotions.
- Moderate make-up.
- Clean and trimmed fingernails (¼ inch long or less).
- Wash hands after eating or using the restrooms.

PERSONAL GROOMING

- Clothing must be clean, pressed, in good condition and fit appropriately.
- Clothing must not interfere with the safe operation of equipment.
- No dark glasses (unless prescribed by a physician).
- Limited jewelry and no dangling or large-hoop jewelry that might create a safety hazard to self or scholars.
- Body piercing must be limited to three per ear. Other visible body piercing is unacceptable, unless demanded by religion/culture.
- Tattoos that are perceived as offensive, hostile or diminish the effectiveness of the employee as a role model for our scholars must not be visible to scholars and staff.

12.5 CELL PHONE

While you are at work, you are expected to perform your job duties and responsibilities. The use of any and all personal electronic devices including cell phones, tablets and smart devices are prohibited during the workday, except during non-working hours, such as during meal and break periods. Flexibility will be provided in emergency circumstances demanding immediate attention. The use of any such devices must not interfere with the normal course of the School day and must not interfere with your job duties or School policies. If you have a medically necessarily need to have your smart device or any other electronic equipment in your possession during work hours, please contact the Human Capital Director.

The School is not liable for the loss of or damage to personal cellular phones in the workplace.

12.6 PERSONAL USE OF SCHOOL-PROVIDED TECHNOLOGY

Where job or School needs demand immediate access to an employee the School may issue a School-owned cell phone or laptop to an employee for work-related communications. To protect the employee from incurring a tax liability for the personal use of this equipment, such phones are to be used for business reasons only. However, this does not prohibit or limit an employee's right to use a School-owned cell phone or laptop to engage in legally protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raise complaints about

working conditions, and/or engage in other activities for their and their fellow employees' mutual aid or protection. Phone logs will be audited regularly to ensure appropriate use.

Employees in possession of School equipment are expected to protect it from loss, damage or theft. Employees are required to immediately notify the Human Capital Director or their designee if the equipment is lost or damaged. The Employee may be responsible for the cost of replacing or repairing the equipment. At any time, the employee may be asked to produce the equipment for return or inspection.

There should be no expectation of privacy for School-owned/School-provided technology and the School reserves the right to search, monitor, review and read all such content on the technology at any time, with or without notice.

Employees should be aware that even when a message is deleted or erased, it is still possible to recreate the message; therefore, ultimate privacy of a message cannot be ensured to anyone. Accordingly, internet and email messages are not private. Furthermore, all communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Employees should be aware that even when a message is deleted or erased, it is still possible to recreate the message; therefore, ultimate privacy of a message cannot be ensured to anyone. Accordingly, internet and email messages are not private. Furthermore, all communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver.

12.7 CAMERAS & PHOTOGRAPHS

Cameras, cameras on cell phones, or cameras on personal digital assistants ("PDAs") may not be used to take photographs of scholars except by an employee who is specifically required to do so. Due to privacy concerns, employees cannot post photographs on the School's social media site(s) unless authorized by the Principal. Anyone improperly using electronic devices during work hours or placing photographs of scholars, co-workers, or any other aspect of the School without permission on social media may be subject to disciplinary action up to and including termination.

For purposes of workplace safety and security and to prevent theft and other misconduct the School has installed video surveillance cameras in various work areas.

If there is any reported incident of theft, trespass, workplace violence, employee misconduct or any type of safety violation (hereafter collectively referred to as "security incidents"), the School will utilize its surveillance equipment as an investigatory tool. The School will also make use of its surveillance equipment to deter any future security incidents.

The School also reserves the right to actively monitor, through its surveillance cameras, any areas for safety reasons (to protect against equipment failure, breakage, or accident) or confidentiality reasons (to protect documents or other proprietary information).

Although the video surveillance described in this policy is intended to monitor for security incidents and other safety reasons at the School, it is possible that such surveillance may monitor activities not related to the School's business.

The School respects the privacy of its employees. Accordingly, no video cameras will be installed in the School's restrooms or in any lactation or changing areas.

The surveillance video cameras and any video footage from the surveillance are to be used solely for the purposes of this video surveillance policy. Any unauthorized use of these video cameras and/or videotapes is strictly forbidden and may result in discipline, up to and including termination of employment.

12.8 SUBSTANCE USE & ABUSE

The School seeks to maintain a safe workplace and learning environment by eliminating the hazards to health and safety created by alcohol and other drug abuse. Therefore, all employees and contractors are prohibited from the use, manufacture, distribution, sale and/or possession of any drug that is illegal under applicable federal, state, and/or local law, controlled substance or alcoholic beverage during work hours (including lunch and break time) in the School, on School property or in a School vehicle. Employees are prohibited from being under the influence of, selling, offering to sell, trading, purchasing, using or possessing any drug that is illegal under applicable federal, state, and/or local law, controlled substance (including marijuana) or alcohol while performing School business or job-related duties, while on School property or while operating School equipment or vehicles. [Note: School-sponsored activities that may include the service of alcoholic beverages are not included in this provision.] In addition, employees are prohibited from consuming prescription drugs that are not prescribed in their name on School property or while performing School business. Soliciting or distributing prescription drugs for or to other employees is also strictly prohibited.

Employees who engage in the above-prohibited activities in violation of this policy are subject to disciplinary action, up to and including termination of employment.

Each employee taking a legal drug which could impair the employee's ability to safely complete the essential functions of their position must notify the Human Capital Director or their designee. Various federal, state, and local laws protect the rights of individuals with disabilities and others with regard to the confidentiality of medical information, medical treatment, and the use of prescription drugs and substances taken under medical supervision. Nothing contained in this policy is intended to interfere with individual rights under, or to violate, these laws.

Please note that the School will not take any adverse action against an applicant or employee solely on the basis of their status as a certified patient under the New York Compassionate Care Act, except where required by applicable law. Please note that, while the use, possession, consumption, sale, purchase, transport and/or growth of marijuana may be legal under state law for certain purposes, it remains illegal under federal law and is covered by the School's policies. Therefore, the use of marijuana and marijuana products is prohibited by this policy. The School will accommodate individuals who are medically certified to use marijuana where required to do so by law, but in no case may an employee use or possess marijuana or marijuana products at work or during work time or work while impaired. Any employee who seeks a reasonable accommodation due to a lawful prescription for medical marijuana or other covered substances must contact the Human Capital Director or their designee.

The School reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, requiring the employee to take a drug test, the inspection of all school property and personal items brought onto school property, shelves, desks or other suspected areas of concealment, as well as an employee's personal property when the School has reasonable suspicion to believe that the employee has violated this substance abuse policy.

12.9 RELATIONSHIPS WITH PARENTS

The success of the School depends upon the quality of the relationships between the School, our educators, parents, scholars and the general public. The parents' impression of the School and their interest and willingness to enroll their children in such an establishment depends to a large extent on the people who serve them. In a sense, regardless of your position, you are the School's ambassador. The more goodwill you promote, the more parents and scholars will respect and appreciate the School and the quality of the education that the School provides.

Below are several things you can do to help give parents and scholars a good impression of the School. These are the building blocks for our continued success.

1. Act competently and deal with parents and scholars in a courteous and respectful manner.

2. Communicate pleasantly and respectfully with parents and other employees at all times.

3. Follow up on concerns and questions promptly and provide professional replies to inquiries and requests.

4. Take great pride in your work and enjoy doing your very best.

5. The School strongly discourages any romantic or dating relationships with parents.

Employees that engage in any conduct that is in violation of the terms of this Policy may be subject to termination of employment at the sole discretion of the School.

In order to minimize the risk of conflicts of interest and promote fairness, the School maintains the following policy with respect to our employees' relationships with parents of our scholars:

Policy Protocols and Consequences

Any employee that is engaged in a romantic or dating relationship with a parent of an existing scholar of the School is required to notify The Human Capital Director or their designee, immediately, at which time the employee will be asked to sign a document acknowledging the relationship and that it is entirely consensual and free from coercion and harassment. In the absence of the form being signed by the employee, the School may decide, in its sole discretion, that the employee(s) involved in the relationship is subject to transfer or termination of employment because of the actual or perceived conflict of interest posed by the relationship.

Professionalism

Even for a romantic or dating relationship that is properly disclosed and acknowledged in accordance with this Policy, employees are expected to conduct themselves in a professional manner at all times. Dating or romantic relationships between a School employee and the parent of a scholar must not create an actual or perceived conflict of interest or interfere with the employee's professionalism. The romantic or dating relationship must not result in the employee treating other scholars unfairly or without the proper respect, and the employee must refrain from behavior that may make others, including the scholar that is the child of the parent, feel uncomfortable (for example, overt physical displays of affection or using sexual language).

Discretion And Non-Discrimination

The School retains discretion in its enforcement of this policy. Decisions made under this policy will be made based on operational and business reasons and without regard to sex, race, color, religion, creed, age (40 and over), national origin, citizenship, physical or mental disability, military service or application, or any other protected characteristic under applicable federal, state, or local law.

Conduct Not Prohibited by This Policy: This policy is not intended to restrict communications or actions protected or required by state or federal law.

12.10 RELATIONSHIPS WITH SCHOLARS

School employees are strictly prohibited from engaging in personal (physical, emotional or otherwise) relationships with scholars, which are outside the scope of a professional adult/scholar relationship or which may give the appearance of being outside the scope of a professional adult/scholar relationship. This prohibition applies both on and off School grounds, including on social media unless prior permission is obtained from the Human Capital Director or their designee.

Employees are prohibited from giving, offering or promising, directly or indirectly, anything of value to any currently enrolled scholar.

Employees who violate this policy may be subject to disciplinary action, up to and including immediate termination. Employees who violate this policy may also be subject to being reported to law enforcement authorities, if the conduct is believed to constitute a crime under state law. If disciplinary action is taken against an employee, a report may be made to law enforcement and/or a child abuse report may be made for violation of this policy. In addition, the parents of the scholar involved will be notified of the situation and the actions taken by the School.

12.11 STAFF RELATIONSHIPS

Employee Relationships

In order to minimize the risk of conflicts of interest and promote fairness, the School maintains the following policy with respect to romance in the workplace:

No person in a management or supervisory position shall have a romantic or dating relationship with an employee who directly supervises or whose terms or conditions of employment the employee may influence (examples of terms or conditions of employment include promotion, termination, discipline, and compensation).

To the extent that a romantic or dating relationship is not prohibited by the above paragraph, romantic or dating relationships between employees are permitted, but only under the circumstances described by this Policy.

Employees that engage in a romantic or dating relationship in violation of the terms of this Policy may be subject to termination of employment at the sole discretion of the School.

Policy Protocols and Consequences

All employees engaged in a romantic or dating relationship are required to notify the Human Capital Director or their designee immediately, at which time both employees will be asked

to sign a document acknowledging that their relationship is entirely consensual and free from coercion and harassment. In the absence of the form being signed by both employees, the School may decide, in its sole discretion, that one of the employees involved in the relationship is subject to transfer or termination of employment. If transfer or termination is appropriate, to the extent possible, the School will give the two individuals involved in the relationship the opportunity to select one employee in the relationship who will be subject to the transfer or termination. If the individuals involved in the relationship decline to make this decision, the School will do so.

Professionalism

Employees are expected to conduct themselves in a professional manner at all times. Workplace dating or romantic relationships must not interfere with any employee's professionalism, including treating others with respect and refraining from behavior that may make others feel uncomfortable (for example, overt physical displays of affection and using sexual language). In particular, management personnel are expected to set a high standard of professional conduct both at work and in any social setting at events sponsored by the School. For this reason, management personnel are prohibited from social interaction with subordinates that is or might be perceived as inappropriate (for example, unwanted flirting, touching, or other behavior that may be regarded as sexual harassment).

Discretion And Non-Discrimination

The School retains discretion in its enforcement of this policy. Decisions made under this policy will be made based on operational and business reasons and without regard to sex, race, color, religion, creed, age, national origin, citizenship, physical or mental disability, military service or application, or any other protected characteristic under applicable federal, state, or local law.

Conduct Not Prohibited by This Policy: This policy is not intended to restrict communications or actions protected or required by state or federal law.

12.12 NEPOTISM & FAMILY MANAGEMENT

Policy Statement

The School recognizes that family members of current employees may seek employment with the School. To promote a productive environment, free from conflicts of interest as well as favoritism and unfair advantage, whether perceived or real, the School has adopted the following rules and guidelines related to employment of family members, as defined below. This policy applies to all employees of the School regardless of job title.

Definition of Family Member

For purposes of this policy, family member is defined broadly as:

- Spouse.
- Domestic partner.
- Parent.
- Son or daughter.
- Any person living in one's household.

Hiring of Family Members

Family members seeking employment with the School must use standard application channels.

The School is committed to an equal employment opportunity workforce. All hiring decisions of immediate family members must be reviewed by the appropriate hiring managers, principals and or executives or their designee to ensure compliance with the School's policies.

Working Relationship of Family Members

Family members may not directly supervise another immediate family member, or occupy a position that has influence over an immediate family member's:

- Employment.
- Transfer or promotion.
- Salary considerations.
- Other management or personnel considerations.

Such influence may include, but is not limited to, participation as a member of a screening committee or other committee that recommends personnel actions or employment decisions of the related person.

Change in Family Status

If two employees marry, cohabit or become otherwise related, so as to qualify as immediate family members under this policy's definition, they must report the change in status to Human Capital Director or their designee which will work with the employees to devise a working solution to avoid nepotism problems under this policy.

The two employees may not remain in any reporting relationship where one has influence over the other unless accommodations can be made to eliminate the potential conflict. If the potential conflict cannot be eliminated, the choice of which employee will remain in the previous role and which will modify the role as necessary to be in compliance with this policy will be made by the School.

Executive Leadership Team Family Member Employment

Under no circumstance may the Executive Leadership Team member have any direct supervision of their family member. In addition, Executive Leadership Team members must recuse themselves from any discussions or decisions related to the terms and conditions of employment for their immediate family member(s).

12.13 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights & Privacy Act of 1974 and implementing regulations ("FERPA") is a Federal law designed to protect the privacy of a scholar's education records. FERPA affords parents and scholars over 18 years of age certain rights with respect to the scholar's education records. Employees are responsible for abiding by our FERPA policy.

The School recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped scholars (if not protected by the Individuals with Disabilities Education Act ("IDEA") in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the scholar, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means the School. For all scholars, the educational agency maintains education records that include but are not limited to:

a) Personally identifiable information ("PII") is confidential information that includes, but is not limited to, the scholar's name, name of parents or other family members, the address of the scholar or scholar's family, and personal information or personal characteristics which would make the scholar's identity easily traceable, including a personal identifier, such as the scholar's social security number, scholar number, or biometric record; other indirect identifiers, such as the scholar's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific scholar that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the scholar with reasonable certainty; and/or information requested by a person who the School reasonably believes knows the identity of the scholar to whom the education record relates.
b) Directory information is information contained in an education record of a scholar which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the scholar's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents and scholars over 18 years of age ("eligible scholars") certain rights with respect to the scholar's education records. "Parent(s)" for purposes of this notice means a parent of a scholar and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. They are: Parents or eligible scholars have the right to inspect and review a scholar's education record. The School will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan "IEP" or any due process hearing, but in no case more than forty-five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Principal. Parents have the right to a response from the School to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While the School cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. The School must receive a signed, dated and written consent from a parent that specifically states a representative may inspect and review their child's records. Such consent must be sent to the Principal or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period

that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents or eligible scholars think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. The School will decide whether to amend the record and will notify the parents in writing of its decision.

If the School refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures, including the date, time, and place, will be provided to the parents or eligible scholar when notified of the right to a hearing.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school official responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the parties who have requested or received personally identifiable information from the education records, the date access was given, and the legitimate interests the parties had in requesting or obtaining the information.

Parents and eligible scholars have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from scholar's education records, without consent of the parent or eligible scholar, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

"Consent" means: the parent(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the carrying out of the activity for which his/her consent is sought, and the consent describes the activity and lists the records (if any) that will be released and to whom; and they understand that the granting of consent is voluntary and maybe revoked at any time. A consent form must be signed and dated by the parent or eligible scholar and must 1) specify the records that may be disclosed; 2) state the purpose of the disclosure; and 3) identify the party or class of parties to whom the disclosure may be made.

Information may be disclosed without a parent's prior consent under certain circumstances more fully set forth in 34 C.F.R. § 99.31. This includes, but is not limited to, disclosure to school officials, including teachers, whom the School has determined to have legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to the Principal by September

30th, or within two weeks after enrolling at the School if later than September 30th, if they do not want the school to release Directory information.

Parents and eligible scholars have a right to file a written complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents are encouraged to contact the Human Capital Director or their designee to discuss any concerns regarding FERPA.

12.14 CHILDREN IN THE WORKPLACE

This policy is established to avoid disruptions in the workplace, reduce personal and property liability, and help maintain the School's professional learning environment.

Employees are not permitted to have their children present in the workplace while performing assigned job duties. Managers may grant an exception for temporary, extraordinary and unforeseen circumstances, but no parent or relative may have a child in the workplace without their manager's permission.

Employees must contact their manager as soon as possible to obtain permission to have a child accompany the employee while working. Factors that managers will consider in making decisions about such requests include, but are not limited to, how long the child needs to be in the workplace, the work environment/location of the employee, and the possible disruption to the employee and their co-workers' work.

Any child permitted to accompany an employee to work remains, at all times, the sole responsibility of the employee and must be under the employee's direct supervision at all times. The School accepts no liability for injuries to children who are at the workplace in violation of this policy.

13. SAFETY & SECURITY

13.1 HEALTH & SAFETY

The health and safety of employees and others on School property are of critical concern to the School. We strive to attain the highest possible level of safety in all activities and operations. The School intends to comply with all health and safety laws applicable to School operations, and to adhere to the School's safety plan and related policies.

To this end, the School must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety, including proper operating methods and known dangerous conditions or hazards. You should report any unsafe conditions or potential hazards to the Human Capital Director or their designee immediately even if you believe that you have corrected the problem. If you suspect a concealed danger is present on the School's premises or in a product, facility, piece of equipment, process or business practice for which the School is responsible, you should immediately bring it to the attention of the Human Capital Director or their designee. The School should arrange for the correction of any unsafe condition or concealed danger immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected. Contact the School Operations Leader for copies of current rules and guidelines. Failure to comply strictly with rules and guidelines regarding health and safety or negligent work performance that endangers health and safety will not be tolerated and may result in disciplinary action, up to and including termination.

Any scholar, teacher or staff member injury, accident or illness must be reported to the School Operations Leader as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Please be alert at all times and report the presence of any suspicious persons to the Human Capital Director or their designee and/or security personnel immediately. You should also maintain in your possession at all times your keys, computer, security passes and identification badge(s). Do not lend these items to anyone who is not authorized to possess them. Similarly, computer passwords, electronic door codes and any other security access information must not be disclosed to anyone who is not authorized to have that information.

13.2 PARKING

Employees are encouraged to use the parking areas designated for School employees. Employee should remember to lock their car every day and park within the specified areas.

Employees should exercise common sense and courtesy to prevent accidents, personal injuries, and damage to their vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have to the Human Capital Director or their designee.

The School is not responsible for any loss, theft or damage to your vehicle or any of its contents in the designated parking area(s) or elsewhere.

13.3 POLICY AGAINST WORKPLACE VIOLENCE

It is the School's intent to provide a safe and secure workplace for employees, scholars and visitors. The School expects all employees to conduct themselves in a non-threatening, non-abusive manner at all times. No direct, conditional or veiled threat of harm to any person or property is acceptable. Acts of violence or intimidation of others will not be tolerated. Any employee who commits or threatens to commit a violent act against any person while on the School's premises or while engaged in the School's activities may be subject to immediate discharge.

Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on the School's premises, regardless of the relationship between the employee and the parties involved.
- All threats or acts of violence occurring off the School's premises by someone acting as a representative of the School.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening to harm an individual or their family, friends, associates, or property.
- Intentional destruction of, or threatening to destroy, School property.
- Making harassing or threatening phone calls, sending threatening, or harassing emails.
- Harassing surveillance or stalking (following or watching someone).
- Unauthorized possession or use of firearms or weapons in the workplace or while engaged in School business.

School employees share the responsibility to identify and report threatening or violent behavior. Any employee who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, must immediately report this threat or act to the Human Capital Director or their designee. Employees must assume that any threat is serious. All reports will be carefully investigated, and employee confidentiality will be maintained to the fullest extent possible, taking into consideration the need to address the substance of the report.

The School has "zero tolerance" for, and expressly forbids, the possession of firearms, as well as any type of weapon, firearm, explosive, or ammunition while on the School's property or while engaged in the School's business. An employee who witnesses or suspects another individual of violating this policy should immediately report this information to the Human Capital Director or their designee.

Violation of this policy may be subject to discipline, up to and including termination.

In order to ensure the safety and welfare of employees, and other people on the School's property, the School reserves the right, on reasonable suspicion that the School policy is being violated, to conduct searches or inspections of employees and their desks, personal effects, lockers, packages, purses, baggage, and any other personal effects or property located on the School's premises. Entry on the School's premises by an employee constitutes consent to

searches or inspections. Any employee who refuses to allow inspection will be subject to the same disciplinary action as being found in possession of firearms.

Consistent with applicable law, the school has implemented a Workplace Violence Prevention Program ("WVPP") that provides detailed information about the risks identified in the School's risk evaluation and explains how the School will address those risks. The WVPP also outlines the various mechanisms available for reporting incidents of workplace violence. The WVPP is available on your Paylocity portal as well as in each location and is reviewed and updated as required by applicable law.

13.4 WEAPONS

The School believes that it is important to establish a clear policy that addresses weapons in the workplace. Specifically, the School prohibits all persons who enter School property from carrying a handgun, firearm, knife, chemical, explosive or detonating device or other weapon of any kind regardless of whether the person is licensed to carry the weapon.

The only exception to this policy will be police officers, security guards or other persons who have been given written consent by the School to carry a weapon on School property. Any employee who violates this policy will be subject to immediate termination.

13.5 CLASSROOM SAFETY

Classrooms and offices present their own safety hazards. Please be sure to:

- Leave desk, file or cabinet drawers firmly closed when not in use.
- Open only a single drawer of a file cabinet at a time.
- Arrange the classroom / office to avoid tripping hazards.
- Keep aisles, stairways, exits, electrical panels, fire extinguishers, and doorways clear at all times.
- Remember to lift things carefully and to use proper lifting techniques.
- Keep your desk and work area neat and orderly at all times.
- Do not leave tools, materials, or other objects on the floor which may cause others to trip or fall.
- Place all garbage and waste in the appropriate receptacles and containers.
- Report anything that needs repairing or replacing to the Director of Operations.

13.6 MANDATORY ABUSE INCIDENT REPORTING

This policy is designed to ensure that all employees report any allegations or reasonable suspicion of any incidents of sexual or physical abuse against scholars or neglect of scholars, including abuse and neglect that may take place within scholars' homes. Most employees that come in direct contact with the children to whom we provide services are legally mandated reporters for child abuse and neglect. Mandated reporters are not required to be certain that abuse has occurred in order to make a report.

Employees are required by most state laws to know the procedures for reporting suspected child abuse and/or neglect. State laws require that all professional employees report suspected child abuse to the proper authorities. Failure to do so may result in termination and/or prosecution.

All employees that come in direct contact with children are required to immediately report directly to their supervisor or the Principal any reasonable suspicion of sexual or physical abuse or neglect of scholars. The employee must also receive confirmation that his/her

supervisor or the Principal has reported the incident to the appropriate authorities. Such confirmation includes the case number, incident number or confirmation number from the State's child protection agency. If the employee's supervisor or the Principal fails to report the incident, State law mandates and School policy requires that the employee report the incident to the proper authorities.

In addition to adhering to State-mandated reporting requirements, the reporter must immediately contact the School's Executive Director to report the incident.

Non-Retaliation

The School prohibits any manager or other employee from retaliating or taking any adverse action against any employee for reporting reasonable suspicion of sexual or physical abuse or neglect.

Penalties for Violations

In addition to applicable criminal or civil penalties, any employee of the School who fails to comply with this policy shall be subject to disciplinary action, up to and including termination of employment. Such discipline may also apply to such actions as requesting others to violate this policy, failing to cooperate with any child abuse investigation or retaliating against an employee for making a report of child abuse.

Employees should also be aware that if, in the judgment of the Principal, they have engaged in abusive or inappropriate conduct directed at a scholar, the Principal may report the incident to the authorities and implement disciplinary action, up to and including termination.

14. SOCIAL MEDIA

The School understands that social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with its certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media.

This policy applies to all employees who work for the School.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. For purposes of this policy, "social media" includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affiliated web site, web bulletin board or a chat room, whether or not associated or affiliated with the School, as well as any other form of electronic communication.

The same principles and guidelines found in School policies and three basic beliefs apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow employees or otherwise adversely affects scholars, parents, and people who work on behalf of the School or the School's legitimate business interests may result in disciplinary action up to and including termination.

Know and Follow the Rules

Carefully read these guidelines, the School Property Policy and the School's Prohibited Discrimination & Harassment Policy, and ensure your postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Be Respectful

Always be fair and courteous to fellow employees or people who work on behalf of the School. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or by utilizing our Open Communication Policy than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage employees, scholars, or parents, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status or characteristic protected by applicable federal, state, or local law or School policy.

Be Honest and Accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about the School, its employees, scholars, teachers, and people working on behalf of the School.

Post only Appropriate and Respectful Content

- Maintain the confidentiality of the School's and scholars' private or confidential information. Do not post internal reports, policies, procedures or other internal school-related confidential communications. Do not post personal information about a scholar or parents.
- Do not create a link from your blog, website or other social networking site to a School website.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School without authorization. If the School is a subject of the content you are creating, be clear and open about the fact that you are a School employee and make it clear that your views do not represent those of the School, fellow employees, scholars, parents, or people working on behalf of the School. If you do publish a blog or post online related to the work you do or subjects associated with the School, make it clear that you are not speaking on behalf of the School. It is best to include a disclaimer such as, "The postings on this site are my own and do not necessarily reflect the views of the School."
- Do not post pictures of scholars, or befriend scholars, on social media.
- To ensure that the School communicates with the media in a consistent, timely and professional manner about matters related to School business, please alert the Principal and/or the Human Capital Director or their designee of any media inquiry about your social media activity related to the School.

Using Social Media at Work

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your supervisor or consistent with the School Property Policy. Do not use a School-provided/School-owned email addresses to register on social networks, blogs or other online tools utilized for personal use.

Retaliation is Prohibited

The School prohibits taking negative action against any employee for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee who retaliates against another associate for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

15. SCHOOL PROPERTY

15.1 CONFIDENTIALITY & WORK PRODUCT

The School has and will develop, compile and own certain confidential information, which has great value to the School's work (referred to collectively as "Confidential Information").

Confidential Information includes, but is not limited to, confidential techniques, know-how, financial information, copyrights, patents, trademarks, trade programs, slogans, logos, designs, service marks, computer software programs, databases, magnetic media, systems and engineering data, logs, consultants' reports, budgets, ratings, forecasts, format strategy, financial reports and projections, tapes and electronic data processing files, accounting journals and ledgers, accounts receivable records and sales, operating, marketing and business plans, unpublished financial statements and agreements. Confidential Information is to be broadly defined, and includes all proprietary information which has or could have commercial value or other utility due to its confidentiality in the work in which the School is engaged or contemplates engaging or the unauthorized disclosure of which could be detrimental to the interests of the School, whether or not such information is identified as Confidential Information by the School

The School may disclose Confidential Information to the staff member in the course of his/her employment or in the process of applying for or commencing employment. Confidential Information includes not only information disclosed by the School, but also non- public information developed or learned by a staff member during the course of his employment with the School.

Employees agree that at all times during or subsequent to employment, they will hold in trust, keep confidential and not disclose to any third party or make any use of the Confidential Information, except for the benefit of the School and in the course of their employment with the School. Staff members further agree not to cause the transmission, removal or transport of Confidential Information from the School's facilities, without prior written approval of The Board of Trustees.

15.2 COPYRIGHTS AND TRADEMARKS

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of the School remain the property of the School. The School may assign copyrights, royalties, or other payments to the author, authors, or project participants.

Employees are prohibited from using The Academy name, logo, trademark or proprietary graphics for any commercial purpose, such as selling or advertising any product or service, without the School's prior written consent. Such written consent may only be obtained from The Chief People and Legal Officer or their authorized designee. Improper and/or unauthorized use of The Academy's name, logo, trademark or proprietary graphics may lead to discipline up to and including termination from employment.

15.3 ELECTRONIC RESOURCES

"Electronic Resources," for which employees shall have <u>no</u> expectation of privacy, means all of the following:

- Any and all School-issued and/or School-owned device, including, but not limited to, computer, cell phone, land line, tablet, or other electronic device;

- Any and all School-issued and/or School-owned account, including but not limited to, email accounts, voicemail accounts, cell phone or landline accounts, text message accounts, instant messaging accounts, social media accounts. software accounts, application accounts, Internet account, or other accounts, regardless of the device used to access them; and

- File servers, application servers, communication servers, mail servers, web servers, workstations, software, data files and all internal and external computer and communications networks (i.e., internet services and e-mail systems).

The Electronic Resources are the sole property of the School. Employees are permitted access to these resources to assist them in the performance of their job duties; however, employees have the right to use Electronic Resources for protected communications during nonworking time. "Users" refers to all people to whom the School provides Electronic Resources or access thereto. At all times, Users must use these Electronic Resources in a professional, ethical, and lawful manner.

Employees shall not use Electronic Resources to transmit, retrieve, reproduce, or store any communications of a defamatory, discriminatory, or harassing nature or materials that are of an obscene or offensive nature. Employees shall not use Electronic Resources to transmit messages with derogatory or inflammatory remarks about an individual or violate the School's policies or procedures, including its Prohibited Discrimination and Harassment Policy and Confidentiality & Work Product policy. E-mail and other electronic communications accessed, transmitted through, or stored on Electronic Resources is not guaranteed to be private or confidential. Accordingly, anything you desire to be kept private should not be accessed, transmitted, or stored using Electronic Resources as defined herein. The School reserves the right to monitor or review any information, documents, data, and communications, that are accessed, stored, or transmitted on Electronic Resources.

The School offers Internet access to employees with the primary goal of supporting our educational mission and expects that employees will use the internet in a manner consistent with this purpose. While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The School makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the School's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

Users do not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received or stored on the School's computer network, stored in the user's directory or on a disk drive, or otherwise accessed on a School-owned or School-provided device and/or School-owned or School-provided account (regardless of the device used to access it). The School reserves the right to examine all data stored involved in the user's use of the School's Internet service, a School-owned or School-provided device and/or School-owned or School-provided account (regardless of the device used to access it), including e-mail and/or social media accounts.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review

communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Employees must always comply with intellectual property, copyright, privacy, fair use, and other applicable laws. Failure to observe copyright or license agreements may result in disciplinary action from the School or legal action by the copyright owner.

The School reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including dismissal for violations of this policy. The School will advise appropriate law enforcement agencies of illegal activities conducted through the School's Internet service. The School also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

15.3.1 NO EXPECTATION OF PRIVACY

The Electronic Resources are made available to employees of the School solely to assist them in the performance of their job responsibilities. Users, therefore, should not and do not have an expectation of privacy in anything they create, store, send or receive on or with the School's Electronic Resources. The computer system, phone system and related hardware and software should be used solely for business purposes, except as otherwise expressly stated in this Policy, and except that employees have the right to use Electronic Resources for protected communications during nonworking time. All Electronic Resources, including school equipment, systems, and files (including personal and deleted), are subject to search and monitoring.

Nothing in this policy is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally-protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raise complaints about working conditions, and/or engage in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

15.3.2 WAIVER OF PRIVACY RIGHTS

By signing the acknowledgment forms of this Handbook, Users expressly waive any right of privacy in anything they create, store, send or receive, or access on a School-owned or School-provided device and/or School-owned or School-provided account, including e-mail and/or social-media accounts (regardless of the device used to access it). Users consent to allowing personnel of School or their authorized and designated agents, to access and review all files, attachments, websites, e-mails, voicemails or any other transmissions or materials that they or others create, store, send or receive on the computer, over the Internet or any other School-owned or School-issued device and/or School-owned or School-issued account (regardless of the device used to access it). Users understand and agree that the School HR may use human or automated means to monitor the use of the Electronic Resources.

15.4 PROHIBITED ACTIVITIES INVOLVING ELECTRONIC RESOURCES

PROHIBITED USES

The School's Electronic Resources are to be used by employees for School related-business purposes. Electronic Resources must be used in a manner that does not violate the Family

Education Rights and Privacy Act that the School is bound to follow. Personal use of the School's Electronic Resources during non-working time, in a manner that does not violate this policy or any other policy, is permitted.

MISUSE OF SOFTWARE

Without prior written authorization from the School, users may not do any of the following:

(1) copy School, or third-party software for use on their home computers; (2) provide copies of software to any independent contractor or to any other third party; (3) modify, revise, transform, recast or adapt any software; (4) reverse-engineer, disassemble or decompile any software; (5) download from the Internet or otherwise install software on their School workstation, desktop or laptop computer, School-provided cell phone, blackberry or other device. Employees who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisor. All software must be loaded by the School and must be for business purposes only.

COMMUNICATION OF TRADE SECRETS

Sending, transmitting or otherwise disseminating proprietary data, trade secrets or other confidential information of the School or its scholars and/or its clients or vendors is strictly prohibited. Unauthorized dissemination of this information may result in disciplinary action being taken, up to and including termination of employment, in addition to substantial civil liability as well as severe criminal penalties under the Economic Espionage Act of 1996.

15.5 PASSWORDS

Users are responsible for safeguarding their passwords for access to any Electronic Resources. Individual passwords should not be printed, stored online or given to others. Users are responsible for all transactions made using their passwords. No User is permitted to access any Electronic Resources with another User's password or account.

The use of passwords to gain access to Electronic Resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material that they create, transmit or receive on these Electronic Resources. The network provider has access to all material stored on its Electronic Resources regardless of whether that material has been encoded with a particular user's password.

15.6 SECURITY

ACCESSING OTHER COMPUTERS & NETWORKS

A user's ability to connect to other computer systems through the network, VPN or otherwise does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

SECURITY

Users may not attempt to circumvent the School's data protection measures or to uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files or directories. Users who engage in this type of activity may be subject to immediate termination.

PORTABLE STORAGE DEVICES

Portable storage devices (i.e., flash drives, zip drives, iPods or other storage devices) can be used for business purposes only and under the following conditions: Employees must comply with all policies, including the Confidentiality & Work Product policy. Documents stored on a portable storage device should be copies of documents that exist in other locations on the School's network. Nothing should exist solely on a portable storage device.

Social security numbers, and other confidential personnel information, health records (or any information that would violate HIPAA), scholar records and/or trade secrets or other confidential information relating to the School must never be transported or saved on a portable storage device.

Vendors and visitors may not use a flash drive or other portable storage device on any School network computer.

If you lose a portable storage device containing School information, please notify your supervisor immediately.

15.7 VIRUSES

Viruses can cause substantial damage to computer systems. To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to the School network must do so through an approved internet firewall. Each user is also responsible for taking reasonable precautions to ensure that the employee does not introduce viruses to the network. To that end, all material received on flash drives, downloaded from the Internet or from computers or networks that do not belong to the School must be scanned for viruses and other destructive programs before being placed onto any computer system.

15.8 ENCRYPTION SOFTWARE

Users may not install or use encryption software on any computers provided by the School without first obtaining written permission from the School. Users may not use passwords or encryption keys that are unknown to the School. The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside of the United States without prior written authorization from the School.

15.9 E-MAIL

The School considers email to be any technology used to transfer business messages. Thus, for purposes of this policy, "email" may include text messages, instant messages and e-mail transmitted from smart phones or similar devices. Users are responsible for conducting themselves in an ethical and lawful manner when using e-mail. When creating e-mail messages, the School expects you to follow the same standards required in all written School-related communications.

As with all other School Electronic Resources, all School-provided and School-owned e-mail accounts, including the software, servers, work stations, School supplied smart phones or other portable devices, and all e-mail accounts maintained on the School's computer systems are the sole property of the School and are provided solely for the purpose of

conducting School-related business, regardless of if the School account is on a personal or School-provided/owned device. The School retains the right to access, monitor, intercept, review and copy any and all e-mail messages composed, transmitted, received or stored with or on School Electronic Resources and a User's use of School Electronic Resources constitutes consent to such. Users, therefore, have no expectation of any right of privacy in their use of any School-provided and School-owned e-mail accounts.

Users must understand that e-mail access is provided for the purpose of increasing productivity and not for non-business-related activities. That means that the School expects you to use your e-mail account primarily for business-related purposes (i.e., to communicate with co-workers to research relevant topics and to obtain useful information relevant to your work at the School). Whenever possible, non-business-related use should be limited to employee meal and break periods. Excessive use of e-mail for personal purposes or personal usage that interferes with the performance of your work, or the work of other employees may subject you to discipline, up to and including termination. The following are specific provisions regarding prohibited and authorized use of your School e-mail account.

Nothing in this policy is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally-protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raise complaints about working conditions, and/or engage in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

15.9.1 PROHIBITED USES

Below are some examples of the uses that are prohibited under the e-mail usage policy. This is not intended to be an exhaustive list and employees are asked to use their best judgment when using a School-provided or School-owned e-mail account. Users shall not use such to create, view, save, receive or send material related to the following:

- Creating, exchanging, sending, or storing offensive, sexually explicit, profane or obscene messages of any kind, including, but not limited to, pornographic material.

- Creating, exchanging, sending, or storing e-mail that promotes discrimination or may be harassing or offensive on the basis of race, gender, national origin, age, marital status, sexual orientation, religion, disability or any other category or characteristic protected by law.

- Creating, exchanging, sending, or storing e-mail that contains a threatening or violent message or is intimidating or defamatory.

- Creating, exchanging, sending, or storing e-mail that is fraudulent.

- Exchanging proprietary information, trade secrets or other confidential information, including, but not limited to, confidential scholar information, to anyone not affiliated with the School or with employees who do not have the authority or need to see or receive such information.

- Creating, forwarding or exchanging spam, chain letters, solicitations or advertising.

- Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards,

newsgroups or chat groups while using a School-provided or School-owned account. Without express permission of their supervisors, Users may not send unsolicited ("spamming") e-mails to persons with whom they do not have a prior relationship or bona fide business purpose.

- Altering a message from another user without their permission.
- Improperly using someone else's e-mail account as your own.
- Opening e-mail from an unknown source without performing a virus scan.
- Forwarding your School e-mail to your personal account for usage outside of the School. E-mail can be accessed via the School's webmail account and can be forwarded to authorized users.

15.9.2 GUIDELINES FOR AUTHORIZED USE

- Passwords are your best defense against unauthorized use of your e-mail account. Do not compromise your account by giving your password to others or displaying it in public view.
- Users must also understand that any connection to e-mail offers an opportunity for non-authorized users to view or access School information. Therefore, it is important that all connections be secure, controlled and monitored.
- Avoid sending School-wide messages. E-mail "blasting" can cause a system to slow down and affect performance. If you have a School-wide message to deliver, you should send it to the Human Capital Director or their designee for distribution.
- Very few instances require a "reply all." Respond only to the parties who require your response.
- Large e-mail attachments can drastically slow system performance. Attachments that exceed 20 MB in size will be removed by the server and not sent.
- Users should take care in addressing e-mail messages so that they reach the desired recipient. Also, spelling and grammar should be checked by the e-mail sender before sending the message.
- Subscribing to distribution lists and other forms of e-mail subscription services related to your job function is allowed. If the service does not pertain to your job function seek approval from the Human Capital Director or their designee before signing up.
- E-mail use must not interfere with the performance of your work responsibilities. It is a tool that should enhance productivity, not reduce it.
- Only cc those parties who truly need to be on the e-mail. A cc can shame the recipient even if that was not the intent.

15.9.3 DRAFTING E-MAILS

Because they may appear informal, e-mail messages are sometimes treated like a conversation and are not as carefully thought out as a letter or memorandum. Like any other written document, an e-mail message can later be used to indicate what an employee knew

or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it is still recoverable and may remain on the system.

15.10 MISCELLANEOUS

The School is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information, some of which include offensive, sexually explicit and inappropriate material. Users accessing the Internet do so at their own risk.

In their use of the School's Electronic Resources, users must comply with all software licenses/copyrights and all other applicable state, federal and international laws governing intellectual property and online activities. Users should not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files and downloaded information) through the e-mail system or by any other means unless they have confirmed in advance from appropriate sources that the School has the right to copy or distribute such material. Failure to observe a copyright may result in disciplinary action by the School as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the Human Capital Director or their designee.

This Policy is not intended to and does not grant users any contractual rights.

15.11 VOICEMAIL

The School's phone and voicemail system are part of its Electronic Resources and their usage is subject to the Electronic Resources Policy set forth in this Handbook. Thus, these systems and the messages transmitted and stored on them are and remain at all times the property of the School and/or the provider of the system. As a result, voicemail messages are readily accessible to numerous persons. If, during the course of your employment, you transmit or record a message on the School's voicemail system, your messages may be subject to the investigation, search and review by others in accordance with this Policy. While the School respects the individual privacy of its employees, that privacy does not extend to an employee's work-related conduct or to any use of its technical resources, such as the voicemail system, regardless of purpose.

In your outgoing voicemail message, you should state your name, title and the name of the School and indicate that you will return the call, but you may not include any personal message.

15.12 USE OF EQUIPMENT

The School believes strongly in providing staff with all of the tools that are needed to succeed. For employees, this means that the School will equip employees with a computer, a desk and other materials, as the School deems necessary. All School property including desks, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines and vehicles is provided for School business use. All materials and equipment provided to the employee by the School are intended for School-related use only and are the property of the School. Except for items clearly intended for staff to use off-premises such as laptop computers, all the School's equipment, materials, and supplies should never leave the School's premises for employee use without the permission of the Human Capital Director or their designee.

The School reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of retrieving or protecting its property, for determining whether any policy of the School has been violated, when an inspection and investigation is necessary to promote safety in the workplace or compliance with applicable state and federal laws, or for any other legitimate business interest. These inspections may be conducted during or after business hours and in the presence or absence of the employee. By using the School's property, users expressly waive any right of privacy in anything they create, store, send, receive or maintain in School property, including, but not limited to, computers, accounts (including email and social media accounts), desks, storage areas, work areas, lockers, and file cabinets, facsimile and duplicating machines, vehicles and Electronic Resources.

Employees are expected to properly use and maintain in good working order all School property and equipment made available to them to perform their jobs. Employees who lose, steal or misuse the School's property may be personally liable for replacing or fixing theitem, as permitted by law, and may be subject to disciplinary action, up to and including termination of employment.

Employees must strictly limit the use of the School's equipment for non-work-related purposes and such use may not interfere with an employee's duties and responsibilities or violate the School's policies.

In addition, in order to ensure the safety and security of staff and scholars, and to protect its legitimate interests, including, but not limited to, its interest in protecting confidential scholar and medical information, the School reserves the right to, and employees signing this Handbook consent to the School's right to, question, inspect or search any staff member or other individual entering or leaving the School premises or while on School premises, including any bags, briefcases, carrying cases or other items that they may be carrying. Please refer to the School's safety and security policies for more detail.

Employees have no right of privacy as to any information or files maintained in or on the School's property or transmitted through the School networks. For purposes of inspecting, investigating or searching employees' files or documents, the School may override any applicable passwords, codes or locks in accordance with the best interests of the School, its employees, scholars, guests or visitors. All bills and other documentation related to the use of the School's equipment or property are the property of the School and may be reviewed and used for purposes that the School considers appropriate.

Employees may access only files or documents that they have permission to access. Unauthorized review, duplication, dissemination, removal, damage or alteration of files or other property of the School or the improper use of information obtained by unauthorized means may be grounds for disciplinary action, up to and including termination.

15.13 CARE OF EQUIPMENT

It is understood that accidents happen, but employees are encouraged to take the best possible care of all the School's property. Whenever equipment or materials are damaged or malfunction, employees should notify the Chief Instructional Technology & Innovation Officer immediately so that the School can address the problem quickly. All items and services purchased through the School remain the property of the School.

Staff must sign an "Acknowledgement of Receipt and Condition" for equipment intended for use off-premises when they first take possession of a piece of equipment and when they

return it. The School may request that staff members return a piece of equipment or submit a piece of equipment for inspection.

15.14 USE OF STATIONERY & MAIL SERVICES

All engraved or printed School stationery, envelopes and other work materials are for the School's business only. These materials may not be used for personal correspondence or non-business-related matters. When signing business letters on the School's letterhead, the employee's name and title or position must be used. Employees may not send or receive personal mail or packages using the School's mail services. Employees will be asked to reimburse the cost of postage for non-business-related materials sent through the School's mail services.

16. SCHOOL COMMUNICATIONS

16.1 MEDIA & PUBLIC RELATIONS

The School strives to anticipate and manage situations that draw media attention to our School in order to reduce disruption to our employees and scholars, and to maintain our reputation as a high-quality educational institution. To best serve these objectives, it is important that one person speak on behalf of the School to deliver an appropriate message and to avoid giving misinformation in any media inquiry. The School will respond to the news media in a timely and professional manner only through the designated spokesperson.

16.2 GIFTS & GRATUITIES

School employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars ($50) annually—including but not limited to money, goods, food, entertainment, or services—directly or indirectly from: 1) individuals, Schools, or companies serving as vendors or potential vendors for the School; 2) elected officials or their representatives; 3) candidates for public office or their representatives; or 4) political party officials or their representatives. Exceptions may be made by the Chief People & Legal Officer, including instances where such gifts intended for and will be used by the School. Offers of such gifts are in excess of fifty dollars, even when refused, must be communicated immediately by the employee receiving such an offer to the Human Capital Director or their designee. Gifts given as a show of gratitude should in no way impact or influence your decision making and professional responsibilities. If speeches or any consulting services are given by an employee as a representative of the School, such donations shall be the property of the organization.

16.3 NON-SOLICITATION

In an effort to protect our employees and our scholars from unnecessary interruptions and annoyances, and to promote safety, efficiency and productivity in the School work environment, it is our policy to prohibit the distribution of hardcopy literature in work areas and to prohibit solicitation and distribution of literature during employees' working time. "Working Time" is the time an employee is engaged or should be engaged in performing his/her work tasks for the School and does not include time spent on breaks or meal periods, or any other unpaid time. These guidelines also apply to solicitation by electronic means. Solicitation or distribution of any kind by non-employees on School premises is prohibited at all times.

17. SEPARATION

17.1 RESIGNATION

While not an exhaustive list, the School will consider you to have voluntarily ended your employment if you:

- Resign; or
- Fail to report to work or call in for three (3) or more consecutive workdays. The resignation date will be effective as of the initial date of absence.

To minimize disruption to the educational environment of our scholars, the School hopes that you will give at least two (2) weeks' notice in the event of your resignation.

17.2 PHASING-OUT & ELIMINATION OF POSITIONS

We carefully create positions for the School. From time to time, it may be necessary to phase out or eliminate certain positions within the School. Employees who are phased out or have their position eliminated may reapply for any other open positions that they are interested in and qualified for.

The School will seek to provide advance notice to its employees if it becomes necessary to phase out or eliminate certain positions. However, the School does not guarantee such notice, and reserves its right to terminate your at-will employment for any reason, with or without cause, advance notice, or prior discipline.

17.3 RETURN OF OFFICE MATERIALS

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, computer, cell phone, parking permit, and School-owned materials and supplies in such employee's possession to the Human Capital Director or their designee. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists or other similar information, may be taken by such employee without the express written permission of the Human Capital Director or their designee. Employees are prohibited from deleting any School materials or documentation from any School-owned electronic resources.

17.4 CONTINUANCE OF HEALTH INSURANCE UNDER COBRA

Under the Consolidated Omnibus Budget Reconciliation Act ("COBRA") and applicable State law, if an employee terminates employment with the School, the employee may be entitled to continue participating in the School's group health plan for a prescribed period of time and subject to the terms, conditions, and limitations of such plans.

For detailed information or questions on COBRA, please contact The Human Capital Team @hr@academycharterschool.org.

17.5 RE-EMPLOYMENT

Depending on the circumstances, the School may consider a former employee for re-employment. Such applicants are subject to the School's usual pre-employment procedures.

To be considered, an applicant must have been in good standing (no disciplinary actions in the prior 6 months) at the time of their previous termination of employment with the School.

18. ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE HANDBOOK

Please read the following statements and sign to indicate your receipt and acknowledgement of the Employee Handbook ("Handbook") of The Academy Charter School ("the School"):

- I have received and read a copy of the Handbook. **I further understand that unless I have a written contract with terms to the contrary, my employment is at will, which means that either I or the School can end my employment relationship at any time, with or without advance notice and with or without cause, for any reason not expressly prohibited by law, and that nothing contained in this Handbook alters my "at-will" employment relationship, acts as a guarantee of employment, continued employment, or future employment, nor does it create an express or implied contract between the School and me.**

- I am aware that during the course of my employment, confidential and proprietary information will be made available to me. I agree to keep such confidential and proprietary information, as defined in this Handbook, confidential.

- I am aware that by signing below, I am expressly giving the School permission to monitor, search, and/or disclose any communications and data transited through or stored on a School-provided or owned device (including, but not limited to, computers, cellular phones, tablets, and telephones), as well as on or through a School-provided or School-owned account (including, but not limited to, e-mail accounts, text messages or other instant messaging accounts, voice mail accounts, phone accounts, social media accounts, application or software accounts, and internet accounts). My consent to monitoring, searing, and disclosing extends to communications and data transited through or stored on School accounts on my personal devices. I acknowledge that I do not have any expectation of privacy in such communications and/or data.

- I also acknowledge and give permission to the School to monitor, review, read, and disclose any of my personal communications, emails, text messages and/or posts, including those that are made using a personal email or social media account, if they are made, stored, or transited on a School-provided or School-owned device. This includes communications, emails, text messages and/or posts of a personal nature made through a School-provided or School-owned email, text message, social media, application or software account. I acknowledge that I do not have any expectation of privacy in these personal communications, emails, text messages and/or posts made on School-provided or owned devices or accounts.

- I understand that I am expected and have been encouraged to report and participate in any investigation of wrongful, fraudulent or illegal workplace activities, policies or practices, and that the School strictly prohibits retaliation for such reporting activity and participation when done in good faith. I have reviewed the Whistleblower Policy and understand that, should I have a concern regarding wrongful, fraudulent or illegal workplace activities, policies or practices, or should I have a complaint regarding retaliation, I must submit it directly to my supervisor, the Human Capital Director or their designee, the Principal, or any School leaders with whom I feel comfortable.

- I understand that no provisions in this Handbook, including but not limited to, its policies regarding confidentiality, information security, non-solicitation, school property, electronic or other communications, media & public relations, codes of conduct, and political activities, is intended or designed to interfere with or restrict my rights to lawfully

engage in or refrain from engaging in legally protected, concerted activity under applicable laws, including the National Labor Relations Act. I understand that I am free to, or not to pursue grievances, criticize, complain about, or discuss wages, benefits, working conditions, or employer policies, support or oppose union organizing and/or collective bargaining, and/or other lawful group action during non-working time, without fear of reprisal.

- I am aware that this Handbook sets forth the policies and benefits of the School and supersedes any documents that I may have previously received with respect to the policies and benefits of the School. Where there are official plan documents relating to such benefits as health insurance from the School, the provisions of the plan documents shall control.

- I understand that the policies, rules and benefits described in this Handbook are subject to change at the sole discretion of the School at any time, and may be changed, modified, suspended, or cancelled at the School's discretion, with or without notice.

- By electronically signing this document, I confirm that I have read and understand the above statements and have received a copy of the Handbook. I understand that I am expected to abide by the rules, policies, and standards set forth in this Handbook.

****Please electronically sign the handbook acknowledgment via your Paylocity profile.****

APPENDIX A

COMPLAINT FORM FOR REPORTING HARASSMENT DISCRIMINATION OR RETALIATION

Please provide the requested information so that the School may investigate and resolve your complaint. You are not limited to the space provided and may attach additional pages. Once you have completed this form, please provide a copy of it to the Human Capital Director, or their designee, or any member of management with whom you feel comfortable.

Name _____ Title_____

Department/Location _____ Supervisor_____

A. Complaint(s) – Please describe your complaint(s), including the name of the person(s) about whom you are complaining. If your complaint involves specific comments, please include a description of the comments.

B. Related Material – Please list, and if possible, provide copies of, any emails, text messages, letters, notes, memos, diary entries, calendars, reports, or other items that relate to your complaint(s):

C. Persons With Information – Please list any individuals who you believe may have information about your complaint(s):

D. Prior Report(s) – Have you reported your concerns to anyone else at the School? If so, please provide the name and position of the person to whom you reported the concerns, and the date of the report.

I understand that if I become aware of additional relevant information, I must promptly provide such information to Human Resources. I also am aware that the School prohibits retaliation against me for filing this complaint, and I agree that I will immediately report any incident I believe is retaliatory using the School's procedures for reporting retaliation.

_____ _____
Employee's Signature Date completed by Employee

_____ _____
HR or Manager Signature Date received from Employee

REQUEST 13

PARTNER ORGANIZATIONS

13(a) **Partner Organizations**

The education corporation TACS II will partner with the education corporation TACS I. The full terms of the partnership agreement are outlined in an accompanying Charter Replication Agreement (see Response R-13b, Partner Commitment). This partnership is defined cost sharing between education corporations and a Shared Services Team (SST) operating across two TACS I schools (TACS I Hempstead, TACS I Uniondale) and two TACS II schools (TACS II Wyandanch and TACS II Central Islip Regional High) and two education corporations to support students in a way that is seamless in its alignment to our mission, vision, and educational philosophy.

TACS II Central Islip Regional High will allocate a portion of revenue to secure the services of a Shared Services Team that will be structured to provide discreet academic and operational/financial support for our school-based staff. Specifically, the chief officers of the SST will report directly to our Board of Trustees at committee meetings, full board meetings, and as required.

Within the proposed structure, the trustees of TACS II Central Islip Regional High will lead the education corporation overseeing this school. Representation by parents and the community is spelled out in our organization's bylaws. Each representative will be a non-voting member of the board of trustees.

For additional clarification on the proposed design, please see the Charter Replication Agreement.

REQUEST 13

PARTNER COMMITMENT

13(b) **Partner Commitment**

The Charter School Replication Agreement governing relations between the TACS I and TACS II entities follows:

CHARTER SCHOOL REPLICATION AGREEMENT

This Agreement dated as of July 27, 2023 (this "**Agreement**") between The Academy Charter School, a not-for-profit education corporation organized and existing under the laws of the State of New York, having its principal office at 117 North Franklin Street, Hempstead, New York 11550 ("**TACS 1**"), and The Academy Charter School 2, a not-for-profit education corporation organized and existing under the laws of the State of New York, having its principal office at 117 North Franklin Street, Hempstead, New York 11550 ("**TACS 2**"), and such additional not-for-profit education corporations as may be added hereto ("**Future Signatories**") on Schedule A.

W I T N E S S E T H:

WHEREAS, TACS 1 owns and operates (pursuant to a provisional charter or charters issued by the Board of Regents of the University of the State of New York) those certain charter schools consisting of elementary school, middle school and high school locations in Hempstead, New York known as The Academy Charter School – Hempstead (the "**Hempstead Schools**") and elementary school, middle school and high school locations in Uniondale, New York known as The Academy Charter School – Uniondale (the "**Uniondale Schools**" and together with the Hempstead Schools, herein referred to as the "**TACS 1 Schools**");

WHEREAS, the Board of Trustees of TACS1 ("**Board**") desires to expand the goodwill and brand of The Academy Charter School name and overall group of entities ("**The Academy**") to build an impactful regional and state network of mission-aligned charter schools ("**Replication Charter Schools**") in order to provide superior educational opportunities to children in high-need areas through the region and/or state, and to increase the stability and viability of high-need communities that lack anchor institutions as providers of safe spaces and stable employment;

WHEREAS, the cornerstone of such expansion has been the development of a shared services team, a group of educators, executives, professionals and employees possessing an extensive institutional knowledge and cultural competence as well as broad educational background and a track record of accomplishment ("**Shared Services Team**"), which has been developed in accordance with the terms and provisions of agreement dated as of July 1, 2022 providing for shared executive leadership services and other services between The Academy Charter School – Hempstead and TACS2, as amended and/or extended from time to time;

WHEREAS, in furtherance of the expansion plan, TACS2 (a Replication Charter School) has been granted a provisional charter from the Board of Regents of the University of the State of New York to open a kindergarten through sixth (6^{th}) grade charter school in Wyandanch, New York; to be known as The Academy Charter School – Wyandanch and located at two locations: (a) 244 Long Island Avenue, Wyandanch, New York (the "**244 Long Island Avenue School**"), which school is currently operating, and (b) the premises known as Site N in that certain mixed-use development area known as Wyandanch Rising, which site is currently under development (the "**Site N School**", which, collectively with the 244 Long Island Avenue School, shall be herein referred to as the "**Wyandanch School**");

WHEREAS, the parties wish to enter into this Agreement to memorialize the relationship between TACS1 and TACS2 (and Future Signatories) with respect to "The Academy Charter

School" brand and the Shared Services Team and clarify that the actions of TACS1 to support the development and operation of TACS2 and other Replication Charter Schools will provide substantial benefits to TACS1, The Academy brand and its students;

NOW, THEREFORE, for the mutual covenants contained herein and for other good and valuable consideration, the receipt and sufficiency being hereby acknowledged, the parties hereby agree as follows:

1. The Wyandanch School, a Replication Charter School, will employ structures and systems for organization and operation developed at the TACS1 Schools. The structure to govern and lead the school was developed as part of the natural evolution and maturation of the Hempstead Schools, and the subsequent development of the Uniondale Schools.

2. The mission and purpose of The Academy and its component entities are to improve the life chances and outcomes of children and families in The Academy's target learning communities. TACS2 and other educational corporations formed for future expansion sites plan to pursue replicating the TACS1 model in a thoughtful and reflective manner, at a deliberate pace, and in areas of high need. The Shared Services Team forms the cornerstone of The Academy's vision to build an impactful regional and state network of schools.

3. The Academy is in the process of pursuing a five-year growth plan which will be comprised of the TACS1 Schools, the Wyandanch Schools, and new Replication Charter Schools potentially to be located in Mount Vernon, New York, another Long Island school, and a new school to be located in the Hudson Valley, New York (subject to future modifications). By pursuing a sensible growth plan, The Academy can potentially have a number of impacts in the region and statewide. The greatest of these would be to continue to serve as a beacon of academic achievement wherein The Academy students outperform their peers statewide, accrue the benefits of their labor, and build the reputation of The Academy as a successful and high-quality learning institution. Another desirable impact is to grow the base of high-quality teachers and future school leaders. Finally, as providers of safe spaces and stable employment, The Academy hopes to increase the stability and viability of high-need communities that lack anchor institutions.

4. The Wyandanch School will be governed by a board of trustees, which will be comprised of the same members which sit on the Board, subject to and in accordance with all applicable laws and with the charters of the respective parties. The Wyandanch School will be operated in the same manner as the TACS1 Schools, employing the Shared Services Team model developed by TACS1. As part of the Shared Services Team model, the Chief Academic Officer will provide oversight and leadership of the Replication Charter School's principal and will be responsible for ensuring a high-fidelity replication of the TACS1 model. There will also be a shared Chief Development Officer, Chief Financial Officer and Chief People and Legal Officer, which will ensure uniformity in the governance and development of the various

schools. To reinforce the replication of the instructional and oversight culture at the Wyandanch Schools, the Wyandanch faculty shall include existing staff from the TACS1 Schools.

5. The Board will oversee the work of the Shared Services Team in support of the Wyandanch School, using traditional oversight methods of full Board and committee level meetings, interviews and document review. The principal of the Wyandanch School, in cooperation with the Shared Services Team, will be responsible for reporting to the Board and its committees regularly.

6. The parties hereby acknowledge and agree that the overall reputation and "The Academy Charter School" brand is of vital importance to the success, growth and reputation of each of TACS1 and TACS2 (and Future Signatories) and as such each of TACS1 and TACS2 will receive a substantial benefit from any assistance, shared resources and/or financial considerations or assistance provided from one to the other in furtherance of the expansion plan and the development and operation of each school location. Such substantial benefit realized by TACS1 shall include:

    a. *Economies of Scale*. The combination of positions on the Shared Service Team will provide TACS1 with economies of scale which will allow for the growth of the staff, more cost-effective hiring of new experts and professionals and the ability to pay greater compensation in order to attract high-end talent. In addition to sharing "c-level" employees and talent, there will be a great crossover and resulting savings to all schools' technology budgets, general expenses and centralized fundraising.

    b. *Growth of The Academy Brand*. As The Academy brand expands to Wyandanch and beyond, its reputation will grow from a local school to a regional provider. Such increased reputation will increase the quality of colleges, universities and job opportunities available to The Academy students, including TACS1 students. Each of the schools will also benefit by being able to attract and retain high quality teachers and staff in order to further increase the educational opportunities given to The Academy students. Additionally, the growth of The Academy brand will place TACS1 in a better position to compete for available grants.

    c. Financing Markets. The combination of the schools in their efforts to raise funds from the bond market demonstrate that the financing markets have confidence in The Academy's growth plan and will assist all of the schools in obtaining necessary financing.

7. For all of the reasons set forth herein, TACS1 has determined that it is in the best interest of TACS1 and in furtherance of its mission to provide assistance to the development and operation of the Wyandanch Schools and Future Signatories.

8. To the extent that there are any conflicts between this Agreement and the terms of the charter of any party hereto, the terms of the charter shall control.

9. The parties recognize that the ability of TACS1, TACS2 and all other Replication Charter Schools to obtain and maintain federal tax-exempt status is essential. As a result, the parties agree to make any changes to this Agreement necessary for TACS1, TACS2 and all other Replication Charter Schools to obtain and maintain such status.

10. Future Replication Charter Schools may become party to this Agreement by executing a joinder to be annexed to this Agreement, which shall be effective when fully executed by all other parties hereto, in which event the same provisions for the development and operation of the Wyandanch Schools shall be applicable to such new Replication Charter Schools. Such Future Signatories shall then be added on Schedule A annexed hereto. A separate agreement or addendum will be entered into with each such Replication Charter School with regard to the services to be provided by the Shared Services Team.

11. Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Regents of the University of the State of New York or the "charter entity" (as that term is used in § 2851(3) of N.Y. Educ. Law) of TACS1 or TACS2 (or any Future Signatories), including but not limited to the authority to take and enforce action pursuant to § 2855 of N.Y. Educ. Law.

[SIGNATURE PAGE TO CHARTER SCHOOL REPLICATION AGREEMENT]

IN WITNESS WHEREOF, TACS1 and TACS2 have executed this Agreement as of the day and year first above written.

THE ACADEMY CHARTER SCHOOL

By_____
Name: Barrington Goldson
Title: President and CEO

THE ACADEMY CHARTER SCHOOL 2

By_____
Name: Barrington Goldson
Title: President and CEO

FORM OF JOINDER

JOINDER AGREEMENT TO CHARTER SCHOOL REPLICATION AGREEMENT

THIS JOINDER AGREEMENT TO CHARTER SCHOOL REPLICATION AGREEMENT (this "Agreement") is executed and delivered this ____ day of _____ 20__ by _____ [NAME OF SCHOOL], a not-for-profit education corporation organized and existing under the laws of the State of New York, having its principal office at _____ ("JOINING PARTY") and is effective as of the date hereof.

All capitalized terms used but not defined herein shall have the respective meanings ascribed to them in the Charter School Replication Agreement dated as of June ___, 2023, as amended, by and between among The Academy Charter School, a not-for-profit education corporation organized and existing under the laws of the State of New York, having its principal office at 117 North Franklin Street, Hempstead, New York 11550 ("TACS1"), and The Academy Charter School 2, a not-for-profit education corporation organized and existing under the laws of the State of New York, having its principal office at 117 North Franklin Street, Hempstead, New York 11550 ("TACS2") (the "Replication Agreement").

WHEREAS, TACS1, TACS2 and all previously joined parties have previously entered into the Replication Agreement; and

WHEREAS, TACS1 desires to further expand the goodwill and brand of The Academy Charter School name and overall group of entities to build an impactful regional and state network of mission-aligned charter schools in order to provide superior educational opportunities to children in high-need areas through the region and/or state by adding Joining Party to its network as a replication charter school; and

NOW, THEREFORE, in consideration of the premises, the mutual covenants contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Joining Party hereby acknowledges and agrees with TACS1, TACS2 and all other previously joined parties, that Joining Party is a signatory and party to the Replication Agreement as of the date first written above and thus subject to all terms and conditions of the Replication Agreement applicable to each replication charter school.

[SIGNATURE PAGE TO JOINDER AGREEMENT]

IN WITNESS WHEREOF, the undersigned has executed this Agreement on the day and year first set forth above.

[NAME OF JOINING PARTY]

By: _____
Name and Title: _____

ACCEPTED:

The Academy Charter School

By: _____
Name and Title: _____

The Academy Charter School 2

By: _____
Name and Title: _____

[TO BE EXECUTED BY ALL PREVIOUSLY JOINED SCHOOL ENTITIES]

Schedule A

Replication Charter Schools
(to be updated as Future Signatories are added)

The Academy Charter School 2

REQUEST 14

GOVERNANCE

14(a) **Board Members**

The board of the proposed charter school TACS II Central Islip Regional High will be constituted from the existing board of trustees of TACS II, which also governs TACS II Wyandanch. The TACS II Central Islip Regional High board will differ from the TACS II Wyandanch board by virtue of two additional seats for a parent (of a TACS II Central Islip Regional High student) and a Brentwood community representative (See chart below.)

TACS II Central Islip Regional High trustees have extensive experience with the model of The Academy Charter Schools and with communities in Nassau and Suffolk County. In particular, this means trustees have overseen schools and shaped policies aligned to our guiding principles for students: learn, lead, and serve. Importantly, such immersion in The Academy model mean trustees continue to govern and guide with the end in mind – graduating students with the ability to enroll in world-class universities and colleges, and to be of service to their communities. For TACS II Central Islip Regional High to be a successful academic, operational, and financial replication of TACS II Wyandanch, trustees will set high standards for those responsible for teaching and learning. In 2023-2024, TACS II Wyandanch students completed their first year of standardized testing. Grade 3 students exceeded the state average in ELA almost 30 percent (72 percent vs. 43 percent). In math, Academy third graders attained 70 percent proficiency against a state average of 54 percent. In Wyandanch, district averages for grade 3 in ELA (37 percent) and math (42 percent) significantly trail the state. The Academy Charter Schools and its trustees are making a difference for children, families, and communities. Our trustees believe we are setting students on the path to fulfill their dreams, to embrace higher education on their own terms, and to make lasting contributions at home and wherever they choose to be.

Our board members are proposing to do the same thing in Brentwood – a district where only 23 percent of grade 3 students were proficient on the states' ELA exam; and, where 32 percent in that same grade were proficient in math. The outlines of our approach to governance are rooted in a commitment to create and recreate these results through painstaking planning, comprehensive staffing, institution building, and outstanding instruction. Effective trustees must bring experience from many walks of life to continue to guide efforts that are unscripted. The Academy Charter Schools began more than 15 years ago in Hempstead serving a high-need community that is in many ways different from the community in Brentwood. Nonetheless, in moving east, our trustees and teams have continued to refine our model, our key design elements, our systems and processes, and our messaging to reach and retain new communities of students, parents and families. These efforts are driven by the policy guidance and oversight of our trustees.

The larger context of establishing and maintaining the board roles and responsibilities engenders paying close attention to a set of operating guard rails between the board of trustees, the SST, and school-based personnel. The new members to the TACS II Central Islip Regional High board will represent parents and staff (through the Parent Teacher Organization (PTO) and the Brentwood community. Trustees are expected to assimilate a great deal of information concerning the institutional history, the charter, school

policy, our current and historical regulatory environment, institutional partnerships and more. As trustees acquire a deeper knowledge base and become acclimated to the model, our grounding tools offer an anchor for steadying so many new facts. Our guard rails or guiding principles provide grounding for veteran trustees and a frame of reference for new members.

- Governance Philosophy
- Retained vs. Delegated Authority
- Inquiry, Data, and Decision-Making
- Meeting Culture and Accountability
- SST Accountability
- Contingency Planning

The governance philosophy of the board is that the best people to lead Academy schools and to implement board policy have been hired, and put in place to achieve success; and that the wisest and most efficient course of action for trustees to support their success is to continue to challenge, guide, and energize that work in seeking unprecedented results by students. Within this framework, trustees are thoughtful about walking the line between the retained authority of the board and the delegated duties of the SST and building personnel. The lines, delineated in the charter, allow for parties on respective sides of the line to operate as fully empowered and fully responsible individuals. In an organization with a strong culture and a willingness to incorporate data-driven decision-making to inform change, leaders have to own choices. Leaders must also establish a means for the implementing team to accept, process, and own those choices. The board of trustees is part of this process. The mechanisms by which the board is kept informed of school progress (academic, operational, financial) are aligned with mechanisms by which the SST and school-based personnel are kept informed about board priorities. In our model, the SST is responsible for much of the messaging in both directions given that senior SST members report directly to the board, and supervise the academic, operations, and financial teams which directly support each school and building principal. Therefore, our organizational meeting culture is determined by accountability principles – fulfilling requests for information or clarification during and between meetings; offering high-level and nuanced data to increase understanding and build accountable talk about performance and results; and taking the time to sit with hard questions and challenging conversations. TACS II board meetings will not be neither a sprint nor a marathon. Meeting durations are organic, and we aim to hold attendees accountable for our shared efficiency through timely distribution of board packets; comprehensive committee chair calls ahead of meetings; and high responsiveness through the process. In this regard, trustees, SST members, and school-based personnel bear a shared burden for sustaining continuity and energy.

Our aims and methods with respect to board recruitment are outlined in the following sections.

Board Recruitment and Selection

Trustees to The Academy Charter Schools[1] are recruited and selected based on essential factors and criteria.

[1] The reference to The Academy Charter Schools, here, is inclusive of all schools including TACS I Hempstead, TACS I Uniondale, and TACS II Wyandanch.

Board recruitment criteria may include the following:

1. Filling a board vacancy
2. Improving board balance, especially with respect to expertise
3. Increase board capacity, especially with respect to fundraising and community engagement

Trustee selection criteria include the following:

1. Mission alignment
2. Capacity and expertise to further committee work
3. Ability to leverage resources in support of Academy goals

Whereas these criteria for recruitment and selection are succinct, they do accurately reflect conditions when boards of trustees are either well set for success or about to face serious challenge. Trustees are vitally important contributors for the vision, stewardship, tenacity and integrity. We seek evidence of all these qualities in the run up to a partnership. Evidence may consist of a track record of institutional or organizational leadership and success; exemplary vision with respect to schools as learning or operating entities; compelling and deep community ties; or unique resources to augment our offerings. The board's executive committee has historically assumed responsibility for confirming new trustees. The board has not needed to establish ad hoc nominating committees or similar structures. Usually, with circumstances being favorable, the time from first contact to onboarding can take several months. Trustees take time to view prospective board members in a number of contexts before making recommendations and final decisions. The process includes submission of a written application to serve, visits to a school, attendance of one or more board meetings, and an interview with a subset of the board.

Under conditions where an enlarged candidate pool permits an extended conversation of relative merits and fit, additional weight may be applied to the following:

- Aligned experience (e.g., education lawyers vs. tax attorneys vs. patent attorneys)
- Non-profit and board governance experience
- Project leadership
- Depth and quality of community relationships
- Capacity to lead board committees
- Capacity to lead board initiatives

Board Expertise and Experience

The education corporation board of trustees comprises committed professionals, parents and experts in the fields of finance, law, school oversight, board governance, community relations and education. Several of our trustees have sustained relationships with The Academy since our inception over a decade ago. We continue to lean on the expertise of the former board chairperson of The Academy Charter School and founder, Bishop Barrington Goldson, who brings organizational leadership, management, finance and community relations expertise to our continuing efforts. Bishop Goldson always brings an indefatigable

energy in pursuit of ways to improve educational outcomes for children and operational effectiveness for the organization.

The TACS II Central Islip Regional High board chairperson is Robert Stewart. Trustee Stewart, currently serving as Chief Operations Officer for Calvary Tabernacle, provides the board with vital insight and understanding around operations, logistics, organizational planning, intra-organizational communication and messaging. His skill set has been pivotal in shaping the identity of the education corporation and building systems of accountability to inform the work of our Shared Services Team (SST). In addition, Trustee Stewart incorporates deep personal knowledge of The Academy as a parent and a trustee with institutional memory that dates to our founding.

Board Planning and System Processes

Beyond unique individual leadership, The Academy trustees have also encouraged the evolution of the education corporation through the thoughtful adoption of research-based, verifiable and replicable practices that set benchmarks and drive accountability for school leaders and the Shared Services Team supporting each Academy charter school. In planning to launch a charter school in Central Islip (a replication of the successful 2017 launch of TACS I Uniondale which was revised to include CTE instruction in 2020), The Academy's trustees again gathered at the Academy annual retreat and set out the essential characteristics of the living organization. Trustees met amongst themselves, with SST members and external experts for the purpose of distilling institutional drivers of quality that have emerged organically within the education corporation. Qualitative insights gathered by the board of trustees were subsequently married to the quantitative evaluation of launch viability by the SST and selected trustees ahead of larger discussions with the full board.

Engaging Parents and the Community in Governance

Two vacant positions to be filled at TACS II Central Islip Regional High are for Parent-Teacher Organization (PTO) Representative and Community Representative. Both positions established in the Bylaws provide vital stakeholders an opportunity to participate in governance of the school and the education corporation. Prospectively, parents and community leaders will be pivotal resources for the education corporation in anticipating and fully serving the needs of our respective communities. Long Island, generally, and Suffolk County communities like Wyandanch, Brentwood and Central Islip are undergoing tremendous shifts in demography and resource needs. The education corporation will engage parents and community leaders directly through the board mechanism, as well as through direct engagement on campus and in the Wyandanch community through the opening of the school and throughout our initial charter term. The parent representative will be elected by a representative body of parents or guardians of children enrolled at TACS II Central Islip Regional High. The community leader representative will be appointed, subsequent to a recommendation by a sub-committee of the board of trustees following a period of application solicitation and review. The board of trustees, or their designees will draft a general description of the role and begin the review of candidates prior to the opening of school in September 2027. A candidate will be recommended to the board of trustees within 60-90 days.

The Academy Charter School II
TACS II Central Islip Regional High

Trustees Name	Position on the Board (Officer) or Constituent Representative)	Committee Affiliations (if any)	Expertise and/or Role at School (Parent, Staff, Etc.)	Voting	Ex Officio
Robert Stewart	Chairperson	Executive, Finance, Academic	Finance, Governance	Voting	No
Dawn West-Bloise	Vice-Chair	Executive, Finance and Asset Acquisition	Finance	Voting	No
Dale James	Treasurer	Executive, Finance	Finance, Strategic Planning	Voting	No
Beth McKenzie	Secretary	Executive, Community Relations	Community Relations, Academics	Voting	No
Dr. Roger Ball	Member	Academic	Academics	Voting	No
Carol Beckles	Member	People & Legal	Governance	Voting	No
Dorothy Burton, Esq.	Member	Governance, Grievance	Legal	Voting	No
Peter J. Goodman, Esq.	Member	Fundraising, Community Relations	Legal	Voting	No
Marie Graham, Esq., CPA	Member	Academic, Personnel	Legal, Finance	Voting	No
Roderick Roberts	Member	Fundraising, Community Relations	Community Relations	Voting	No
Stephen Rowley	Member	Governance, Grievance, Compliance	Finance	Voting	No
Claudette Harrison	Member			Voting	No
PTO Representative	Constituent Representative		Community Relations, School Operations	Non-Voting	Yes
Community Leader	Constituent Representative		Community Relations	Non-Voting	Yes

14(b) **Education Corporation Board Roles and Responsibilities**

The board of trustees has established clear roles and responsibilities for officers, committee chairs, and members. Officers provide overall leadership and oversight of general board activity. The role of monitoring school performance is spearheaded by our respective committee chairs. Those chairs meet routinely (several times monthly) with leaders of the SST and/or school-based personnel for the purposes of providing ongoing performance updates, discussing emerging issues, outlining or brainstorming new initiatives, and continuing the ongoing planning and oversight of school operations. The communication process typically comprises each of the following elements:

1. SST initiates a follow-up call after the preceding board meeting.
2. SST and School-based personnel respond to Committee Chair (or trustee) inquiries/requests.
3. Committee Chair reviews SST responses as preparation for monthly Committee Call.
4. Committee Chair convenes monthly Committee Call and crafts agenda items upcoming board meeting.
5. SST develops board package for upcoming meeting.
6. Full board previews board package prior to meeting.
7. Committee Chair and SST lead jointly report to the full board.

This iterative process allows for each Committee Chair to have frequent and continuing contact with senior SST team members and school-based personnel (usually the principal or a program-leading assistant principal).

Oversight of Academic Performance

The Chief Academic Officer (CAO) and chairperson of the Academic Committee of the board of trustees work closely to oversee the academic performance of the school. The Committee meets monthly. The CAO convenes regular meetings with school principals and SST instructional coaches. The substance of each gathering is a qualitative and quantitative evaluation of school performance. Meetings serve the purpose of highlighting effective interventions and strategies, of identifying resource needs, and targeting support to potential areas of concern. Each month, high priority items of relevance to the board are rolled into monthly performance reports delivered by the CAO and/or building principals. In addition to the standing reports on grade-level performance in ELA, trustees are informed of ways in which our instructional and support teams are implementing the key design elements of the school. Measures of academic performance include student performance on internal assessments, qualitative reports from teachers, support specialists for students with disabilities and for multiple language learners, and average daily attendance reports. Each year, a battery of surveys are distributed to staff and students on the quality and rigor of instruction, as well as the overall engagement and connection between students and staff. These measures are just a few of many indicators on which the SST leadership and building leaders report to trustees. The board receives detailed written reporting in pre-meeting reports while complementary fact finding may be offered during committee meetings and at full board meetings.

Oversight of Fiscal Performance

Within the operational structure outlined above, fiscal performance is monitored each month, and annually, to ensure the financial viability of the school and to guarantee compliance with statutory and

regulatory requirements for the school. Each month, the current financial status of the school discussed with respect to several of the following considerations:

- Current enrollment vs. Projected enrollment
- Year to date expenses vs. Budgeted expenses
- Current staffing
- Year to date revenues vs. Budgeted revenues
- Year-over-Year Variance Analysis for Expenses and Revenues
- Academic Program requirements vs resources
- Operations requirements vs resources
- Update on Bank Statement Reconciliations
- Transaction Analysis, as required by policy and charter

The board treasurer, members of the board's finance committee, Chief Financial Officer of the SST, and principal meet monthly.

Oversight of Operations Performance

Trustees delegate to the SST and school-based personnel the work of school operations. To that end, the governance function for trustees incorporates a few critical objective measures:

- Annual Policy Reviews
- Annual Charter Compliance Review
- Annual Regulatory Compliance Review
- Satisfaction Surveys (Staff and Parents)
- Instructional Staff Retention
- Non-Instructional Staff Retention
- Average Daily Attendance of Students
- Enrollment Demand
- Facility Soundness, Compliance, and Satisfaction

SST leaders and school-based personnel report regularly on these measures and other detailed indicators of operational effectiveness throughout the year. The iterative information-sharing and problem-solving structure outlined above ensures that trustees have access to accurate, timely, and comprehensive information to enable thoughtful decision-making.

Oversight of Shared Services Team Performance

The board of trustees conducts ongoing and annual reviews of the performance of the Shared Services Team. The board chairperson and CEO of the SST meet regularly for purposes of maintaining operational continuity, strategic planning, and coordination between the full board, SST, and schools. As noted above, trustees (committee chairs and members) also meet with and talk to SST team members frequently each month for purposes of evaluating school performance, and by extension, the quality of support from the SST. School-based personnel are participants in these meetings and calls and provide additional information and context. The qualitative and quantitative evaluation tools capture data on schoolwide academic performance, disaggregated academic performance (by grade level, gender, class, subject, SWD status, ELL status, etc.); operational data (compliance; staff retention; satisfaction rates; teacher

recruitment; pipeline development, parent and community engagement, etc.); and fiscal viability (annual budget variances, long-term planning, enrollment stability, staffing, etc.). Monthly board reports offer a two-way lens into the effectiveness of the SST with respect to data collection, and alignment with school and trustee priorities. It is the expectation of the board of trustees that monthly reporting mirrors the essential priorities outlined by trustees and required by the ongoing (and often dynamic) needs of schools. The SST, then, establishes the resource background for trustees to remain informed and positioned to govern soundly, and in compliance with the charter and relevant regulations.

Within the board itself, annual evaluation work is led by the Executive Committee, with the support of the full board of trustees. The Executive Committee leads the annual review and determines what modifications, if any, are to be made to evaluation instruments. Each standing committee of the board also meets with SST leaders to drill down on specific areas of performance. For example, the chair of the Grievance Committee engages regularly with the SST lead for human capital and legal matters to oversee compliance. The chairperson of the Academic Committee liaises similarly with the Chief Academic Officer. These parallel structures allow for close contact in areas where all parties have extensive experience and expertise.

14(c) **Education Corporation Board Design**

Sustainability on the board is of great importance. There is a delicate balance between the stable and the stale; between the new and the novice. As a general principle, effective boards of trustees seek a balance between experienced trustees with deep and intimate recollections of the organization and talented new members who bring fresh ideas and untapped relationships. The management of this symbiotic relationship lies with the Shared Services Team and the C-suite leadership. These senior leaders meet directly with the board, prepare monthly board reports, support and gather information from school-based personnel, and hold supervisory roles in academics, operations and finance. The SST teams with the board chair on the process of new trustee induction, and joint planning of the annual retreat. Trustee induction is organized and scheduled by the SST on behalf of the board of trustees. SST leaders provide prospective candidates with opportunities to visit a school, meet with the board, participate in interviews, submit written statements of interest. The SST welcomes new trustees to the board with a comprehensive planning e-book for the upcoming year. Trustee e-books include the essential documents and policies for the education corporation: the charter, NYS charter law, board meetings, board minutes, approved trustee policies, and similar.

The board of trustees has been configured to optimize a balance between experience, expertise and community grounding across multiple communities in Nassau and Suffolk County. Trustees serving as officers have demonstrated great commitment to the school and hold a comprehensive understanding of our organizational history and strategic vision for the coming years. In addition, officers and committee chairs have repeatedly managed to encourage and enlist the support of their fellow trustees on unique and varied initiatives.

Our non-voting trustees are vitally important to the overall configuration and character of the board. One representative represents the Parent-Teacher Organization (PTO). The PTO representative is typically a resident of the same community in which the school is located and is as likely to be a parent as a teacher. The other non-voting member, the community representative, is an important liaison to the local

community and represents the independent concerns of schools within the larger education corporation. TACS II comprises TACS II Wyandanch and the proposed charter school. In our design, it is important that both parents and community residents of both communities weigh in on the decision-making at the school and education corporation level.

14(d) Stakeholder Participation

Parent and Community Engagement

Of principal concern to our trustees is the idea that faculty and staff, parents and community members have authentic opportunities to communicate, convey and constructively shape the evolution of the school. Parents and community are the first educators of children and should be involved in formal schooling as well. TACS II established seats on the board of trustees for representatives of parents and families. Schools host ongoing breakfast meetings with the principals and hold open house events throughout the year. Principals routinely solicit feedback from parents (by teachers, by administrators, and across the organization). It is through these multiple mechanisms that we remain informed by and about our broader community.

Staff Engagement

Similarly, to obtain staff input on governance, our lead administrators regularly convene meetings with principals, teachers, operations staff, and SST members. Each school has its own leadership team comprising the principal, assistant principals, coaches, deans, guidance counselor and the grade level lead teacher. The leadership team meets once per week to discuss instructional and non-instructional issues such as curriculum mapping, scheduled events, school culture etc. Each PTO includes the elected executive board, principal and select teachers. The PTO executive board meets with the principal once per month to plan activities and to receive feedback from parents on a variety of concerns. The principal uses this information garnered from the PTO to guide decision making and planning. Parents can also send information directly to the board of trustees via email or through the Complaint procedures. Moreover, there is a nonvoting member of the PTO (usually the president) on the board of trustees who attends the monthly meeting of that body.

In addition, several staff members are involved in the ongoing, monthly process of board meeting preparation. Preparation provides opportunities for staff to inform direct reporting to the board and receive timely information as meeting attendees.

REQUEST 14

BYLAWS

BYLAWS

OF

TACS II CENTRAL ISLIP REGIONAL HIGH

ARTICLE I

Purposes

Section 1. Purpose. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c) 3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the Code"), including, but without limitation thereon: (a) to operate a public charter school in Brentwood, New York pursuant to a charter agreement between the Corporation, and the Board of Trustees of the State University of New York; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of New York.

Name and Office

Section 1. Name and Formation. This Corporation is an education corporation and shall be known as **THE ACADEMY CHARTER SCHOOL II CENTRAL ISLIP REGIONAL HIGH**, herein referred to as "TACS II CENTRAL ISLIP REGIONAL HIGH."

Section 2. Office. TACS II CENTRAL ISLIP REGIONAL HIGH shall have its principal office in the Hamlet of Central Islip, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof.

ARTICLE II

Board of Trustees

Section 1. Authority. The business and affairs of TACS II CENTRAL ISLIP REGIONAL HIGH shall be managed and controlled under the general direction of the Board of Trustees of TACS II CENTRAL ISLIP REGIONAL HIGH (the "Board of Trustees" and each member thereof, a "Trustee") in accordance with the purposes and limitations set forth herein and in the Charter between TACS II CENTRAL ISLIP REGIONAL HIGH and the Board of Trustees of the State University of New York.

Section 2. Powers. The Board of Trustees of TACS II CENTRAL ISLIP REGIONAL HIGH shall:

a) The business, affairs and property of the education corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the board, except as others provided by law, the Articles of Incorporation or these bylaws. The board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate direction and control.
b) Formulate the general policy to be followed in the management of the affairs, property and business of TACS II CENTRAL ISLIP REGIONAL HIGH.
c) Create such special committees, from time to time, as may be deemed desirable by the Board of Trustees.
d) Remove a Trustee or Officer for cause by a majority vote of the Board of Trustees.
e) All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which TACS II CENTRAL ISLIP REGIONAL HIGH is formed and the provisions of Section 501(c)(3) of the Internal Revenue Code.

Section 3. Composition. In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in the community. All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of the school.

The Board of Trustees shall have the following members: (i) at least one educator with classroom and/or administration experience; (ii) at least one parent or guardian of a child attending the school (i.e., PTO President) as a non-voting member; (iii) at least one business leader with experience either in the for-profit or not-for-profit sector; (iv) at least one community leader as a non-voting member; and (v) any other person over the age of 18 that can demonstrate knowledge of educational issues affecting the school's community. The members of the Board of Trustees shall have experience that demonstrates the following areas of expertise; (i) public relations; (ii) human resources; (iii) financial; (iv) fundraising; (v) legal; (vi) marketing; (vii) real estate; and/or (viii) strategic planning.

To become a Trustee, a person shall be nominated by a current Trustee. Trustees shall be elected by a majority vote of the Trustees present at a meeting of the Board of Trustees, provided that those present constitute a quorum. Each Trustee shall be at least eighteen (18) years of age.

No parent, teacher or school administrator employed by the education corporation may serve on the education corporation's board of trustees.

No more than 40 percent of trustees may be affiliated with any other single entity, other than another charter school education corporation. No more than two trustees may be affiliated with a not-for-profit charter management organization. Additionally,

a) termination of the contract with the not-for-profit management organization shall constitute cause for removal of such person(s) from the education corporation board, and upon such termination such person(s) may be removed from the board by vote of the board provided there is a quorum of at least a majority of the entire board present at the meeting;
b) such person(s) shall not hold the offices of education corporation board chair or treasurer;
c) when the education corporation board has proper grounds to go into executive session pursuant to the Open Meetings Law (POL §105), and the board is to discuss or vote upon an issue related to the not-for-profit charter management organization or the personnel of such organization, the board may, after such person(s) has had an opportunity to fully address the board, continue such executive session outside of the presence of such person(s); and,
d) such person(s) shall disclose the affiliation with the management entity each time an issue before the board involves the CMO, and such persons shall not vote on any matter involving the CMO.

Section 4. Term of Office. Trustees will be elected to serve terms of five (5) years dating from the day of their election and extending to the date of the annual meeting of the Trustees five (5) years thereafter. All Trustees shall be eligible for re-election.

Section 5. Number of Trustees. The number of voting Trustees constituting the entire Board of Trustees after the first meeting of the Board of Trustees shall be twelve (12), but in no event shall the entire Board consist of less than nine (9), or more than thirteen (13) Trustees, excluding the president of the Parent-Teacher Organization of TACS II CENTRAL ISLIP REGIONAL HIGH ("PTO"), who shall be a non-voting Trustee for the length of his or her term as president of the PTO. The board shall provide notice of the fact that the education corporation board will consider reducing or increasing the number of trustees in the meeting notice sent to all trustees per these Bylaws. Trustees shall approve the reduction in the number of trustees not only by a majority of the entire board, but also by a two-thirds (2/3) vote of the trustees present at a meeting where a quorum is present. Further, no decrease in the number of trustees may shorten the term of an incumbent trustee.

Section 6. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 7. Compensation. Trustees shall not receive any salary, fees or other financial compensation for their service to TACS II CENTRAL ISLIP REGIONAL HIGH, but by resolution of the Board of Trustees, reasonable expenses related to attendance of special meetings of the Board of Trustees, if any, may be reimbursed. Nothing herein shall be construed to preclude any Trustee from serving TACS II CENTRAL ISLIP REGIONAL HIGH in any other capacity and receiving compensation therefore.

Section 8. Meetings. The Board of Trustees and the Corporation are subject to the New York Open Meetings Law, N.Y. Public Officers Law § 101 *et seq*., and other applicable laws. All meetings of the Board of Trustees may be held at the premises of TACS II CENTRAL ISLIP REGIONAL HIGH, such other location as determined by the board, via videoconference all in accordance with applicable law, and provided that a video link is made available at a school of the Corporation.

The annual meeting of the Board shall be held at a date and time fixed by the Board, for the election of officers and appointment of Trustees and for the transaction of such business as may properly come before the meeting. Regular meetings of the Trustees shall be held at such time as shall from time to time be set and determined by the Board. Special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees, upon a majority vote of the Trustees, or by the Chairperson or senior Trustee upon the written request of three (3) trustees. Provided there is a quorum, every meeting of the Board of Trustees held to discuss public business, including official meetings of committees and subcommittees, will be open to the general public in accordance with the New York Open Meeting Laws. The Board of Trustees may invite public comment during such meetings at times designated by the Chairperson of the Board of Trustees, but the Board of Trustees may, at its discretion, limit public comments to ten (10) minutes per person or such lesser time period as the Board of Trustees may set. Times and locations of each meeting shall be set by the Board of Trustees.

The Board of Trustees shall meet at least monthly during TACS II CENTRAL ISLIP REGIONAL HIGH's school year and as appropriate over the summer recess on dates to be determined in advance by the Board of Trustees.

Section 9. Proxies. Proxies are prohibited at meetings of the Board of Trustees.

Section 10. Executive Session. Notwithstanding any other section, upon a majority vote of the entire Board of Trustees in an open meeting on a motion which identifies the general area or areas of the subject or subjects to be considered, the Corporation may conduct a meeting that is not open to the public, an executive session, for the following reasons: (a) matters which will imperil public safety if disclosed, (b) any matter which may disclose the identity of a law enforcement agent or informer, (c) information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed, (d) discussions regarding proposed, pending or current litigation, (e) collective negotiations pursuant to article 14 of the New York Civil Service Law, (f) the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation, (g) the preparation, grading or administration of examinations, and (h) the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof. At an executive session, the Board of Trustees shall take no action by formal vote to appropriate public moneys.

Section 11. Notices. Written notice of meetings of the Board of Trustees shall be mailed to Trustees to the usual address of each Trustee at least five (5) days prior to and no more than 10 days prior to the date set for such meeting. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting.

Section 12. Waiver of Notice and Notice to the General Public. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her. Such notices shall be kept on file and with the minutes of the meeting, as applicable, by the Secretary. Pursuant to N.Y. Public Officers Law § 104, public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting. In addition, if at least a one week notice is not given, then the public notice of the time and place shall be given to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto.

Section 13. Quorum. At all meetings of the Board of Trustees, a majority of the Trustees, shall be represented in person. A quorum is required for the transaction of business of TACS II CENTRAL ISLIP REGIONAL HIGH at all meetings of the Board of Trustees or any committee thereof.

Section 14. Voting. Each voting member of the Board of Trustees shall be entitled to one vote upon each matter submitted to a vote at meetings of the Board of Trustees. The majority vote of those Trustees present and entitled to vote at a duly organized meeting of the Board of Trustees shall decide any question put to a vote.

Section 15. Resignations. Any Trustee may resign at any time by giving written notice of his or her resignation to the Chairperson of the Board of Trustees. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

Section 16. Removal. Trustees and officers of the education corporation may only be removed in accordance with the notice and voting procedures in Education Law § 226(8).

ARTICLE III

Officers

The Board of Trustees shall elect by majority vote, from among the Trustees, the following officers:

Section 1. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Secretary, or the Trustee in attendance possessing the most seniority in that office, in that order, shall preside. The same person cannot hold the office of chairperson and secretary. The Chairperson of the Board of Trustees shall appoint members of committees that do not have the authority of the Board, if any. He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 2. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Board of Trustee meetings. He or she shall be custodian of the records. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 3. Treasurer. The Treasurer shall have the custody of the funds and securities of TACS II CENTRAL ISLIP REGIONAL HIGH and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to TACS II CENTRAL ISLIP REGIONAL HIGH, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of TACS II CENTRAL ISLIP REGIONAL HIGH in such depositories as may be designated by the Board of Trustees. The Treasurer shall disburse the funds of TACS II CENTRAL ISLIP REGIONAL HIGH as may be ordered by the Board of Trustees taking proper vouchers for the disbursements, and shall render to the Chairperson and the Board of Trustees, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of TACS II CENTRAL ISLIP REGIONAL HIGH, provided that routine transactions may be delegated to the staff of TACS II CENTRAL ISLIP REGIONAL HIGH. The Treasurer shall perform such other duties as the Board of Trustees may from time to time prescribe or require.

ARTICLE IV

Standing Committees

Section 1. Committee Membership. An executive committee of the Board of Trustees, if established, shall consist of no less than five members as required by New York State Education Law § 226(2). The Executive Committee shall be vested with the responsibility of ensuring effective decision making by the board in between meetings, including the following activities:

a) Planning board meeting agendas;
b) Making decisions on emergent matters on behalf of the full board;

c) Assessing the charter school's short and long-term needs and presenting a long-range plan to the board.

All committees with the authority of the Board, other than the executive committee, shall consist of no less than three voting trustees. Standing Committee members shall be elected by a majority of the Trustees at a meeting where a quorum is present except that the Executive Committee members must be elected by a majority of the entire number of the board.

Section 2. Academic and Personnel Committee. The Academic and Personnel Committee shall be vested with the responsibility of program planning, curriculum, professional development and fulfillment of the school's Accountability Plan. Specific responsibilities include:

a) Review instructional programs and student achievement;
b) Monitor the management's progress in achieving the instructional program's implementation and student outcomes;
c) Oversee the employee grievance procedures;
d) Review the status of certified teachers and teacher assistance;
e) Review the professional development plan and monitor the principal and management's progress in achieving goals; and

In practice,

a) Meet with and receive reports from the Chief Academic Officer and/or School Principal to discuss the academic program and its full implementation including student outcomes, certification status of staff, implementation of Consolidated Application and any problems identified;
b) Conduct regular walk-throughs of the school;
c) Provide a report at each board meeting; and
d) Make recommendations to the Board on the Chief Academic Officer's Performance.

Section 3. Grievance Committee. The Grievance Committee shall be vested with the responsibility for investigating and reviewing complaints received by the Board of Trustees from the community. The Grievance Committee, which shall consist of Trustees who are not parents, teachers and administrators of the school, shall make non-binding recommendations to the Board of Trustees.

Section 4. Fundraising and Finance Committee. The Fundraising and Finance Committee shall review the regular budget and other fiscal reports to be submitted by the designee of the board to the Board of Trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Treasurer shall be the chairperson of this committee. Specific responsibilities will include:

a) Determine the financial goals of the school and monitor progress in achieving those goals;
b) Establish sound financial policies and monitor whether the school's activities adhere to those policies;
c) Review the school's financial control systems in order to safeguard the resources of the school;

d) Arrange for a financial audit to be conducted by a licensed independent auditing firm at least annually;
e) Meet periodically with school financial management and/or School Principal and Business Manager to discuss financial results;
f) Review following year fiscal budget and provide guidance on the school's business objective;
g) Present recommendations to the rest of the Board after the budget is completed;
h) Oversee the hiring of the business manager;
i) Establish development goals and organizational structures;
j) Develop and get board approval for the annual fund development plan;
k) Involve board members in fundraising activities that match their skills and interests;
l) Identify and assist in recruiting fundraising volunteers (including parents)
m) Assist in the identification of major donors;
n) Make contact with major donors if a committee member is the right person to do so;
o) Advise on the school's communications plan as it relates to fundraising;
p) Monitor the progress of the annual campaign and keep the board informed; and
q) Establish a system of recognition for active board and other fundraising volunteers.

Section 5. Each standing committee shall have the authority of the Board to the extent provided in a Board resolution or in these Bylaws, except that no committee of any kind shall have authority as to the following matters:

a) The submission to members of any action requiring members' approval under this chapter.
b) The filling of vacancies in the Board of Trustees or in any committee.
c) The fixing of compensation of the Trustees for serving on the Board or on any committee.
d) The amendment or repeal of the Bylaws or the adoption of new bylaws.
e) The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.
f) The election or removal of Officers and Trustees.
g) The approval of a merger or plan of dissolution.
h) The adoption of a resolution authorizing action on the sale, lease, exchange or other disposition of all or substantially all the assets of the Corporation.
i) The approval of amendments to the certificate of incorporation.

Section 6. Committees, other than committees of the board shall be committees of the Corporation. No such committee shall have the authority to bind the Board. Members of such committees of the Corporation, who may be non-Trustees, shall be appointed by the Board Chairperson.

ARTICLE V

General Provisions

Section 1. Fiscal Year. The fiscal year of TACS II CENTRAL ISLIP REGIONAL HIGH shall be from July 1 through June 30.

Section 2. Books, List and Records. TACS II CENTRAL ISLIP REGIONAL HIGH shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees and standing committees, and such special committees as from time to time may be designated by the Board of Trustees. When TACS II CENTRAL ISLIP REGIONAL HIGH receives a request for information under the Freedom of Information Law ("FOIL"), it will direct its Records Access Officer to respond in accordance with the Public Officers Law. The Board of Trustees shall approve FOIL regulations for the Corporation in accordance with the FOIL law and regulations.

Section 3. Conflict. To the extent there are any conflicts between the terms of the TACS II CENTRAL ISLIP REGIONAL HIGH charter and the terms of these Bylaws, the terms of the charter will control.

ARTICLE VI

Miscellaneous

Section 1. Checks, Notes and Contracts. The Board of Trustees is authorized to select such depositories as it shall deem proper for the funds of the Corporation. The Board of Trustees shall adopt Financial Policies and Procedures including policies concerning the number and identity of the Officers or employees of the Corporation whose signatures shall be required on checks, notes and contracts and establishing financial limits.

Section 2. Indemnification. The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees, any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or intestate was a Trustee, officer, employee or agent of the Corporation.

Section 3. Amendments. These Bylaws may be amended at any meeting of the Board of Trustees by a vote of the majority of the entire Board of Trustees. The charter entity shall be notified of amendments, with amendments subject to approval pursuant to Article 56 of the Education Law and through the process set forth by the charter entity.

ARTICLE VII

Standard of Care

Section 1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Section 2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statement and other financial data, presented or prepared by:

(i) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

(ii) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(iii) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Section 7.1.and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Section 1 of this Article, and shall consider among other relevant considerations the long and short-term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

REQUEST 14

CODE OF ETHICS

TACS II Central Islip Regional High, its trustees, officers and employees shall abide by the Code of Ethics of the Education Corporation set forth herein conforms to those provisions of the Act and New York General Municipal and Not-For-Profit Corporation Laws made applicable by the Act, and includes standards with respect to disclosure of conflicts of interest regarding any matter brought before board of trustees of the Education Corporation (the "Education Corporation Board") regardless of whether the matter may involve a for-profit or not-for-profit entity or transaction. The Education Corporation shall disseminate the code in written form to each of its trustees, officers and employees. Modifications to the code of ethics shall require prior written approval of the Trustees.

Laws made applicable by the Act refers to:

New York Education Law § 2851(2)(v)

New York Education Law § 2854(1)(f)

New York General Municipal Law §§ 800-804, 804-a, 805, 805-a, 805-b, 806

New York Not-For-Profit Corporation Law §§ 715, 715-a

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Not more than 40 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party

and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program. The Board of Trustees and employees of the school shall not engage in any less-than-arm's-length (LTAL) transactions.

5. A Trustee, officer, or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

8. Exceptions to Law. The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the school except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company;

b) A contract with a person, firm, corporation or association in which a school officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

d) The purchase by the school of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;

e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;

f) A contract with a membership corporation or other voluntary non-profit corporation or association;

g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;

h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;

i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;

j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent (5%) of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;

k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;

m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;

n) A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars ($750);

o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

9. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

10. Trustees, officers, or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

11. Trustees shall avoid engaging in activities, at all times, which would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this

occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

12. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

13. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

14. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

15. Additional Provisions of the Education Corporation Code of Ethics.

No trustee, officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars ($75) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him [or her], or could reasonably be expected to influence him [or her], in the performance of his [or her] official duties or was intended as a reward for any official action on his [or her] part;

No trustee, officer or employee shall disclose confidential information acquired by him [or her] in the course of his [or her] official duties or use such information to further his [or her] personal interests;[1]

No trustee, officer or employee shall receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any [charter education corporation school, committee or] agency of which he [or she] is an officer, [trustee] or employee or of any [school, committee or] agency over which he [or she] has jurisdiction, or to which he [or she] has the power to appoint any member, officer or employee; or,

No trustee, officer or employee shall receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before [the education corporation or] any [school, committee or] agency of his [or her] [corporation], whereby his [or her] compensation is to be dependent or contingent upon any action by such [corporation, committee or] agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

[1] Please note the implications of this provision extend beyond the federal Family Educational Rights and Privacy Act (FERPA) restrictions discussed in the Institute's guidance, Confidentiality of Student Records, available at: www.newyorkcharters.org/category/operational-resources/compliance/. Trustees, officers and employees are advised to refer to the supplemental information provided by the Institute.

Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with The Academy Charter School of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

16. Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

17. Related Party Transactions.

a) Definitions:

Key Person. Any person, other than a trustee or officer, whether or not an employee of the Education Corporation, who (i) has responsibilities, or exercises powers or influence over the Organization as a whole similar to the responsibilities, powers, or influence of directors and officers; (ii) manages the Education Corporation, or a segment of the Education Corporation that represents a substantial portion of the activities, assets, income or expenses of the Education Corporation; or (iii) alone or with others controls or determines a substantial portion of the Education Corporation's capital expenditures or operating budget.

Related Party. Any trustee, officer or key person of the Education Corporation or any affiliate of the Education Corporation; (ii) any relative of any individual described in clause (i) of this subparagraph; or (iii) any entity in which any individual described in clauses (i) and (ii) of this subparagraph has a thirty-five (35) percent or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of five (5) percent.

Related Party Transaction. Any transaction, agreement or any other arrangement in which a related party has a financial interest and in which the Education Corporation or any affiliate of the Education Corporation is a participant, except that a transaction shall not be a related party transaction if: (i) the transaction or the related party's financial interest in the transaction is de minimis, (ii) the transaction would not customarily be reviewed by the board or boards of similar organizations in the ordinary course of business and is available to others on the

same or similar terms, or (iii) the transaction constitutes a benefit provided to a related party solely as a member of a class of the beneficiaries that the Education Corporation intends to benefit as part of the accomplishment of its mission which benefit is available to all similarly situated members of the same class on the same terms.

b) The Education Corporation shall not enter into any related party transaction unless the transaction is determined by the Board of Trustees, or an authorized committee thereof, to be fair, reasonable and in the Education Corporation's best interest at the time of such determination.

c) Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest if the Board of Trustees or committee decides a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person requested by the Board, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

d) Procedures for Addressing Related Party Transaction. When a transaction involves a charitable corporation and in which a related party has a substantial financial interest:

1. At the Board of Trustees' or a committee's request, an interested person may make a presentation 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 of interest. A conflicted person may not attempt to improperly influence the deliberation or vote.

2. The Chair of the Board or committee shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement, if available.

3. After exercising due diligence, the Board or committee shall determine whether the Education Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested trustees present, or committee members present, whether the transaction or arrangement is in the Education 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. The decision shall be documented in writing in minutes of the meeting and shall include the alternatives considered by the Board or appointed committee.

Trustees, officers, or employees who knowingly and intentionally violate any of the prohibitions in this Code may be fined, suspended, or removed from office or employment by the education corporation.

Penalties. Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

Violations of the Conflicts of Interest Policy. If the Board of Trustees or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Trustees or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The attorney general may bring an action to enjoin, void or rescind any related party transaction or proposed related party transaction that violates the Not-For-Profit Corporation Law or was otherwise not reasonable or in the best interests of the Organization at the time the transaction was approved, or to seek restitution, and the removal of trustees or officers, or seek to require any person or entity to:

(1) Account for any profits made from such transaction, and pay them to the Organization;

(2) Pay the Organization the value of the use of any of its property or other assets used in such transaction;

(3) Return or replace any property or other assets lost to the Organization as a result of such transaction, together with any income or appreciation lost to the Organization by reason of such transaction, or account for any proceeds of sale of such property, and pay the proceeds to the Organization together with interest at the legal rate; and

(4) Pay, in the case of willful and intentional conduct, an amount up to double the amount of any benefit improperly obtained.

Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain --

a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Trustees' or committee's decision as to whether a conflict of interest in fact existed.

b) Names of Persons Present. 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 therewith.

Annual Statements. Each Trustee, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

Receipt. Has received a copy of the conflicts of interest policy.

Read and Understands. Has read and understands the policy.

Agrees to Comply. Has agreed to comply with the policy.

Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Pursuant to Section 2.3 of the Institute's Charter Agreement, all trustees must complete School Trustee Background Information. Such information to be submitted prior to election and annually thereafter to the board secretary shall include a written statement identifying any entity for which the corporation has a relationship with and for which the trustee is an officer, director, trustee, member, owner or employee. The trustee will also be required to identify any transaction with which they may have a conflict. Conflict statements by trustees must be submitted to the chair of the finance committee or the chair of the board.

Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an exempt organization.

REQUEST 14

CONFLICT OF INTEREST

TACS II Central Islip Regional High, its trustees, officers and employees shall abide by the Conflict of Interest policy of the Education Corporation set forth herein conforms to those provisions of the Act and New York General Municipal and Not-For-Profit Corporation Laws made applicable by the Act, and includes standards with respect to disclosure of conflicts of interest regarding any matter brought before board of trustees of the Education Corporation (the "Education Corporation Board") regardless of whether the matter may involve a for-profit or not-for-profit entity or transaction. The Education Corporation shall disseminate the policy in written form to each of its trustees, officers and employees. Modifications to the policy shall require prior written approval of the Trustees.

CONFLICT OF INTEREST POLICY

Article I
Purpose

The purposes of this conflict of interest policy are to:

1. Protect The Academy Charter School's (the "Organization's") tax-exempt status;

2. Ensure the Organization's Officers, Trustees, Employees or Key Persons (all as defined below) act in the Organization's best interest and the foregoing and the Organization act within the bounds of the Internal Revenue Service Code, the New York Not-For-Profit Corporation Law ("N-PCL") applicable provisions of the New York General Municipal Law ("GML") including when the Organization is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer, Trustee, Employee or Key Person or might result in a possible excess benefit transaction; and

3. Ensure compliance with the Organization's Charter Agreement including provisions related to transactions with affiliates (as defined below).

This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. Affiliate
An "affiliate" of a corporation means any entity controlled by, or in control of, such corporation.

2. Contract
Any claim, account or demand against or agreement with the Organization, express or implied, and shall include the designation of a depository of public funds and the designation of a newspaper, including, but not limited to, an official newspaper, for the publication of any notice, resolution or other proceeding where such publication is required or authorized by law.

3. Conflict of Interest
A conflict of interest may arise from any matter in which, a person to his or her knowledge, his or her Relative (as defined herein), intimate partner, a person with whom he or she is romantically involved or any organization in which he or she is serving as officer, director, trustee, partner, owner or shareholder, employee or independent contractor has a direct or indirect Financial Interest (as defined herein). Nepotism, less than arms length transactions, improper outside employment, misuse

of public and organizational resources or inappropriate favor granting or gift rendering/acceptance can all give rise to a conflict of interest.

4. Employee
A person employed by the Organization on a full-time or part-time basis. The term may also include unpaid employees (volunteers), agents or contractors, as appropriate, and to further the purposes of this policy.

5. Interested Person
Any Officer, Trustee, Employee or member of a committee with powers delegated by the Organization's Board of Trustees (the "Board of Trustees"), who has a direct or indirect Financial Interest (as defined below) is an interested person.

6. Financial Interest
A person has a 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 Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization 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 Organization is negotiating a Contract, transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial ("Compensation"). A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board of Trustees or appropriate committee decides that a conflict of interest exists.

d. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a Contract, transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial ("Compensation"). A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the Board of Trustees or appropriate committee decides that a conflict of interest exists.

e. With respect to a Contract, financial interest means, a direct or indirect pecuniary or material benefit accruing to an Officer, Trustee or Employee as the result of a Contract with the Organization. An Officer, Trustee, Employee or Key Person (as defined below) shall be deemed to have an interest in the Contract of (a) his or her spouse, minor children and dependents, except a Contract of employment with the Organization, (b) a firm, partnership or association of which such Officer, Trustee, Employee or Key Person is a member or employee, (c) a corporation of which such Officer, Trustee, Employee or Key

Person is an officer, director or employee and (d) a corporation any stock of which is owned or controlled directly or indirectly by such Officer, Trustee, Employee or Key Person.

7. Key Person

A person, other than a Trustee or Officer, whether or not an Employee of the Organization, who (i) has responsibilities, or exercises powers or influence over the Organization as a whole similar to the responsibilities, powers, or influence of Trustees and Officers; (ii) manages the Organization, or a segment of the Organization that represents a substantial portion of the activities, assets, income or expenses of the Organization; or (iii) alone or with others controls or determines a substantial portion of the Organization's capital expenditures or operating budget.

8. Officer

A person elected as an officer under the Organization's Bylaws.

9. Related Party

Any (i) Officer, Trustee, Employee or Key Person or any Affiliate of the Organization; (ii) Relative (as defined below) of any individual described in clause (i) of this paragraph; or (iii) any entity in which any individual described in clauses (i) and (ii) of this paragraph has a thirty-five percent (35%) or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of five percent (5%).

10. Related Party Transaction

Any transaction, agreement or any other arrangement in which a Related Party has a Financial Interest and in which the Organization or any Affiliate of the Organization is a participant, except that a transaction shall not be a Related Party Transaction if: (i) the transaction or the Related Party's Financial Interest in the transaction is de minimis, (ii) the transaction would not customarily be reviewed by the Board of Trustees or boards of similar organizations in the ordinary course of business and is available to others on the same or similar terms, or (iii) the transaction constitutes a benefit provided to a Related Party solely as a member of a class of the beneficiaries that the Organization intends to benefit as part of the accomplishment of its mission, which benefit is available to all similarly situated members of the same class on the same terms.

11. Relative

An individual's (i) spouse or domestic partner as defined in section 2904-a of the New York Public Health Law ("Domestic Partner"); (ii) his or her ancestors, brothers and sisters (whether whole or half blood), children (whether natural or adopted), grandchildren, great-grandchildren; or (iii) the spouse or Domestic Partner of his or her brothers, sisters, children, grandchildren, and great-grandchildren.

12. Trustee

A member of the Board of Trustees of the Organization.

Article III
Procedures

1. Duty to Disclose

a. In connection with any actual or possible Conflict of Interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the Board of Trustees or members of any committees to which the Board delegated powers considering the proposed transaction or arrangement.

b. If any Trustee or committee member is involved in a transaction at issue or whose participation in a determination would be conflicted, such Trustee or committee member shall recuse himself or herself from further participation.

c. Any Officer, Trustee or Employee who has, will have, or later acquires a Financial Interest in or whose spouse or Domestic Partner has, will have, or later acquires an Financial Interest in any actual or proposed Contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the Organization, shall publicly disclose the nature and extent of such Financial Interest in writing to his or her immediate supervisor and to the Board of Trustees as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

d. Notwithstanding the provisions of Section 1.c of this Article, disclosure shall not be required in the case of an interest in a Contract described in Section 6.b of this Article.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the Financial Interest and all material facts, and after any requested discussion with the Interested Person, he/she shall leave the Board of Trustees or committee meeting while the determination of a Conflict of Interest is discussed and voted upon. The person with the Conflict of Interest must not be present at or participate in the Board of Trustees or committee deliberation or vote on the matter giving rise to such conflict. The remaining Trustees or committee members shall decide if a Conflict of Interest exists.

3. Procedures for Addressing the Conflict of Interest

a. The Board of Trustees or committee may ask an Interested Person to present information or answer questions at a Board of Trustees 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 of Interest.

b. If a Conflict of Interest is determined to exist, 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.

c. After exercising due diligence, the Board of Trustees or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a Conflict of Interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization'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.

4. Certain Conflicts of Interest Prohibited

a. Except as set forth in Section 6 of this Article, no Officer, Trustee or Employee shall have a Financial Interest in any Contract, when such Officer, Trustee or Employee, individually or as a member of a board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the Contract or authorize or approve payment thereunder, (b) audit bills or claims under the Contract, or (c) appoint an officer or employee who has any of the powers or duties set forth above.

b. No chief fiscal officer ("CFO"), Treasurer, or his or her deputy or employee, shall have a Financial Interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the Organization.

The provisions of this Section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any Officer, Trustee or Employee in one or more positions of employment, the holding of which is not prohibited by law.

5. Certain Interests Prohibited

In accordance with N.Y. Education Law subdivision 2854(1)(f), Trustees shall comply with GML Section 804-a, attached hereto as Appendix A.

6. Exceptions

The provisions of Section 4 of this Article shall not apply to:

a.

i. The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the Organization except when the CFO, Treasurer or his or her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside all of the school districts where the Organization operates schools would be required because of the foregoing restriction, a bank or trust company within those districts may nevertheless be so designated;

ii. A Contract with a person, firm, corporation or association in which an Officer, Trustees or Employee has an interest which is prohibited solely by reason of employment as an officer or employee or appointment as a director thereof, if the remuneration of such employment will not

be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such Contract;

iii. The designation of a newspaper, including, but not limited to, an official newspaper, for the publication of any notice, resolution or other proceeding where such publication is required or authorized by law;

iv. The purchase by the Organization of real property or an interest therein, provided the purchase and the consideration therefor is approved by order of a N.Y. Supreme Court upon petition of the Board of Trustees;

v. A Contract with a membership corporation, not-for-profit corporation or other voluntary nonprofit corporation or association;

vi. A Contract in which an Officer, Trustee or Employee has a Financial Interest if such Contract was entered into prior to the time he or she was elected or appointed as such Officer, Trustee or Employee, but this Paragraph shall in no event authorize a renewal of any such contract;

vii. Employment of a duly licensed physician as school physician upon authorization by a two-thirds (2/3) vote of the Board of Trustees, notwithstanding the fact that such physician shall have an Interest in such employment;

viii. Purchases or work by the Organization, located wholly or partly within a county with a population of two hundred thousand (200,000) or less pursuant to a Contract in which a Trustee has a prohibited interest, where:

(1) the Trustee is elected and serves without salary;

(2) the purchases, in the aggregate, are less than five thousand dollars ($5,000) in one (1) fiscal year and the Board of Trustees has followed its procurement policies and procedures adopted in accordance with the Organization's Charter Agreement and the procurement process indicates that the Contract is with the lowest dollar offer;

(3) the Contract for the purchases or Organization work is approved by resolution of the Board of Trustees by the affirmative vote of each Trustee except the interested Trustee who shall abstain.

b.

i. A Contract with a corporation in which an Officer, Trustee or Employee has an interest by reason of stockholdings when less than five per centum (5%) of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Officer, Trustee or Employee;

ii. A Contract for the furnishing of public utility services when the rates or charges therefor are fixed or regulated by the N.Y. Public Service Commission;

iii. A Contract for the payment of a reasonable rental of a room or rooms owned or leased by an Officer, Trustee or Employee when the same are used in the performance of his or her official duties and are so designated as an office by the Organization;

iv. A Contract for the payment of a portion of the compensation of a private employee of an Officer or Trustee when such employee performs part time service in the official duties of the office;

v. A Contract in which an Officer, Trustee or Employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under Contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred fifty dollars ($750).

vi. A Contract with a member of a private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the Contract.

Exemptions under this Section are still subject to the other approvals and procedures in this Policy.

7. Gifts, Confidential Information; Certain Agreements

No Officer, Trustee or Employee shall:

a. directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars ($75) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her, or could reasonably be expected to influence him or her, in the performance of his or her official duties or was intended as a reward for any official action on his or her part;

b. disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests. This prohibition is not limited to Family Educational Rights and Privacy Act (FERPA) information;

c. receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Organization or any agent of the Organization over which he or she has jurisdiction or to which he or she has the power to appoint any member, officer or employee; or

d. receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any part of the Organization, whereby his or her compensation is to be dependent or contingent upon any action by the Organization or its agent with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

In addition to any penalty contained in law, any person who shall knowingly and intentionally violate this Section 7, may be fined (by governmental officials), suspended or removed from office or employment in the manner provided by law.

8. Transactions with Affiliates

In addition to the applicable requirements of the GML and N-PCL, the Organization shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease, or exchange of any property or the rendering of any service) with any Affiliate of the Organization, any Officer, Trustee or Employee, past or present, any immediate family member of the foregoing individuals, or any entity with which any such person is affiliated unless: (a) the transaction, if with an entity, is with a not-for-profit entity; (b) the terms of such transaction (considering all the facts and circumstances) are no less favorable to the Organization than those that could be obtained at the time from a person or entity that is not such an Affiliate, Officer, Trustee or employee or an individual related thereto; and, (c) the involved Officer, Trustee, or Employee must recuse him/herself from voting on or deciding any matters related to such transaction; it being understood that the Organization's authorizer may ask for third-party valuation of such transactions.

9. Violations of the Conflicts of Interest Policy

a. If the Board of Trustees or committee has reasonable cause to believe a person covered by this Policy has failed to disclose actual or possible Conflicts of Interest, or has otherwise violated this Policy, it shall inform the person of the basis for such belief and afford an opportunity to explain the alleged failure to disclose.

b. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the person has failed to disclose an actual or possible Conflict of Interest, or violated this Policy, it shall take appropriate disciplinary and corrective action, which may include removal from the Board of Trustees, removal from office or termination of employment, as applicable and after applicable procedures.

c. Any contract willfully entered into by or with the Organization in which there is an interest prohibited by Article 18 of the GML shall be null, void and wholly unenforceable.

d. Any Related Party Transaction entered into in violation of this Policy or Section 715 of the N-PCL is void or voidable at the Board of Trustees' discretion.

e. The New York State Attorney General ("AG") may bring an action to enjoin, void or rescind any Related Party Transaction or proposed Related Party Transaction that violates any provision of the N-PCL or was otherwise not reasonable or in the best interests of the Organization at the time the transaction was approved, or to seek restitution, and the removal of Trustees or Officers, or seek to require any person or entity to:
   i. Account for any profits made from such transaction, and pay them to the Organization;
   ii. Pay the Organization the value of the use of any of its property or other assets used in such transaction;
   iii. Return or replace any property or other assets lost to the Organization as a result of such transaction, together with any income or appreciation lost to the corporation by reason of such transaction, or account for any proceeds of sale of such property, and pay the proceeds to the Organization together with interest at the legal rate; and

iv. Pay, in the case of willful and intentional conduct, an amount up to double the amount of any benefit improperly obtained.

f. Any Officer, Trustee or Employee who willfully and knowingly violates GML Sections 801 (Conflicts of Interest Prohibited); and 803 (Disclosure of Interest), or any Trustee who willfully and knowingly violates GML Section 804-a (Certain Interests Prohibited), is subject to misdemeanor criminal liability under GML Section 805.

Article IV
Related Party Transactions

1. General Prohibition

The Organization shall not enter into any Related Party Transaction unless the transaction is determined by the Board of Trustees, or an authorized committee thereof, to be fair, reasonable and in the Organization's best interest at the time of such determination. Any Officer, Trustee, Employee or Key Person who has an interest in a Related Party Transaction shall disclose in good faith to the Board of Trustees, or an authorized committee thereof, the material facts concerning such interest.

2. Specific Procedures

With respect to any Related Party Transaction in which a Related Party has a substantial Financial Interest, the Board of Trustees, or an authorized committee thereof, shall:

a. Prior to entering into the transaction, consider alternative transactions to the extent available;

b. Approve the transaction by not less than a majority vote of the Trustees or committee members present at the meeting; and

c. Contemporaneously document in writing the basis for the Board of Trustees' or authorized committee's approval, including its consideration of any alternative transactions.

d. No Related Party may participate in deliberations or voting relating to a Related Party Transaction in which he or she has an interest; provided that nothing in this Policy shall prohibit the Board of Trustees or authorized committee from requesting that a Related Party present information as background or answer questions concerning a Related Party Transaction at a Board or committee meeting prior to the commencement of deliberations or voting relating thereto.

e. In an action by any person or entity other than the AG, it shall be a defense to a claim of violation of any provision of section 715 of the N-PCL that a transaction was fair, reasonable and in the Organization's best interest at the time the Organization approved the transaction.

Article V
Records of Proceedings

The minutes of the Board of Trustees meetings and meetings of all committees with Board delegated powers shall document the existence and resolution of the Conflict of Interest and 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 of Interest;
(b) The nature of the Financial Interest;
(c) Any action taken to determine whether a Conflict of Interest was present;
(d) the Board of Trustees' or committee's decision as to whether a Conflict of Interest in fact existed;
(e) The names of the persons who were present for discussions and votes relating to the transaction or arrangement;
(f) The content of the discussion including any alternatives to the proposed transaction or arrangement and
(g) A record of any votes taken in connection with the proceedings.

Article VI
Compensation

1. A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the Board of Trustees or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VII
Distribution and Annual Statements

1. **Distribution of Policy**
Each Trustee, Officer, employee and member of a committee with Board of Trustees' delegated powers shall annually sign a statement which affirms to the best of the person's knowledge that such person:

a. Has received a copy of the conflicts of interest policy;

b. Has read and understands the policy;

c. Has agreed to comply with the policy; and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Financial Disclosure

Prior to the initial election of any Trustee, and annually thereafter, such Trustee shall complete, sign and submit to the Secretary of the Organization or a designated compliance officer, a written statement identifying, to the best of the Trustee's knowledge, any entity of which such Trustee is an officer, director, trustee, member, owner (either as a sole proprietor or a partner), or employee and with which the Organization has a relationship, and any transaction in which the Organization is a participant and in which the Trustee might have a conflicting interest. Each Trustee must annually resubmit such written statement. The Secretary or the designated compliance officer shall provide a copy of all completed statements to the chair of the audit committee or, if there is no audit committee, to the Chair of the Board. The School Trustee Disclosure Report, which is part of the Organization's Annual Report to the State University of New York pursuant to the Organization's Charter Agreement shall satisfy the requirements of this Section, which are intended to comply with N-PCL subdivision 715-a(c).

Article VIII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, Contracts and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article IX
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VIII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Trustees of its responsibility for ensuring periodic reviews are conducted.

[Last Updated _____]

Appendix A

N.Y. General Municipal Law § 804-a

No member of the governing board, of a municipality shall have any interest in the development or operation of any real property located within Nassau County and developed or operated by any membership corporation originally formed for purposes among which are the following:

1. to plan for, advise, recommend, promote and in all ways encourage, alone or in concert with public officials and bodies and interested local associations, the development and establishment of any lands in Nassau County publicly owned with particular emphasis on industrial, business, commercial, residential and public uses, the augmention [augmentation]* of public revenues and furtherance of the public interest of the citizens of Nassau County;

2. to conduct studies to ascertain the needs of Nassau County as pertains to such publically [publicly]* owned lands and supporting facilities and in Nassau County generally for the purpose of aiding the County of Nassau in attracting new business, commerce and industry to it and in encouraging the development and retention of business, commerce and industry;

3. to relieve and reduce unemployment, promote and provide for additional and maximum employment, better and maintain job opportunities and instruct or train individuals to improve or develop their capabilities for such jobs;

4. to implement and engage itself in plans of development of such publically [publicly]* owned lands and other areas in connection with private companies and citizens and with public bodies and officials, and to participate in such operations, leasehold, loans, ownerships with respect to land, buildings or public facilities or interest therein as may be lawful and desirable to effectuate its corporate purposes and the best interests of the people of Nassau County.

*Bracketed words inserted by LEXIS publisher.

REQUEST 14

COMPLAINT POLICY

POLICY

It shall be the policy of TACS II Central Islip Regional High to meet the requirements of the Act governing charter schools, and all relevant regulations. Further, TACS II Central Islip Regional High will provide parents and guardians with a comprehensive process by which they may file complaints and seek remedies.

GUIDELINES FOR HANDLING COMPLAINTS

The TACS II Central Islip Regional High trustees and founding team view our students and parents -- and their satisfaction -- as our number one priority. We aim to create an environment that invites praise and commendation for our successes, and constructive criticism for our occasional mistakes. If you think our school or one of our employees is doing a great job, we would love to hear from you. On the other hand, in the event that you have a grievance regarding our school or an employee, we want an opportunity to address your concern.

Please use the following procedure if you would like to submit a complaint to TACS II Central Islip Regional High:

If Your Complaint Alleges That The School Violated Its Charter or A Provision of Law Relating To The Management Or Operation of The School, then:

1. Parents and guardians may submit a written complaint building principal, or to the Board of Trustees of TACS II Central Islip Regional High. The address of the board of trustees is:

Board of Trustees
TACS II Central Islip Regional High
To Be Determined
Central Islip, New York [Zip Code TBD]

(Complaints prior to the establishment of a permanent address may be submitted to the address below)

Board of Trustees

The Academy Charter School

117 North Franklin Street

Hempstead, New York 11550

Complaints will be reviewed by the building principal and/or Chief Academic Officer to determine the appropriate level for review and resolution.

2. The Board of Trustees will make every effort to respond to your complaint in a timely manner, usually within 60 days. The Board may, in its discretion, investigate your complaint on its own or the Board may delegate the investigation to a third party. To help insure a thorough and timely response, your complaint should include: (i) a detailed statement of the nature of your grievance (including the law or provision of the charter that you allege has been violated); (ii) if applicable, the names of the individuals involved, and the time, date and place the relevant incidents(s) occurred; (iii) copies of any relevant correspondence or documents; (iv) what action or relief you are seeking; and (v) your name, address and telephone number.

3. The Board of Trustees will provide you with a written response to your complaint, usually within 60 days, a notice that you can have your complaint reviewed by the SUNY Charter Schools Institute, and a copy of the Complaint Process of the Charter School Institute (a copy is attached hereto). If you are unsatisfied with the response of the Board of Trustees of TACS II Central Islip Regional High, and your complaint alleges a violation of law or a provision of the school's charter, you may submit your written complaint to the Charter Schools Institute on behalf of the State University of New York Board of Trustees (The Charter Schools Institute is the New York state governmental entity that monitors TACS II Central Islip Regional High). The address of the Charter Schools Institute is:

SUNY Charter Schools Institute

Attn: Grievance Desk

H. Carl McCall SUNY Bldg.

353 Broadway

Albany, New York 12246

Please note that you must include a copy of the written response from the Board to your complaint. The Charter Schools Institute does not have the power to review your complaint if you fail to allege a violation of law or a violation of the school's charter. To help insure a thorough and timely response from the Charter Schools Institute, your complaint should include: (i) a detailed statement of the nature of your grievance (including the law or provision of the charter that you allege has been violated); (ii) what response, if any, you received from the Board of Trustees of TACS II Central Islip Regional High; (iii) copies of any correspondence between you and the Board of Trustees; (iv) what action or relief

you are seeking; and (v) your name, address, email address and telephone number.

To assist you in writing your grievance, the Charter Schools Institute has created a grievance form that is available on its website, which you can use when submitting grievances to it (https://www.newyorkcharters.org/contact-us/complaint-process-foil-requests/). A copy of the form is attached hereto and is also available at TACS II Central Islip Regional High. The form is not mandatory; it is provided as a convenience to you.

4. The Charter Schools Institute will provide you with a written response. If you are unsatisfied with the Charter Schools Institute's response to your complaint, you have the right to "appeal" to the State Education Department of New York on behalf of the New York State Board of Regents. The address for the State Education Department is:

Charter Schools Office

New York State Education Department

89 Washington Ave.

Albany, New York 12234

Your correspondence must be clearly marked as a charter school complaint. The State Education Department has its own guidelines and procedures for reviewing complaints. Therefore, you should consult the State Education Department staff in the Charter Schools Office before submitting your complaint to them. The process for bringing a complaint to the Board of Regents can be found here: http://www.nysed.gov/charter-schools/complaint-process.

REQUEST 14

BOARD MEMBER RESUMES

The board of trustees for the proposed charter school comprises individuals with extensive experience and expertise in all aspects of charter school governance. Trustees have extensive familiarity with the Academy instructional model and the operational and financial needs and capabilities of the education corporation. Trustee resumes are attached.

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

Carol A. Hanson-Beckles

[redacted]

DOROTHY BURTON

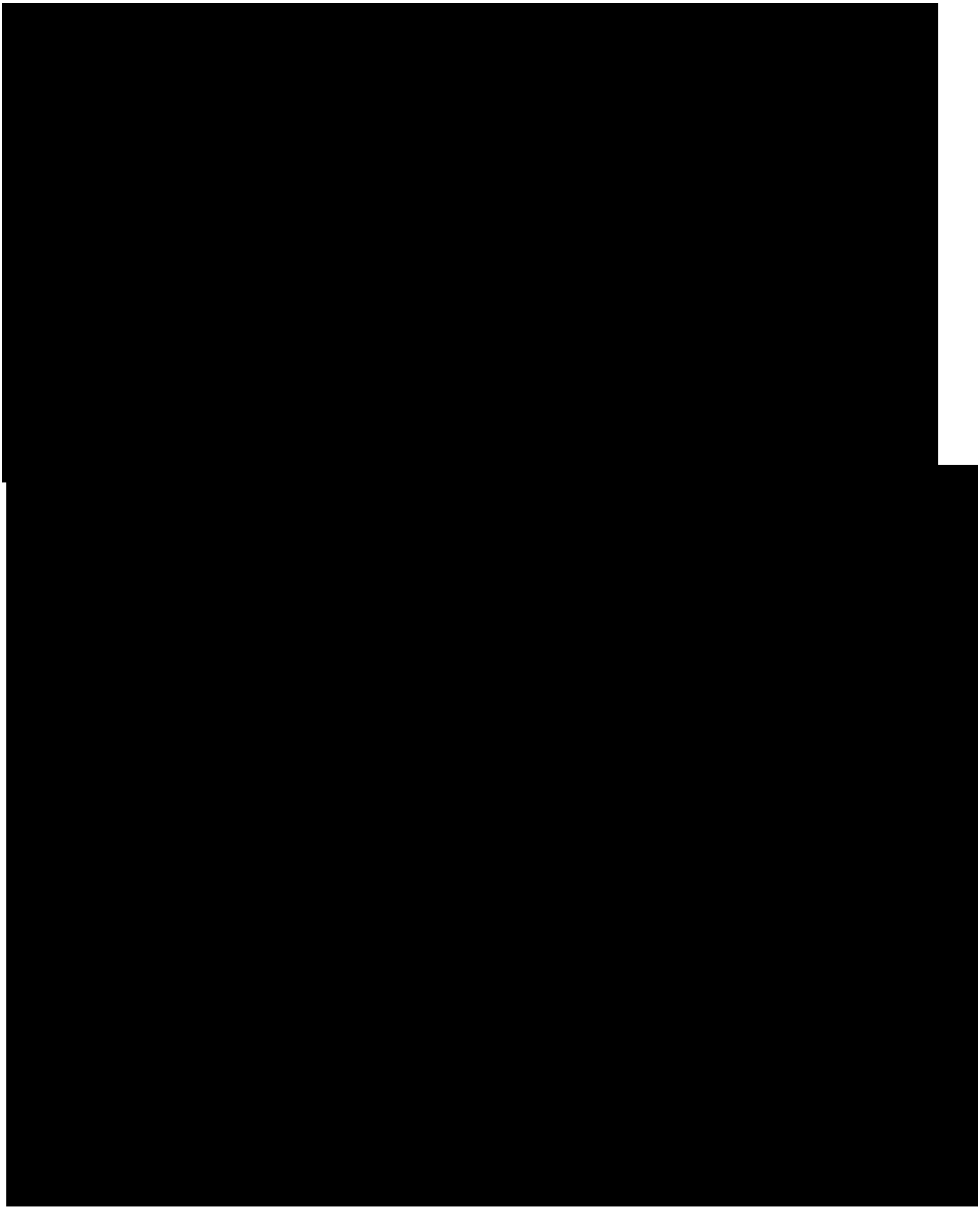
[redacted]

[redacted]

[redacted]

MARIE M. GRAHAM, ESQ., C.P.A.

[redacted]



CLAUDETTE HARRISON

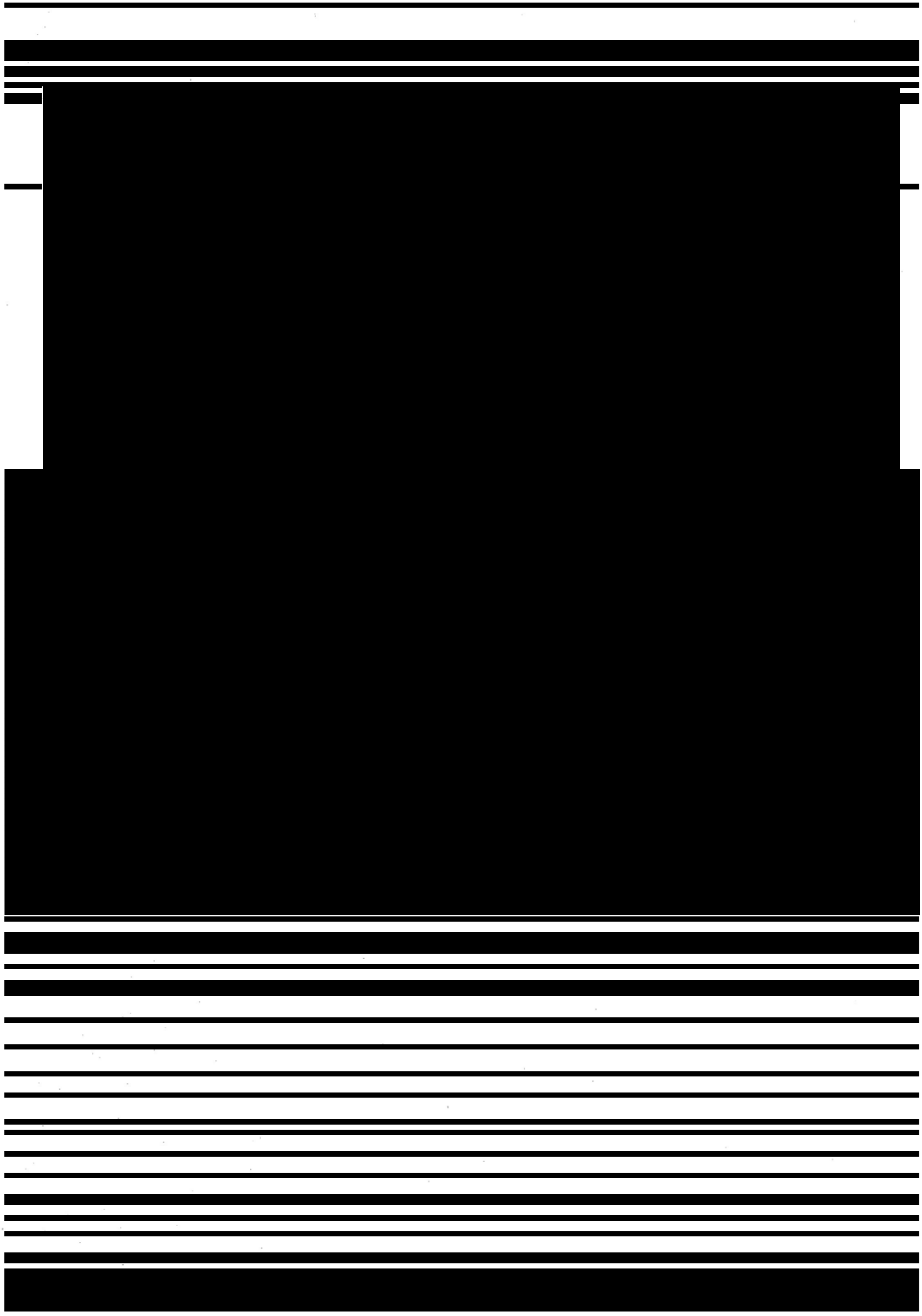
[redacted]

Roderick Roberts

[redacted]

STEPHEN ROWLEY

[redacted]



Dawn West-Bloise
[redacted]

[redacted]

[redacted]

Robert T. Stewart

[redacted]

[redacted]

[redacted]

REQUEST 14

BOARD MEMBER RFI FORMS

TACS II is an existing SUNY-authorized education corporation. This request is not applicable.

REQUEST 15

DISTRICT AND SCHOOL RELATIONS

The Academy Charter School (TACS) education corporation operates charter schools in the Long Island, New York districts of Hempstead, Uniondale and Wyandanch, serving over 4,000 students in Nassau and Suffolk counties. To deliver our instructional program, we rely on districts to provide essential services to our public school students in a manner that supports high academic achievement, social and emotional development, and personal safety. Each of these priorities anchor our daily, short-term and long-term practice. We pride ourselves on establishing core policies, procedures, and systems of operation that forward our students in each of these respects. The TACS II education corporation, with responsibility for Suffolk County schools on eastern Long Island, comprises more than 150 instructional and operations team members with experience and expertise in all aspects of liaising with public school districts, inclusive of coordinating transportation services, reporting attendance, processing payments, collaborative scheduling, and community engagement. Within TACS II, our Shared Services Team assumes responsibility for planning and coordinating efforts across all schools. Our efforts are executed by school principals working in tandem with their respective Directors of Operations who lead support teams in liaising with district personnel.

Essential district services to charter schools range from the timely processing of allocations to bus service for students who reside outside of our districts of location. Our principals and school operations team rely on support from district teams each day. Without timely and collaborative support from districts in the areas of fiscal and school-based operations, our efficiency would be greatly diminished. To that end, we endeavor to conduct ourselves and use processes that simplify supporting our students. This is the most fundamental context of the relationship between districts and charter schools. Beyond operations, as a charter school granted the authority to serve students, we have as part of our core charge to share the best of what we do with each of our neighboring learning communities.

TACS respects the hard work done in school districts every day to deliver services to all students. We further recognize that district schools operate with more constraints than charter schools. It is precisely this freedom from specific constraints which has informed The Academy approach to community engagement, parental involvement, professional development, data-driven assessment, and instructional innovation (including offering classes in career and technical education). These are the areas where what students and community have taught us; what regulatory freedom has shown us; and what our teams have built can be of use to districts.

Our Chief Academic Officer and our respective building principals establish common ground, shared principles, and compatible objectives. Our core commitment, given the high achievement of Academy graduates and students, is to share what we've learned since launching in 2009. The last 15 years have been instructive for us in ways that surprised our most experienced educators and administrators. We believe that school leaders in Brentwood will embrace our offerings in the same manner as their colleagues in Hempstead, Uniondale, and Wyandanch.

TACS academic leaders currently use several strategies to build ties with districts and schools. The following charts identify strategies for building relationships with districts and schools, respectively.

(a) District Relationship Strategies

STRATEGIES TO SHARE BEST PRACTICES AND INNOVATIONS

Strategic Goal	Initiative Name	Education Corporation Lead	Launch Date
Increase Regional Cooperation	Middle Island Education Community	Chief Academic Officer (CAO)	Spring 2026
Strengthen Co-Curricular Parental Involvement	Nassau-Suffolk County Parents Co-Curricular Collective	CAO; Principal; Family Workers	Spring 2027
Increase Instructional Innovation in Science and Social Studies	3i Delta Group	Principal; CAO; Chief Technology Officer; Senior Director of Operations	Summer 2027
Share Professional Development Opportunities	TASC Open PD	CAO; Principal; Chief Development Officer (CDO)	Summer 2027

(b) School Partnership Strategies

STRATEGIES FOR PARTNERSHIP PLANS

Strategic Goal	Initiative Name	Education Corporation Lead	Timeline
Open Engagement	Network District Virtual Breakfast	Chief Executive Officer; CAO	Spring 2026
Community Outreach and Engagement	TACS Open Community	CDO	Spring 2026
Leverage Competition for Improved Performance	Regional Technology Expo	Principals	Summer 2029

TACS II school leadership teams will continue to use each of these strategies in all schools, as well as in the proposed school in Brentwood. In addition to these established practices, we will solicit feedback from the community on ways to improve, refine or expand the plans. Areas for growth currently under consideration by teams across the education corporation include subject-based collaborations targeting math instruction; goal-oriented collaborations intended to improve hiring diversity, staff onboarding, and general human resource procedures.

REQUEST 16

FACILITY NEEDS

The proposed charter school, TACS II Central Islip Regional High, will serve 125 students in 2027-2028 (Year 1) and grow to enroll 600 students in 2031-2032 (Year 5). Traditionally, the education corporation has entered into agreements for spaces which accommodate the full instructional and operational plan of the school at full capacity. This practice requires intensive short-term planning and diligence with respect to site selections and navigating the local regulatory environment. Securing such spaces reduces the likelihood of costly relocations. Therefore, to the greatest extent possible, we seek to secure spaces that meet our long-term goals at the outset.

Given the complexity of real estate leasing and acquisition, the education corporation has historically entered into short-term leases with the intent to purchase facilities for the longer term. A cornerstone of each of our schools are iconic facilities recognized by community members, staff, faculty, and authorizers for design, space, lighting, cleanliness and organization. Our signature facilities shared common features instantly recognizable to and appreciated by our community members. We are committed to establishing an educational space in Central Islip which rises to that standard. The spatial requirements for high school tend to be uniquely demanding. Our founding team and architectural partners have extensive experience in designing high schools with CTE curricular offerings. TACS II Uniondale offers students numerous career pathways that will be on offer at TACS II Central Islip Regional High, including culinary arts and drone technology.

At the time of the drafting of this application, our founding team had not finalized terms for a site for the 2027-2028 school year. Our team is working closely with our architect partners and various community liaisons to identify viable locations for the school to be housed. TACS II Central Islip Regional High will replicate TACS I Uniondale. As such, the ideal space ranges from 24,750 square feet (approximately 55 square feet per student at full capacity) to 42,000 square feet (approximately 70 square feet per student at full capacity). The educational program that we require can be fully supported within such a space. The high school campus for TACS I Uniondale is a 93,000 square foot facility customized to provide students with a world class opportunity to learn, lead, and serve.

The instructional model for TACS II Central Islip Regional High calls for the opening of 5 classes in grade 9 beginning in Fall 2027. We will add five classes in Year 2, and 5 more in Year 3. Our founding team recognizes that even with considerable lead time, an ideal space is not guaranteed. Therefore, our contingency planning is informed by previous experience in Uniondale and in Wyandanch where full-size spaces were not available, and relocations were required.

In both instances, TACS I Uniondale and TACS II Wyandanch were able to secure additional facility space. TACS I Uniondale is a K-12 school on a single campus in Uniondale, New York. The construction of the TACS I Uniondale high school facility was the result of focused, efficient, and highly competent collaboration by our founding team, architectural and construction partners. The Uniondale high school expansion was executed in 2021 and allowed The Academy to develop a sound CTE program serving grades 9-12. Similarly, TACS II Wyandanch is presently housed at two sites in Wyandanch. The organizational shifts to accommodate changing facility conditions (space in Uniondale, infrastructure in

Wyandanch) created challenges for staff, parents and families, and students. Academically, however, Academy students at TACS I Uniondale and TACS II Wyandanch significantly outperform district and state peers in ELA and mathematics. Our founding team also works closely with school-based personnel to anticipate and meet needs around transportation, sustainable attendance, and continuing engagement owing to changes. In Uniondale, this was less of a problem due to the unique geography of that community. In Wyandanch, our teams have been able to overcome changes because that community is significantly smaller than districts like Hempstead or Brentwood. Student retention and staff retention has remained high at both institutions, and we envision similar continuities whatever the outcomes in Brentwood.

FACILITY SELECTION

TACS II uses a common facility selection process across all locations. The education corporation and founding team have significant real estate and finance experience, including site selection, acquisition and bond financing. For example, the TACS I Hempstead elementary school is presently housed in a single 35,000 square foot facility at 117 N. Franklin Street that serves grades K through 8. The building contains eighteen classrooms. Additionally, the space provides an art room, science lab, music room, gymnasium, and cafeteria. This space provides us with the opportunity to further implement our school's educational program, while also providing our students with many amenities we did not enjoy at our initial location and that are uncommon in traditional public schools in the Hempstead school district. As stated previously, TACS I Uniondale's high school grades occupy a 93,000 square foot facility crafted to deliver a high-quality and rigorous CTE program, as well as traditional college preparatory instruction.

The team has not yet identified a facility for use but has outlined the requirements to meet the needs of the educational program. We do not intend to seek space within a district school. Our trustees and team members recognize space is limited and soliciting space does not engender good will within communities. Our average classroom size is approximately 900 square feet. The education corporation will also comply with all health, safety, sanitation and building code requirements of NYSED. In addition to line items for rental expense, we have established line items for meeting compliance needs under repairs and maintenance. The school will follow all existing procedures established within the education corporation to ensure compliance.

FACILITY-RELATED CONFLICTS OF INTEREST

The TACS II education corporation will lease the proposed facility. The lease agreement will follow those established and in force at previously constructed facilities. The education corporation will enter into a short-term lease, typically for two to three years, and then pursue a facility purchase with funding obtained through the bond market and based on the continued viability of our educational model and increasing student demand.

At present, there are no conflicts of interest between education corporation members and any potential property owners. Our process to surface and avoid such conflicts is under the authority of our Chief Legal and Compliance Officer (CLCO) and independent counsel to the school. The board of trustees receives reports on and engages in, as deemed necessary, negotiations and transactions based on Academy by-

laws and code of ethics. Lead Shared Services Team members on this work will be our Chief Development Officer, Group Chief Financial Officer and CLCO. Further, trustees are expected to disclose the potential for any conflict of interest at a stage that does not jeopardize the independence of the board or contribute to the perception of impropriety by a trustee individually or the board. The school retains counsel to advise on matters that may pose a conflict, and on the exercise of recusal or other options which may include removal of a trustee for failing to the adhere to the code of ethics.

The team is presently working to identify a facility at a competitive market rate. An independent appraisal of fair market value will be provided to the Institute upon request. The education corporation assures that no trustees will have an ownership interest in the facility.

ADDITIONAL FACILITY INFORMATION

Additional facility information will be provided as it becomes available. At present, no site has been selected. Maps, blueprints, estimates, and related supporting documentation will be provided to the New York State Education Department and the SUNY Charter Schools Institute for approval upon availability. Our founding team members has an extensive track record of working closely with the New York State Education Department on facilities. All facilities are reviewed and approved by a certified architect as part of the process of submission to the New York State Education Department. The architect's letter of continuing support for this project is included as Response R-16d – Facility Documents.

In addition, whereas proposed preliminary expenses for the facility (for example, a base rental expense of $1M), additional costs for repairs, improvements and security over the course of the first charter term, are included herein (See Responses R-21ad (Fiscal Soundness) and R-21e (Budget Template) and R-21e1 (Consolidated Budget for TACS II Wyandanch and TACS II Central Islip Regional High), a revised narrative and budget will be submitted upon selection of a final site for TACS II Central Islip Regional High.

DAVID LAUREN ASSOCIATES LTD.
Development Consultants

The Academy Charter School
333 Earle Ovington Blvd. Suite 704
Uniondale, New York 11553

March 31, 2025

Re: Site Search To Locate Facilities for Future K-12 Operations
Of Charter Schools in Brentwood & Central Islip

Gentlemen:

Pursuant to your request, we have conducted a search of properties in the above referenced areas for future K-12 Charter School Facilities. We have determined that there are available and feasible sites to accommodate your needs. The available sites would generally include long term leases of existing buildings, with the ability to alter and construct the needed facilities in a feasible, cost effective manner, pursuant to all rules and regulations.

We are familiar with the NYSED regulations as well as the applicable NYS Rules and Regulations. Note that we have successfully assisted The Academy Charter School and its affiliates with the acquisition, design and development of 10 previous facilities over the past decade.

If you have any questions or need any further information, please contact me.

[redacted]

[redacted]

REQUEST 17

FOOD SERVICES

The Academy Charter Schools education corporations operate charter schools in the Long Island, New York districts of Hempstead, Uniondale and Wyandanch, serving over 4,000 students in Nassau and Suffolk counties.

The food services policy of the proposed charter school shall be aligned with each existing Academy school and the education corporation. TACS II Central Islip Regional High will provide students breakfast, lunch and a morning and afternoon snack. TACS II Central Islip Regional High will participate in the Federal Free- and Reduced-Priced breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture. The school will not participate in food service programs offered by the Brentwood school district.

We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. All food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. Each of our meals is crafted with the purpose of meeting and exceeding guidelines established by the United States Department of Agriculture (USDA).

TACS II Central Islip Regional High will hire cafeteria staff to provide food services to students on site. The long-standing policy of the education corporation has been to hire staff to provide the best and freshest meals possible for students. We expect the school will have its own food service facilities, including kitchen and cafeteria accommodations that will be shared by all programs within the school. We continue to seek out the best providers of high-quality foods and beverages for our students.

On a related note, we continue to be strongly encouraged by year-over-year returns in the culinary program at the TACS I Uniondale campus. We believe that a comparable program may be developed among middle school students in Brentwood should the school experience comparable success. The opportunity for students to have authentic farm to table experiences can be tremendously impactful in their overall learning. Our instructional leadership teams will be working to develop age-appropriate programs for youth upon final selection of a site and resource coordination by the Shared Services Team (SST).

Ongoing responsibility for oversight and quality control of the education corporation food services program will be coordinated through the SST Senior Director of Operations and a school-based operations associate. Regular reports on program operations will be issued to the Chief Development Officer and incorporated into reporting to the Board of Trustees, as necessary.

REQUEST 18

HEALTH SERVICES

The health policy of TACS II Central Islip Regional High will align with the existing policies of the education corporation, and TACS I schools: TACS I Hempstead and TACS I Uniondale. This draft policy clarifies elements within the existing policy and incorporates language from various schools.

TACS II Central Islip Regional High shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The school shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where TACS II Central Islip Regional High will be located. This will be done, if possible, through a contractual arrangement with the Central Islip School District (CISD) office to supplement the level of health services mandated to be provided to TACS II Central Islip Regional High in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

SARS-COVID-2: The education corporation (through the Shared Services Team) and TACS II Central Islip Regional High staff will work closely to coordinate screening, diagnostic, and reporting efforts to mitigate the spread of the virus and derivative strains. During the 2019-2020 school years, trustees of The Academy Charter Schools allocated considerable funding to several measures intended to ensure the safety of all community members. Those measures included the purchase of sanitization stations at all points of entrance and egress from buildings; increased numbers of hand sanitizing stations; dedicated screening at building entrances; additional signage to remind staff and students of the importance of repeated hand washing; procurement of masks and face screens; hiring dozens of monitors to support on-site learning during remote instruction times; establishment of dedicated on-site instructional spaces to support families unable to work from home; and technology enhancements to support families unable or unwilling to participate in on-site instruction.

Taken together, these many initiatives allowed The Academy Charter School in Hempstead and Uniondale to preserve instructional coherence, teacher retention, teacher and student attendance, and overall satisfaction. In the event of recurrences, the education corporation is prepared to meet the needs of students, families, and staff at TACS II Central Islip Regional High. While conditions from the global pandemic have receded, our teams remain aware that recurrences of new and similar contagions may impact our communities again.

Staff: The district of location will provide nursing services to the school. TACS II Central Islip Regional High will not hire a nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). BUFSD will provide nursing services to the school. In the nurse's absence these responsibilities will become that of the Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities. Hearing and vision testing will be done on all new students by qualified individuals of the NYS Department of Health (NYSDOH). A review of student immunizations requirements and the proper supporting documents shall

be completed for all new students. School staff will work with the NYSDOH, local school districts, and other appropriate authorities to provide these services.

TACS II Central Islip Regional High, in accordance with NYS law, requires that each student entering the school have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose].

Before a child can be permitted to enter or attend TACS II Central Islip Regional High, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent A-91 Charter Application Module Appendix 2009 or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator: TACS II Central Islip Regional High, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in the school and at any TACS II Central Islip Regional High-sponsored events at other locations. It shall be the responsibility of the school to contact medical services through 911.

Medication Delivery System Procedures: TACS II Central Islip Regional High will establish a secure, easy to understand, and safe medication delivery system. The nurse, with support from the TACS II Central Islip Regional High principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. TACS II Central Islip Regional High will avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

Pharmacies: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of TACS II Central Islip Regional High staff; and (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that

the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders: TACS II Central Islip Regional High requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status. Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number. The nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery A-92 Charter Application Module Appendix 2009 should not be delayed pending this information, unless such information is essential to the safe administration of the medication. Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage: (1) The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber; (2) When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed: (a) Contact parent regarding need for written order from a licensed prescriber; (b) Contact licensed prescriber to obtain verbal permission to administer medication; (c) Request fax or written orders to be received within 48 hours; (d) Contact parent and discontinue medication if written orders are not received in 48 hours; and (d) Document above steps. Parental Responsibility: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container. Prescription medications: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions.

OTC Medications: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and (5) Education of families regarding the TACS II Central Islip Regional High medication protocols is an ongoing responsibility of TACS II Central Islip Regional High.

Medication Administration: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later

than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise TACS II Central Islip Regional High if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time; (2) If a student fails to come for a dose, the A-93 Charter Application Module Appendix 2009 administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, TACS II Central Islip Regional High will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose; accordingly, (3) If students chronically fail to come for medications, the nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication; (4) Ongoing communication and collaboration between the school and parents will occur to assist students in assuming personal responsibility for their health behaviors; (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, TACS II Central Islip Regional High will send a confirmation to the parent with a copy to the prescriber of the school's intention to discontinue the medication on the parent's request; and (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication: (1) No medication will be brought into TACS II Central Islip Regional High without informing the nurse and the building principal. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of TACS II Central Islip Regional High. Whenever possible, medication storage units will be secured to the wall or floor and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when requests are made by a parent and physician either for a student to carry and self-administer medications because of the emerging nature of the health problem, or the severity of the health condition.

Carry and Self-administer Medication: If the TACS II Central Islip Regional High nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria: (1) Severity of health care problems, particularly asthmatic or allergic conditions; (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer; (3) Parent statement requesting compliance with licensed prescriber's order; (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school; (5) School nursing assessment that student is self-directed to carry and self- A-94 Charter Application Module Appendix 2009 administer her/his medication properly; and (6) Parent contact made to clarify parental

responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented. Any student self-administering medication without proper authorization will be counseled by the nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents. Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products: TACS II Central Islip Regional High will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

Ongoing responsibility for oversight and quality control of the education corporation health services program will be coordinated through the shared services teams' Senior Director of Operations, building principal, and a school-based operations associate. Regular reports on program operations will be issued to the Chief Development Officer and incorporated into reporting to the Board of Trustees, as necessary.

REQUEST 19

TRANSPORTATION

The transportation policy of TACS II Central Islip Regional High will be to ensure transportation services for all students pursuant to the provisions in Education Law §3635.[1] The local school district of residence is responsible for providing transportation within the provisions of the law. Often districts of reduced size do not provide transportation services. Central Islip School District does provide busing for students in grades 9 through 12 living more than 1.5 miles from the closest designated gate of school assigned.[2]

Students attending TACS II Central Islip Regional High from other cities, towns and hamlets that provide busing services will receive a schedule disseminated to parents at the beginning of the school year. Parents/guardians must contact their individual school district's transportation department for assistance immediately upon registering for TACS II Brentwood Elementary.

This proposal does assume that some significant number of students could enroll from districts other than Central Islip. The founding team will make arrangements mirroring existing agreements at TACS I Hempstead and TACS I Uniondale in the event students from other districts enroll. Under those agreements, students eligible to enroll but otherwise ineligible for public transportation from the district of location would receive transportation services from the sending district.

Ongoing responsibility for oversight and quality control of the education corporation transportation services program will be coordinated through the shared services teams' Senior Director of Operations and a school-based operations associate. Regular reports on program operations will be issued to the Chief Development Officer and incorporated into reporting to the Board of Trustees, as necessary.

[1] http://www.p12.nysed.gov/schoolbus/education_law/html/Education_Law_3635-1e.html
[2] https://www.centralislip.k12.ny.us/leadership/transportation

REQUEST 20

INSURANCE

The Academy Charter School II education corporation will carry comprehensive insurance coverage for The Academy Charter School II – Central Islip Regional High (TACS II Central Islip Regional High). The education corporation presently insures through a number of agencies to ensure competitive pricing. Policies held include:

- Commercial General Liability
  - Damages to Rented Premises
  - Medical Expenses
  - Personal and Adverse Injury
  - General Aggregate
  - Products
- Automobile Liability
  - Hired Autos
  - Non-Owned Autos
- Commercial Package Liability
- Criminal Liability or Commercial Crime Insurance
- Cyber Liability Insurance
- Educator's Liability
- Excess Liability
- Workers' Compensation

Commercial General Liability is comprehensive insurance for the education corporation and schools that provides coverage for bodily injury, personal injury, or property damage caused by school operations (or related commerce) products, or injuries that occur on the premises.

Automobile Liability is typically insured at up to $1,000,000 (Combined Single Limit). Whereas premiums for this type of policy are higher, coverage is more expansive. The education corporation makes use of various vehicles throughout the year, particularly for high school and middle school events. Team members may have cause to rent autos for limited usage in support of TACS II Central Islip Regional High. Coverage is for hired and non-owned autos only.

Commercial Package Liability is a policy that combines multiple policies and is intended as a cost-saver for medium-sized employers.

Cyber Liability is a more recent addition to the coverage portfolio that insures significant technology investments made by the education corporation; and provides protection against cyber thieves and ransomware attacks. As part of the education corporation response to COVID-19, significant purchases of hardware and software were made to ensure full community access to our new virtual learning environment. Cyber liability mitigates risk taken on by the Academy to build an equitable foundation for

families that may have been lacking computing, connecting, and cam resources to receive continuous and comprehensive instruction.

Educators Liability provides coverage for teachers and the education corporation in the event of some definite injury involving wrongful conduct that gives rise to civil liability.

Excess Liability provides coverage at higher-than-average limits to minimize the consequences of catastrophic events. The Academy policy provides protection up to $10,000,000 for each occurrence and in the aggregate.

Workers' Compensation provides wage replacement and medical benefits to employees injured in the line of duty, in lieu of the right to bring legal actions against the employer. The Academy provides for insurance up to $1,000,000 for each incident.

A Certificate of Liability Insurance for FY 2025 is attached, and updates are available upon request.

Anticipated annual insurance premiums are presented in the proposal budget. Please see Response R-21e – Budget Template.xlsx.

REQUEST 21

BUDGET NARRATIVE

The budget for the proposed TACS II Central Islip Regional High replicates the instructional design of TACS I Uniondale (at the high school level with respect to offering CTE instruction), and is grounded in core Academy principles: sound and conservative budgeting, clear and robust alignment with the instructional program, and measured growth based on the continuing development of internal staff and faculty capacity.

At each stage of the budget, the education corporation anticipates solid operating surpluses. Moreover, TACS II Central Islip Regional High projects annual surpluses in Year 1, and 3 through 5. The budget projects a cumulative surplus at the end of the charter term as well. The full instructional program is supported under this design. The model sets aside substantial revenues for short-term facility leasing, and all compliance requirements are fully funded, from special education mandates to dissolution escrow accounts. The budget is designed along the same principles as the highly effective and fiscally sound schools which precede the formation of the school.

The proposed charter school will enroll 125 students in grade 9 in Year 1. By Year 5, TACS II Central Islip Regional High will serve 600 students in grades 9-12. Each grade comprises classes of 25 students. In Year 1, we begin with 5 grade 9 classes. In Year 2, 5 classes of grade 10 will be added. Five additional classes serving grade 11 will be added in Year 3. In Year 3, a sixth class will be added to each of grades 9 through 11. The number of overall classes grows from 5 to 24 by Year 4.

The present configuration of the budget does not assume a wide distribution across various Long Island communities. Our founding team and outreach teams are working, however, to build broad community support in and around Central Islip in anticipation of an August 2027 launch. Our financial team projects a district annual operating budget of $283,208,360 for the 2027-2028 school year. (*Note: The currently available template begins Year 1 in 2026-2027*.) The most recently approved budget for Central Islip (voted in 2023) approved a proposal for $252,864,607. Our projected Year 1 district budget assumes annual three percent increases from 2023 forward. In budgeting for the proposed school, we also assume a traditional three percent increase in revenue across districts. We use this three percent assumption one time to set our Year 1 assumption on Fiscal Impact (See R-21 – Budget Template, Tab 2) Enrollment Chart), and assume level funding within the budget. As a practical matter, the approved budgets are unlikely to be lower than the projected numbers given our conservative assumptions. On this basis, we believe the proposed budget is fundamentally sound and likely to provide the public and authorizers with a reasonable estimate of the fiscal impact of the proposed charter school.

START-UP BUDGET PLAN

During the pre-opening period running from July 1, 2026 through June 30, 2027, our budget does not assume CSP funding. The result is a shortfall of $357,719. The founding team anticipates receiving funding from several sources which have provided support over the past several years. We believe those funding

sources will offset some degree of expenses incurred during this period. In the event these anticipated funds are unavailable, mutually agreeable financing terms could be arranged between the schools under TACS II. Neither the board of trustees nor the SST leadership envision such a need. Key expenses during the period include the salary of the principal ($77,500), staff recruitment ($85,000), and student transportation ($25,000). Other essential costs mirror those established in the pre-opening budget for TACS I Uniondale.

OUTLOOK AT THE CLOSE OF THE INITIAL CHARTER TERM

A fiscally sound budget must make as much sense in the Pre-Opening Period as it does in Year 5. Over the initial charter term, as enrollment and supporting expenses grow, there is an overall increase in net income. Due to the Plus 1 launch of TACS II Central Islip, we believe that additional revenues across the TACS II education corporation will be sufficient to offset the traditionally heavy expense of high school operation. Moreover, as this school will provide comprehensive CTE offerings, costs are higher than average – even for high schools. Therefore, an otherwise fundamentally sound budget projects a Year 1 deficit of $370.049. This modest deficit does not jeopardize the full implementation of the instructional program or the operational support to be provided through TACS II and the Shared Services Team. Moreover, our contingency plan permits room to claw back revenue across several line items including facilities, consulting, and various professional service fees which may not be immediately urgent for the school, or where terms may have more flexibility.

In Year 2, the school's operating expenses will grow significantly to $9.4M on the basis of increases to personnel (Fringe Benefits grow from $643K to $1.04M). Instructional leadership ramps up in Year 2 and costs increase from $1.75M covering 21.5 FTE's to $2.96M covering 36 FTEs. We project that revenues to meet these new expenses will be covered in part by the education corporation and by our philanthropic partners. In Year 3, annual deficits decline rapidly from a peak of $2.7M to less than $120,000. In Years 4 and 5, expected annual surpluses are $2.29M and $1.74M, respectively.

In 2030-31 (on the template, but Year 4 or 2031-32), TACS II Central Islip will be at full enrollment and serving 600 students in grades 9 through 12. The instructional program will be at full implementation, with leadership. Funds have been reserved to meet facility financing costs over the charter term. Further, to support the operational needs of each school, our Shared Services Team distributes services and shares costs as needed across schools. The model alleviates the burden of isolation borne by so many individual charter schools. The shared services approach is fundamental to our short and long-term fiscal soundness.

In addition, it is important to evaluate the financial soundness of this application in light of its relationship to the TACS 2 education corporation. High schools are prohibitively expensive to operate without models that provide for reliable enrollment and economies of scale. Within TACS 2, the projected net income for the education corporation in Year 4 is $3,026,582, and $2,428,449 in Year 5. These numbers assume no other approvals or expansion of the education corporation. In such a scenario, and assuming that student achievement meets or exceeds current practice, The Academy Charter School II Central Islip would be on solid footing in pursuit of its first renewal.

FINANCIAL PLANNING

The financial planning, guidance and oversight process are the principal responsibilities of the board treasurer, board chairperson, and the Group Chief Financial Officer (GCFO) of the SST. Working in tandem,

the GFCO leads SST and school-based needs assessment, reporting and oversight to ensure the SST and the board of trustees have timely, accurate and actionable information about the short-term and long-term financial condition of the school. The GCFO builds monthly and quarterly briefings for the board of trustees on school finances and initiates the annual planning cycle. Trustees serving on the finance committee of the board meet regularly with the GCFO outside of scheduled meetings. Systems of broader accountability and transparency have been developed and are in place. We anticipate the creation of new positions across the organization may result in a review of existing policies and practices.

Internal Controls

In order to confirm that management reports accurately reflect the School finances, all PO's, non-cash Revenue Forms, and School-based account activity must be forward to BoostED Financial Accounting. (The Accounting department refers to this as "Accruals.") The Accounting department will depreciate fixed assets, calculate management fees, book any interest expense and address any other items required to ensure accurate financial statements for the School. Financial reports for the preceding month will be mailed from the Accounting Department to the Campus Director of Finance (CDiF), Principal and School Operations team by the 25th of each month. These reports include:

- YTD Profit & Loss – Budget vs. Actual
- YTD Profit & Loss – Budget vs. Actual Variance Analysis
- Balance Sheet – Current vs. Prior Year-End
- Balance Sheet - Current vs. Prior Year- End Variance Analysis
- Statement of Cash Flows
- Capital Expenditures
- Accounts Receivable, if applicable

Reviewing Reports

The CDiF, Principal and School Operations team review these reports and do the following:

- Provide feedback and substantiation to correct any misallocation for misclassification of items.
- Evaluate levels of spending vs. current budget to estimate future expenditures or request budget amendments (see section 13, Budgeting for more details.)
- Evaluate the necessity of each expenditure and implement procedures to correct for any inappropriate or unnecessary expenditure.
- Provide feedback for designing the next year's budget usual actual expenditures as guidelines.

Steps for Evaluating Reports

In order to properly assess reports, the CDiF, Principal and School Operations teams follow these steps:

1) Scan report for items that are unusually over or under budget or otherwise might need attention based on related circumstances.

2) Look to corresponding categories on the General Ledger Trial Balance for a line byline detail of what made up the month's expenses of revenues.

3) Look to the Payroll Report, Purchase Orders, Accounting Department Check Requests Expense Reimbursements and other documents, which provide further detail on the lines for the General Ledger Trial Balance.

If these reports are found to be inaccurate in any respect, feedback is given to the BoostED Financial Accounting Department personnel

Financial Oversight

As the ultimate governing authority of the school the Board of Trustees exercise, "final authority for policies and operational decisions of the school," [Educational Law §2854(1)(f)]. Primary responsibilities include:

- Developing and approving school policies, such as curriculum design, budget policies, Board of Trustee's code of ethics, and personnel policies
- Monitoring effectiveness of the educational program and educational outcomes
- Approving the hiring/firing of the principal
- Receiving and reviewing reports on academic, operational and financial performance
- Maintaining open communication with parents, the community and the general public
- Adhering to the Open Meetings Law [Education Law §2854(I)(e) [Article 7 of the Public Officers Law §100 et. Seq]
- Fundraising for the school

The board's Executive committee facilitates effective decision-making by the Board. Comprised of the Board's officers and additional members by nomination, the executive committee is responsible for planning Board meeting agendas; making decisions on behalf of the Board; serving as a communication link with other Board members; assessing the charter school's short and long-term needs and presenting a long-range plan to the Board.

The board's Finance and Fundraising committee work closely with the business manager to oversee the financial viability of the school. The committee will meet periodically to review fiscal budgets for the upcoming year and provide guidance on the school's business objective. After the budget is completed, they will present to the rest of the Board and make a recommendation for approval. This committee will also oversee the hiring of the schools business manager position. When needed, the committee will arrange and obtain financing for the school for expansion, and will organize fundraising events.

The Board will hold monthly Board meetings at which the Committees and the principal report on the educational, financial and operational functions of the school. Meetings will be open to the public and the Board expects that parents and other concerned community members will attend.

FISCAL AUDITS

The school will establish financial policies and procedures governing compliance with the Act and the conduct of annual audits. Each year, the board of trustees will contract an outside agency to conduct an independent audit by a certified public accountant of the school's financials. The school is also subject to scheduled and ad-hoc audits by the New York State Education Department, Charter School Institute, New York State Office of Auditing, Department of Labor, and other government agencies.

The board chairperson and board treasurer shall provide organizational leadership on obtaining services an auditor. Trustees shall also designate staff members including the Group Chief Financial Officer to initiate audit preparation work as determined by mutual agreement. The board shall make public the results of independent audits each year.

DISSOLUTION PROCEDURES

In accordance with Education Law §2851(2)(t), in case of the dissolution of The Academy Charter School Central Islip, the Education Corporation board of trustees will delegate to the Shared Services Team the responsibility for managing the dissolution process. The process will include notification to families of children enrolled in the school. The Shared Services Team or school-based staff designees will send an enrollment roster to sending districts and transfer student records to each sending district. The school will notify parents and/or guardians of the closure process.

Unrestricted assets of the school, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to the Education Corporation. The budget for The Academy Charter School Central Islip includes a line item to fund dissolution through an escrow account funded in Years 1 through 3. These funds will be set aside in perpetuity and will be used only in the event of dissolution or school closure, and specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

In the event of dissolution of a single school, the principal procedures the school would follow are:

1. Convene a meeting of the board of trustees and key administrators to assign roles for the winding down of the business of the education corporation.
2. Confirm the financial position of the school and the available of sufficient funds held in escrow to manage and effect the dissolution.
3. Consult with legal counsel on the status and obligations of the education corporation.
4. Convene a meeting with our larger stakeholder communities to share the process of dissolution and their forward-looking options, including placement in the continuing school, lottery procedures (if necessary), and records transfers.

5. Notify bondholders, if applicable, of the status of the education corporation and the status of each school operated by the education corporation.

The detailed steps in the SUNY Closure Plan are effective but will require a dedicated person to ensure high-fidelity fulfillment of the items on the list. Our trustees may hire an independent party/organization to lead the dissolution process subsequent to the fulfillment of all trustee and administrative duties required by the authorizer, the New York State Education Department and the laws of New York State. The Education Corporation and its designees will adhere to the detailed steps outlined in the SUNY Closure Plan to ensure the timely and proper transfer of students and student records, and to safeguard school assets through the dissolution or closure process.

SUNY 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.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230601

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
630918	Abraham Wing School	14,508	14,414
570101	Addison Central School District	13,483	13,998
410401	Adirondack Central School District	13,609	14,242
080101	Afton Central School District	13,338	14,425
142101	Akron Central School District	12,238	12,666
010100	Albany City School District	17,297	18,150
450101	Albion Central School District	11,437	11,342
140101	Alden Central School District	11,278	11,552
180202	Alexander Central School District	13,225	13,582
220202	Alexandria Central School District	13,883	14,211
020101	Alfred-Almond Central School District	13,454	13,846
040302	Allegany-Limestone Central School District	11,601	11,884
460102	Altmar-Parish-Williamstown Central School District	13,897	14,775
580303	Amagansett Union Free School District	63,430	66,779
140201	Amherst Central School District	11,866	12,177
580106	Amityville Union Free School District	20,322	21,330
270100	Amsterdam City School District	11,428	12,108
120102	Andes Central School District	20,369	22,921
020601	Andover Central School District	13,869	14,696
660405	Ardsley Union Free School District	23,390	23,877
640101	Argyle Central School District	13,591	13,900
571901	Arkport Central School District	11,921	12,379
131601	Arlington Central School District	13,767	14,268
670201	Attica Central School District	10,506	10,650
050100	Auburn Enlarged City School District	12,014	12,550
090201	AuSable Valley Central School District	15,292	15,650
491302	Averill Park Central School District	11,727	11,937
570201	Avoca Central School District	15,491	15,733
240101	Avon Central School District	12,710	13,016
580101	Babylon Union Free School District	19,015	19,591
080201	Bainbridge-Guilford Central School District	13,059	13,600
280210	Baldwin Union Free School District	17,405	18,119
420901	Baldwinsville Central School District	13,687	14,369
521301	Ballston Spa Central School District	13,810	14,259
401301	Barker Central School District	13,698	13,902
180300	Batavia City School District	14,183	14,862
570302	Bath Central School District	10,455	11,010
580501	Bay Shore Union Free School District	18,584	19,322
580505	Bayport-Blue Point Union Free School District	19,427	19,845
130200	Beacon City School District	14,127	14,549
231301	Beaver River Central School District	11,448	11,902
660102	Bedford Central School District	23,269	23,781
090301	Beekmantown Central School District	14,511	15,200
020801	Belfast Central School District	14,257	15,543
220909	Belleville Henderson Central School District	9,807	8,999
280207	Bellmore Union Free School District	21,708	21,851
280253	Bellmore-Merrick Central High School District	15,793	16,643
061001	Bemus Point Central School District	14,350	15,050
490101	Berlin Central School District	15,059	15,762
010201	Berne-Knox-Westerlo Central School District	16,417	17,445
010306	Bethlehem Central School District	13,877	14,248
280521	Bethpage Union Free School District	19,074	19,547
030200	Binghamton City School District	12,716	13,159
661905	Blind Brook-Rye Union Free School District	21,332	21,863
430501	Bloomfield Central School District	12,412	12,784
022902	Bolivar-Richburg Central School District	13,492	13,619
630101	Bolton Central School District	23,321	22,841
151801	Boquet Valley Central School District	16,118	16,179

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
570401	Bradford Central School District	14,482	14,595
510101	Brasher Falls Central School District	13,401	14,212
580512	Brentwood Union Free School District	17,336	18,655
480601	Brewster Central School District	18,579	19,194
661402	Briarcliff Manor Union Free School District	24,366	25,099
580909	Bridgehampton Union Free School District	77,128	80,321
260101	Brighton Central School District	14,868	15,314
171102	Broadalbin-Perth Central School District	10,318	10,743
261801	Brockport Central School District	12,643	12,925
062301	Brocton Central School District	15,187	15,576
660303	Bronxville Union Free School District	22,599	22,773
250109	Brookfield Central School District	15,370	16,195
490202	Brunswick Central School District	12,816	12,966
161601	Brushton-Moira Central School District	14,380	15,092
140600	Buffalo City School District	13,966	14,614
520101	Burnt Hills-Ballston Lake Central School District	12,031	12,266
661201	Byram Hills Central School District	22,205	22,745
180701	Byron-Bergen Central School District	12,815	13,311
190301	Cairo-Durham Central School District	11,469	11,719
240201	Caledonia-Mumford Central School District	11,829	11,887
641610	Cambridge Central School District	14,254	14,485
410601	Camden Central School District	10,529	10,411
570603	Campbell-Savona Central School District	10,128	9,870
270301	Canajoharie Central School District	12,596	12,689
430300	Canandaigua City School District	12,078	12,155
021102	Canaseraga Central School District	13,884	14,238
250901	Canastota Central School District	11,955	12,186
600301	Candor Central School District	14,867	15,234
571502	Canisteo-Greenwood Central School District	16,137	16,471
510201	Canton Central School District	14,138	14,877
280411	Carle Place Union Free School District	21,973	22,208
480102	Carmel Central School District	17,378	17,628
222201	Carthage Central School District	9,585	11,256
060401	Cassadaga Valley Central School District	14,998	15,554
050401	Cato-Meridian Central School District	12,490	12,836
190401	Catskill Central School District	16,209	16,925
042302	Cattaraugus-Little Valley Central School District	13,840	14,485
250201	Cazenovia Central School District	12,544	13,008
580233	Center Moriches Union Free School District	17,208	17,889
580513	Central Islip Union Free School District	23,314	23,773
460801	Central Square Central School District	11,269	11,626
212101	Central Valley Central School District at Ilion-Mohawk	10,419	10,874
661004	Chappaqua Central School District	20,759	20,890
120401	Charlotte Valley Central School District	14,135	14,582
160801	Chateaugay Central School District	12,794	12,850
101001	Chatham Central School District	14,311	14,730
060503	Chautauqua Lake Central School District	14,720	14,983
090601	Chazy Union Free School District	12,944	13,182
140701	Cheektowaga Central School District	11,807	12,087
140709	Cheektowaga-Sloan Union Free School District	13,109	13,396
030101	Chenango Forks Central School District	12,269	12,367
030701	Chenango Valley Central School District	12,523	13,055
472202	Cherry Valley-Springfield Central School District	15,158	15,980
440201	Chester Union Free School District	17,038	18,711
251601	Chittenango Central School District	13,375	13,879
261501	Churchville-Chili Central School District	11,762	11,856
110101	Cincinnatus Central School District	14,259	14,531
140801	Clarence Central School District	11,924	12,255

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
500101	Clarkstown Central School District	16,094	16,651
140703	Cleveland Hill Union Free School District	13,021	13,429
510401	Clifton-Fine Central School District	18,641	19,336
411101	Clinton Central School District	13,827	14,130
650301	Clyde-Savannah Central School District	17,096	17,628
060701	Clymer Central School District	16,472	16,709
541102	Cobleskill-Richmondville Central School District	13,615	14,328
010500	Cohoes City School District	14,664	15,120
580402	Cold Spring Harbor Central School District	21,234	21,646
510501	Colton-Pierrepont Central School District	21,630	22,735
580410	Commack Union Free School District	16,226	16,129
580203	Comsewogue Union Free School District	15,780	16,294
580507	Connetquot Central School District	18,484	18,928
471701	Cooperstown Central School District	14,060	14,790
230201	Copenhagen Central School District	11,278	11,643
580105	Copiague Union Free School District	18,229	19,284
520401	Corinth Central School District	11,929	12,685
571000	Corning City School District	12,843	12,874
440301	Cornwall Central School District	13,242	13,748
110200	Cortland City School District	12,043	12,767
190501	Coxsackie-Athens Central School District	13,661	13,897
660202	Croton-Harmon Union Free School District	17,200	17,728
150203	Crown Point Central School District	18,940	19,974
022302	Cuba-Rushford Central School District	14,136	14,788
241001	Dansville Central School District	13,400	13,797
580107	Deer Park Union Free School District	16,635	16,871
120501	Delhi Central School District	15,600	15,984
140707	Depew Union Free School District	11,538	11,888
031301	Deposit Central School District	15,029	15,448
250301	DeRuyter Central School District	13,217	13,898
660403	Dobbs Ferry Union Free School District	22,177	22,769
211003	Dolgeville Central School District	11,045	10,863
130502	Dover Union Free School District	13,390	13,943
120301	Downsville Central School District	19,931	20,796
610301	Dryden Central School District	13,026	13,696
530101	Duanesburg Central School District	10,253	10,888
680801	Dundee Central School District	10,374	10,351
060800	Dunkirk City School District	15,391	16,176
140301	East Aurora Union Free School District	12,126	12,691
490301	East Greenbush Central School District	13,818	14,484
580301	East Hampton Union Free School District	25,462	26,175
260801	East Irondequoit Central School District	13,981	14,391
580503	East Islip Union Free School District	15,228	15,312
280203	East Meadow Union Free School District	17,471	18,034
580234	East Moriches Union Free School District	17,956	18,211
580917	East Quogue Union Free School District	23,025	23,739
500402	East Ramapo Central School District	17,234	16,446
261313	East Rochester Union Free School District	14,647	15,126
280219	East Rockaway Union Free School District	20,051	20,524
420401	East Syracuse-Minoa Central School District	16,309	16,813
280402	East Williston Union Free School District	22,710	22,871
660301	Eastchester Union Free School District	20,204	20,794
580912	Eastport-South Manor Central School District	14,193	15,013
141201	Eden Central School District	12,097	12,520
660406	Edgemont Union Free School District	20,605	21,135
520601	Edinburg Common School District	23,504	22,195
470501	Edmeston Central School District	13,638	14,226
513102	Edwards-Knox Central School District	12,406	13,338

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
180901	Elba Central School District	14,281	14,877
590801	Eldred Central School District	13,146	12,264
622002	Ellenville Central School District	18,905	19,550
040901	Ellicottville Central School District	13,525	14,454
070600	Elmira City School District	12,981	13,017
070902	Elmira Heights Central School District	11,844	12,735
280216	Elmont Union Free School District	16,052	16,551
660409	Elmsford Union Free School District	25,552	26,451
580401	Elwood Union Free School District	16,077	16,452
420601	Fabius-Pompey Central School District	13,818	14,344
261301	Fairport Central School District	12,280	12,752
061101	Falconer Central School District	11,542	11,986
590501	Fallsburg Central School District	21,341	22,764
280522	Farmingdale Union Free School District	19,621	20,433
421001	Fayetteville-Manlius Central School District	13,346	13,976
022001	Fillmore Central School District	10,869	11,420
580514	Fire Island Union Free School District	113,268	111,241
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,503	16,858
442115	Florida Union Free School District	16,108	16,651
270601	Fonda-Fultonville Central School District	11,407	11,511
061503	Forestville Central School District	13,180	13,853
640502	Fort Ann Central School District	15,126	15,203
640601	Fort Edward Union Free School District	17,594	20,413
270701	Fort Plain Central School District	13,045	13,044
210402	Frankfort-Schuyler Central School District	11,208	11,770
120701	Franklin Central School District	15,481	15,911
280217	Franklin Square Union Free School District	15,685	16,430
041101	Franklinville Central School District	12,903	12,813
062201	Fredonia Central School District	14,046	14,445
280209	Freeport Union Free School District	17,921	18,373
060301	Frewsburg Central School District	11,698	12,419
021601	Friendship Central School District	14,796	14,937
141604	Frontier Central School District	10,150	10,570
460500	Fulton City School District	13,336	14,140
520701	Galway Central School District	11,157	11,622
650902	Gananda Central School District	11,679	12,532
280218	Garden City Union Free School District	19,064	19,546
480404	Garrison Union Free School District	22,065	21,560
260401	Gates-Chili Central School District	13,011	13,114
220401	General Brown Central School District	10,462	11,049
020702	Genesee Valley Central School District	13,725	14,396
240401	Geneseo Central School District	13,914	14,377
430700	Geneva City School District	15,910	16,112
100902	Germantown Central School District	16,242	16,435
470202	Gilbertsville-Mount Upton Central School District	14,333	14,977
540801	Gilboa-Conesville Central School District	15,860	16,079
280100	Glen Cove City School District	21,520	22,370
630300	Glens Falls City School District	13,380	13,624
170500	Gloversville Enlarged City School District	11,409	11,938
440601	Goshen Central School District	17,870	18,765
511101	Gouverneur Central School District	12,164	12,315
042801	Gowanda Central School District	12,664	13,209
141501	Grand Island Central School District	11,940	12,261
640701	Granville Central School District	11,769	12,228
280407	Great Neck Union Free School District	24,027	24,731
260501	Greece Central School District	12,813	13,465
010701	Green Island Union Free School District	15,554	16,562

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
660407	Greenburgh Central 7 School District	23,424	23,818
080601	Greene Central School District	12,719	13,254
581010	Greenport Union Free School District	21,466	21,953
190701	Greenville Central School District	15,274	15,934
640801	Greenwich Central School District	13,928	14,379
442111	Greenwood Lake Union Free School District	19,851	19,885
610501	Groton Central School District	13,104	13,021
010802	Guilderland Central School District	13,858	14,204
630801	Hadley-Luzerne Central School District	15,824	16,254
480401	Haldane Central School District	15,811	15,174
580405	Half Hollow Hills Central School District	16,418	16,842
141601	Hamburg Central School District	12,324	13,129
250701	Hamilton Central School District	15,230	15,748
511201	Hammond Central School District	15,749	16,699
572901	Hammondsport Central School District	17,510	18,009
580905	Hampton Bays Union Free School District	18,424	19,108
120906	Hancock Central School District	14,039	14,273
460701	Hannibal Central School District	11,420	11,827
580406	Harborfields Central School District	15,708	16,453
030501	Harpursville Central School District	9,923	10,181
660501	Harrison Central School District	25,595	26,207
230301	Harrisville Central School District	15,961	16,773
641001	Hartford Central School District	11,798	11,472
660404	Hastings-On-Hudson Union Free School District	23,686	24,295
580506	Hauppauge Union Free School District	19,302	19,980
280201	Hempstead Union Free School District	24,505	26,196
660203	Hendrick Hudson Central School District	19,996	20,600
210601	Herkimer Central School District	11,537	12,278
511301	Hermon Dekalb Central School District	15,303	15,947
280409	Herricks Union Free School District	18,373	18,702
512404	Heuvelton Central School District	11,482	12,184
280214	Hewlett-Woodmere Union Free School District	24,389	24,550
280517	Hicksville Union Free School District	17,554	18,470
620803	Highland Central School District	14,955	15,350
440901	Highland Falls-Fort Montgomery Central School District	17,287	18,587
261101	Hilton Central School District	11,931	12,298
041401	Hinsdale Central School District	12,139	12,727
141701	Holland Central School District	12,704	12,926
412201	Holland Patent Central School District	12,922	13,618
450704	Holley Central School District	11,011	11,471
110701	Homer Central School District	13,115	13,647
431401	Honeoye Central School District	13,434	13,699
260901	Honeoye Falls-Lima Central School District	11,879	12,473
491401	Hoosic Valley Central School District	12,453	13,005
490501	Hoosick Falls Central School District	14,425	14,970
571800	Hornell City School District	10,107	9,524
070901	Horseheads Central School District	13,016	13,607
101300	Hudson City School District	15,882	16,420
641301	Hudson Falls Central School District	10,969	11,263
190901	Hunter-Tannersville Central School District	17,254	17,744
580403	Huntington Union Free School District	19,495	20,078
130801	Hyde Park Central School District	14,300	14,839
101401	Ichabod Crane Central School District	13,076	13,253
200401	Indian Lake Central School District	24,475	24,595
220301	Indian River Central School District	8,425	8,400
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	14,012	15,182
660402	Irvington Union Free School District	23,064	23,712

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
280231	Island Park Union Free School District	30,496	29,380
280226	Island Trees Union Free School District	17,031	17,493
580502	Islip Union Free School District	16,621	17,071
610600	Ithaca City School District	16,086	16,535
061700	Jamestown City School District	12,240	12,750
420411	Jamesville-Dewitt Central School District	12,986	13,430
572702	Jasper-Troupsburg Central School District	10,673	9,424
540901	Jefferson Central School District	14,299	14,907
280515	Jericho Union Free School District	25,613	26,281
630601	Johnsburg Central School District	19,097	19,828
031502	Johnson City Central School District	14,170	14,900
170600	Johnstown City School District	9,678	9,620
420501	Jordan-Elbridge Central School District	14,484	15,930
660101	Katonah-Lewisboro Union Free School District	21,199	21,540
150601	Keene Central School District	24,890	26,575
450607	Kendall Central School District	13,656	13,835
142601	Kenmore-Town of Tonawanda Union Free School District	11,143	11,968
241101	Keshequa Central School District	13,501	14,262
580805	Kings Park Central School District	15,314	15,610
620600	Kingston City School District	17,811	18,563
441202	Kiryas Joel Village Union Free School District	47,592	47,088
141800	Lackawanna City School District	13,355	14,179
221401	Lafargeville Central School District	11,679	12,035
420807	Lafayette Central School District	19,604	20,031
630701	Lake George Central School District	14,107	14,258
151102	Lake Placid Central School District	16,551	16,988
200601	Lake Pleasant Central School District	28,865	29,396
141401	Lake Shore Central School District	12,946	13,315
662401	Lakeland Central School District	16,385	16,944
141901	Lancaster Central School District	10,740	11,054
610801	Lansing Central School District	14,058	14,889
490601	Lansingburgh Central School District	12,613	13,621
470801	Laurens Central School District	11,871	12,251
280215	Lawrence Union Free School District	19,566	19,372
181001	Le Roy Central School District	13,123	13,628
670401	Letchworth Central School District	12,475	12,870
280205	Levittown Union Free School District	18,400	18,656
400301	Lewiston-Porter Central School District	13,842	14,356
590901	Liberty Central School District	20,666	20,984
580104	Lindenhurst Union Free School District	15,691	16,135
511602	Lisbon Central School District	16,247	17,336
210800	Little Falls City School District	14,527	15,909
421501	Liverpool Central School District	14,609	14,982
591302	Livingston Manor Central School District	18,772	19,639
240801	Livonia Central School District	13,261	14,204
400400	Lockport City School District	12,352	13,235
280503	Locust Valley Central School District	25,005	25,318
280300	Long Beach City School District	23,742	24,051
200701	Long Lake Central School District	43,783	45,736
580212	Longwood Central School District	16,613	17,193
230901	Lowville Academy and Central School District	11,100	11,330
221301	Lyme Central School District	15,605	16,285
280220	Lynbrook Union Free School District	19,673	20,137
421504	Lyncourt Union Free School District	20,816	22,200
451001	Lyndonville Central School District	12,897	12,803
650501	Lyons Central School District	13,774	14,092
251101	Madison Central School District	13,036	13,736
511901	Madrid-Waddington Central School District	13,666	14,184

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
480101	Mahopac Central School District	15,429	15,812
031101	Maine-Endwell Central School District	12,307	12,201
161501	Malone Central School District	12,835	13,668
280212	Malverne Union Free School District	22,087	22,513
660701	Mamaroneck Union Free School District	20,436	20,929
431101	Manchester-Shortsville Central School District	13,329	14,157
280406	Manhasset Union Free School District	22,228	22,468
110901	Marathon Central School District	14,538	14,692
421101	Marcellus Central School District	12,176	12,549
430901	Marcus Whitman Central School District	14,696	15,168
121401	Margaretville Central School District	16,719	18,028
650701	Marion Central School District	13,409	14,006
621001	Marlboro Central School District	18,368	19,088
140702	Maryvale Union Free School District	12,863	13,487
280523	Massapequa Union Free School District	17,941	18,190
512001	Massena Central School District	11,605	11,795
581012	Mattituck-Cutchogue Union Free School District	17,381	17,482
170801	Mayfield Central School District	11,633	11,873
110304	McGraw Central School District	15,873	17,040
521200	Mechanicville City School District	14,005	14,652
450801	Medina Central School District	11,829	12,061
010615	Menands Union Free School District	16,935	17,541
280225	Merrick Union Free School District	19,860	20,027
460901	Mexico Academy and Central School District	13,841	14,417
580211	Middle Country Central School District	15,728	15,899
541001	Middleburgh Central School District	13,755	14,302
441000	Middletown Enlarged City School District	16,816	18,072
471101	Milford Central School District	15,303	15,566
132201	Millbrook Central School District	14,088	13,958
580208	Miller Place Union Free School District	14,280	14,163
280410	Mineola Union Free School District	27,241	29,317
150801	Minerva Central School District	26,331	27,076
441101	Minisink Valley Central School District	13,395	13,743
530515	Mohonasen Central School District	10,995	11,426
441201	Monroe-Woodbury Central School District	16,117	16,787
580306	Montauk Union Free School District	35,371	35,371
591401	Monticello Central School District	16,694	17,313
051301	Moravia Central School District	12,255	12,607
150901	Moriah Central School District	14,528	14,871
471201	Morris Central School District	11,798	11,769
512101	Morristown Central School District	14,307	13,629
250401	Morrisville-Eaton Central School District	14,097	14,345
212001	Mount Markham Central School District	13,231	13,174
240901	Mount Morris Central School District	15,520	16,546
660801	Mount Pleasant Central School District	20,270	21,111
580207	Mount Sinai Union Free School District	16,701	16,975
660900	Mount Vernon City School District	18,589	19,022
500108	Nanuet Union Free School District	19,154	20,033
431201	Naples Central School District	14,923	15,456
411501	New Hartford Central School District	12,563	12,945
280405	New Hyde Park-Garden City Park Union Free School Distric	16,763	18,211
101601	New Lebanon Central School District	17,118	17,830
621101	New Paltz Central School District	17,004	17,754
661100	New Rochelle City School District	18,595	19,210
581015	New Suffolk Common School District	18,495	16,166
300000	New York City Department of Education	18,340	19,044
411504	New York Mills Union Free School District	14,057	14,425
650101	Newark Central School District	13,312	13,987

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
600402	Newark Valley Central School District	12,060	12,557
441600	Newburgh Enlarged City School District	18,149	18,908
151001	Newcomb Central School District	44,320	43,655
400601	Newfane Central School District	11,787	12,037
610901	Newfield Central School District	12,782	13,059
400800	Niagara Falls City School District	12,691	13,138
400701	Niagara-Wheatfield Central School District	12,059	12,411
530301	Niskayuna Central School District	13,877	14,482
580103	North Babylon Union Free School District	16,899	17,354
280204	North Bellmore Union Free School District	17,416	17,655
142201	North Collins Central School District	15,290	15,750
010623	North Colonie Central School District	13,235	13,832
490801	North Greenbush Common School District	17,451	19,542
280229	North Merrick Union Free School District	19,801	20,344
500201	North Rockland Central School District	18,645	18,542
651501	North Rose-Wolcott Central School District	14,020	14,016
661301	North Salem Central School District	22,007	22,564
280501	North Shore Central School District	26,500	26,561
420303	North Syracuse Central School District	13,189	13,620
400900	North Tonawanda City School District	12,142	11,945
630202	North Warren Central School District	16,566	18,716
090501	Northeastern Clinton Central School District	13,658	14,088
090901	Northern Adirondack Central School District	14,780	15,317
580404	Northport-East Northport Union Free School District	19,576	19,893
170901	Northville Central School District	16,742	17,646
081200	Norwich City School District	11,315	12,341
512201	Norwood-Norfolk Central School District	13,121	13,293
500304	Nyack Union Free School District	20,548	20,636
181101	Oakfield-Alabama Central School District	13,727	14,595
280211	Oceanside Union Free School District	16,329	16,554
550101	Odessa-Montour Central School District	11,644	10,910
512300	Ogdensburg City School District	14,939	15,937
042400	Olean City School District	13,076	13,623
251400	Oneida City School District	13,312	14,024
471400	Oneonta City School District	14,182	14,440
421201	Onondaga Central School District	14,786	14,921
621201	Onteora Central School District	20,596	20,915
271201	Oppenheim-Ephratah-St. Johnsville Central School District	13,185	13,403
142301	Orchard Park Central School District	12,567	12,876
412901	Oriskany Central School District	13,279	13,700
661401	Ossining Union Free School District	21,185	22,492
461300	Oswego City School District	13,558	14,279
081401	Otselic Valley Central School District at Georgetown-South	16,062	16,785
600601	Owego-Apalachin Central School District	13,864	14,625
211701	Owen D. Young Central School District	13,599	13,894
081501	Oxford Academy and Central School District	13,670	14,170
280506	Oyster Bay-East Norwich Central School District	25,087	25,408
581002	Oysterponds Union Free School District	36,838	37,729
650901	Palmyra-Macedon Central School District	11,844	12,055
061601	Panama Central School District	13,050	13,016
512501	Parishville-Hopkinton Central School District	13,015	13,072
580224	Patchogue-Medford Union Free School District	15,532	16,225
181201	Pavilion Central School District	13,338	13,534
131201	Pawling Central School District	17,315	17,980
500308	Pearl River Union Free School District	17,457	17,857
661500	Peekskill City School District	19,292	20,056
661601	Pelham Union Free School District	17,441	17,844
181302	Pembroke Central School District	14,292	14,864

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
261201	Penfield Central School District	14,208	14,721
680601	Penn Yan Central School District	12,888	13,237
671201	Perry Central School District	13,883	14,313
091101	Peru Central School District	14,333	14,270
431301	Phelps-Clifton Springs Central School District	13,460	13,597
462001	Phoenix Central School District	13,230	13,336
440401	Pine Bush Central School District	13,392	13,612
131301	Pine Plains Central School District	16,980	17,511
060601	Pine Valley Central School District	18,916	21,969
043501	Pioneer Central School District	11,715	12,095
261401	Pittsford Central School District	15,137	15,626
280518	Plainedge Union Free School District	17,041	17,457
280504	Plainview-Old Bethpage Central School District	19,684	20,428
091200	Plattsburgh City School District	15,604	16,262
660809	Pleasantville Union Free School District	17,595	18,001
660802	Pocantico Hills Central School District	41,070	44,573
211103	Poland Central School District	13,082	13,516
051101	Port Byron Central School District	12,392	12,753
661904	Port Chester-Rye Union Free School District	16,661	17,942
580206	Port Jefferson Union Free School District	23,536	23,602
441800	Port Jervis City School District	13,564	13,649
280404	Port Washington Union Free School District	23,895	24,786
042901	Portville Central School District	12,327	12,650
512902	Potsdam Central School District	14,232	14,781
131500	Poughkeepsie City School District	15,993	17,097
572301	Prattsburgh Central School District	12,965	14,131
461801	Pulaski (Academy) Central School District	14,245	14,808
641401	Putnam Central School District	24,562	24,346
480503	Putnam Valley Central School District	18,487	18,690
630902	Queensbury Union Free School District	10,905	11,229
580903	Quogue Union Free School District	52,520	51,785
043001	Randolph Central School District	13,591	13,696
010402	Ravena-Coeymans-Selkirk Central School District	14,284	14,577
651503	Red Creek Central School District	12,958	13,478
131701	Red Hook Central School District	15,490	16,054
411701	Remsen Central School District	19,024	19,772
580901	Remsenburg-Speonk Union Free School District	40,932	42,377
491200	Rensselaer City School District	11,361	11,630
131801	Rhinebeck Central School District	18,618	19,164
472001	Richfield Springs Central School District	12,377	12,793
062401	Ripley Central School District	14,040	14,310
580602	Riverhead Central School District	20,107	21,746
261600	Rochester City School District	14,316	14,088
280221	Rockville Centre Union Free School District	21,044	21,669
580209	Rocky Point Union Free School District	15,495	15,947
411800	Rome City School District	14,583	15,273
560603	Romulus Central School District	17,119	17,299
620901	Rondout Valley Central School District	19,344	20,093
280208	Roosevelt Union Free School District	18,964	19,914
591301	Roscoe Central School District	19,803	20,514
280403	Roslyn Union Free School District	22,785	23,236
121502	Roxbury Central School District	19,551	20,374
401201	Royalton-Hartland Central School District	11,206	11,464
261701	Rush-Henrietta Central School District	14,589	15,117
661800	Rye City School District	22,644	23,067
661901	Rye Neck Union Free School District	19,848	20,134
580205	Sachem Central School District	15,181	15,793
221001	Sackets Harbor Central School District	11,892	12,560

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
580305	Sag Harbor Union Free School District	31,073	32,589
580910	Sagaponack Common School District	17,336	16,934
161801	Saint Regis Falls Central School District	17,247	18,861
043200	Salamanca City School District	3,150	3,159
641501	Salem Central School District	16,437	17,359
161201	Salmon River Central School District	16,080	16,527
461901	Sandy Creek Central School District	15,304	16,476
091402	Saranac Central School District	13,923	14,451
161401	Saranac Lake Central School District	16,404	16,998
521800	Saratoga Springs City School District	12,472	12,615
621601	Saugerties Central School District	14,479	14,657
411603	Sauquoit Valley Central School District	14,129	14,508
580504	Sayville Union Free School District	18,007	18,437
662001	Scarsdale Union Free School District	24,704	25,371
530501	Schalmont Central School District	14,896	14,862
530600	Schenectady City School District	14,302	15,027
470901	Schenevus Central School District	14,505	15,001
491501	Schodack Central School District	14,750	15,629
541201	Schoharie Central School District	13,931	14,467
151401	Schroon Lake Central School District	20,697	21,945
521701	Schuylerville Central School District	12,786	12,941
022401	Scio Central School District	12,218	12,467
530202	Scotia-Glenville Central School District	13,540	13,673
280206	Seaford Union Free School District	17,804	18,270
560701	Seneca Falls Central School District	12,802	13,158
280252	Sewanhaka Central High School District	14,545	15,147
541401	Sharon Springs Central School District	16,703	18,393
580701	Shelter Island Union Free School District	29,390	30,042
520302	Shenendehowa Central School District	13,387	13,769
082001	Sherburne-Earlville Central School District	12,490	12,780
062601	Sherman Central School District	12,554	13,115
580601	Shoreham-Wading River Central School District	18,075	18,263
121601	Sidney Central School District	12,367	12,810
061501	Silver Creek Central School District	14,689	15,500
421601	Skaneateles Central School District	13,635	14,208
580801	Smithtown Central School District	16,162	16,524
651201	Sodus Central School District	13,390	13,501
420702	Solvay Union Free School District	13,196	13,585
662101	Somers Central School District	19,134	19,584
010601	South Colonie Central School District	14,280	14,860
580235	South Country Central School District	18,715	18,762
521401	South Glens Falls Central School District	12,249	12,858
580413	South Huntington Union Free School District	18,705	19,418
220101	South Jefferson Central School District	11,296	11,926
121702	South Kortright Central School District	14,111	13,970
231101	South Lewis Central School District	14,885	15,440
500301	South Orangetown Central School District	17,609	18,132
560501	South Seneca Central School District	15,265	15,816
580906	Southampton Union Free School District	26,429	26,855
050701	Southern Cayuga Central School District	15,112	15,815
581005	Southold Union Free School District	19,972	20,423
060201	Southwestern Central School District	13,463	14,074
131602	Spackenkill Union Free School District	18,647	18,787
261001	Spencerport Central School District	12,882	13,226
600801	Spencer-Van Etten Central School District	13,450	13,708
580304	Springs Union Free School District	25,307	25,021
141101	Springville-Griffith Institute Central School District	13,373	13,655
121701	Stamford Central School District	14,495	15,062

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
401001	Starpoint Central School District	12,030	12,553
522001	Stillwater Central School District	10,709	11,435
251501	Stockbridge Valley Central School District	11,879	12,044
500401	Suffern Central School District	18,349	18,986
591502	Sullivan West Central School District	16,052	15,336
030601	Susquehanna Valley Central School District	14,849	15,401
140207	Sweet Home Central School District	14,494	15,224
280502	Syosset Central School District	22,190	22,891
421800	Syracuse City School District	14,128	14,601
100501	Taconic Hills Central School District	16,791	17,622
660401	Tarrytown Union Free School District	18,993	19,455
220701	Thousand Islands Central School District	12,947	13,317
580201	Three Village Central School District	18,646	19,114
151501	Ticonderoga Central School District	16,159	16,451
600903	Tioga Central School District	12,137	12,936
142500	Tonawanda City School District	11,825	12,283
211901	Town of Webb Union Free School District	22,219	23,659
591201	Tri-Valley Central School District	21,869	22,376
491700	Troy City School District	17,346	18,066
611001	Trumansburg Central School District	13,146	13,956
580913	Tuckahoe Common School District	33,661	33,749
660302	Tuckahoe Union Free School District	23,628	24,486
421902	Tully Central School District	11,413	11,529
160101	Tupper Lake Central School District	13,700	14,006
441903	Tuxedo Union Free School District	16,975	17,523
081003	Unadilla Valley Central School District	14,463	15,212
471601	Unatego Central School District	12,799	13,342
051901	Union Springs Central School District	13,169	14,095
280202	Uniondale Union Free School District	23,868	24,737
031501	Union-Endicott Central School District	13,137	13,551
412300	Utica City School District	11,883	12,535
660805	Valhalla Union Free School District	22,037	22,394
441301	Valley Central School District	13,787	14,213
280213	Valley Stream 13 Union Free School District	17,344	17,748
280224	Valley Stream 24 Union Free School District	22,627	23,881
280230	Valley Stream 30 Union Free School District	19,798	20,774
280251	Valley Stream Central High School District	16,576	17,242
412000	Vernon-Verona-Sherrill Central School District	12,131	12,822
031601	Vestal Central School District	14,194	14,792
431701	Victor Central School District	12,403	13,160
011003	Voorheesville Central School District	14,509	15,021
580302	Wainscott Common School District	0	0
621801	Wallkill Central School District	13,334	13,523
121901	Walton Central School District	12,128	12,948
280223	Wantagh Union Free School District	15,279	15,666
132101	Wappingers Central School District	13,591	14,060
631201	Warrensburg Central School District	16,695	16,852
671501	Warsaw Central School District	14,491	15,205
442101	Warwick Valley Central School District	13,908	14,265
440102	Washingtonville Central School District	15,848	16,957
522101	Waterford-Halfmoon Union Free School District	18,969	21,192
561006	Waterloo Central School District	13,189	13,773
222000	Watertown City School District	10,914	11,200
411902	Waterville Central School District	13,217	14,014
011200	Watervliet City School District	11,508	12,189
550301	Watkins Glen Central School District	12,578	13,218
600101	Waverly Central School District	11,454	11,777
573002	Wayland-Cohocton Central School District	12,382	12,798

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
650801	Wayne Central School District	11,428	11,499
261901	Webster Central School District	13,401	13,871
131101	Webutuck Central School District	16,337	16,281
050301	Weedsport Central School District	13,226	12,996
200901	Wells Central School District	23,806	23,577
022601	Wellsville Central School District	14,423	15,052
580102	West Babylon Union Free School District	17,570	18,243
210302	West Canada Valley Central School District	13,916	14,423
420101	West Genesee Central School District	12,652	13,256
280227	West Hempstead Union Free School District	18,215	18,871
260803	West Irondequoit Central School District	13,017	13,674
580509	West Islip Union Free School District	16,035	16,582
142801	West Seneca Central School District	12,157	12,643
040204	West Valley Central School District	15,168	15,063
280401	Westbury Union Free School District	22,378	23,389
062901	Westfield Academy and Central School District	13,050	13,016
580902	Westhampton Beach Union Free School District	20,058	20,335
420701	Westhill Central School District	12,980	13,711
412801	Westmoreland Central School District	12,137	12,610
262001	Wheatland-Chili Central School District	18,604	19,367
170301	Wheelerville Union Free School District	17,400	17,136
662200	White Plains City School District	22,183	23,084
641701	Whitehall Central School District	14,031	14,449
412902	Whitesboro Central School District	12,500	13,105
022101	Whitesville Central School District	11,569	11,948
031401	Whitney Point Central School District	15,007	15,493
580232	William Floyd Union Free School District	16,396	17,019
651402	Williamson Central School District	14,433	14,870
140203	Williamsville Central School District	12,701	12,702
151701	Willsboro Central School District	17,666	18,055
401501	Wilson Central School District	12,487	12,847
191401	Windham-Ashland-Jewett Central School District	21,016	21,703
031701	Windsor Central School District	13,211	14,157
472506	Worcester Central School District	13,958	14,273
580109	Wyandanch Union Free School District	19,368	20,017
490804	Wynantskill Union Free School District	14,616	15,097
671002	Wyoming Central School District	20,994	24,351
662300	Yonkers City School District	17,635	18,310
241701	York Central School District	16,862	18,756
662402	Yorktown Central School District	18,023	18,659

2025 New School Proposal
Budget(s) & Cash Flow(s) Template

The Academy Charter School 2 - Central Islip High School

Contact Name: Alwayne Burke
Contact Title: Group CFO
[redacted]
[redacted]

First Academic Year: 2026-27

Pre-Opening Period: July 1, 2025 - June 30, 2026

THE ACADEMY CHARTER SCHOOL II - CENTRAL ISLIP HIGH SCHOOL
2026-27 through 2030-31

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School	0	0	0	0	0	
1st Grade	Elementary School	0	0	0	0	0	
2nd Grade	Elementary School	0	0	0	0	0	
3rd Grade	Elementary School	0	0	0	0	0	
4th Grade	Elementary School	0	0	0	0	0	
5th Grade	*Elementary School*	0	0	0	0	0	
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	125	125	150	150	150	
10th Grade	High School	0	124	150	150	150	
11th Grade	High School	0	0	150	150	150	
12th Grade	High School	0	0	0	150	150	
Ungraded							
TOTAL		125	249	450	600	600	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary School	0	0	0	0	0
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	5	5	6	6	6
10th Grade	High School	0	5	6	6	6
11th Grade	High School	0	0	6	6	6
12th Grade	High School	0	0	0	6	6
Ungraded						
TOTAL		5	10	18	24	24

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary School	0	0	0	0	0
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	25	25	25	25	25
10th Grade	High School	0	25	25	25	25
11th Grade	High School	0	0	25	25	25
12th Grade	High School	0	0	0	25	25
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	125	249	450	600	600
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**125**	**249**	**450**	**600**	**600**
Change in Net Enrollment from Prior Year (Count)	125	124	201	150	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	99.2%	80.7%	33.3%	0.0%
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	125	249	450	600	600
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	Central Islip Union Free School District	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 283,208,360	$ 283,208,360	$ 283,208,360	$ 283,208,360	$ 283,208,360
ENROLLMENT (*Charter School*)		125	249	450	600	600
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	2026-27	2027-28	2028-29	2029-30	2030-31
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)		-	-	-	-	-
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	125	249	450	600	600

***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					Description of Assumptions
Executive Management						
Instructional Management	1.0	2.0	2.0	2.0	2.0	[Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators	2.0	1.7	2.5	2.5	2.5	[Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff	1.0	1.0	2.0	2.0	2.0	[Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF	4.0	4.7	6.5	6.5	6.5	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	10.5	20.0	28.0	31.0	31.0	[Central Islip HS: Reg Teachers (Yr 1 (7.5), Yr 2 (14) Yr 3 (19), Yrs 4 and 5
Teachers - SPED	2.0	2.0	2.9	2.9	2.9	[Central Islip HS: SpEd Teachers Yrs 1-2 (2), Yrs 3-5 (5)]
Substitute Teachers	1.0	1.0	1.0	1.0	1.0	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants						[Central Islip HS - NO TA]
Specialty Teachers	2.0	4.0	5.9	9.0	9.0	[Central Islip HS: Yr 1 (1) PE, (1) ENL, Yr 2 + (2) PE/Art/Music, Yr 3 + (2)
Aides						
Therapists & Counselors	3.0	5.0	6.1	7.1	7.1	[Central Islip HS: (1) Social Worker Yrs 1-5, Guidance Counselor (Yr 1 (1),
Other	3.0	3.9	6.3	8.7	10.7	[Central Islip HS: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	21.5	36.0	50.2	59.7	61.7	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse						
Librarian	1.0	1.0	1.0	1.0	1.0	[Central Islip HS: Yrs 1-5 (1) Librarian
Custodian	1.0	2.0	3.0	4.0	5.0	[Central Islip HS: Custodian Yr 1 (1), Yr 2 (2), Yr 3 (3), Yr 4 (4) Yr 5 (5)]
Security	2.0	3.0	4.0	5.0	6.0	[Central Islip HS: Security Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 5 (4) Yr 5 (6)]
Other	2.0	3.0	4.0	5.0	6.0	[Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	6.0	9.0	12.0	15.0	18.0	
TOTAL PERSONNEL SERVICE FTE	31.5	49.6	68.7	81.2	86.2	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	125.00	249.00	450.00	600.00	600.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> 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					Description of Assumptions
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	Assumes 3% Increase on Salaries

THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL

Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 150,000	$ 150,000	$ 304,500	$ 313,635	$ 323,044	$ 332,735	
Deans, Directors & Coordinators	$ 105,000	$ 210,000	$ 181,300	$ 271,739	$ 279,891	$ 288,288	
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ -	$ -	$ -	$ -	$ -	$ -	
Administrative Staff	$ 45,000	$ 45,000	$ 46,350	$ 92,741	$ 95,523	$ 98,388	
TOTAL ADMINISTRATIVE STAFF		$ 405,000	$ 532,150	$ 678,115	$ 698,458	$ 719,412	

INSTRUCTIONAL PERSONNEL WAGES

Teachers - Regular	$ 84,048	$ 882,500	$ 1,711,475	$ 2,432,819	$ 2,755,804	$ 2,838,478	
Teachers - SPED	$ 90,000	$ 180,000	$ 185,400	$ 275,962	$ 284,241	$ 292,768	
Substitute Teachers	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786	
Teaching Assistants	$ -	$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 76,000	$ 152,000	$ 306,560	$ 465,757	$ 709,730	$ 731,021	
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 73,333	$ 220,000	$ 376,600	$ 462,898	$ 551,785	$ 568,338	
Other	$ 76,667	$ 230,000	$ 306,225	$ 495,887	$ 695,864	$ 874,089	
TOTAL INSTRUCTIONAL		$ 1,734,500	$ 2,958,361	$ 4,207,586	$ 5,073,915	$ 5,383,480	

NON-INSTRUCTIONAL PERSONNEL WAGES

Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ 18,000	$ 18,000	$ 18,540	$ 19,096	$ 19,669	$ 20,259	
Custodian	$ 39,000	$ 39,000	$ 79,170	$ 120,545	$ 163,161	$ 207,056	
Security	$ 39,000	$ 78,000	$ 119,340	$ 161,920	$ 205,778	$ 250,951	
Other	$ 39,000	$ 78,000	$ 119,340	$ 161,920	$ 205,778	$ 250,951	
TOTAL NON-INSTRUCTIONAL		$ 213,000	$ 336,390	$ 463,482	$ 594,386	$ 729,218	

TOTAL PERSONNEL SERVICE WAGES		$ 2,352,500	$ 3,826,902	$ 5,349,182	$ 6,366,759	$ 6,832,110	

THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		-	
Total Expenses		**357,719**	
Net Income		**(357,719)**	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation		-	
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	
TOTAL REVENUE		-	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	-	75,000	[Central Islip HS - Principal $75,000] - 6 months salaries (January 2027 - June 2027) - Onboarding, planning, opening preparation
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	15,000	[Central Islip HS - Admin Asst $15,000 (4 months salaries]
TOTAL ADMINISTRATIVE STAFF	-	90,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	9,808	[Central Islip HS - CTE Teacher $9,808 - salaries for pre-opening]
Teachers - SPED	-	-	
Substitute Teachers	-	2,692	[Central Islip HS - Subsitute Teacher $2,692] - Salaries for pre-opening
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	1,731	[Central Islip HS - After School $1,731]
TOTAL INSTRUCTIONAL	-	**14,231**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	**104,231**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		8,338	Payroll ER Taxes - [Central Islip HS $8,338] - 6 months (January 2027 - June 2027)
Fringe / Employee Benefits		39,981	Health/Dental - [Central Islip HS Health Dental $36,481, WC $2,000, DBL/Life $1,500] - 6 months (January 2027 - June 2027)
Retirement / Pension		4,169	Retirement 401(k) - [Central Islip HS $4,169] - 6 months (January 2027 - June 2027)
TOTAL PAYROLL TAXES AND BENEFITS		**52,488**	
TOTAL PERSONNEL SERVICE COSTS	-	**156,719**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		5,000	Legal - [Central Islip HS $5,000] - Assisting with legal requirements, contracts/agreements review
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		2,000	Payroll services for Principal - [Central Islip HS $2,000]
Special Ed Services		-	
Titlement Services (i.e. Title I)		5,000	Title grants applications - [Central Islip $5,000]
Other Purchased / Professional / Consulting		15,000	[Central Islip Fin Mgmt $5,000, Admin $5,000, Other Prof Svcs, $5,000] - Various pre-opening assistance, financial budget and reporting.
TOTAL CONTRACTED SERVICES		**27,000**	
SCHOOL OPERATIONS			

THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	**357,719**	
Net Income	**(357,719)**	
	START-UP PERIOD	
Board Expenses	5,000	Board Expenses -[Central Islip HS $5,000] - January - June 2027
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	2,000	Equipment purchases - [Central Islip HS $2,000]
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	25,000	Student Transportation - [Central Islip HS $25,000] - January - June 2027
Student Services - other	-	
Office Expense	17,000	[Central Islip HS Office Supplies $10,000, Postage $5,000, Copying $2,000]
Staff Development	10,000	PD - [Central Islip HS $10,000]
Staff Recruitment	85,000	Staff Recruitment - [Central Islip HS $85,000]
Student Recruitment / Marketing	10,000	Advertising -[Central Islip HS $10,000]
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	5,000	Other General and Admin Expenses - [Central Islip HS $5,000]
TOTAL SCHOOL OPERATIONS	**159,000**	
FACILITY OPERATION & MAINTENANCE		
Insurance	5,000	GL Insurance - [Central Islip HS $5,000] for 6 months pre-opening
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	10,000	Rent for 6 months - [Central Islip HS $10,000]
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**15,000**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**357,719**	
NET INCOME	**(357,719)**	

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH 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, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
Net Income	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-
Net Income	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	(357,719)	(357,719)

		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		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	12,500	12,500	12,500	12,500	12,500	12,500	75,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	3,750	3,750	3,750	3,750	15,000
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	12,500	12,500	16,250	16,250	16,250	16,250	90,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	1,635	1,635	1,635	1,635	1,635	1,635	9,808
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	449	449	449	449	449	449	2,692
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR		THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH 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, 2025 - June 30, 2026												
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
Net Income		-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-
Net Income		-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	(357,719)	(357,719)
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Other	-	-	-	-	-	-	-	289	289	289	289	289	289	1,731
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	2,372	2,372	2,372	2,372	2,372	2,372	14,231
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	14,872	14,872	18,622	18,622	18,622	18,622	104,231
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	1,390	1,390	1,390	1,390	1,390	1,390	8,338
Fringe / Employee Benefits		-	-	-	-	-	-	6,664	6,664	6,664	6,664	6,664	6,664	39,981
Retirement / Pension		-	-	-	-	-	-	695	695	695	695	695	695	4,169
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	8,748	8,748	8,748	8,748	8,748	8,748	52,488
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	23,620	23,620	27,370	27,370	27,370	27,370	156,719
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	833	833	833	833	833	833	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	333	333	333	333	333	333	2,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	833	833	833	833	833	833	5,000
Other Purchased / Professional / Consulting		-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	4,500	4,500	4,500	4,500	4,500	4,500	27,000
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	833	833	833	833	833	833	5,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	333	333	333	333	333	333	2,000
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	4,167	25,000
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	2,833	2,833	2,833	2,833	2,833	2,833	17,000
Staff Development		-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH 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, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
Net Income	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-
Net Income	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	(357,719)	(357,719)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Staff Recruitment	-	-	-	-	-	-	14,167	14,167	14,167	14,167	14,167	14,167	85,000
Student Recruitment / Marketing	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	833	833	833	833	833	833	5,000
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	26,500	26,500	26,500	26,500	26,500	26,500	159,000
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	833	833	833	833	833	833	5,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
NET INCOME	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
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	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Beginning Cash Balance	-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH 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, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
Net Income	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-
Net Income	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	(357,719)	(357,719)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ENDING CASH BALANCE	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	(357,719)	(357,719)

YEAR 1 BUDGET AND ASSUMPTION		THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**6,254,146**	**47,028**	**197,250**	**-**	**-**	**6,498,424**	
Total Expenses		**4,853,771**	**450,702**	**631,244**	**-**	**932,756**	**6,868,473**	
Net Income		**1,400,375**	**(403,674)**	**(433,994)**	**-**	**(932,756)**	**(370,049)**	
Budgeted Student Enrollment		**125**	**-**				**125**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	Basic Tuition (2024-25)							
PRIMARY School District: Central Islip Union Free School District	23,773	2,971,625					2,971,625	[Central Islip HS 175 FTE @ $19,030 blended rate, totaling $3,320,258]. Please see additional Per Pupil revenue in line 39]
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.)	23,773	2,971,625					2,971,625	See Line 39 for Additional Per Pupil Revenue - [Central Islip HS $2,971,625]
Special Education Revenue			46,278				46,278	[Central Islip HS - $46,278]
NYC DoE Rental Assistance		-	-	-	-	-	-	
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	
Other		(217,979)	-	-	-	-	(217,979)	Less Per Pupil Revenue, line 33 rate differential - [Central Islip - (217,979]
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,753,646	46,278	-	-	-	2,799,924	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-		-			-	
Title I		-	-	-			-	Title I - [Central Islip HS - No Title I]
Title Funding - Other		-	-	-			-	[Central Islip - No Other Title Grants]
School Food Service (Free Lunch)		-	-	197,250			197,250	[Central Islip HS - $197,250]
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	197,250	-	-	197,250	
LOCAL and OTHER REVENUE								
Contributions and Donations		3,343,750	-	-	-	-	3,343,750	Private Contributions - [Central Islip - $3,343,750]
Fundraising		-	-	-	-	-	-	
Erate Reimbursement		150,000	-	-	-	-	150,000	E-Rate - [Central Islip - $150,000]
Earnings on Investments		-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		6,750	750	-	-	-	7,500	NSTYL Textbooks - [Central Islip HS - $7,500]
OTHER		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		3,500,500	750	-	-	-	3,501,250	
TOTAL REVENUE		**6,254,146**	**47,028**	**197,250**	**-**	**-**	**6,498,424**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	-	-	-	-	-	-	-	
Instructional Management	1.00	150,000		-	-	-	150,000	[Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators	2.00	210,000		-	-	-	210,000	[Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	-	
Administrative Staff	1.00	-	-	-	-	45,000	45,000	[Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF	4.00	360,000	-	-	-	45,000	405,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	10.50	882,500	-	-	-	-	882,500	[Central Islip HS: Reg Teachers (Yr 1 (7.5), Yr 2 (14) Yr 3 (19), Yrs 4 and 5 (22), Title I (Yr 1 (3), Yr 2 (6), Yrs 3-5 (9))]
Teachers - SPED	2.00	-	180,000	-	-	-	180,000	[Central Islip HS: SpEd Teachers Yrs 1-2 (2), Yrs 3-5 (5)]
Substitute Teachers	1.00	70,000	-	-	-	-	70,000	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants	-	-		-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION		THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**6,254,146**	**47,028**	**197,250**	**-**	**-**	**6,498,424**	
Total Expenses		**4,853,771**	**450,702**	**631,244**	**-**	**932,756**	**6,868,473**	
Net Income		**1,400,375**	**(403,674)**	**(433,994)**	**-**	**(932,756)**	**(370,049)**	
Budgeted Student Enrollment		**125**	**-**				**125**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Specialty Teachers	2.00	152,000		-	-	-	152,000	[Central Islip HS: Yr 1 (1) PE, (1) ENL, Yr 2 + (2) PE/Art/Music, Yr 3 + (2) PE/Art/Music, Yr 4 + (2) PE/Art/Music and (1) ENL]
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	3.00	220,000		-	-	-	220,000	[Central Islip HS: (1) Social Worker Yrs 1-5, Guidance Counselor (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4-5 (4), Counselor (1) Yrs 1-5]
Other	3.00	230,000	-	-	-	-	230,000	[Central Islip HS: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	21.50	1,554,500	180,000	-	-	-	1,734,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	1.00	16,200	1,800	-	-	-	18,000	[Central Islip HS: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	1.00	-	-	-	-	39,000	39,000	[Central Islip HS: Custodian Yr 1 (1), Yr 2 (2), Yr 3 (3), Yr 4 (4) Yr 5 (5)]
Security	2.00	-	-	-	-	78,000	78,000	[Central Islip HS: Security Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 5 (4) Yr 5 (6)]
Other	2.00	-	-	78,000	-	-	78,000	[Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	6.00	16,200	1,800	78,000	-	117,000	213,000	
SUBTOTAL PERSONNEL SERVICE COSTS	31.50	1,930,700.01	181,800	78,000	-	162,000	2,352,500	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		154,456	14,544	6,240	-	12,960	188,200	Payroll ER Taxes - [Central Islip HS - $188,200]
Fringe / Employee Benefits		527,814	49,700	21,324	-	44,287	643,125	[Central Islip HS - Health/Dental $588,125, WC $25,000, $ DBL/Life $30,000]
Retirement / Pension		77,228	7,272	3,120	-	6,480	94,100	Retirement 401(k) - [Central Islip HS - $94,100]
TOTAL PAYROLL TAXES AND BENEFITS		759,498	71,516	30,684	-	63,727	925,425	
TOTAL PERSONNEL SERVICE COSTS	31.50	2,690,198	253,316	108,684	-	225,727	3,277,925	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	20,000	20,000	Audit - [Central Islip HS - $20,000]
Legal		-	-	-	-	25,000	25,000	Legal - [Central Islip HS - 25,000]
Management Company Fee		-	-	-	-	240,000	240,000	Shared Services Team Costs - [Central Islip HS - $240,000]
Nurse Services		15,000	-	-	-	-	15,000	Contracted Nursing - [Central Islip - $15,000]
Food Service / School Lunch		-	-	456,000	-	-	456,000	Food Service - [Central Islip HS - $456,000]
Payroll Services		12,311	1,159	497	-	1,033	15,000	HR/Benefits - [Central Islip - $15,000]
Special Ed Services		-	5,000	-	-	-	5,000	Contracted SpEd - [Central Islip - $5,000]
Titlement Services (i.e. Title I)		9,000	-	-	-	-	9,000	Title Funding Support Svcs - [Central Islip - $9,000]
Other Purchased / Professional / Consulting		18,000	2,000	-	-	280,288	300,288	[Central Islip HS - Comp Maint $85,000, Contracted Sub $20,000, Fin Mgmt $75,288, Admin Feees $15,000, Temp Staff $25,000, Erate $10,000, Other Prof Svcs $70,000]
TOTAL CONTRACTED SERVICES		54,311	8,159	456,497	-	566,321	1,085,288	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	3,500	3,500	Board Expenses - [Central Islip - $3,500]
Classroom / Teaching Supplies & Materials		27,000	3,000	-	-	-	30,000	[Central Islip HS - Teacher Discretionary Fund $5,000, Classroom Supplies $25,000]
Special Ed Supplies & Materials		6,750	750	-	-	-	7,500	NYSTL Textbooks - [Central Islip Hs - $7,500]
Textbooks / Workbooks		76,500	8,500	-	-	-	85,000	Textbooks & Materials - [Central Islip HS - $85,000]
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		73,016	6,875	2,950	-	6,127	88,968	[Central Islip HS - Equipment (Non-Cap) $51,153, Copier $37,815]
Telephone		25,031	2,357	1,011	-	2,100	30,500	Phone & Data Services - [Central Islip - $30,500]
Technology		20,518	1,932	829	-	1,722	25,000	Software - [Central Islip HS - $25,000]
Student Testing & Assessment		13,500	1,500	-	-	-	15,000	Student Testing - [Central Islip - $15,000]
Field Trips		65,000	-	-	-	-	65,000	Field Trip - [Central Islip HS - $65,000]
Transportation (student)		60,000	-	-	-	-	60,000	[Central Islip HS - Student Transportation $45,000, Transportation Service $15,000]
Student Services - other		72,000	8,000	-	-	-	80,000	[Central Islip HS - Student Activities $35,000, Athletic Activities $45,000]
Office Expense		36,932	3,478	1,492	-	3,099	45,000	[Central Islip HS - Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000]
Staff Development		81,000	9,000	-	-	-	90,000	[Central Islip HS - PD $45,000, PD Conference $40,000, Tuition Reimbursement $5,000]
Staff Recruitment		40,500	4,500	-	-	-	45,000	Recruitment - [Central Islip HS - $45,000]
Student Recruitment / Marketing		31,792	-	-	-	-	31,792	Advertising - [Central Islip HS - $31,792]
School Meals / Lunch		45,139	4,250	1,824	-	3,787	55,000	Other Food Payments - [Central Islip HS - $55,000]
Travel (Staff)		8,207	773	332	-	689	10,000	Transportation Staff - [Central Islip - $10,000]
Fundraising		-	-	-	-	-	-	
Other		69,760	6,569	2,818	-	5,853	85,000	[Central Islip HS - Other G&A $5,000, Subscription & Dues $55,000, Other Direct Ed $25,000]
TOTAL SCHOOL OPERATIONS		752,644	61,484	11,255	-	26,877	852,260	

YEAR 1 BUDGET AND ASSUMPTION	THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**6,254,146**	**47,028**	**197,250**	**-**	**-**	**6,498,424**	
Total Expenses	**4,853,771**	**450,702**	**631,244**	**-**	**932,756**	**6,868,473**	
Net Income	**1,400,375**	**(403,674)**	**(433,994)**	**-**	**(932,756)**	**(370,049)**	
Budgeted Student Enrollment	**125**	**-**				**125**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
FACILITY OPERATION & MAINTENANCE							
Insurance	54,166	5,100	2,188	-	4,545	66,000	Insurance (General Liability) - [Central Islip HS - $66,000]
Janitorial	36,932	3,478	1,492	-	3,099	45,000	Operational Supplies - [Central Islip - $45,000]
Building and Land Rent / Lease / Facility Finance Interest	800,184	75,348	32,327	-	67,141	975,000	[Central Islip - Rent $975,000]
Repairs & Maintenance	139,519	13,138	5,637	-	11,707	170,000	[Central Islip - Renovations & Repairs $85,000, Maint & Security $85,000]
Equipment / Furniture	123,105	11,592	4,973	-	10,329	150,000	Fixtures & Furnishings - [Central Islip - $150,000]
Security	-	-	-	-	-	-	
Utilities	91,919	8,655	3,713	-	7,713	112,000	[Central Islip HS - Utilities $102,000, Other O&M $10,000]
TOTAL FACILITY OPERATION & MAINTENANCE	1,245,825	117,310	50,331	-	104,534	1,518,000	
DEPRECIATION & AMORTIZATION	110,795	10,433	4,476	-	9,296	135,000	[Central Islip HS - Depreciation $135,000]
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	**4,853,771**	**450,702**	**631,244**	**-**	**932,756**	**6,868,473**	
NET INCOME	**1,400,375**	**(403,674)**	**(433,994)**	**-**	**(932,756)**	**(370,049)**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: Central Islip Union Free School District	125					125	
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	**125**					**125**	
REVENUE PER PUPIL	**50,033**					**51,987**	
EXPENSES PER PUPIL	**38,830**					**54,948**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue			**524,473**	**524,473**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**6,498,424**
Total Expenses			**368,409**	**368,409**	**567,628**	**655,698**	**567,628**	**567,628**	**567,628**	**567,628**	**655,698**	**567,628**	**567,628**	**846,865**	**6,868,473**
Net Income			**156,064**	**156,064**	**(22,680)**	**(110,751)**	**(22,680)**	**(22,680)**	**(22,680)**	**(22,680)**	**(110,751)**	**(22,680)**	**(22,680)**	**(301,917)**	**(370,049)**
Cash Flow Adjustments			**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**59,923**
Beginning Cash Balance			**(357,719)**	**(196,662)**	**(35,604)**	**(53,291)**	**(159,048)**	**(176,734)**	**(194,420)**	**(212,106)**	**(229,792)**	**(335,549)**	**(353,236)**	**(370,922)**	**(357,719)**
Ending Cash Balance			**(196,662)**	**(35,604)**	**(53,291)**	**(159,048)**	**(176,734)**	**(194,420)**	**(212,106)**	**(229,792)**	**(335,549)**	**(353,236)**	**(370,922)**	**(667,845)**	**(667,845)**
			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 (2024-25)													
PRIMARY School District:	Central Islip Union Free School District	23,773	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	2,971,625
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.)	23,773	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	247,635	2,971,625
Special Education Revenue			3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	3,857	46,278
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			(18,165)	(18,165)	(18,165)	(18,165)	(18,165)	(18,165)	(18,165)	(18,165)	(18,165)	(18,165)	(18,165)	(18,165)	(217,979)
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			233,327	233,327	233,327	233,327	233,327	233,327	233,327	233,327	233,327	233,327	233,327	233,327	2,799,924
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	-	-	-	-	-	-	-
Title I			-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other			-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)			-	-	19,725	19,725	19,725	19,725	19,725	19,725	19,725	19,725	19,725	19,725	197,250
Grants															
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			-	-	19,725	19,725	19,725	19,725	19,725	19,725	19,725	19,725	19,725	19,725	197,250
LOCAL and OTHER REVENUE															
Contributions and Donations			278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	3,343,750
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	750	750	750	750	750	750	750	750	750	750	7,500
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			291,146	291,146	291,896	291,896	291,896	291,896	291,896	291,896	291,896	291,896	291,896	291,896	3,501,250
TOTAL REVENUE			**524,473**	**524,473**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**6,498,424**
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions													
Executive Management		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management		1.00	11,538	11,538	11,538	17,308	11,538	11,538	11,538	11,538	17,308	11,538	11,538	11,538	150,000
Deans, Directors & Coordinators		2.00	16,154	16,154	16,154	24,231	16,154	16,154	16,154	16,154	24,231	16,154	16,154	16,154	210,000
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff		1.00	3,462	3,462	3,462	5,192	3,462	3,462	3,462	3,462	5,192	3,462	3,462	3,462	45,000
TOTAL ADMINISTRATIVE STAFF		4.00	31,154	31,154	31,154	46,731	31,154	31,154	31,154	31,154	46,731	31,154	31,154	31,154	405,000
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular		10.50	-	-	67,885	101,827	67,885	67,885	67,885	67,885	101,827	67,885	67,885	203,654	882,500
Teachers - SPED		2.00	-	-	13,846	20,769	13,846	13,846	13,846	13,846	20,769	13,846	13,846	41,538	180,000
Substitute Teachers		1.00	-	-	5,385	8,077	5,385	5,385	5,385	5,385	8,077	5,385	5,385	16,154	70,000
Teaching Assistants		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers		2.00	-	-	11,692	17,538	11,692	11,692	11,692	11,692	17,538	11,692	11,692	35,077	152,000
Aides		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors		3.00	-	-	16,923	25,385	16,923	16,923	16,923	16,923	25,385	16,923	16,923	50,769	220,000
Other		3.00	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	230,000
TOTAL INSTRUCTIONAL		21.50	19,167	19,167	134,897	192,763	134,897	134,897	134,897	134,897	192,763	134,897	134,897	366,359	1,734,500
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian		1.00	1,385	1,385	1,385	2,077	1,385	1,385	1,385	1,385	2,077	1,385	1,385	1,385	18,000
Custodian		1.00	3,000	3,000	6,000	6,000	3,000	3,000	3,000	3,000	4,500	3,000	3,000	3,000	39,000
Security		2.00	6,000	6,000	6,000	9,000	6,000	6,000	6,000	6,000	9,000	6,000	6,000	6,000	78,000

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*		THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue		**524,473**	**524,473**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**544,948**	**6,498,424**
Total Expenses		**368,409**	**368,409**	**567,628**	**655,698**	**567,628**	**567,628**	**567,628**	**567,628**	**655,698**	**567,628**	**567,628**	**846,865**	**6,868,473**
Net Income		**156,064**	**156,064**	**(22,680)**	**(110,751)**	**(22,680)**	**(22,680)**	**(22,680)**	**(22,680)**	**(110,751)**	**(22,680)**	**(22,680)**	**(301,917)**	**(370,049)**
Cash Flow Adjustments		**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**59,923**
Beginning Cash Balance		**(357,719)**	**(196,662)**	**(35,604)**	**(53,291)**	**(159,048)**	**(176,734)**	**(194,420)**	**(212,106)**	**(229,792)**	**(335,549)**	**(353,236)**	**(370,922)**	**(357,719)**
Ending Cash Balance		**(196,662)**	**(35,604)**	**(53,291)**	**(159,048)**	**(176,734)**	**(194,420)**	**(212,106)**	**(229,792)**	**(335,549)**	**(353,236)**	**(370,922)**	**(667,845)**	**(667,845)**
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
Other	2.00	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	78,000
TOTAL NON-INSTRUCTIONAL	6.00	16,885	16,885	16,885	22,077	16,885	16,885	16,885	16,885	22,077	16,885	16,885	16,885	213,000
SUBTOTAL PERSONNEL SERVICE COSTS	31.50	67,205	67,205	182,936	261,571	182,936	182,936	182,936	182,936	261,571	182,936	182,936	414,397	2,352,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		5,376	5,376	14,635	20,926	14,635	14,635	14,635	14,635	20,926	14,635	14,635	33,152	188,200
Fringe / Employee Benefits		53,594	53,594	53,594	53,594	53,594	53,594	53,594	53,594	53,594	53,594	53,594	53,594	643,125
Retirement / Pension		2,688	2,688	7,317	10,463	7,317	7,317	7,317	7,317	10,463	7,317	7,317	16,576	94,100
TOTAL PAYROLL TAXES AND BENEFITS		61,658	61,658	75,546	84,982	75,546	75,546	75,546	75,546	84,982	75,546	75,546	103,321	925,425
TOTAL PERSONNEL SERVICE COSTS	31.50	128,863	128,863	258,482	346,553	258,482	258,482	258,482	258,482	346,553	258,482	258,482	517,719	3,277,925
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	20,000	20,000
Legal		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
Management Company Fee		20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	240,000
Nurse Services		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Food Service / School Lunch		-	-	45,600	45,600	45,600	45,600	45,600	45,600	45,600	45,600	45,600	45,600	456,000
Payroll Services		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
Special Ed Services		-	-	500	500	500	500	500	500	500	500	500	500	5,000
Titlement Services (i.e. Title I)		750	750	750	750	750	750	750	750	750	750	750	750	9,000
Other Purchased / Professional / Consulting		25,024	25,024	25,024	25,024	25,024	25,024	25,024	25,024	25,024	25,024	25,024	25,024	300,288
TOTAL CONTRACTED SERVICES		49,107	49,107	96,707	96,707	96,707	96,707	96,707	96,707	96,707	96,707	96,707	116,707	1,085,288
SCHOOL OPERATIONS														
Board Expenses		292	292	292	292	292	292	292	292	292	292	292	292	3,500
Classroom / Teaching Supplies & Materials		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Special Ed Supplies & Materials		625	625	625	625	625	625	625	625	625	625	625	625	7,500
Textbooks / Workbooks		7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		7,414	7,414	7,414	7,414	7,414	7,414	7,414	7,414	7,414	7,414	7,414	7,414	88,968
Telephone		2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	30,500
Technology		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
Student Testing & Assessment		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Field Trips		-	-	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	65,000
Transportation (student)		-	-	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Student Services - other		-	-	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	80,000
Office Expense		3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Staff Development		7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Staff Recruitment		3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Student Recruitment / Marketing		2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	2,649	31,792
School Meals / Lunch		4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
Travel (Staff)		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
TOTAL SCHOOL OPERATIONS		52,688	52,688	74,688	74,688	74,688	74,688	74,688	74,688	74,688	74,688	74,688	74,688	852,260
FACILITY OPERATION & MAINTENANCE														
Insurance		5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	66,000
Janitorial		3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Building and Land Rent / Lease / Facility Finance Interest		81,250	81,250	81,250	81,250	81,250	81,250	81,250	81,250	81,250	81,250	81,250	81,250	975,000
Repairs & Maintenance		14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	170,000
Equipment / Furniture		12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	112,000
TOTAL FACILITY OPERATION & MAINTENANCE		126,500	126,500	126,500	126,500	126,500	126,500	126,500	126,500	126,500	126,500	126,500	126,500	1,518,000
DEPRECIATION & AMORTIZATION		11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		**368,409**	**368,409**	**567,628**	**655,698**	**567,628**	**567,628**	**567,628**	**567,628**	**655,698**	**567,628**	**567,628**	**846,865**	6,868,473
NET INCOME		**156,064**	**156,064**	**(22,680)**	**(110,751)**	**(22,680)**	**(22,680)**	**(22,680)**	**(22,680)**	**(110,751)**	**(22,680)**	**(22,680)**	**(301,917)**	**(370,049)**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Other		19,577	19,577	19,577	19,577	19,577	19,577	19,577	19,577	19,577	19,577	19,577	19,577	234,923
Total Operating Activities		30,827	30,827	30,827	30,827	30,827	30,827	30,827	30,827	30,827	30,827	30,827	30,827	369,923
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(310,000)
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(25,833)	(310,000)
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**4,994**	**59,923**
NET INCOME		**161,057**	**161,057**	**(17,686)**	**(105,757)**	**(17,686)**	**(17,686)**	**(17,686)**	**(17,686)**	**(105,757)**	**(17,686)**	**(17,686)**	**(296,923)**	**(310,126)**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	524,473	524,473	544,948	544,948	544,948	544,948	544,948	544,948	544,948	544,948	544,948	544,948	6,498,424
Total Expenses	368,409	368,409	567,628	655,698	567,628	567,628	567,628	567,628	655,698	567,628	567,628	846,865	6,868,473
Net Income	156,064	156,064	(22,680)	(110,751)	(22,680)	(22,680)	(22,680)	(22,680)	(110,751)	(22,680)	(22,680)	(301,917)	(370,049)
Cash Flow Adjustments	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	59,923
Beginning Cash Balance	(357,719)	(196,662)	(35,604)	(53,291)	(159,048)	(176,734)	(194,420)	(212,106)	(229,792)	(335,549)	(353,236)	(370,922)	(357,719)
Ending Cash Balance	(196,662)	(35,604)	(53,291)	(159,048)	(176,734)	(194,420)	(212,106)	(229,792)	(335,549)	(353,236)	(370,922)	(667,845)	(667,845)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	(357,719)	(196,662)	(35,604)	(53,291)	(159,048)	(176,734)	(194,420)	(212,106)	(229,792)	(335,549)	(353,236)	(370,922)	(357,719)
ENDING CASH BALANCE	(196,662)	(35,604)	(53,291)	(159,048)	(176,734)	(194,420)	(212,106)	(229,792)	(335,549)	(353,236)	(370,922)	(667,845)	(667,845)

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**6,498,424**	**6,658,091**	**12,063,324**	**16,228,815**	**16,677,945**	
Total Expenses		**6,868,473**	**9,435,571**	**12,181,120**	**13,937,660**	**14,939,896**	
Net Income (Before Cash Flow Adjustments)		**(370,049)**	**(2,777,480)**	**(117,796)**	**2,291,155**	**1,738,049**	
Budgeted Student Enrollment		**125**	**249**	**450**	**600**	**600**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
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 (2024-25)						
Central Islip Union Free School District	23,773	2,971,625	5,919,477	10,697,850	14,263,800	14,263,800	[Central Islip HS - (2027-28 (125) FTE @ $22,029, 2028-29 (250) FTE @ $23,131, 2029-30 (450) FTE @ $23,825, 2030-31 (600) FTE @ $24,539, 2031-32 (600) FTE @ $25,275]
PRIMARY School District:							
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	23,773	2,971,625	5,919,477	10,697,850	14,263,800	14,263,800	
Special Education Revenue		46,278	97,184	180,179	247,446	254,869	[Central Islip HS- $46,278, $97,184, $180,179, $247,446, $254,869]
NYC DoE Rental Assistance		-	-	-	-	-	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		(217,979)	(136,820)	23,195	459,769	901,476	Additional GenEd Per Pupil Revenue that did not get captured in Line 33
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,799,924	5,879,841	10,901,224	14,971,015	15,420,145	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	
Title I		-	-	-	-	-	Title I - [Central Islip - No Title I]
Title Funding - Other		-	-	-	-	-	[Central Islip - No Title Other Grants]
School Food Service (Free Lunch)		197,250	394,500	710,100	946,800	946,800	Food Service Revenue - [Central Islip HS - $197,250, $394,500, $710,100, $946,800, $946,800]
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		197,250	394,500	710,100	946,800	946,800	
LOCAL and OTHER REVENUE							
Contributions and Donations		3,343,750	343,750	400,000	250,000	250,000	Private Contributions - [Central Islip HS - $3,343,750, $343,750, $400,000, $250,000, $250,000]
Fundraising		-	-	-	-	-	
Erate Reimbursement		150,000	25,000	25,000	25,000	25,000	E-Rate - [Centrals Islip HS - Yr 1 $150,000, $25,000 on Yrs 2-5]
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		7,500	15,000	27,000	36,000	36,000	NYSTL Textbooks - [Central Islip HS - $7,500, $15,000, $27,500, $36,000, $36,000]
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		3,501,250	383,750	452,000	311,000	311,000	
TOTAL REVENUE		**6,498,424**	**6,658,091**	**12,063,324**	**16,228,815**	**16,677,945**	
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	-	-	-	-	-	-	
Instructional Management	1.00	150,000	304,500	313,635	323,044	332,735	[Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators	2.00	210,000	181,300	271,739	279,891	288,288	[Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	1.00	45,000	46,350	92,741	95,523	98,388	[Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF	4.00	405,000	532,150	678,115	698,458	719,412	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	10.50	882,500	1,711,475	2,432,819	2,755,804	2,838,478	[Central Islip HS: Reg Teachers (Yr 1 (7.5), Yr 2 (14) Yr 3 (19), Yrs 4 and 5 (22), Title I (Yr 1 (3), Yr 2 (6), Yrs 3-5 (9)]
Teachers - SPED	2.00	180,000	185,400	275,962	284,241	292,768	[Central Islip HS: SpEd Teachers Yrs 1-2 (2), Yrs 3-5 (5)]

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**6,498,424**	**6,658,091**	**12,063,324**	**16,228,815**	**16,677,945**	
Total Expenses		**6,868,473**	**9,435,571**	**12,181,120**	**13,937,660**	**14,939,896**	
Net Income (Before Cash Flow Adjustments)		**(370,049)**	**(2,777,480)**	**(117,796)**	**2,291,155**	**1,738,049**	
Budgeted Student Enrollment		**125**	**249**	**450**	**600**	**600**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
Substitute Teachers	1.00	70,000	72,100	74,263	76,491	78,786	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants	-	-	-	-	-	-	[Central Islip HS - NO TA]
Specialty Teachers	2.00	152,000	306,560	465,757	709,730	731,021	[Central Islip HS: Yr 1 (1) PE, (1) ENL, Yr 2 + (2) PE/Art/Music, Yr 3 + (2) PE/Art/Music, Yr 4 + (2) PE/Art/Music and (1) ENL]
Aides	-	-	-	-	-	-	
Therapists & Counselors	3.00	220,000	376,600	462,898	551,785	568,338	[Central Islip HS: (1) Social Worker Yrs 1-5, Guidance Counselor (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4-5 (4), Counselor (1) Yrs 1-5]
Other	3.00	230,000	306,225	495,887	695,864	874,089	[Central Islip HS: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	21.50	1,734,500	2,958,361	4,207,586	5,073,915	5,383,480	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	1.00	18,000	18,540	19,096	19,669	20,259	[Wyandanch: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	1.00	39,000	79,170	120,545	163,161	207,056	[Wyandanch: Yrs 1-5 (9) Custodians]; [Central Islip HS: Custodian Yr 1 (1), Yr 2 (2), Yr 3 (3), Yr 4 (4) Yr 5 (5)]
Security	2.00	78,000	119,340	161,920	205,778	250,951	[Wyandanch: Yrs 1-5 (8) Securities]; [Central Islip HS: Security Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 5 (4) Yr 5 (6)]
Other	2.00	78,000	119,340	161,920	205,778	250,951	[Wyandanch: Yrs 1-5 (2) Food Svc Asst, (4) General Staff]; [Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	6.00	213,000	336,390	463,482	594,386	729,218	
SUBTOTAL PERSONNEL SERVICE COSTS	31.50	2,352,500	3,826,902	5,349,182	6,366,759	6,832,110	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		188,200	306,152	427,935	509,341	546,569	Payroll ER Taxes - [Central Islip HS - $188,200, $306,152, $427,935, $509,341, $546,569]
Fringe / Employee Benefits		643,125	1,045,393	1,461,236	1,739,205	1,866,327	[Central Islip HS - $643,125, $1,045,393, $1,461,235, $1,739,206, $1,866,326]
Retirement / Pension		94,100	153,076	213,967	254,670	273,284	Retirement 401(k) - [Central Islip HS - $94,100, $153,076, $213,967, $254,670, $273,284]
TOTAL PAYROLL TAXES AND BENEFITS		925,425	1,504,621	2,103,138	2,503,216	2,686,180	
TOTAL PERSONNEL SERVICE COSTS	31.50	3,277,925	5,331,523	7,452,320	8,869,975	9,518,290	
CONTRACTED SERVICES							
Accounting / Audit		20,000	22,000	24,000	26,000	28,000	Audit - [Central Islip HS - Yr 1 $20,000, + $2k Increase on Yrs 2-5]
Legal		25,000	27,000	29,000	31,000	33,000	Legal - [Central Islip - Yr 1 $25,000 + $2k Increase on Yrs 2-5]
Management Company Fee		240,000	241,000	242,000	243,000	244,000	Shared Services Team Staff Support Allocation - [Central Islip HS - Yr 1 $240,000 + $1k Increase on Yrs 2-5]
Nurse Services		15,000	31,500	58,401	80,204	82,610	Contracted Nursing Svcs - [Central Islip HAS $15,000, $31,500, $58,401, $80,204, $82,510]
Food Service / School Lunch		456,000	580,000	772,851	857,933	1,031,448	Food Service - [Central Islip HS - $456,000, $580,000, $772,851, $857,933, $1,031,448]
Payroll Services		15,000	16,000	17,000	18,000	19,000	HR/Benefits - [Central Islip HS - Yr 1 $15,000 + $1k Increase on Yrs 2-5]
Special Ed Services		5,000	7,000	9,000	11,000	13,000	Contracted SpEd - [Central Islip HS - Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $5,000 + $2k Increase on Yrs 2-5]
Titlement Services (i.e. Title I)		9,000	10,000	11,000	12,000	13,000	Title Funding Support Svcs - [Central Islip HS - Yr 1 $9,000 + $1k Increase on Yrs 2-5]
Other Purchased / Professional / Consulting		300,288	353,288	383,288	399,288	415,288	[Central Islip HS - Computer Maint Yr 1 $85,000 + $5k in Yrs 2-5, Fin Mgmt Yrs 1-5 $75,288, Admin Fees Yr 1 $15,000 + $2k Yrs 2-5, Temp Staff $25,000, $45,000, $60,000, $61,000, $62,000, E-Rate Yr 1 $10,000 + $1k on Yrs 2-5,Other Prof Svcs $75,000, $85,000, $90,000, $95,000, $100,000, Contracted Sub $20,000, $30,000, $32,000, $34,000, $36,000]
TOTAL CONTRACTED SERVICES		1,085,288	1,287,788	1,546,540	1,678,425	1,879,346	
SCHOOL OPERATIONS							
Board Expenses		3,500	5,500	7,500	9,500	11,500	Board Expenses - [Central Islip HS - Yr 1 $3,500 + $2k Increase on Yrs 2-5]
Classroom / Teaching Supplies & Materials		30,000	52,000	74,000	96,000	118,000	[Central Islip HS - Yr 1 Teacher Discretionary Fund $5,000 + $2k Increase on Yrs 2-5, Classroom Supplies $25,000, $45,000, $65,000, $85,000, $105,000]
Special Ed Supplies & Materials		7,500	9,500	11,500	13,500	15,500	NYSTL Textbooks - [Central Islip - Yr 1 $7,500 + $2k Increase on Yrs 2-5]
Textbooks / Workbooks		85,000	105,000	120,000	135,000	150,000	[Central Islip HS - Yr 1 $85,000, $105,000, $120,000, $135,000, $150,000]
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		88,968	92,968	96,968	100,968	104,968	[Central Islip HS - Yr 1 Equipment (Non-Cap) $51,153, Copier $37,815, + $2k Increase on Yrs 2-5]
Telephone		30,500	32,500	34,500	36,500	38,500	Phone & Data Services - [Central Islip HS Yr 1 $30,500+ $2k Increase on Yrs 2-5]

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*	THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
Total Revenue	**6,498,424**	**6,658,091**	**12,063,324**	**16,228,815**	**16,677,945**	
Total Expenses	**6,868,473**	**9,435,571**	**12,181,120**	**13,937,660**	**14,939,896**	
Net Income (Before Cash Flow Adjustments)	**(370,049)**	**(2,777,480)**	**(117,796)**	**2,291,155**	**1,738,049**	
Budgeted Student Enrollment	**125**	**249**	**450**	**600**	**600**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
Technology	25,000	27,000	29,000	31,000	33,000	Software - [Central Islip HS - Yr 1 $25,000 + $2k Increase on Yrs 2-5]
Student Testing & Assessment	15,000	25,000	35,000	45,000	55,000	Student Testing - [Central Islip - Yr 1 $15,000 + $10k Increase on Yrs 2-5]
Field Trips	65,000	85,000	125,000	165,000	167,000	Field Trip - [Central Islip HS $65,000, $85,000, $125,000, $165,000, $167,000]
Transportation (student)	60,000	17,000	19,000	21,000	23,000	[Central Islip - Yr 1 Only Student Transportation $45,000, Yr 1 Transportation Service $15,000 + $2k Increase on Yrs 2-5]
Student Services - other	80,000	120,000	170,000	190,000	194,000	[Central Islip - Student Activities $35,000, $55,000, $75,000, $85,000, $87,000, Athletic Activities $45,000, $65,000, $95,000, $105,000, $107,000]
Office Expense	45,000	51,000	57,000	63,000	69,000	[Central Islip HS - Yr 1 Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000 + $2k Increases on Yrs 2-5]
Staff Development	90,000	102,000	111,000	120,000	129,000	[Central Islip HS - PD $45,000, $50,000, $52,000, $54,000, $56,000, PD Conference Yr 1 $40,000 + $5k Increases on Yrs 2-5, Tuition Reimbursement Yr 1 $5,000 + $2k Increase on Yrs 2-5]
Staff Recruitment	45,000	50,000	55,000	60,000	65,000	[Central Islip - Yr 1 $45,000 + $5k Increase on Yrs 2-5]
Student Recruitment / Marketing	31,792	33,792	35,792	37,792	39,792	Advertising - [Central Islip HS - Yr 1 $31,792, + $2k Increase on Yrs 2-5]
School Meals / Lunch	55,000	75,000	95,000	97,000	99,000	Other Food Payments - [Central Islip HS - Yr 1 $55,000, $75,000, $95,000, $97,000, $99,000]
Travel (Staff)	10,000	12,000	14,000	16,000	18,000	Transportation Staff - [Central Islip HS - Yr 1 $10,000 + $2k Increase on Yrs 2-5]
Fundraising	-	-	-	-	-	
Other	85,000	90,000	95,000	100,000	105,000	[Central Islip HS - Other G&A Yr 1 $5,000 + $1k Increase on Yrs 2-5, Subscription & Dues Yr 1 $55,000 + $2k Increase on Yrs 2-5, Other Direct Ed Yr 1 $25,000 + $2 Increase on Yrs 2-5]
TOTAL SCHOOL OPERATIONS	852,260	985,260	1,185,260	1,337,260	1,435,260	
FACILITY OPERATION & MAINTENANCE						
Insurance	66,000	80,000	120,000	122,000	124,000	[Central Islip HS - Yr 1 66,000, $80,000, $120,000, $122,000, $124,000]
Janitorial	45,000	70,000	75,000	80,000	85,000	Operational Supplies - [Central Islip HS - $45,000, $70,000, $75,000, $80,000, $85,000]
Building and Land Rent / Lease / Facility Finance Interest	975,000	1,025,000	1,030,000	1,035,000	1,040,000	[Central Islip HS - Rent $975,000, $1025,000, $1,030,000, $1,035,000, $1,040,000]
Repairs & Maintenance	170,000	215,000	260,000	285,000	310,000	[Central Islip HS - Renovations & Repairs Yr 1 $85,000, $110,000. $135,000, $140,000, $145,000, Maint & Security $85,000, $105,000, $125,000, $145,000, $165,000]
Equipment / Furniture	150,000	150,000	155,000	157,000	159,000	Fixtures & Furnishings - [Central Islip HS - $150,000, $150,000, $155,000, $167,000, $159,000]
Security	-	-	-	-	-	
Utilities	112,000	146,000	202,000	208,000	214,000	[Central Islip - Yr 1 Utilities $102,000, $136,000, $192,000, $198,000, $204,000, Other O&M $10,000 Yrs 1-5]
TOTAL FACILITY OPERATION & MAINTENANCE	1,518,000	1,686,000	1,842,000	1,887,000	1,932,000	
DEPRECIATION & AMORTIZATION	135,000	145,000	155,000	165,000	175,000	[Central Islip HS - Depreciation Yr 1 $135,000 + $10k Increase on Yrs 2-5]
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**6,868,473**	**9,435,571**	**12,181,120**	**13,937,660**	**14,939,896**	
NET INCOME	**(370,049)**	**(2,777,480)**	**(117,796)**	**2,291,155**	**1,738,049**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: Central Islip Union Free School District	125	249	450	600	600	
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	**125**	**249**	**450**	**600**	**600**	
REVENUE PER PUPIL	**51,987**	**26,739**	**26,807**	**27,048**	**27,797**	
EXPENSES PER PUPIL	**54,948**	**37,894**	**27,069**	**23,229**	**24,900**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	THE ACADEMY CHARTER SCHOOL 2 - CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**6,498,424**	**6,658,091**	**12,063,324**	**16,228,815**	**16,677,945**	
Total Expenses	**6,868,473**	**9,435,571**	**12,181,120**	**13,937,660**	**14,939,896**	
Net Income (Before Cash Flow Adjustments)	**(370,049)**	**(2,777,480)**	**(117,796)**	**2,291,155**	**1,738,049**	
Budgeted Student Enrollment	**125**	**249**	**450**	**600**	**600**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	135,000	1,077,388	1,117,388	1,157,388	1,197,388	
Other	234,923	-	-	-	-	
Total Operating Activities	369,923	1,077,388	1,117,388	1,157,388	1,197,388	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(310,000)	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	(310,000)	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**59,923**	**1,077,388**	**1,117,388**	**1,157,388**	**1,197,388**	
NET INCOME	**(310,126)**	**(1,700,092)**	**999,592**	**3,448,543**	**2,935,437**	
Beginning Cash Balance	(357,719)	(667,845)	(2,367,937)	(1,368,345)	2,080,198	
ENDING CASH BALANCE	**(667,845)**	**(2,367,937)**	**(1,368,345)**	**2,080,198**	**5,015,635**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Central Islip 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 Central Islip Union Free School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	125	23,773	2,971,625	3,526,799	6,498,424	283,208,360	2.295%
Year 2 (2027-28)	249	23,773	5,919,477	738,614	6,658,091	283,208,360	2.351%
Year 3 (2028-29)	450	23,773	10,697,850	1,365,474	12,063,324	283,208,360	4.260%
Year 4 (2029-30)	600	23,773	14,263,800	1,965,015	16,228,815	283,208,360	5.730%
Year 5 (2030-31)	600	23,773	14,263,800	2,414,145	16,677,945	283,208,360	5.889%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
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 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 2 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 3 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 4 (2029-30)	-	-	-	-	-	-	#DIV/0!
Year 5 (2030-31)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

SUNY 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.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230601

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
630918	Abraham Wing School	14,508	14,414
570101	Addison Central School District	13,483	13,998
410401	Adirondack Central School District	13,609	14,242
080101	Afton Central School District	13,338	14,425
142101	Akron Central School District	12,238	12,666
010100	Albany City School District	17,297	18,150
450101	Albion Central School District	11,437	11,342
140101	Alden Central School District	11,278	11,552
180202	Alexander Central School District	13,225	13,582
220202	Alexandria Central School District	13,883	14,211
020101	Alfred-Almond Central School District	13,454	13,846
040302	Allegany-Limestone Central School District	11,601	11,884
460102	Altmar-Parish-Williamstown Central School District	13,897	14,775
580303	Amagansett Union Free School District	63,430	66,779
140201	Amherst Central School District	11,866	12,177
580106	Amityville Union Free School District	20,322	21,330
270100	Amsterdam City School District	11,428	12,108
120102	Andes Central School District	20,369	22,921
020601	Andover Central School District	13,869	14,696
660405	Ardsley Union Free School District	23,390	23,877
640101	Argyle Central School District	13,591	13,900
571901	Arkport Central School District	11,921	12,379
131601	Arlington Central School District	13,767	14,268
670201	Attica Central School District	10,506	10,650
050100	Auburn Enlarged City School District	12,014	12,550
090201	AuSable Valley Central School District	15,292	15,650
491302	Averill Park Central School District	11,727	11,937
570201	Avoca Central School District	15,491	15,733
240101	Avon Central School District	12,710	13,016
580101	Babylon Union Free School District	19,015	19,591
080201	Bainbridge-Guilford Central School District	13,059	13,600
280210	Baldwin Union Free School District	17,405	18,119
420901	Baldwinsville Central School District	13,687	14,369
521301	Ballston Spa Central School District	13,810	14,259
401301	Barker Central School District	13,698	13,902
180300	Batavia City School District	14,183	14,862
570302	Bath Central School District	10,455	11,010
580501	Bay Shore Union Free School District	18,584	19,322
580505	Bayport-Blue Point Union Free School District	19,427	19,845
130200	Beacon City School District	14,127	14,549
231301	Beaver River Central School District	11,448	11,902
660102	Bedford Central School District	23,269	23,781
090301	Beekmantown Central School District	14,511	15,200
020801	Belfast Central School District	14,257	15,543
220909	Belleville Henderson Central School District	9,807	8,999
280207	Bellmore Union Free School District	21,708	21,851
280253	Bellmore-Merrick Central High School District	15,793	16,643
061001	Bemus Point Central School District	14,350	15,050
490101	Berlin Central School District	15,059	15,762
010201	Berne-Knox-Westerlo Central School District	16,417	17,445
010306	Bethlehem Central School District	13,877	14,248
280521	Bethpage Union Free School District	19,074	19,547
030200	Binghamton City School District	12,716	13,159
661905	Blind Brook-Rye Union Free School District	21,332	21,863
430501	Bloomfield Central School District	12,412	12,784
022902	Bolivar-Richburg Central School District	13,492	13,619
630101	Bolton Central School District	23,321	22,841
151801	Boquet Valley Central School District	16,118	16,179

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
570401	Bradford Central School District	14,482	14,595
510101	Brasher Falls Central School District	13,401	14,212
580512	Brentwood Union Free School District	17,336	18,655
480601	Brewster Central School District	18,579	19,194
661402	Briarcliff Manor Union Free School District	24,366	25,099
580909	Bridgehampton Union Free School District	77,128	80,321
260101	Brighton Central School District	14,868	15,314
171102	Broadalbin-Perth Central School District	10,318	10,743
261801	Brockport Central School District	12,643	12,925
062301	Brocton Central School District	15,187	15,576
660303	Bronxville Union Free School District	22,599	22,773
250109	Brookfield Central School District	15,370	16,195
490202	Brunswick Central School District	12,816	12,966
161601	Brushton-Moira Central School District	14,380	15,092
140600	Buffalo City School District	13,966	14,614
520101	Burnt Hills-Ballston Lake Central School District	12,031	12,266
661201	Byram Hills Central School District	22,205	22,745
180701	Byron-Bergen Central School District	12,815	13,311
190301	Cairo-Durham Central School District	11,469	11,719
240201	Caledonia-Mumford Central School District	11,829	11,887
641610	Cambridge Central School District	14,254	14,485
410601	Camden Central School District	10,529	10,411
570603	Campbell-Savona Central School District	10,128	9,870
270301	Canajoharie Central School District	12,596	12,689
430300	Canandaigua City School District	12,078	12,155
021102	Canaseraga Central School District	13,884	14,238
250901	Canastota Central School District	11,955	12,186
600301	Candor Central School District	14,867	15,234
571502	Canisteo-Greenwood Central School District	16,137	16,471
510201	Canton Central School District	14,138	14,877
280411	Carle Place Union Free School District	21,973	22,208
480102	Carmel Central School District	17,378	17,628
222201	Carthage Central School District	9,585	11,256
060401	Cassadaga Valley Central School District	14,998	15,554
050401	Cato-Meridian Central School District	12,490	12,836
190401	Catskill Central School District	16,209	16,925
042302	Cattaraugus-Little Valley Central School District	13,840	14,485
250201	Cazenovia Central School District	12,544	13,008
580233	Center Moriches Union Free School District	17,208	17,889
580513	Central Islip Union Free School District	23,314	23,773
460801	Central Square Central School District	11,269	11,626
212101	Central Valley Central School District at Ilion-Mohawk	10,419	10,874
661004	Chappaqua Central School District	20,759	20,890
120401	Charlotte Valley Central School District	14,135	14,582
160801	Chateaugay Central School District	12,794	12,850
101001	Chatham Central School District	14,311	14,730
060503	Chautauqua Lake Central School District	14,720	14,983
090601	Chazy Union Free School District	12,944	13,182
140701	Cheektowaga Central School District	11,807	12,087
140709	Cheektowaga-Sloan Union Free School District	13,109	13,396
030101	Chenango Forks Central School District	12,269	12,367
030701	Chenango Valley Central School District	12,523	13,055
472202	Cherry Valley-Springfield Central School District	15,158	15,980
440201	Chester Union Free School District	17,038	18,711
251601	Chittenango Central School District	13,375	13,879
261501	Churchville-Chili Central School District	11,762	11,856
110101	Cincinnatus Central School District	14,259	14,531
140801	Clarence Central School District	11,924	12,255

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
500101	Clarkstown Central School District	16,094	16,651
140703	Cleveland Hill Union Free School District	13,021	13,429
510401	Clifton-Fine Central School District	18,641	19,336
411101	Clinton Central School District	13,827	14,130
650301	Clyde-Savannah Central School District	17,096	17,628
060701	Clymer Central School District	16,472	16,709
541102	Cobleskill-Richmondville Central School District	13,615	14,328
010500	Cohoes City School District	14,664	15,120
580402	Cold Spring Harbor Central School District	21,234	21,646
510501	Colton-Pierrepont Central School District	21,630	22,735
580410	Commack Union Free School District	16,226	16,129
580203	Comsewogue Union Free School District	15,780	16,294
580507	Connetquot Central School District	18,484	18,928
471701	Cooperstown Central School District	14,060	14,790
230201	Copenhagen Central School District	11,278	11,643
580105	Copiague Union Free School District	18,229	19,284
520401	Corinth Central School District	11,929	12,685
571000	Corning City School District	12,843	12,874
440301	Cornwall Central School District	13,242	13,748
110200	Cortland City School District	12,043	12,767
190501	Coxsackie-Athens Central School District	13,661	13,897
660202	Croton-Harmon Union Free School District	17,200	17,728
150203	Crown Point Central School District	18,940	19,974
022302	Cuba-Rushford Central School District	14,136	14,788
241001	Dansville Central School District	13,400	13,797
580107	Deer Park Union Free School District	16,635	16,871
120501	Delhi Central School District	15,600	15,984
140707	Depew Union Free School District	11,538	11,888
031301	Deposit Central School District	15,029	15,448
250301	DeRuyter Central School District	13,217	13,898
660403	Dobbs Ferry Union Free School District	22,177	22,769
211003	Dolgeville Central School District	11,045	10,863
130502	Dover Union Free School District	13,390	13,943
120301	Downsville Central School District	19,931	20,796
610301	Dryden Central School District	13,026	13,696
530101	Duanesburg Central School District	10,253	10,888
680801	Dundee Central School District	10,374	10,351
060800	Dunkirk City School District	15,391	16,176
140301	East Aurora Union Free School District	12,126	12,691
490301	East Greenbush Central School District	13,818	14,484
580301	East Hampton Union Free School District	25,462	26,175
260801	East Irondequoit Central School District	13,981	14,391
580503	East Islip Union Free School District	15,228	15,312
280203	East Meadow Union Free School District	17,471	18,034
580234	East Moriches Union Free School District	17,956	18,211
580917	East Quogue Union Free School District	23,025	23,739
500402	East Ramapo Central School District	17,234	16,446
261313	East Rochester Union Free School District	14,647	15,126
280219	East Rockaway Union Free School District	20,051	20,524
420401	East Syracuse-Minoa Central School District	16,309	16,813
280402	East Williston Union Free School District	22,710	22,871
660301	Eastchester Union Free School District	20,204	20,794
580912	Eastport-South Manor Central School District	14,193	15,013
141201	Eden Central School District	12,097	12,520
660406	Edgemont Union Free School District	20,605	21,135
520601	Edinburg Common School District	23,504	22,195
470501	Edmeston Central School District	13,638	14,226
513102	Edwards-Knox Central School District	12,406	13,338

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
180901	Elba Central School District	14,281	14,877
590801	Eldred Central School District	13,146	12,264
622002	Ellenville Central School District	18,905	19,550
040901	Ellicottville Central School District	13,525	14,454
070600	Elmira City School District	12,981	13,017
070902	Elmira Heights Central School District	11,844	12,735
280216	Elmont Union Free School District	16,052	16,551
660409	Elmsford Union Free School District	25,552	26,451
580401	Elwood Union Free School District	16,077	16,452
420601	Fabius-Pompey Central School District	13,818	14,344
261301	Fairport Central School District	12,280	12,752
061101	Falconer Central School District	11,542	11,986
590501	Fallsburg Central School District	21,341	22,764
280522	Farmingdale Union Free School District	19,621	20,433
421001	Fayetteville-Manlius Central School District	13,346	13,976
022001	Fillmore Central School District	10,869	11,420
580514	Fire Island Union Free School District	113,268	111,241
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,503	16,858
442115	Florida Union Free School District	16,108	16,651
270601	Fonda-Fultonville Central School District	11,407	11,511
061503	Forestville Central School District	13,180	13,853
640502	Fort Ann Central School District	15,126	15,203
640601	Fort Edward Union Free School District	17,594	20,413
270701	Fort Plain Central School District	13,045	13,044
210402	Frankfort-Schuyler Central School District	11,208	11,770
120701	Franklin Central School District	15,481	15,911
280217	Franklin Square Union Free School District	15,685	16,430
041101	Franklinville Central School District	12,903	12,813
062201	Fredonia Central School District	14,046	14,445
280209	Freeport Union Free School District	17,921	18,373
060301	Frewsburg Central School District	11,698	12,419
021601	Friendship Central School District	14,796	14,937
141604	Frontier Central School District	10,150	10,570
460500	Fulton City School District	13,336	14,140
520701	Galway Central School District	11,157	11,622
650902	Gananda Central School District	11,679	12,532
280218	Garden City Union Free School District	19,064	19,546
480404	Garrison Union Free School District	22,065	21,560
260401	Gates-Chili Central School District	13,011	13,114
220401	General Brown Central School District	10,462	11,049
020702	Genesee Valley Central School District	13,725	14,396
240401	Geneseo Central School District	13,914	14,377
430700	Geneva City School District	15,910	16,112
100902	Germantown Central School District	16,242	16,435
470202	Gilbertsville-Mount Upton Central School District	14,333	14,977
540801	Gilboa-Conesville Central School District	15,860	16,079
280100	Glen Cove City School District	21,520	22,370
630300	Glens Falls City School District	13,380	13,624
170500	Gloversville Enlarged City School District	11,409	11,938
440601	Goshen Central School District	17,870	18,765
511101	Gouverneur Central School District	12,164	12,315
042801	Gowanda Central School District	12,664	13,209
141501	Grand Island Central School District	11,940	12,261
640701	Granville Central School District	11,769	12,228
280407	Great Neck Union Free School District	24,027	24,731
260501	Greece Central School District	12,813	13,465
010701	Green Island Union Free School District	15,554	16,562

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
660407	Greenburgh Central 7 School District	23,424	23,818
080601	Greene Central School District	12,719	13,254
581010	Greenport Union Free School District	21,466	21,953
190701	Greenville Central School District	15,274	15,934
640801	Greenwich Central School District	13,928	14,379
442111	Greenwood Lake Union Free School District	19,851	19,885
610501	Groton Central School District	13,104	13,021
010802	Guilderland Central School District	13,858	14,204
630801	Hadley-Luzerne Central School District	15,824	16,254
480401	Haldane Central School District	15,811	15,174
580405	Half Hollow Hills Central School District	16,418	16,842
141601	Hamburg Central School District	12,324	13,129
250701	Hamilton Central School District	15,230	15,748
511201	Hammond Central School District	15,749	16,699
572901	Hammondsport Central School District	17,510	18,009
580905	Hampton Bays Union Free School District	18,424	19,108
120906	Hancock Central School District	14,039	14,273
460701	Hannibal Central School District	11,420	11,827
580406	Harborfields Central School District	15,708	16,453
030501	Harpursville Central School District	9,923	10,181
660501	Harrison Central School District	25,595	26,207
230301	Harrisville Central School District	15,961	16,773
641001	Hartford Central School District	11,798	11,472
660404	Hastings-On-Hudson Union Free School District	23,686	24,295
580506	Hauppauge Union Free School District	19,302	19,980
280201	Hempstead Union Free School District	24,505	26,196
660203	Hendrick Hudson Central School District	19,996	20,600
210601	Herkimer Central School District	11,537	12,278
511301	Hermon Dekalb Central School District	15,303	15,947
280409	Herricks Union Free School District	18,373	18,702
512404	Heuvelton Central School District	11,482	12,184
280214	Hewlett-Woodmere Union Free School District	24,389	24,550
280517	Hicksville Union Free School District	17,554	18,470
620803	Highland Central School District	14,955	15,350
440901	Highland Falls-Fort Montgomery Central School District	17,287	18,587
261101	Hilton Central School District	11,931	12,298
041401	Hinsdale Central School District	12,139	12,727
141701	Holland Central School District	12,704	12,926
412201	Holland Patent Central School District	12,922	13,618
450704	Holley Central School District	11,011	11,471
110701	Homer Central School District	13,115	13,647
431401	Honeoye Central School District	13,434	13,699
260901	Honeoye Falls-Lima Central School District	11,879	12,473
491401	Hoosic Valley Central School District	12,453	13,005
490501	Hoosick Falls Central School District	14,425	14,970
571800	Hornell City School District	10,107	9,524
070901	Horseheads Central School District	13,016	13,607
101300	Hudson City School District	15,882	16,420
641301	Hudson Falls Central School District	10,969	11,263
190901	Hunter-Tannersville Central School District	17,254	17,744
580403	Huntington Union Free School District	19,495	20,078
130801	Hyde Park Central School District	14,300	14,839
101401	Ichabod Crane Central School District	13,076	13,253
200401	Indian Lake Central School District	24,475	24,595
220301	Indian River Central School District	8,425	8,400
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	14,012	15,182
660402	Irvington Union Free School District	23,064	23,712

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
280231	Island Park Union Free School District	30,496	29,380
280226	Island Trees Union Free School District	17,031	17,493
580502	Islip Union Free School District	16,621	17,071
610600	Ithaca City School District	16,086	16,535
061700	Jamestown City School District	12,240	12,750
420411	Jamesville-Dewitt Central School District	12,986	13,430
572702	Jasper-Troupsburg Central School District	10,673	9,424
540901	Jefferson Central School District	14,299	14,907
280515	Jericho Union Free School District	25,613	26,281
630601	Johnsburg Central School District	19,097	19,828
031502	Johnson City Central School District	14,170	14,900
170600	Johnstown City School District	9,678	9,620
420501	Jordan-Elbridge Central School District	14,484	15,930
660101	Katonah-Lewisboro Union Free School District	21,199	21,540
150601	Keene Central School District	24,890	26,575
450607	Kendall Central School District	13,656	13,835
142601	Kenmore-Town of Tonawanda Union Free School District	11,143	11,968
241101	Keshequa Central School District	13,501	14,262
580805	Kings Park Central School District	15,314	15,610
620600	Kingston City School District	17,811	18,563
441202	Kiryas Joel Village Union Free School District	47,592	47,088
141800	Lackawanna City School District	13,355	14,179
221401	Lafargeville Central School District	11,679	12,035
420807	Lafayette Central School District	19,604	20,031
630701	Lake George Central School District	14,107	14,258
151102	Lake Placid Central School District	16,551	16,988
200601	Lake Pleasant Central School District	28,865	29,396
141401	Lake Shore Central School District	12,946	13,315
662401	Lakeland Central School District	16,385	16,944
141901	Lancaster Central School District	10,740	11,054
610801	Lansing Central School District	14,058	14,889
490601	Lansingburgh Central School District	12,613	13,621
470801	Laurens Central School District	11,871	12,251
280215	Lawrence Union Free School District	19,566	19,372
181001	Le Roy Central School District	13,123	13,628
670401	Letchworth Central School District	12,475	12,870
280205	Levittown Union Free School District	18,400	18,656
400301	Lewiston-Porter Central School District	13,842	14,356
590901	Liberty Central School District	20,666	20,984
580104	Lindenhurst Union Free School District	15,691	16,135
511602	Lisbon Central School District	16,247	17,336
210800	Little Falls City School District	14,527	15,909
421501	Liverpool Central School District	14,609	14,982
591302	Livingston Manor Central School District	18,772	19,639
240801	Livonia Central School District	13,261	14,204
400400	Lockport City School District	12,352	13,235
280503	Locust Valley Central School District	25,005	25,318
280300	Long Beach City School District	23,742	24,051
200701	Long Lake Central School District	43,783	45,736
580212	Longwood Central School District	16,613	17,193
230901	Lowville Academy and Central School District	11,100	11,330
221301	Lyme Central School District	15,605	16,285
280220	Lynbrook Union Free School District	19,673	20,137
421504	Lyncourt Union Free School District	20,816	22,200
451001	Lyndonville Central School District	12,897	12,803
650501	Lyons Central School District	13,774	14,092
251101	Madison Central School District	13,036	13,736
511901	Madrid-Waddington Central School District	13,666	14,184

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
480101	Mahopac Central School District	15,429	15,812
031101	Maine-Endwell Central School District	12,307	12,201
161501	Malone Central School District	12,835	13,668
280212	Malverne Union Free School District	22,087	22,513
660701	Mamaroneck Union Free School District	20,436	20,929
431101	Manchester-Shortsville Central School District	13,329	14,157
280406	Manhasset Union Free School District	22,228	22,468
110901	Marathon Central School District	14,538	14,692
421101	Marcellus Central School District	12,176	12,549
430901	Marcus Whitman Central School District	14,696	15,168
121401	Margaretville Central School District	16,719	18,028
650701	Marion Central School District	13,409	14,006
621001	Marlboro Central School District	18,368	19,088
140702	Maryvale Union Free School District	12,863	13,487
280523	Massapequa Union Free School District	17,941	18,190
512001	Massena Central School District	11,605	11,795
581012	Mattituck-Cutchogue Union Free School District	17,381	17,482
170801	Mayfield Central School District	11,633	11,873
110304	McGraw Central School District	15,873	17,040
521200	Mechanicville City School District	14,005	14,652
450801	Medina Central School District	11,829	12,061
010615	Menands Union Free School District	16,935	17,541
280225	Merrick Union Free School District	19,860	20,027
460901	Mexico Academy and Central School District	13,841	14,417
580211	Middle Country Central School District	15,728	15,899
541001	Middleburgh Central School District	13,755	14,302
441000	Middletown Enlarged City School District	16,816	18,072
471101	Milford Central School District	15,303	15,566
132201	Millbrook Central School District	14,088	13,958
580208	Miller Place Union Free School District	14,280	14,163
280410	Mineola Union Free School District	27,241	29,317
150801	Minerva Central School District	26,331	27,076
441101	Minisink Valley Central School District	13,395	13,743
530515	Mohonasen Central School District	10,995	11,426
441201	Monroe-Woodbury Central School District	16,117	16,787
580306	Montauk Union Free School District	35,371	35,371
591401	Monticello Central School District	16,694	17,313
051301	Moravia Central School District	12,255	12,607
150901	Moriah Central School District	14,528	14,871
471201	Morris Central School District	11,798	11,769
512101	Morristown Central School District	14,307	13,629
250401	Morrisville-Eaton Central School District	14,097	14,345
212001	Mount Markham Central School District	13,231	13,174
240901	Mount Morris Central School District	15,520	16,546
660801	Mount Pleasant Central School District	20,270	21,111
580207	Mount Sinai Union Free School District	16,701	16,975
660900	Mount Vernon City School District	18,589	19,022
500108	Nanuet Union Free School District	19,154	20,033
431201	Naples Central School District	14,923	15,456
411501	New Hartford Central School District	12,563	12,945
280405	New Hyde Park-Garden City Park Union Free School Distric	16,763	18,211
101601	New Lebanon Central School District	17,118	17,830
621101	New Paltz Central School District	17,004	17,754
661100	New Rochelle City School District	18,595	19,210
581015	New Suffolk Common School District	18,495	16,166
300000	New York City Department of Education	18,340	19,044
411504	New York Mills Union Free School District	14,057	14,425
650101	Newark Central School District	13,312	13,987

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
600402	Newark Valley Central School District	12,060	12,557
441600	Newburgh Enlarged City School District	18,149	18,908
151001	Newcomb Central School District	44,320	43,655
400601	Newfane Central School District	11,787	12,037
610901	Newfield Central School District	12,782	13,059
400800	Niagara Falls City School District	12,691	13,138
400701	Niagara-Wheatfield Central School District	12,059	12,411
530301	Niskayuna Central School District	13,877	14,482
580103	North Babylon Union Free School District	16,899	17,354
280204	North Bellmore Union Free School District	17,416	17,655
142201	North Collins Central School District	15,290	15,750
010623	North Colonie Central School District	13,235	13,832
490801	North Greenbush Common School District	17,451	19,542
280229	North Merrick Union Free School District	19,801	20,344
500201	North Rockland Central School District	18,645	18,542
651501	North Rose-Wolcott Central School District	14,020	14,016
661301	North Salem Central School District	22,007	22,564
280501	North Shore Central School District	26,500	26,561
420303	North Syracuse Central School District	13,189	13,620
400900	North Tonawanda City School District	12,142	11,945
630202	North Warren Central School District	16,566	18,716
090501	Northeastern Clinton Central School District	13,658	14,088
090901	Northern Adirondack Central School District	14,780	15,317
580404	Northport-East Northport Union Free School District	19,576	19,893
170901	Northville Central School District	16,742	17,646
081200	Norwich City School District	11,315	12,341
512201	Norwood-Norfolk Central School District	13,121	13,293
500304	Nyack Union Free School District	20,548	20,636
181101	Oakfield-Alabama Central School District	13,727	14,595
280211	Oceanside Union Free School District	16,329	16,554
550101	Odessa-Montour Central School District	11,644	10,910
512300	Ogdensburg City School District	14,939	15,937
042400	Olean City School District	13,076	13,623
251400	Oneida City School District	13,312	14,024
471400	Oneonta City School District	14,182	14,440
421201	Onondaga Central School District	14,786	14,921
621201	Onteora Central School District	20,596	20,915
271201	Oppenheim-Ephratah-St. Johnsville Central School District	13,185	13,403
142301	Orchard Park Central School District	12,567	12,876
412901	Oriskany Central School District	13,279	13,700
661401	Ossining Union Free School District	21,185	22,492
461300	Oswego City School District	13,558	14,279
081401	Otselic Valley Central School District at Georgetown-South	16,062	16,785
600601	Owego-Apalachin Central School District	13,864	14,625
211701	Owen D. Young Central School District	13,599	13,894
081501	Oxford Academy and Central School District	13,670	14,170
280506	Oyster Bay-East Norwich Central School District	25,087	25,408
581002	Oysterponds Union Free School District	36,838	37,729
650901	Palmyra-Macedon Central School District	11,844	12,055
061601	Panama Central School District	13,050	13,016
512501	Parishville-Hopkinton Central School District	13,015	13,072
580224	Patchogue-Medford Union Free School District	15,532	16,225
181201	Pavilion Central School District	13,338	13,534
131201	Pawling Central School District	17,315	17,980
500308	Pearl River Union Free School District	17,457	17,857
661500	Peekskill City School District	19,292	20,056
661601	Pelham Union Free School District	17,441	17,844
181302	Pembroke Central School District	14,292	14,864

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
261201	Penfield Central School District	14,208	14,721
680601	Penn Yan Central School District	12,888	13,237
671201	Perry Central School District	13,883	14,313
091101	Peru Central School District	14,333	14,270
431301	Phelps-Clifton Springs Central School District	13,460	13,597
462001	Phoenix Central School District	13,230	13,336
440401	Pine Bush Central School District	13,392	13,612
131301	Pine Plains Central School District	16,980	17,511
060601	Pine Valley Central School District	18,916	21,969
043501	Pioneer Central School District	11,715	12,095
261401	Pittsford Central School District	15,137	15,626
280518	Plainedge Union Free School District	17,041	17,457
280504	Plainview-Old Bethpage Central School District	19,684	20,428
091200	Plattsburgh City School District	15,604	16,262
660809	Pleasantville Union Free School District	17,595	18,001
660802	Pocantico Hills Central School District	41,070	44,573
211103	Poland Central School District	13,082	13,516
051101	Port Byron Central School District	12,392	12,753
661904	Port Chester-Rye Union Free School District	16,661	17,942
580206	Port Jefferson Union Free School District	23,536	23,602
441800	Port Jervis City School District	13,564	13,649
280404	Port Washington Union Free School District	23,895	24,786
042901	Portville Central School District	12,327	12,650
512902	Potsdam Central School District	14,232	14,781
131500	Poughkeepsie City School District	15,993	17,097
572301	Prattsburgh Central School District	12,965	14,131
461801	Pulaski (Academy) Central School District	14,245	14,808
641401	Putnam Central School District	24,562	24,346
480503	Putnam Valley Central School District	18,487	18,690
630902	Queensbury Union Free School District	10,905	11,229
580903	Quogue Union Free School District	52,520	51,785
043001	Randolph Central School District	13,591	13,696
010402	Ravena-Coeymans-Selkirk Central School District	14,284	14,577
651503	Red Creek Central School District	12,958	13,478
131701	Red Hook Central School District	15,490	16,054
411701	Remsen Central School District	19,024	19,772
580901	Remsenburg-Speonk Union Free School District	40,932	42,377
491200	Rensselaer City School District	11,361	11,630
131801	Rhinebeck Central School District	18,618	19,164
472001	Richfield Springs Central School District	12,377	12,793
062401	Ripley Central School District	14,040	14,310
580602	Riverhead Central School District	20,107	21,746
261600	Rochester City School District	14,316	14,088
280221	Rockville Centre Union Free School District	21,044	21,669
580209	Rocky Point Union Free School District	15,495	15,947
411800	Rome City School District	14,583	15,273
560603	Romulus Central School District	17,119	17,299
620901	Rondout Valley Central School District	19,344	20,093
280208	Roosevelt Union Free School District	18,964	19,914
591301	Roscoe Central School District	19,803	20,514
280403	Roslyn Union Free School District	22,785	23,236
121502	Roxbury Central School District	19,551	20,374
401201	Royalton-Hartland Central School District	11,206	11,464
261701	Rush-Henrietta Central School District	14,589	15,117
661800	Rye City School District	22,644	23,067
661901	Rye Neck Union Free School District	19,848	20,134
580205	Sachem Central School District	15,181	15,793
221001	Sackets Harbor Central School District	11,892	12,560

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
580305	Sag Harbor Union Free School District	31,073	32,589
580910	Sagaponack Common School District	17,336	16,934
161801	Saint Regis Falls Central School District	17,247	18,861
043200	Salamanca City School District	3,150	3,159
641501	Salem Central School District	16,437	17,359
161201	Salmon River Central School District	16,080	16,527
461901	Sandy Creek Central School District	15,304	16,476
091402	Saranac Central School District	13,923	14,451
161401	Saranac Lake Central School District	16,404	16,998
521800	Saratoga Springs City School District	12,472	12,615
621601	Saugerties Central School District	14,479	14,657
411603	Sauquoit Valley Central School District	14,129	14,508
580504	Sayville Union Free School District	18,007	18,437
662001	Scarsdale Union Free School District	24,704	25,371
530501	Schalmont Central School District	14,896	14,862
530600	Schenectady City School District	14,302	15,027
470901	Schenevus Central School District	14,505	15,001
491501	Schodack Central School District	14,750	15,629
541201	Schoharie Central School District	13,931	14,467
151401	Schroon Lake Central School District	20,697	21,945
521701	Schuylerville Central School District	12,786	12,941
022401	Scio Central School District	12,218	12,467
530202	Scotia-Glenville Central School District	13,540	13,673
280206	Seaford Union Free School District	17,804	18,270
560701	Seneca Falls Central School District	12,802	13,158
280252	Sewanhaka Central High School District	14,545	15,147
541401	Sharon Springs Central School District	16,703	18,393
580701	Shelter Island Union Free School District	29,390	30,042
520302	Shenendehowa Central School District	13,387	13,769
082001	Sherburne-Earlville Central School District	12,490	12,780
062601	Sherman Central School District	12,554	13,115
580601	Shoreham-Wading River Central School District	18,075	18,263
121601	Sidney Central School District	12,367	12,810
061501	Silver Creek Central School District	14,689	15,500
421601	Skaneateles Central School District	13,635	14,208
580801	Smithtown Central School District	16,162	16,524
651201	Sodus Central School District	13,390	13,501
420702	Solvay Union Free School District	13,196	13,585
662101	Somers Central School District	19,134	19,584
010601	South Colonie Central School District	14,280	14,860
580235	South Country Central School District	18,715	18,762
521401	South Glens Falls Central School District	12,249	12,858
580413	South Huntington Union Free School District	18,705	19,418
220101	South Jefferson Central School District	11,296	11,926
121702	South Kortright Central School District	14,111	13,970
231101	South Lewis Central School District	14,885	15,440
500301	South Orangetown Central School District	17,609	18,132
560501	South Seneca Central School District	15,265	15,816
580906	Southampton Union Free School District	26,429	26,855
050701	Southern Cayuga Central School District	15,112	15,815
581005	Southold Union Free School District	19,972	20,423
060201	Southwestern Central School District	13,463	14,074
131602	Spackenkill Union Free School District	18,647	18,787
261001	Spencerport Central School District	12,882	13,226
600801	Spencer-Van Etten Central School District	13,450	13,708
580304	Springs Union Free School District	25,307	25,021
141101	Springville-Griffith Institute Central School District	13,373	13,655
121701	Stamford Central School District	14,495	15,062

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
401001	Starpoint Central School District	12,030	12,553
522001	Stillwater Central School District	10,709	11,435
251501	Stockbridge Valley Central School District	11,879	12,044
500401	Suffern Central School District	18,349	18,986
591502	Sullivan West Central School District	16,052	15,336
030601	Susquehanna Valley Central School District	14,849	15,401
140207	Sweet Home Central School District	14,494	15,224
280502	Syosset Central School District	22,190	22,891
421800	Syracuse City School District	14,128	14,601
100501	Taconic Hills Central School District	16,791	17,622
660401	Tarrytown Union Free School District	18,993	19,455
220701	Thousand Islands Central School District	12,947	13,317
580201	Three Village Central School District	18,646	19,114
151501	Ticonderoga Central School District	16,159	16,451
600903	Tioga Central School District	12,137	12,936
142500	Tonawanda City School District	11,825	12,283
211901	Town of Webb Union Free School District	22,219	23,659
591201	Tri-Valley Central School District	21,869	22,376
491700	Troy City School District	17,346	18,066
611001	Trumansburg Central School District	13,146	13,956
580913	Tuckahoe Common School District	33,661	33,749
660302	Tuckahoe Union Free School District	23,628	24,486
421902	Tully Central School District	11,413	11,529
160101	Tupper Lake Central School District	13,700	14,006
441903	Tuxedo Union Free School District	16,975	17,523
081003	Unadilla Valley Central School District	14,463	15,212
471601	Unatego Central School District	12,799	13,342
051901	Union Springs Central School District	13,169	14,095
280202	Uniondale Union Free School District	23,868	24,737
031501	Union-Endicott Central School District	13,137	13,551
412300	Utica City School District	11,883	12,535
660805	Valhalla Union Free School District	22,037	22,394
441301	Valley Central School District	13,787	14,213
280213	Valley Stream 13 Union Free School District	17,344	17,748
280224	Valley Stream 24 Union Free School District	22,627	23,881
280230	Valley Stream 30 Union Free School District	19,798	20,774
280251	Valley Stream Central High School District	16,576	17,242
412000	Vernon-Verona-Sherrill Central School District	12,131	12,822
031601	Vestal Central School District	14,194	14,792
431701	Victor Central School District	12,403	13,160
011003	Voorheesville Central School District	14,509	15,021
580302	Wainscott Common School District	0	0
621801	Wallkill Central School District	13,334	13,523
121901	Walton Central School District	12,128	12,948
280223	Wantagh Union Free School District	15,279	15,666
132101	Wappingers Central School District	13,591	14,060
631201	Warrensburg Central School District	16,695	16,852
671501	Warsaw Central School District	14,491	15,205
442101	Warwick Valley Central School District	13,908	14,265
440102	Washingtonville Central School District	15,848	16,957
522101	Waterford-Halfmoon Union Free School District	18,969	21,192
561006	Waterloo Central School District	13,189	13,773
222000	Watertown City School District	10,914	11,200
411902	Waterville Central School District	13,217	14,014
011200	Watervliet City School District	11,508	12,189
550301	Watkins Glen Central School District	12,578	13,218
600101	Waverly Central School District	11,454	11,777
573002	Wayland-Cohocton Central School District	12,382	12,798

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
650801	Wayne Central School District	11,428	11,499
261901	Webster Central School District	13,401	13,871
131101	Webutuck Central School District	16,337	16,281
050301	Weedsport Central School District	13,226	12,996
200901	Wells Central School District	23,806	23,577
022601	Wellsville Central School District	14,423	15,052
580102	West Babylon Union Free School District	17,570	18,243
210302	West Canada Valley Central School District	13,916	14,423
420101	West Genesee Central School District	12,652	13,256
280227	West Hempstead Union Free School District	18,215	18,871
260803	West Irondequoit Central School District	13,017	13,674
580509	West Islip Union Free School District	16,035	16,582
142801	West Seneca Central School District	12,157	12,643
040204	West Valley Central School District	15,168	15,063
280401	Westbury Union Free School District	22,378	23,389
062901	Westfield Academy and Central School District	13,050	13,016
580902	Westhampton Beach Union Free School District	20,058	20,335
420701	Westhill Central School District	12,980	13,711
412801	Westmoreland Central School District	12,137	12,610
262001	Wheatland-Chili Central School District	18,604	19,367
170301	Wheelerville Union Free School District	17,400	17,136
662200	White Plains City School District	22,183	23,084
641701	Whitehall Central School District	14,031	14,449
412902	Whitesboro Central School District	12,500	13,105
022101	Whitesville Central School District	11,569	11,948
031401	Whitney Point Central School District	15,007	15,493
580232	William Floyd Union Free School District	16,396	17,019
651402	Williamson Central School District	14,433	14,870
140203	Williamsville Central School District	12,701	12,702
151701	Willsboro Central School District	17,666	18,055
401501	Wilson Central School District	12,487	12,847
191401	Windham-Ashland-Jewett Central School District	21,016	21,703
031701	Windsor Central School District	13,211	14,157
472506	Worcester Central School District	13,958	14,273
580109	Wyandanch Union Free School District	19,368	20,017
490804	Wynantskill Union Free School District	14,616	15,097
671002	Wyoming Central School District	20,994	24,351
662300	Yonkers City School District	17,635	18,310
241701	York Central School District	16,862	18,756
662402	Yorktown Central School District	18,023	18,659

2025 New School Proposal
Budget(s) & Cash Flow(s) Template

The Academy Charter School 2 - Wyandanch and Central Islip High School

Contact Name: Alwayne Burke
Contact Title: Group CFO
[redacted]
[redacted]

First Academic Year: 2026-27

Pre-Opening Period: July 1, 2025 - June 30, 2026

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL
2026-27 through 2030-31

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School	90	90	90	90	90	
1st Grade	Elementary School	90	90	90	90	90	
2nd Grade	Elementary School	90	90	90	90	90	
3rd Grade	Elementary School	90	90	90	90	90	
4th Grade	Elementary School	90	90	90	90	90	
5th Grade	*Elementary School*	90	90	90	90	90	
6th Grade	Middle School	100	100	100	100	100	
7th Grade	Middle School	100	100	100	100	100	
8th Grade	Middle School	100	100	100	100	100	
9th Grade	High School	125	125	150	150	150	
10th Grade	High School	0	125	150	150	150	
11th Grade	High School	0	0	150	150	150	
12th Grade	High School	0	0	0	150	150	
Ungraded							
TOTAL		965	1,090	1,290	1,440	1,440	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School	3	3	3	3	3
3rd Grade	Elementary School	3	3	3	3	3
4th Grade	Elementary School	3	3	3	3	3
5th Grade	Elementary School	3	3	3	3	3
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School	4	4	4	4	4
8th Grade	Middle School	4	4	4	4	4
9th Grade	High School	5	5	6	6	6
10th Grade	High School	0	5	6	6	6
11th Grade	High School	0	0	6	6	6
12th Grade	High School	0	0	0	6	6
Ungraded						
TOTAL		35	40	48	54	54

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	30	30	30	30	30
1st Grade	Elementary School	30	30	30	30	30
2nd Grade	Elementary School	30	30	30	30	30
3rd Grade	Elementary School	30	30	30	30	30
4th Grade	Elementary School	30	30	30	30	30
5th Grade	Elementary School	30	30	30	30	30
6th Grade	Middle School	25	25	25	25	25
7th Grade	Middle School	25	25	25	25	25
8th Grade	Middle School	25	25	25	25	25
9th Grade	High School	25	25	25	25	25
10th Grade	High School	0	25	25	25	25
11th Grade	High School	0	0	25	25	25
12th Grade	High School	0	0	0	25	25
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	540	540	540	540	540
Total Middle School Enrollment	300	300	300	300	300
Total High School Enrollment	125	250	450	600	600
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**965**	**1,090**	**1,290**	**1,440**	**1,440**
Change in Net Enrollment from Prior Year (Count)	965	125	200	150	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	13.0%	18.3%	11.6%	0.0%
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	965	1,090	1,290	1,440	1,440
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**30**

PRIMARY SENDING SCHOOL DISTRICT	Wyandanch Union Free School District	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 126,587,897	$ 126,587,897	$ 126,587,897	$ 126,587,897	$ 126,587,897
ENROLLMENT (*Charter School*)		667	667	667	667	667
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://www.osc.ny.gov/local-government/audits/school-district/2024/04/05/wyandanch-union-free-school-district-budget-review-b24-7-2				

SECONDARY SENDING SCHOOL DISTRICT	Central Islip Union Free School District	2026-27	2027-28	2028-29	2029-30	2030-31
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 283,208,360	$ 283,208,360	$ 283,208,360	$ 283,208,360	$ 283,208,360
ENROLLMENT (*Charter School*)		139	264	464	614	614
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

PRIMARY/OTHER	DISTRICT NAME(S)	2026-27	2027-28	2028-29	2029-30	2030-31
Other District 3	Amityville Union Free School District	25	25	25	25	25
Other District 4	Babylon Union Free School District	1	1	1	1	1
Other District 5	Baldwin Union Free School District	1	1	1	1	1
Other District 6	Bay Shore Union Free School District	8	8	8	8	8
Other District 7	Bayport-Blue Point Union Free School District	2	2	2	2	2
Other District 8	Brentwood Union Free School District	28	28	28	28	28
Other District 9	Connetquot Central School District	1	1	1	1	1
Other District 10	Copiague Union Free School District	20	20	20	20	20
Other District 11	Deer Park Union Free School District	13	13	13	13	13
Other District 12	East Islip Union Free School District	3	3	3	3	3
Other District 13	Elmont Union Free School District	1	1	1	1	1
Other District 14	Elwood Union Free School District	1	1	1	1	1
Other District 15	Farmingdale Union Free School District	1	1	1	1	1
Other District 16	Half Hollow Hills Central School District	6	6	6	6	6
Other District 17	Huntington Union Free School District	3	3	3	3	3
Other District 18	Islip Union Free School District	2	2	2	2	2
Other District 19	Kings Park Central School District	1	1	1	1	1
Other District 20	Lindenhurst Union Free School District	13	13	13	13	13
Other District 21	Longwood Central School District	2	2	2	2	2
Other District 22	Massapequa Union Free School District	1	1	1	1	1
Other District 23	North Babylon Union Free School District	12	12	12	12	12
Other District 24	Patchogue-Medford Union Free School Distric	1	1	1	1	1
Other District 25	Roosevelt Union Free School District	2	2	2	2	2
Other District 26	South Country Central School District	1	1	1	1	1
Other District 27	Valley Stream 13 Union Free School District	1	1	1	1	1
Other District 28	West Babylon Union Free School District	6	6	6	6	6
Other District 29	West Islip Union Free School District	1	1	1	1	1
Other District 30	William Floyd Union Free School District	2	2	2	2	2

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-9	K-10	K-11	K-12	K-12
	Enrollment	965	1090	1290	1440	1440

***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					Description of Assumptions
Executive Management						
Instructional Management	4.0	5.0	5.0	5.0	5.0	[Wyandanch: Yrs 1-5 (1) ES Principal, (1) MS Principal, (1) MS Asst Principal]; [Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators	7.0	6.7	7.6	7.6	7.6	[Wyandanch: Yrs 1-5 (1) ELA Coach, (1) Math Coach, (1) ES Dean of Culture, (1) MS Dean of Culture, (1) Coach]; [Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff	2.0	2.0	3.0	3.0	3.0	[Wyandanch: Yrs 1-5 (1) Admin Asst]; [Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF	13.0	13.7	15.6	15.6	15.6	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	62.5	72.9	81.6	84.8	84.8	[Wyandanch: Yrs 1-5 (48) Reg Teachers, (4) Title I Teachers]; [Central Islip
Teachers - SPED	11.0	11.0	12.0	12.0	12.0	[Wyandanch: Yrs 1-5 (9) SpEd Teachers]; [Central Islip HS: SpEd Teachers
Substitute Teachers	1.0	1.0	1.0	1.0	1.0	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants	10.0	10.0	10.0	10.0	10.0	[Wyandanch: Yrs 1-5 (10) Teaching Assts]; [Central Islip HS - NO TA]
Specialty Teachers	11.0	12.9	14.9	17.8	17.8	[Wyandanch: Yrs 1-5 (1) Music, (1) PE, (1) ESL, (2) ASIS, (1) STEM, (1) Art,
Aides						
Therapists & Counselors	5.0	7.0	8.0	9.0	9.0	[Wyandanch: Yrs 1-5 (1) Social Worker, (1) Guidance Counselor]; [Central
Other	10.0	10.7	12.6	14.5	16.2	[Wyandanch: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	110.5	125.6	140.1	149.3	150.9	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse						
Librarian	2.0	2.0	2.0	2.0	2.0	[Wyandanch: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	10.0	10.8	11.5	12.3	13.0	[Wyandanch: Yrs 1-5 (9) Custodians]; [Central Islip HS: Custodian Yr 1 (1),
Security	10.0	11.0	12.0	13.0	14.0	[Wyandanch: Yrs 1-5 (8) Securities]; [Central Islip HS: Security Yr 1 (2), Yr
Other	8.0	9.0	10.0	11.0	12.0	[Wyandanch: Yrs 1-5 (2) Food Svc Asst, (4) General Staff]; [Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	30.0	32.8	35.5	38.3	41.0	
TOTAL PERSONNEL SERVICE FTE	153.5	172.1	191.2	203.1	207.5	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-9	K-10	K-11	K-12	K-12
	Enrollment	965.00	1090.00	1290.00	1440.00	1440.00

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL

***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.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	3.00%	3.00%	3.00%	3.00%	3.00%	Assumes 3% Increase on Salaries
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 142,204	$ 568,815	$ 728,084	$ 749,926	$ 772,424	$ 795,597	
Deans, Directors & Coordinators	$ 101,970	$ 713,792	$ 708,002	$ 814,501	$ 838,936	$ 864,106	
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ -	$ -	$ -	$ -	$ -	$ -	
Administrative Staff	$ 44,740	$ 89,480	$ 92,165	$ 139,669	$ 143,860	$ 148,175	
TOTAL ADMINISTRATIVE STAFF		$ 1,372,088	$ 1,528,251	$ 1,704,097	$ 1,755,220	$ 1,807,878	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 77,152	$ 4,821,976	$ 5,769,135	$ 6,612,209	$ 7,060,575	$ 7,272,392	
Teachers - SPED	$ 82,286	$ 905,150	$ 932,305	$ 1,045,274	$ 1,076,632	$ 1,108,931	
Substitute Teachers	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786	
Teaching Assistants	$ 46,870	$ 468,699	$ 482,760	$ 497,243	$ 512,160	$ 527,525	
Specialty Teachers	$ 77,448	$ 851,927	$ 1,027,485	$ 1,208,309	$ 1,474,559	$ 1,518,795	
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 74,661	$ 373,307	$ 534,506	$ 625,541	$ 719,307	$ 740,887	
Other	$ 95,730	$ 957,304	$ 1,055,348	$ 1,267,483	$ 1,490,608	$ 1,692,676	
TOTAL INSTRUCTIONAL		$ 8,448,363	$ 9,873,639	$ 11,330,322	$ 12,410,332	$ 12,939,992	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ 27,720	$ 55,440	$ 57,103	$ 58,816	$ 60,581	$ 62,398	
Custodian	$ 44,478	$ 444,782	$ 491,647	$ 539,918	$ 589,638	$ 640,849	
Security	$ 44,478	$ 444,782	$ 502,603	$ 562,159	$ 623,502	$ 686,686	
Other	$ 38,723	$ 309,780	$ 358,074	$ 407,816	$ 459,050	$ 511,822	
TOTAL NON-INSTRUCTIONAL		$ 1,254,783	$ 1,409,428	$ 1,568,710	$ 1,732,771	$ 1,901,754	
TOTAL PERSONNEL SERVICE WAGES		$ 11,075,234	$ 12,811,318	$ 14,603,129	$ 15,898,323	$ 16,649,625	

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		-	
Total Expenses		**357,719**	
Net Income		**(357,719)**	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation		-	
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	
TOTAL REVENUE		-	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	-	75,000	[Central Islip HS - Principal $75,000] - 6 months salaries (January 2027 - June 2027) - Onboarding, planning, opening preparation
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	15,000	[Central Islip HS - Admin Asst $15,000 (4 months salaries]
TOTAL ADMINISTRATIVE STAFF	-	90,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	9,808	[Central Islip HS - CTE Teacher $9,808 - salaries for pre-opening]
Teachers - SPED	-	-	
Substitute Teachers	-	2,692	[Central Islip HS - Subsitute Teacher $2,692] - Salaries for pre-opening
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	1,731	[Central Islip HS - After School $1,731]
TOTAL INSTRUCTIONAL	-	**14,231**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	**104,231**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		8,338	Payroll ER Taxes - [Central Islip HS $8,338] - 6 months (January 2027 - June 2027)
Fringe / Employee Benefits		39,981	Health/Dental - [Central Islip HS Health Dental $36,481, WC $2,000, DBL/Life $1,500] - 6 months (January 2027 - June 2027)
Retirement / Pension		4,169	Retirement 401(k) - [Central Islip HS $4,169] - 6 months (January 2027 - June 2027)
TOTAL PAYROLL TAXES AND BENEFITS		**52,488**	
TOTAL PERSONNEL SERVICE COSTS	-	**156,719**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		5,000	Legal - [Central Islip HS $5,000] - Assisting with legal requirements, contracts/agreements review
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		2,000	Payroll services for Principal - [Central Islip HS $2,000]
Special Ed Services		-	
Titlement Services (i.e. Title I)		5,000	Title grants applications - [Central Islip $5,000]
Other Purchased / Professional / Consulting		15,000	[Central Islip Fin Mgmt $5,000, Admin $5,000, Other Prof Svcs, $5,000] - Various pre-opening assistance, financial budget and reporting.
TOTAL CONTRACTED SERVICES		**27,000**	
SCHOOL OPERATIONS			

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	**357,719**	
Net Income	**(357,719)**	
	START-UP PERIOD	
Board Expenses	5,000	Board Expenses -[Central Islip HS $5,000] - January - June 2027
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	2,000	Equipment purchases - [Central Islip HS $2,000]
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	25,000	Student Transportation - [Central Islip HS $25,000] - January - June 2027
Student Services - other	-	
Office Expense	17,000	[Central Islip HS Office Supplies $10,000, Postage $5,000, Copying $2,000]
Staff Development	10,000	PD - [Central Islip HS $10,000]
Staff Recruitment	85,000	Staff Recruitment - [Central Islip HS $85,000]
Student Recruitment / Marketing	10,000	Advertising -[Central Islip HS $10,000]
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	5,000	Other General and Admin Expenses - [Central Islip HS $5,000]
TOTAL SCHOOL OPERATIONS	**159,000**	
FACILITY OPERATION & MAINTENANCE		
Insurance	5,000	GL Insurance - [Central Islip HS $5,000] for 6 months pre-opening
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	10,000	Rent for 6 months - [Central Islip HS $10,000]
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**15,000**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**357,719**	
NET INCOME	**(357,719)**	

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH 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, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
Net Income	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-
Net Income	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	(357,719)	(357,719)

		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	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	12,500	12,500	12,500	12,500	12,500	12,500	75,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	3,750	3,750	3,750	3,750	15,000
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	12,500	12,500	16,250	16,250	16,250	16,250	90,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	1,635	1,635	1,635	1,635	1,635	1,635	9,808
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	449	449	449	449	449	449	2,692
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR		THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH 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, 2025 - June 30, 2026												
Total Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
Net Income		-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-
Net Income		-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	(357,719)	(357,719)
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Other	-	-	-	-	-	-	-	289	289	289	289	289	289	1,731
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	2,372	2,372	2,372	2,372	2,372	2,372	14,231
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	14,872	14,872	18,622	18,622	18,622	18,622	104,231
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	1,390	1,390	1,390	1,390	1,390	1,390	8,338
Fringe / Employee Benefits		-	-	-	-	-	-	6,664	6,664	6,664	6,664	6,664	6,664	39,981
Retirement / Pension		-	-	-	-	-	-	695	695	695	695	695	695	4,169
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	8,748	8,748	8,748	8,748	8,748	8,748	52,488
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	23,620	23,620	27,370	27,370	27,370	27,370	156,719
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	833	833	833	833	833	833	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	333	333	333	333	333	333	2,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	833	833	833	833	833	833	5,000
Other Purchased / Professional / Consulting		-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	4,500	4,500	4,500	4,500	4,500	4,500	27,000
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	833	833	833	833	833	833	5,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	333	333	333	333	333	333	2,000
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	4,167	25,000
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	2,833	2,833	2,833	2,833	2,833	2,833	17,000
Staff Development		-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000

PRE-OPENING CASH FLOW 1-YEAR

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH 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, 2025 - June 30, 2026

Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
Net Income	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-
Net Income	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	(357,719)	(357,719)

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Staff Recruitment	-	-	-	-	-	-	14,167	14,167	14,167	14,167	14,167	14,167	85,000
Student Recruitment / Marketing	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	833	833	833	833	833	833	5,000
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	26,500	26,500	26,500	26,500	26,500	26,500	159,000
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	833	833	833	833	833	833	5,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	57,120	57,120	60,870	60,870	60,870	60,870	357,719
NET INCOME	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
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	-	-	-	-	-	-	(57,120)	(57,120)	(60,870)	(60,870)	(60,870)	(60,870)	(357,719)
Beginning Cash Balance	-	-	-	-	-	-	-	(57,120)	(114,240)	(175,110)	(235,979)	(296,849)	-

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH 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, 2025 - June 30, 2026**												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	**57,120**	**57,120**	**60,870**	**60,870**	**60,870**	**60,870**	**357,719**
Net Income	-	-	-	-	-	-	**(57,120)**	**(57,120)**	**(60,870)**	**(60,870)**	**(60,870)**	**(60,870)**	**(357,719)**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**(57,120)**	**(114,240)**	**(175,110)**	**(235,979)**	**(296,849)**	-
Net Income	-	-	-	-	-	-	**(57,120)**	**(114,240)**	**(175,110)**	**(235,979)**	**(296,849)**	**(357,719)**	**(357,719)**
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ENDING CASH BALANCE	-	-	-	-	-	-	**(57,120)**	**(114,240)**	**(175,110)**	**(235,979)**	**(296,849)**	**(357,719)**	**(357,719)**

YEAR 1 BUDGET AND ASSUMPTION			THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue			**24,530,495**	**959,690**	**1,522,770**	**-**	**-**	**27,012,955**	
Total Expenses			**19,016,541**	**1,945,313**	**2,396,376**	**-**	**3,171,867**	**26,530,097**	
Net Income			**5,513,954**	**(985,623)**	**(873,606)**	**-**	**(3,171,867)**	**482,858**	
Budgeted Student Enrollment			**965**	**-**				**965**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2024-25)							
PRIMARY School District:	Wyandanch Union Free School District	20,017	13,351,339					13,351,339	[Wyandanch - 840 FTE @ $21,242 blended rate, totaling $17,843,448]; [Central Islip HS 175 FTE @ $19,030 blended rate, totaling $3,320,258]. Please see additional Per Pupil revenue in line 39]
Other District 1:	Central Islip Union Free School District	23,773	3,304,447					3,304,447	
Other District 2:	Amityville Union Free School District	21,330	533,250					533,250	
Other District 3:	Babylon Union Free School District	19,591	19,591					19,591	
Other District 4:	Baldwin Union Free School District	18,119	18,119					18,119	
Other District 5:	Bay Shore Union Free School District	19,322	154,576					154,576	
Other District 6:	Bayport-Blue Point Union Free School District	19,845	39,690					39,690	
Other District 7:	Brentwood Union Free School District	18,655	522,340					522,340	
Other District 8:	Connetquot Central School District	18,928	18,928					18,928	
Other District 9:	Copiague Union Free School District	19,284	385,680					385,680	
Other District 10:	Deer Park Union Free School District	16,871	219,323					219,323	
Other District 11:	East Islip Union Free School District	15,312	45,936					45,936	
Other District 12:	Elmont Union Free School District	16,551	16,551					16,551	
Other District 13:	Elwood Union Free School District	16,452	16,452					16,452	
Other District 14:	Farmingdale Union Free School District	20,433	20,433					20,433	
15 Other School Districts' Revenue:	(Weighted Avg.)	17,301	934,258					934,258	
TOTAL Per Pupil Revenue	(Weighted Avg.)	20,312	19,600,913					19,600,913	See Line 39 for Additional Per Pupil Revenue - [Wyandanch - $16,629,288]; [Central Islip HS $2,971,625]
Special Education Revenue				953,900				953,900	[Wyandanch - Special Ed $907,622]; [Central Islip HS - $46,278]
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			996,181	-	-	-	-	996,181	Additional Per Pupil Revenue that was not included in line 33 - [Wyandanch - $1,214,160]; [Central Islip - (217,979]
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			20,597,094	953,900	-	-	-	21,550,994	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-		-			-	
Title I			326,173	-	-			326,173	Title I - [Wyandanch - $326,173]; [Central Islip HS - No Title I]
Title Funding - Other			61,368	-	-			61,368	[Wyandanch - Title IIA $30,400, Title III-ELL $15,484, Title IV $15,484]; [Central Islip - No Other Title Grants]
School Food Service (Free Lunch)			-	-	1,522,770			1,522,770	Federal Child Nutrition [Wyandanch - $1,325,520]; [Central Islip HS - $197,250]
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			387,541	-	1,522,770	-	-	1,910,311	
LOCAL and OTHER REVENUE									
Contributions and Donations			3,343,750	-	-	-	-	3,343,750	Private Contributions - [Central Islip - $3,343,750]
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			150,000	-	-	-	-	150,000	E-Rate - [Central Islip - $150,000]
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			52,110	5,790	-	-	-	57,900	NSTYL Textbooks - [Wyandanch - $50,400]; [Central Islip HS - $7,500]
OTHER			-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			3,545,860	5,790	-	-	-	3,551,650	
TOTAL REVENUE			**24,530,495**	**959,690**	**1,522,770**	**-**	**-**	**27,012,955**	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions							
Executive Management		-	-	-	-	-	-	-	
Instructional Management		4.00	568,815		-	-	-	568,815	[Wyandanch: Yrs 1-5 (1) ES Principal, (1) MS Principal, (1) MS Asst Principal]; [Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators		7.00	713,792		-	-	-	713,792	[Wyandanch: Yrs 1-5 (1) ELA Coach, (1) Math Coach, (1) ES Dean of Culture, (1) MS Dean of Culture, (1) Coach]; [Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance		-	-	-	-	-	-	-	
Operation / Business Manager		-	-	-	-	-	-	-	
Administrative Staff		2.00	-	-	-	-	89,480	89,480	[Wyandanch: Yrs 1-5 (1) Admin Asst]; [Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF		13.00	1,282,608	-	-	-	89,480	1,372,088	
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular		62.50	4,821,976	-	-	-	-	4,821,976	[Wyandanch: Yrs 1-5 (48) Reg Teachers, (4) Title I Teachers]; [Central Islip HS: Reg Teachers (Yr 1 (7.5), Yr 2 (14) Yr 3 (19), Yrs 4 and 5 (22), Title I (Yr 1 (3), Yr 2 (6), Yrs 3-5 (9))]
Teachers - SPED		11.00	-	905,150	-	-	-	905,150	[Wyandanch: Yrs 1-5 (9) SpEd Teachers]; [Central Islip HS: SpEd Teachers Yrs 1-2 (2), Yrs 3-5 (5)]
Substitute Teachers		1.00	70,000	-	-	-	-	70,000	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants		10.00	468,699		-	-	-	468,699	[Wyandanch: Yrs 1-5 (10) Teaching Assts]; [Central Islip HS - NO TA]

YEAR 1 BUDGET AND ASSUMPTION		THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**24,530,495**	**959,690**	**1,522,770**	**-**	**-**	**27,012,955**	
Total Expenses		**19,016,541**	**1,945,313**	**2,396,376**	**-**	**3,171,867**	**26,530,097**	
Net Income		**5,513,954**	**(985,623)**	**(873,606)**	**-**	**(3,171,867)**	**482,858**	
Budgeted Student Enrollment		**965**	**-**				**965**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Specialty Teachers	11.00	851,927		-	-	-	851,927	[Wyandanch: Yrs 1-5 (1) Music, (1) PE, (1) ESL, (2) ASIS, (1) STEM, (1) Art, (1) ENL, (1) Spoken Words]; [Central Islip HS: Yr 1 (1) PE, (1) ENL, Yr 2 + (2) PE/Art/Music, Yr 3 + (2) PE/Art/Music, Yr 4 + (2) PE/Art/Music and (1) ENL]
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	5.00	373,307		-	-	-	373,307	[Wyandanch: Yrs 1-5 (1) Social Worker, (1) Guidance Counselor]; [Central Islip HS: (1) Social Worker Yrs 1-5, Guidance Counselor (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4-5 (4), Counselor (1) Yrs 1-5]
Other	10.00	957,304	-	-	-	-	957,304	[Wyandanch: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	110.50	7,543,212	905,150	-	-	-	8,448,363	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	2.00	49,896	5,544	-	-	-	55,440	[Wyandanch: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	10.00	-	-	-	-	444,782	444,782	[Wyandanch: Yrs 1-5 (9) Custodians]; [Central Islip HS: Custodian Yr 1 (1), Yr 2 (2), Yr 3 (3), Yr 4 (4) Yr 5 (5)]
Security	10.00	-	-	-	-	444,782	444,782	[Wyandanch: Yrs 1-5 (8) Securities]; [Central Islip HS: Security Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 5 (4) Yr 5 (6)]
Other	8.00	-	-	309,780	-	-	309,780	[Wyandanch: Yrs 1-5 (2) Food Svc Asst, (4) General Staff]; [Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	30.00	49,896	5,544	309,780	-	889,563	1,254,783	
SUBTOTAL PERSONNEL SERVICE COSTS	153.50	8,875,716.07	910,694	309,780	-	979,043	11,075,234	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		710,058	72,856	24,782	-	78,323	886,019	Payroll ER Taxes - [Wyandanch - $697,819]; [Central Islip HS - $188,200]
Fringe / Employee Benefits		2,337,914	239,882	81,598	-	257,886	2,917,280	[Wyandanch - Health/Dental $2,180,683, WC $66,766, $ DBL/Life $26,706]; [Central Islip HS - Health/Dental $588,125, WC $25,000, $ DBL/Life $30,000]
Retirement / Pension		355,028	36,428	12,391	-	39,162	443,009	Retirement 401(k) - [Wyandanch - $348,909]; [Central Islip HS - $94,100]
TOTAL PAYROLL TAXES AND BENEFITS		3,403,000	349,165	118,771	-	375,371	4,246,308	
TOTAL PERSONNEL SERVICE COSTS	153.50	12,278,716	1,259,860	428,552	-	1,354,414	15,321,542	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	50,351	50,351	Audit [Wyandanch - $30,351]; [Central Islip HS - $20,000]
Legal		-	-	-	-	55,351	55,351	Legal - [Wyandanch - $30,351]; [Central Islip HS - 25,000]
Management Company Fee		-	-	-	-	499,784	499,784	Shared Services Team Support - [Wyandanch - $259,784]; [Central Islip HS - $240,000]
Nurse Services		15,000	-	-	-	-	15,000	Contracted Nursing - [Central Islip - $15,000]
Food Service / School Lunch		-	-	1,781,520	-	-	1,781,520	Food Service - [Wyandanch - $1,325,520]; [Central Islip HS - $456,000]
Payroll Services		24,182	2,481	844	-	2,667	30,175	HR/Benefits - [Wyandanch - $15,175]; [Central Islip - $15,000]
Special Ed Services		-	18,000	-	-	-	18,000	Contracted SpEd - [Wyandanch - $13,000]; [Central Islip - $5,000]
Titlement Services (i.e. Title I)		29,694	-	-	-	-	29,694	Title Funding Support Svcs - [Wyandanch - $20,694];[Central Islip - $9,000]
Other Purchased / Professional / Consulting		38,057	4,229	-	-	603,107	645,392	[Wyandanch - Comp Maint $48,285, Contracted Sub $22,285, Fin Mgmt $103,468, Admin Feees $23,453, Temp Staff $8,277, Erate $15,175, Other Prof Svcs $124,161]; [Central Islip HS - Comp Maint $85,000, Contracted Sub $20,000, Fin Mgmt $75,288, Admin Feees $15,000, Temp Staff $25,000, Erate $10,000, Other Prof Svcs $70,000]
TOTAL CONTRACTED SERVICES		106,933	24,710	1,782,364	-	1,211,260	3,125,267	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	20,055	20,055	Board Expenses - [Wyandanch - $16,555]; [Central Islip - $3,500]
Classroom / Teaching Supplies & Materials		88,842	9,871	-	-	-	98,713	[Wyandanch - Teacher Discretionary Fund $13,000, Classroom Supplies $55,713]; [Central Islip HS - Teacher Discretionary Fund $5,000, Classroom Supplies $25,000]
Special Ed Supplies & Materials		25,135	2,793	-	-	-	27,928	NYSTL Textbooks - [Wyandanch - $20,428]; [Central Islip Hs - $7,500]
Textbooks / Workbooks		267,926	29,770	-	-	-	297,695	Textbooks & Materials - [Wyandanch - $212,695]; [Central Islip HS - $85,000]
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		174,119	17,866	6,077	-	19,206	217,268	[Wyandanch - Equipment (Non-Cap) $73,117, Copier $55,183]; [Central Islip HS - Equipment (Non-Cap) $51,153, Copier $37,815]
Telephone		61,048	6,264	2,131	-	6,734	76,176	Phone & Data Services - [Wyandanch - $45,676]; [Central Islip - $30,500]
Technology		27,774	2,850	969	-	3,064	34,657	Software - [Wyandanch - $9,657]; [Central Islip HS - $25,000]
Student Testing & Assessment		25,200	2,800	-	-	-	28,000	Student Testing - [Wyandanch - $13,000]; [Central Islip - $15,000]
Field Trips		87,285	-	-	-	-	87,285	Field Trip - [Wyandanch - $22,285]; [Central Islip HS - $65,000]
Transportation (student)		125,228	-	-	-	-	125,228	[Wyandanch - Student Transportation $29,714, Transportation Service $35,514]; [Central Islip HS - Student Transportation $45,000, Transportation Service $15,000]
Student Services - other		257,074	28,564	-	-	-	285,638	[Wyandanch - Student Activities $22,285, Athletic Activities $183,353]; [Central Islip HS - Student Activities $35,000, Athletic Activities $45,000]

YEAR 1 BUDGET AND ASSUMPTION	THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**24,530,495**	**959,690**	**1,522,770**	**-**	**-**	**27,012,955**	
Total Expenses	**19,016,541**	**1,945,313**	**2,396,376**	**-**	**3,171,867**	**26,530,097**	
Net Income	**5,513,954**	**(985,623)**	**(873,606)**	**-**	**(3,171,867)**	**482,858**	
Budgeted Student Enrollment	**965**	**-**				**965**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Office Expense	92,448	9,486	3,227	-	10,198	115,358	[Wyandanch - Office Supplies $37,248, Postage $16,555, Printing & Copying $16,555]; [Central Islip HS - Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000]
Staff Development	251,483	27,943	-	-	-	279,426	[Wyandanch - PD $92,856, PD Conference $83,570, Tuition Reimbursement $13,000]; [Central Islip HS - PD $45,000, PD Conference $40,000, Tuition Reimbursement $5,000]
Staff Recruitment	124,070	13,786	-	-	-	137,856	Recruitment - [Wyandanch - $92,856]; [Central Islip HS - $25,000]
Student Recruitment / Marketing	64,902	-	-	-	-	64,902	Advertising - [Wyandanch - $33,110]; [Central Islip HS - $31,792]
School Meals / Lunch	57,739	5,924	2,015	-	6,369	72,047	Other Food Payments - [Wyandanch - $17,047]; [Central Islip HS - $55,000]
Travel (Staff)	21,676	2,224	757	-	2,391	27,047	Transportation Staff - [Wyandanch - $17,047]; [Central Islip - $10,000]
Fundraising	-	-	-	-	-	-	
Other	272,885	27,999	9,524	-	30,101	340,509	[Wyandanch - Other G&A $8,277, Subscription & Dues $224,947, Other Direct Ed $22,285]; [Central Islip HS - Other G&A $5,000, Subscription & Dues $55,000, Other Direct Ed $25,000]
TOTAL SCHOOL OPERATIONS	2,024,833	188,138	24,700	-	98,117	2,335,788	
FACILITY OPERATION & MAINTENANCE							
Insurance	107,067	10,986	3,737	-	11,810	133,599	Insurance (General Liability) - [Wyandanch - $67,599]; [Central Islip HS - $66,000]
Janitorial	142,024	14,572	4,957	-	15,666	177,220	Operational Supplies - [Wyandanch - $132,220]; [Central Islip - $45,000]
Building and Land Rent / Lease / Facility Finance Interest	2,765,224	283,726	96,512	-	305,020	3,450,483	[Wyandanch - Rent $36,016, Interest Expense (Bonds) $2,439,467]; [Central Islip - Rent $975,000]
Repairs & Maintenance	351,576	36,074	12,271	-	38,781	438,701	[Wyandanch - Renovations & Repairs $79,113, Maint & Security $189,588]; [Central Islip - Renovations & Repairs $85,000, Maint & Security $85,000]
Equipment / Furniture	132,558	13,601	4,627	-	14,622	165,407	Fixtures & Furnishings - [Wyandanch - $15,407]; [Central Islip - $150,000]
Security	-	-	-	-	-	-	
Utilities	265,600	27,252	9,270	-	29,297	331,419	[Wyandanch - Utilities $219,420, Other O&M $14,205]; [Central Islip HS - Utilities $102,000, Other O&M $10,000]
TOTAL FACILITY OPERATION & MAINTENANCE	3,764,049	386,211	131,373	-	415,197	4,696,829	
DEPRECIATION & AMORTIZATION	842,010	86,395	29,388	-	92,879	1,050,671	[Wyandanch - Depreciation $874,388, Amortization $41,283]; [Central Islip HS - Depreciation $135,000]
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	**19,016,541**	**1,945,313**	**2,396,376**	**-**	**3,171,867**	**26,530,097**	
NET INCOME	**5,513,954**	**(985,623)**	**(873,606)**	**-**	**(3,171,867)**	**482,858**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District:	Wyandanch Union Free School District	667				667	
Other District 1:	Central Islip Union Free School District	139				139	
Other District 2:	Amityville Union Free School District	25				25	
Other District 3:	Babylon Union Free School District	1				1	
Other District 4:	Baldwin Union Free School District	1				1	
Other District 5:	Bay Shore Union Free School District	8				8	
Other District 6:	Bayport-Blue Point Union Free School District	2				2	
Other District 7:	Brentwood Union Free School District	28				28	
Other District 8:	Connetquot Central School District	1				1	
Other District 9:	Copiague Union Free School District	20				20	
Other District 10:	Deer Park Union Free School District	13				13	
Other District 11:	East Islip Union Free School District	3				3	
Other District 12:	Elmont Union Free School District	1				1	
Other District 13:	Elwood Union Free School District	1				1	
Other District 14:	Farmingdale Union Free School District	1				1	
All Other School Districts	Additional Districts Count = 15	54				54	
TOTAL ENROLLMENT		**965**				**965**	
REVENUE PER PUPIL		**25,420**				**27,993**	
EXPENSES PER PUPIL		**19,706**				**27,492**	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2026 - JUNE 30, 2027

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	2,087,062	2,087,062	2,287,652	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,331,786	27,012,955
Total Expenses	1,293,564	1,293,564	2,173,015	2,608,864	2,173,015	2,173,015	2,173,015	2,173,015	2,608,864	2,173,015	2,173,015	3,514,133	26,530,097
Net Income	793,498	793,498	114,637	(331,440)	104,409	104,409	104,409	104,409	(331,440)	104,409	104,409	########	482,858
Cash Flow Adjustments	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	1,009,388
Beginning Cash Balance	-	877,613	1,755,226	1,953,979	1,706,654	1,895,179	2,083,704	2,272,228	2,460,753	2,213,428	2,401,953	2,590,477	-
Ending Cash Balance	877,613	1,755,226	1,953,979	1,706,654	1,895,179	2,083,704	2,272,228	2,460,753	2,213,428	2,401,953	2,590,477	1,492,246	1,492,246

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

		Basic Tuition (2024-25)	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE															
REVENUES FROM STATE SOURCES															
Per Pupil Revenue															
PRIMARY School District:	Wyandanch Union Free School District	20,017	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	13,351,339
Other District 1:	Central Islip Union Free School District	23,773	43,528	43,528	43,528	43,528	43,528	43,528	43,528	43,528	43,528	43,528	43,528	43,528	522,340
Other District 2:	Amityville Union Free School District	21,330	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	533,250
Other District 3:	Babylon Union Free School District	19,591	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	19,591
Other District 4:	Baldwin Union Free School District	18,119	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	18,119
Other District 5:	Bay Shore Union Free School District	19,322	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	154,576
Other District 6:	Bayport-Blue Point Union Free School District	19,845	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	39,690
Other District 7:	Brentwood Union Free School District	18,655	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	3,304,447
Other District 8:	Connetquot Central School District	18,928	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	18,928
Other District 9:	Copiague Union Free School District	19,284	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	385,680
Other District 10:	Deer Park Union Free School District	16,871	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	219,323
Other District 11:	East Islip Union Free School District	15,312	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	45,936
Other District 12:	Elmont Union Free School District	16,551	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	16,551
Other District 13:	Elwood Union Free School District	16,452	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	16,452
Other District 14:	Farmingdale Union Free School District	20,433	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	20,433
15 Other School Districts' Revenue:	(Weighted Avg.)	17,301	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	934,258
TOTAL Per Pupil Revenue	(Weighted Avg.)	20,312	1,633,409	1,633,409	1,633,409	1,633,409	1,633,409	1,633,409	1,633,409	1,633,409	1,633,409	1,633,409	1,633,409	1,633,409	19,600,913
Special Education Revenue			79,492	79,492	79,492	79,492	79,492	79,492	79,492	79,492	79,492	79,492	79,492	79,492	953,900
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			83,015	83,015	83,015	83,015	83,015	83,015	83,015	83,015	83,015	83,015	83,015	83,015	996,181
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			1,795,916	1,795,916	1,795,916	1,795,916	1,795,916	1,795,916	1,795,916	1,795,916	1,795,916	1,795,916	1,795,916	1,795,916	21,550,994
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	-	-	-	-	-	-	-
Title I			-	-	27,181	27,181	27,181	27,181	27,181	27,181	27,181	27,181	27,181	81,543	326,173
Title Funding - Other			-	-	15,342	5,114	5,114	5,114	5,114	5,114	5,114	5,114	5,114	5,114	61,368
School Food Service (Free Lunch)			-	-	152,277	152,277	152,277	152,277	152,277	152,277	152,277	152,277	152,277	152,277	1,522,770
Grants															
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			-	-	194,800	184,572	184,572	184,572	184,572	184,572	184,572	184,572	184,572	238,934	1,910,311
LOCAL and OTHER REVENUE															
Contributions and Donations			278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	278,646	3,343,750
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	5,790	5,790	5,790	5,790	5,790	5,790	5,790	5,790	5,790	5,790	57,900
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			291,146	291,146	296,936	296,936	296,936	296,936	296,936	296,936	296,936	296,936	296,936	296,936	3,551,650
TOTAL REVENUE			**2,087,062**	**2,087,062**	**2,287,652**	**2,277,424**	**2,277,424**	**2,277,424**	**2,277,424**	**2,277,424**	**2,277,424**	**2,277,424**	**2,277,424**	**2,331,786**	**27,012,955**
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions													
Executive Management		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management		4.00	43,755	43,755	43,755	65,633	43,755	43,755	43,755	43,755	65,633	43,755	43,755	43,755	568,815
Deans, Directors & Coordinators		7.00	54,907	54,907	54,907	82,361	54,907	54,907	54,907	54,907	82,361	54,907	54,907	54,907	713,792
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff		2.00	6,883	6,883	6,883	10,325	6,883	6,883	6,883	6,883	10,325	6,883	6,883	6,883	89,480
TOTAL ADMINISTRATIVE STAFF		13.00	105,545	105,545	105,545	158,318	105,545	105,545	105,545	105,545	158,318	105,545	105,545	105,545	1,372,088
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular		62.50	-	-	370,921	556,382	370,921	370,921	370,921	370,921	556,382	370,921	370,921	1,112,764	4,821,976
Teachers - SPED		11.00	-	-	69,627	104,440	69,627	69,627	69,627	69,627	104,440	69,627	69,627	208,881	905,150
Substitute Teachers		1.00	-	-	5,385	8,077	5,385	5,385	5,385	5,385	8,077	5,385	5,385	16,154	70,000
Teaching Assistants		10.00	-	-	36,054	54,081	36,054	36,054	36,054	36,054	54,081	36,054	36,054	108,161	468,699
Specialty Teachers		11.00	-	-	65,533	98,299	65,533	65,533	65,533	65,533	98,299	65,533	65,533	196,599	851,927
Aides		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors		5.00	-	-	28,716	43,074	28,716	28,716	28,716	28,716	43,074	28,716	28,716	86,148	373,307
Other		10.00	79,775	79,775	79,775	79,775	79,775	79,775	79,775	79,775	79,775	79,775	79,775	79,775	957,304
TOTAL INSTRUCTIONAL		110.50	79,775	79,775	656,011	944,128	656,011	656,011	656,011	656,011	944,128	656,011	656,011	1,808,481	8,448,363
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian		2.00	4,265	4,265	4,265	6,397	4,265	4,265	4,265	4,265	6,397	4,265	4,265	4,265	55,440
Custodian		10.00	34,214	34,214	34,214	51,321	34,214	34,214	34,214	34,214	51,321	34,214	34,214	34,214	444,782
Security		10.00	34,214	34,214	34,214	51,321	34,214	34,214	34,214	34,214	51,321	34,214	34,214	34,214	444,782

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2026 - JUNE 30, 2027

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		2,087,062	2,087,062	2,287,652	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,331,786	27,012,955
Total Expenses		1,293,564	1,293,564	2,173,015	2,608,864	2,173,015	2,173,015	2,173,015	2,173,015	2,608,864	2,173,015	2,173,015	3,514,133	26,530,097
Net Income		793,498	793,498	114,637	(331,440)	104,409	104,409	104,409	104,409	(331,440)	104,409	104,409	########	482,858
Cash Flow Adjustments		84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	1,009,388
Beginning Cash Balance		-	877,613	1,755,226	1,953,979	1,706,654	1,895,179	2,083,704	2,272,228	2,460,753	2,213,428	2,401,953	2,590,477	-
Ending Cash Balance		877,613	1,755,226	1,953,979	1,706,654	1,895,179	2,083,704	2,272,228	2,460,753	2,213,428	2,401,953	2,590,477	1,492,246	1,492,246
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
Other	8.00	23,829	23,829	23,829	35,744	23,829	23,829	23,829	23,829	35,744	23,829	23,829	23,829	309,780
TOTAL NON-INSTRUCTIONAL	30.00	96,522	96,522	96,522	144,783	96,522	96,522	96,522	96,522	144,783	96,522	96,522	96,522	1,254,783
SUBTOTAL PERSONNEL SERVICE COSTS	153.50	281,842	281,842	858,078	1,247,229	858,078	858,078	858,078	858,078	1,247,229	858,078	858,078	2,010,548	11,075,234
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		22,547	22,547	68,646	99,778	68,646	68,646	68,646	68,646	99,778	68,646	68,646	160,844	886,019
Fringe / Employee Benefits		243,107	243,107	243,107	243,107	243,107	243,107	243,107	243,107	243,107	243,107	243,107	243,107	2,917,280
Retirement / Pension		11,274	11,274	34,323	49,889	34,323	34,323	34,323	34,323	49,889	34,323	34,323	80,422	443,009
TOTAL PAYROLL TAXES AND BENEFITS		276,928	276,928	346,076	392,774	346,076	346,076	346,076	346,076	392,774	346,076	346,076	484,372	4,246,308
TOTAL PERSONNEL SERVICE COSTS	153.50	558,770	558,770	1,204,154	1,640,003	1,204,154	1,204,154	1,204,154	1,204,154	1,640,003	1,204,154	1,204,154	2,494,921	15,321,542
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	50,351	50,351
Legal		4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	4,613	55,351
Management Company Fee		41,649	41,649	41,649	41,649	41,649	41,649	41,649	41,649	41,649	41,649	41,649	41,649	499,784
Nurse Services		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Food Service / School Lunch		-	-	178,152	178,152	178,152	178,152	178,152	178,152	178,152	178,152	178,152	178,152	1,781,520
Payroll Services		2,515	2,515	2,515	2,515	2,515	2,515	2,515	2,515	2,515	2,515	2,515	2,515	30,175
Special Ed Services		-	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	18,000
Titlement Services (i.e. Title I)		2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	2,475	29,694
Other Purchased / Professional / Consulting		53,783	53,783	53,783	53,783	53,783	53,783	53,783	53,783	53,783	53,783	53,783	53,783	645,392
TOTAL CONTRACTED SERVICES		105,033	105,033	286,485	286,485	286,485	286,485	286,485	286,485	286,485	286,485	286,485	336,836	3,125,267
SCHOOL OPERATIONS														
Board Expenses		1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	20,055
Classroom / Teaching Supplies & Materials		8,226	8,226	8,226	8,226	8,226	8,226	8,226	8,226	8,226	8,226	8,226	8,226	98,713
Special Ed Supplies & Materials		2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	2,327	27,928
Textbooks / Workbooks		24,808	24,808	24,808	24,808	24,808	24,808	24,808	24,808	24,808	24,808	24,808	24,808	297,695
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		18,106	18,106	18,106	18,106	18,106	18,106	18,106	18,106	18,106	18,106	18,106	18,106	217,268
Telephone		6,348	6,348	6,348	6,348	6,348	6,348	6,348	6,348	6,348	6,348	6,348	6,348	76,176
Technology		2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	34,657
Student Testing & Assessment		-	-	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	28,000
Field Trips		-	-	8,729	8,729	8,729	8,729	8,729	8,729	8,729	8,729	8,729	8,729	87,285
Transportation (student)		-	-	12,523	12,523	12,523	12,523	12,523	12,523	12,523	12,523	12,523	12,523	125,228
Student Services - other		-	-	28,564	28,564	28,564	28,564	28,564	28,564	28,564	28,564	28,564	28,564	285,638
Office Expense		9,613	9,613	9,613	9,613	9,613	9,613	9,613	9,613	9,613	9,613	9,613	9,613	115,358
Staff Development		23,286	23,286	23,286	23,286	23,286	23,286	23,286	23,286	23,286	23,286	23,286	23,286	279,426
Staff Recruitment		11,488	11,488	11,488	11,488	11,488	11,488	11,488	11,488	11,488	11,488	11,488	11,488	137,856
Student Recruitment / Marketing		5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	5,409	64,902
School Meals / Lunch		6,004	6,004	6,004	6,004	6,004	6,004	6,004	6,004	6,004	6,004	6,004	6,004	72,047
Travel (Staff)		2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	2,254	27,047
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		28,376	28,376	28,376	28,376	28,376	28,376	28,376	28,376	28,376	28,376	28,376	28,376	340,509
TOTAL SCHOOL OPERATIONS		150,803	150,803	203,418	203,418	203,418	203,418	203,418	203,418	203,418	203,418	203,418	203,418	2,335,788
FACILITY OPERATION & MAINTENANCE														
Insurance		11,133	11,133	11,133	11,133	11,133	11,133	11,133	11,133	11,133	11,133	11,133	11,133	133,599
Janitorial		14,768	14,768	14,768	14,768	14,768	14,768	14,768	14,768	14,768	14,768	14,768	14,768	177,220
Building and Land Rent / Lease / Facility Finance Interest		287,540	287,540	287,540	287,540	287,540	287,540	287,540	287,540	287,540	287,540	287,540	287,540	3,450,483
Repairs & Maintenance		36,558	36,558	36,558	36,558	36,558	36,558	36,558	36,558	36,558	36,558	36,558	36,558	438,701
Equipment / Furniture		13,784	13,784	13,784	13,784	13,784	13,784	13,784	13,784	13,784	13,784	13,784	13,784	165,407
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		27,618	27,618	27,618	27,618	27,618	27,618	27,618	27,618	27,618	27,618	27,618	27,618	331,419
TOTAL FACILITY OPERATION & MAINTENANCE		391,402	391,402	391,402	391,402	391,402	391,402	391,402	391,402	391,402	391,402	391,402	391,402	4,696,829
DEPRECIATION & AMORTIZATION		87,556	87,556	87,556	87,556	87,556	87,556	87,556	87,556	87,556	87,556	87,556	87,556	1,050,671
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		1,293,564	1,293,564	2,173,015	2,608,864	2,173,015	2,173,015	2,173,015	2,173,015	2,608,864	2,173,015	2,173,015	3,514,133	26,530,097
NET INCOME		793,498	793,498	114,637	(331,440)	104,409	104,409	104,409	104,409	(331,440)	104,409	104,409	#########	482,858
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	1,009,388
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	1,009,388
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		84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	1,009,388
NET INCOME		877,613	877,613	198,753	(247,325)	188,525	188,525	188,525	188,525	(247,325)	188,525	188,525	########	1,492,246

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	2,087,062	2,087,062	2,287,652	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,277,424	2,331,786	27,012,955
Total Expenses	1,293,564	1,293,564	2,173,015	2,608,864	2,173,015	2,173,015	2,173,015	2,173,015	2,608,864	2,173,015	2,173,015	3,514,133	26,530,097
Net Income	793,498	793,498	114,637	(331,440)	104,409	104,409	104,409	104,409	(331,440)	104,409	104,409	########	482,858
Cash Flow Adjustments	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	84,116	1,009,388
Beginning Cash Balance	-	877,613	1,755,226	1,953,979	1,706,654	1,895,179	2,083,704	2,272,228	2,460,753	2,213,428	2,401,953	2,590,477	-
Ending Cash Balance	877,613	1,755,226	1,953,979	1,706,654	1,895,179	2,083,704	2,272,228	2,460,753	2,213,428	2,401,953	2,590,477	1,492,246	1,492,246
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	877,613	1,755,226	1,953,979	1,706,654	1,895,179	2,083,704	2,272,228	2,460,753	2,213,428	2,401,953	2,590,477	-
ENDING CASH BALANCE	877,613	1,755,226	1,953,979	1,706,654	1,895,179	2,083,704	2,272,228	2,460,753	2,213,428	2,401,953	2,590,477	1,492,246	1,492,246

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.								*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**27,012,955**	**27,547,644**	**33,335,399**	**37,891,062**	**38,738,168**	
Total Expenses			**26,530,097**	**29,508,551**	**32,675,697**	**34,864,480**	**36,309,719**	
Net Income (Before Cash Flow Adjustments)			**482,858**	**(1,960,907)**	**659,702**	**3,026,582**	**2,428,449**	
Budgeted Student Enrollment			**965**	**1,090**	**1,290**	**1,440**	**1,440**	
			Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
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 (2024-25)						
	Wyandanch Union Free School District	20,017	13,351,339	13,351,339	13,351,339	13,351,339	13,351,339	[Wyandanch - 840 FTE Yrs 1-5 (2027-28 @ $21,242, 2028-29 @ $21,667, 2029-30 @ $22,100, 2030-31 @ $22,542, 2031-32 @ $22,993]; [Central Islip HS - (2027-28 (125) FTE @ $22,029, 2028-29 (250) FTE @ $23,131, 2029-30 (450) FTE @ $23,825, 2030-31 (600) FTE @ $24,539, 2031-32 (600) FTE @ $25,275]
PRIMARY School District:								
Other District 1:	Central Islip Union Free School District	23,773	522,340	6,276,072	11,030,672	14,596,622	14,596,622	
Other District 2:	Amityville Union Free School District	21,330	533,250	533,250	533,250	533,250	533,250	
Other District 3:	Babylon Union Free School District	19,591	19,591	19,591	19,591	19,591	19,591	
Other District 4:	Baldwin Union Free School District	18,119	18,119	18,119	18,119	18,119	18,119	
Other District 5:	Bay Shore Union Free School District	19,322	154,576	154,576	154,576	154,576	154,576	
Other District 6:	Bayport-Blue Point Union Free School District	19,845	39,690	39,690	39,690	39,690	39,690	
Other District 7:	Brentwood Union Free School District	18,655	3,304,447	522,340	522,340	522,340	522,340	
Other District 8:	Connetquot Central School District	18,928	18,928	18,928	18,928	18,928	18,928	
Other District 9:	Copiague Union Free School District	19,284	385,680	385,680	385,680	385,680	385,680	
Other District 10:	Deer Park Union Free School District	16,871	219,323	219,323	219,323	219,323	219,323	
Other District 11:	East Islip Union Free School District	15,312	45,936	45,936	45,936	45,936	45,936	
Other District 12:	Elmont Union Free School District	16,551	16,551	16,551	16,551	16,551	16,551	
Other District 13:	Elwood Union Free School District	16,452	16,452	16,452	16,452	16,452	16,452	
Other District 14:	Farmingdale Union Free School District	20,433	20,433	20,433	20,433	20,433	20,433	
15 Other School Districts' Revenue:	(Weighted Avg.)	17,301	934,258	934,258	934,258	934,258	934,258	
TOTAL Per Pupil Revenue	(Weighted Avg.)	20,312	19,600,913	22,572,538	27,327,138	30,893,088	30,893,088	
Special Education Revenue			953,900	1,022,959	1,124,469	1,210,622	1,237,309	SpEd Revenue - [Wyandanch - $907,622, $925,775, $944,290, $963,176, $982,440]; [Central Islip HS- $46,278, $97,184, $180,179, $247,446, $254,869]
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			996,181	1,410,436	1,958,231	2,766,091	3,586,510	Additional GenEd Per Pupil Revenue that did not get captured in Line 33
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			21,550,994	25,005,933	30,409,838	34,869,801	35,716,907	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			326,173	326,173	326,173	326,173	326,173	Title I - [Wyandanch - Yrs 1-5 $326,173]; [Central Islip - No Title I]
Title Funding - Other			61,368	61,368	61,368	61,368	61,368	[Wyandanch - Yrs 1-5 Title IIA $30,400, III-ELL $15,484, IV $15,484]; [Central Islip - No Title Other Grants]
School Food Service (Free Lunch)			1,522,770	1,720,020	2,035,620	2,272,320	2,272,320	Food Service Revenue - [Wyandanch - Yrs 1-5 $1,325,520]; [Central Islip HS - $197,250, $394,500, $710,100, $946,800, $946,800]
Grants								
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			1,910,311	2,107,561	2,423,161	2,659,861	2,659,861	
LOCAL and OTHER REVENUE								
Contributions and Donations			3,343,750	343,750	400,000	250,000	250,000	Private Contributions - [Central Islip HS - $3,343,750, $343,750, $400,000, $250,000, $250,000]
Fundraising			-	-	-	-	-	
Erate Reimbursement			150,000	25,000	25,000	25,000	25,000	E-Rate - [Centrals Islip HS - Yr 1 $150,000, $25,000 on Yrs 2-5]
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			57,900	65,400	77,400	86,400	86,400	NYSTL Textbooks [Wyandanch - Yrs 1-5 $50,400] ; [Central Islip HS - $7,500, $15,000, $27,500, $36,000, $36,000]
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			3,551,650	434,150	502,400	361,400	361,400	
TOTAL REVENUE			**27,012,955**	**27,547,644**	**33,335,399**	**37,891,062**	**38,738,168**	
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		-	-	-	-	-	-	
Instructional Management		4.00	568,815	728,084	749,926	772,424	795,597	[Wyandanch: Yrs 1-5 (1) ES Principal, (1) MS Principal, (1) MS Asst Principal]; [Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators		7.00	713,792	708,002	814,501	838,936	864,106	[Wyandanch: Yrs 1-5 (1) ELA Coach, (1) Math Coach, (1) ES Dean of Culture, (1) MS Dean of Culture, (1) Coach]; [Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance		-	-	-	-	-	-	
Operation / Business Manager		-	-	-	-	-	-	
Administrative Staff		2.00	89,480	92,165	139,669	143,860	148,175	[Wyandanch: Yrs 1-5 (1) Admin Asst]; [Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF		13.00	1,372,088	1,528,251	1,704,097	1,755,220	1,807,878	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*							***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue		**27,012,955**	**27,547,644**	**33,335,399**	**37,891,062**	**38,738,168**	
Total Expenses		**26,530,097**	**29,508,551**	**32,675,697**	**34,864,480**	**36,309,719**	
Net Income (Before Cash Flow Adjustments)		**482,858**	**(1,960,907)**	**659,702**	**3,026,582**	**2,428,449**	
Budgeted Student Enrollment		**965**	**1,090**	**1,290**	**1,440**	**1,440**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	62.50	4,821,976	5,769,135	6,612,209	7,060,575	7,272,392	[Wyandanch: Yrs 1-5 (48) Reg Teachers, (4) Title I Teachers]; [Central Islip HS: Reg Teachers (Yr 1 (7.5), Yr 2 (14) Yr 3 (19), Yrs 4 and 5 (22), Title I (Yr 1 (3), Yr 2 (6), Yrs 3-5 (9))]
Teachers - SPED	11.00	905,150	932,305	1,045,274	1,076,632	1,108,931	[Wyandanch: Yrs 1-5 (9) SpEd Teachers]; [Central Islip HS: SpEd Teachers Yrs 1-2 (2), Yrs 3-5 (5)]
Substitute Teachers	1.00	70,000	72,100	74,263	76,491	78,786	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants	10.00	468,699	482,760	497,243	512,160	527,525	[Wyandanch: Yrs 1-5 (10) Teaching Assts]; [Central Islip HS - NO TA]
Specialty Teachers	11.00	851,927	1,027,485	1,208,309	1,474,559	1,518,795	[Wyandanch: Yrs 1-5 (1) Music, (1) PE, (1) ESL, (2) ASIS, (1) STEM, (1) Art, (1) ENL, (1) Spoken Words]; [Central Islip HS: Yr 1 (1) PE, (1) ENL, Yr 2 + (2) PE/Art/Music, Yr 3 + (2) PE/Art/Music, Yr 4 + (2) PE/Art/Music and (1) ENL]
Aides	-	-	-	-	-	-	
Therapists & Counselors	5.00	373,307	534,506	625,541	719,307	740,887	[Wyandanch: Yrs 1-5 (1) Social Worker, (1) Guidance Counselor]; [Central Islip HS: (1) Social Worker Yrs 1-5, Guidance Counselor (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4-5 (4), Counselor (1) Yrs 1-5]
Other	10.00	957,304	1,055,348	1,267,483	1,490,608	1,692,676	[Wyandanch: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	110.50	8,448,363	9,873,639	11,330,322	12,410,332	12,939,992	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	2.00	55,440	57,103	58,816	60,581	62,398	[Wyandanch: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	10.00	444,782	491,647	539,918	589,638	640,849	[Wyandanch: Yrs 1-5 (9) Custodians]; [Central Islip HS: Custodian Yr 1 (1), Yr 2 (2), Yr 3 (3), Yr 4 (4) Yr 5 (5)]
Security	10.00	444,782	502,603	562,159	623,502	686,686	[Wyandanch: Yrs 1-5 (8) Securities]; [Central Islip HS: Security Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 5 (4) Yr 5 (6)]
Other	8.00	309,780	358,074	407,816	459,050	511,822	[Wyandanch: Yrs 1-5 (2) Food Svc Asst, (4) General Staff]; [Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	30.00	1,254,783	1,409,428	1,568,710	1,732,771	1,901,754	
SUBTOTAL PERSONNEL SERVICE COSTS	153.50	11,075,234	12,811,318	14,603,129	15,898,323	16,649,625	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		886,019	1,024,905	1,168,251	1,271,866	1,331,970	Payroll ER Taxes [Wyandanch - $697,819, $718,753, $740,316, $762,525, $785,401]; [Central Islip HS - $188,200, $306,152, $427,935, $509,341, $546,569]
Fringe / Employee Benefits		2,917,280	3,387,773	3,873,888	4,224,237	4,425,908	Health/Dental, WC. DBL/Life [Wyandanch - $2,274,155, $2,342,380, $2,412,651, $2,485,031, $2,599,582]; [Central Islip HS - $643,125, $1,045,393, $1,461,235, $1,739,206, $1,866,326]
Retirement / Pension		443,009	512,453	584,125	635,933	665,985	Retirement 401(k) - [Wyandanch - $348,909, $359,377, $370,158, $381,263, $392,701]; [Central Islip HS - $94,100, $153,076, $213,967, $254,670, $273,284]
TOTAL PAYROLL TAXES AND BENEFITS		4,246,308	4,925,131	5,626,264	6,132,036	6,423,863	
TOTAL PERSONNEL SERVICE COSTS	153.50	15,321,542	17,736,449	20,229,393	22,030,359	23,073,488	
CONTRACTED SERVICES							
Accounting / Audit		50,351	52,958	55,577	58,208	60,852	Audit - [Wyandanch - Yr 1 $30,351 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $20,000, + $2k Increase on Yrs 2-5]
Legal		55,351	57,958	60,577	63,208	65,852	Legal - [Wyandanch - Yr 1 $30,351 + 2% Increase on Yrs 2-5]; [Central Islip - Yr 1 $25,000 + $2k Increase on Yrs 2-5]
Management Company Fee		499,784	505,979	512,279	518,685	525,198	SST Support Costs - [Wyandanch - Yr 1 SST Support Costs$259,784 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $240,000 + $1k Increase on Yrs 2-5]
Nurse Services		15,000	31,500	58,401	80,204	82,610	Contracted Nursing Svcs - [Central Islip HAS $15,000, $31,500, $58,401, $80,204, $82,510]
Food Service / School Lunch		1,781,520	1,905,520	2,098,371	2,183,453	2,356,968	Food Service - [Wyandanch -Yrs 1-5 $1,325,520]; [Central Islip HS - $456,000, $580,000, $772,851, $857,933, $1,031,448]
Payroll Services		30,175	31,479	32,788	34,104	35,426	HR/Benefits - [Wyandanch - Yr 1 $15,175 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $15,000 + $1k Increase on Yrs 2-5]
Special Ed Services		18,000	20,260	22,525	24,795	27,071	Contracted SpEd - [Wyandanch - Yr 1 $13,000 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $5,000 + $2k Increase on Yrs 2-5]
Titlement Services (i.e. Title I)		29,694	31,107	32,530	33,960	35,399	Title Funding Support Svcs - [Wyandanch - Yr 1 $20,694 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $9,000 + $1k Increase on Yrs 2-5]
Other Purchased / Professional / Consulting		645,392	705,296	742,335	765,515	788,840	[Wyandanch - Yr 1 Comp Maint $48,285, Contracted Sub $22,285, Fin Mgmt $103,468, Admin Feees $23,453, Temp Staff $8,277, Erate $15,175, Other Prof Svcs $124,161 + 2% Increase on Yrs 2-5]; [Central Islip HS - Computer Maint Yr 1 $85,000 + $5k in Yrs 2-5, Fin Mgmt Yrs 1-5 $75,288, Admin Fees Yr 1 $15,000 + $2k Yrs 2-5, Temp Staff $25,000, $45,000, $60,000, $61,000, $62,000, E-Rate Yr 1 $10,000 + $1k on Yrs 2-5,Other Prof Svcs $75,000, $85,000, $90,000, $95,000, $100,000, Contracted Sub $20,000, $30,000, $32,000, $34,000, $36,000]
TOTAL CONTRACTED SERVICES		3,125,267	3,342,057	3,615,383	3,762,132	3,978,216	
SCHOOL OPERATIONS							

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*	THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
Total Revenue	**27,012,955**	**27,547,644**	**33,335,399**	**37,891,062**	**38,738,168**	
Total Expenses	**26,530,097**	**29,508,551**	**32,675,697**	**34,864,480**	**36,309,719**	
Net Income (Before Cash Flow Adjustments)	**482,858**	**(1,960,907)**	**659,702**	**3,026,582**	**2,428,449**	
Budgeted Student Enrollment	**965**	**1,090**	**1,290**	**1,440**	**1,440**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
Board Expenses	20,055	22,386	24,724	27,068	29,419	Board Expenses - [Wyandanch - Yr 1 $16,555 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $3,500 + $2k Increase on Yrs 2-5]
Classroom / Teaching Supplies & Materials	98,713	122,088	145,489	168,919	192,377	[Wyandanch - Yr 1 Teacher Discretionary Fund $13,000, Classroom Supplies $55,713 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 Teacher Discretionary Fund $5,000 + $2k Increase on Yrs 2-5, Classroom Supplies $25,000, $45,000, $65,000, $85,000, $105,000]
Special Ed Supplies & Materials	27,928	30,337	32,754	35,179	37,612	NYSTL Textbooks - [Wyandanch - Yr 1 $20,428 + 2% Increase on Yrs 2-5]; [Central Islip - Yr 1 $7,500 + $2k Increase on Yrs 2-5]
Textbooks / Workbooks	297,695	321,949	341,288	360,714	380,228	Textbooks & Materials - [Wyandanch - Yr 1 $212,695 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $85,000, $105,000, $120,000, $135,000, $150,000]
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	217,268	223,834	230,451	237,121	243,844	[Wyandanch - Yr 1 Equipment (Non-Cap) $73,117, Copier $55,183 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 Equipment (Non-Cap) $51,153, Copier $37,815, + $2k Increase on Yrs 2-5]
Telephone	76,176	79,546	82,958	86,411	89,909	Phone & Data Services - [Wyandanch - Yr 1 $45,676 + 2% Increase on Yrs 2-5]; [Central Islip HS Yr 1 $30,500+ $2k Increase on Yrs 2-5]
Technology	34,657	36,850	39,047	41,248	43,453	Software - [Wyandanch - Yr 1 $9,657 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $25,000 + $2k Increase on Yrs 2-5]
Student Testing & Assessment	28,000	38,260	48,525	58,795	69,071	Student Testing - [Wyandanch - Yr 1 $13,000 + 2% Increase on Yrs 2-5]; [Central Islip - Yr 1 $15,000 + $10k Increase on Yrs 2-5]
Field Trips	87,285	107,731	148,186	188,649	191,122	Field Trip - [Wyandanch - Yr 1 $22,285 + 2% Increase on Yrs 2-5]; [Central Islip HS $65,000, $85,000, $125,000, $165,000, $167,000]
Transportation (student)	125,228	83,887	87,590	91,340	95,134	[Wyandanch - Yr 1 Student Transportation $29,714 + 2% Increase on Yrs 2-5, Transportation Service $35,514 + 3% Increase on Yrs 2-5]; [Central Islip - Yr 1 Only Student Transportation $45,000, Yr 1 Transportation Service $15,000 + $2k Increase on Yrs 2-5]
Student Services - other	285,638	329,751	383,946	408,225	416,589	[Wyandanch - Yr 1 Student Activities $22,285, Athletic Activities $183,353 + 2% Increase Increase on Yrs 2-5]; [Central Islip - Student Activities $35,000, $55,000, $75,000, $85,000, $87,000, Athletic Activities $45,000, $65,000, $95,000, $105,000, $107,000]
Office Expense	115,358	122,765	130,201	137,664	145,157	[Wyandanch - Yr 1 Office Supplies $37,248, Postage $16,555, Printing & Copying $16,555 + 2% Increases on Yrs 2-5]; [Central Islip HS - Yr 1 Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000 + $2k Increases on Yrs 2-5]
Staff Development	279,426	295,215	308,081	321,019	334,040	[Wyandanch - Yr 1 PD $492,856, PD Conference $83,570, Tuition Reimbursement $13,000 + 2% Increase on Yrs 2-5]; [Central Islip HS - PD $45,000, $50,000, $52,000, $54,000, $56,000, PD Conference Yr 1 $40,000 + $5k Increases on Yrs 2-5, Tuition Reimbursement Yr 1 $5,000 + $2k Increase on Yrs 2-5]
Staff Recruitment	137,856	144,713	151,607	158,539	165,510	Recruitment - [Wyandanch - Yr 1 $92,856 @ $2% Increase on Yrs 2-5]; [Central Islip - Yr 1 $45,000 + $5k Increase on Yrs 2-5]
Student Recruitment / Marketing	64,902	67,564	70,239	72,928	75,631	Advertising - [Wyandanch - Yr 1 $33,110 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $31,792, + $2k Increase on Yrs 2-5]
School Meals / Lunch	72,047	92,558	113,085	115,627	118,186	Other Food Payments - [Wyandanch - Yr 1 $17,047 + 3% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $55,000, $75,000, $95,000, $97,000, $99,000]
Travel (Staff)	27,047	29,558	32,085	34,627	37,186	Transportation Staff - [Wyandanch - Yr 1 $17,047 + 3% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $10,000 + $2k Increase on Yrs 2-5]
Fundraising	-	-	-	-	-	
Other	340,509	350,620	360,832	371,148	381,571	[Wyandanch - Yr 1 Other G&A $8,277, Subscription & Dues $224,947, Other Direct Ed $22,285 + 2% Increase on Yrs 2-5]; [Central Islip HS - Other G&A Yr 1 $5,000 + $1k Increase on Yrs 2-5, Subscription & Dues Yr 1 $55,000 + $2k Increase on Yrs 2-5, Other Direct Ed Yr 1 $25,000 + $2 Increase on Yrs 2-5]
TOTAL SCHOOL OPERATIONS	2,335,788	2,499,612	2,731,088	2,915,221	3,046,039	
FACILITY OPERATION & MAINTENANCE						
Insurance	133,599	148,951	190,330	193,737	197,171	Insurance (GL) - [Wyandanch - Yr 1 $67,599 + 2% Increase on Yrs 2-5]; [Central Islip HS - Yr 1 66,000, $80,000, $120,000, $122,000, $124,000]
Janitorial	177,220	206,187	215,272	224,480	233,815	Operational Supplies - [Wyandanch - Yr 1 $132,220 + 3% Increase on Yrs 2-5]; [Central Islip HS - $45,000, $70,000, $75,000, $80,000, $85,000]
Building and Land Rent / Lease / Facility Finance Interest	3,450,483	3,464,989	3,432,366	3,397,662	3,360,594	[Wyandanch - Yr 1 Rent $36,016 + 3% Increase on Yrs 2-5, Interest Expense (Bonds) $2,439,467, $2,402,892, $2,364,156, $2,323,306, $2,280,057]; [Central Islip HS - Rent $975,000, $1025,000, $1,030,000, $1,035,000, $1,040,000]

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		THE ACADEMY CHARTER SCHOOL 2 - WYANDANCH AND CENTRAL ISLIP HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*							***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue		**27,012,955**	**27,547,644**	**33,335,399**	**37,891,062**	**38,738,168**	
Total Expenses		**26,530,097**	**29,508,551**	**32,675,697**	**34,864,480**	**36,309,719**	
Net Income (Before Cash Flow Adjustments)		**482,858**	**(1,960,907)**	**659,702**	**3,026,582**	**2,428,449**	
Budgeted Student Enrollment		**965**	**1,090**	**1,290**	**1,440**	**1,440**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
Repairs & Maintenance		438,701	491,763	545,065	578,617	612,426	[Wyandanch - Yr 1 Renovations & Repairs $79,113, Maint & Security $189,588 + 3% Increase on Yrs 2-5]; [Central Islip HS - Renovations & Repairs Yr 1 $85,000, $110,000. $135,000, $140,000, $145,000, Maint & Security $85,000, $105,000, $125,000, $145,000, $165,000]
Equipment / Furniture		165,407	165,870	171,346	173,836	176,341	Fixtures & Furnishings - [Wyandanch - Yr 1 $15,407 + 3% Increase on Yrs 2-5]; [Central Islip HS - $150,000, $150,000, $155,000, $167,000, $159,000]
Security		-	-	-	-	-	
Utilities		331,419	372,002	434,783	447,765	460,958	[Wyandanch - Yr 1 Utilities $219,420, Other O&M $14,205 + 3% Increase on Yrs 2-5]; [Central Islip - Yr 1 Utilities $102,000, $136,000, $192,000, $198,000, $204,000, Other O&M $10,000 Yrs 1-5]
TOTAL FACILITY OPERATION & MAINTENANCE		4,696,829	4,849,762	4,989,162	5,016,097	5,041,305	
DEPRECIATION & AMORTIZATION		1,050,671	1,080,671	1,110,671	1,140,671	1,170,671	[Wyandanch - Yr 1 Depreciation $874,388 + $20,000 on Yrs 2-5 , Amortization $41,283 on Yrs 1-5];[Central Islip HS - Depreciation Yr 1 $135,000 + $10k Increase on Yrs 2-5]
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	
TOTAL EXPENSES		**26,530,097**	**29,508,551**	**32,675,697**	**34,864,480**	**36,309,719**	
NET INCOME		**482,858**	**(1,960,907)**	**659,702**	**3,026,582**	**2,428,449**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District:	Wyandanch Union Free School District	667	667	667	667	667	
Other District 1:	Central Islip Union Free School District	139	264	464	614	614	
Other District 2:	Amityville Union Free School District	25	25	25	25	25	
Other District 3:	Babylon Union Free School District	1	1	1	1	1	
Other District 4:	Baldwin Union Free School District	1	1	1	1	1	
Other District 5:	Bay Shore Union Free School District	8	8	8	8	8	
Other District 6:	Bayport-Blue Point Union Free School District	2	2	2	2	2	
Other District 7:	Brentwood Union Free School District	28	28	28	28	28	
Other District 8:	Connetquot Central School District	1	1	1	1	1	
Other District 9:	Copiague Union Free School District	20	20	20	20	20	
Other District 10:	Deer Park Union Free School District	13	13	13	13	13	
Other District 11:	East Islip Union Free School District	3	3	3	3	3	
Other District 12:	Elmont Union Free School District	1	1	1	1	1	
Other District 13:	Elwood Union Free School District	1	1	1	1	1	
Other District 14:	Farmingdale Union Free School District	1	1	1	1	1	
All Other School Districts	Additional Districts Count = 15	54	54	54	54	54	
TOTAL ENROLLMENT		**965**	**1,090**	**1,290**	**1,440**	**1,440**	
REVENUE PER PUPIL		**27,993**	**25,273**	**25,841**	**26,313**	**26,902**	
EXPENSES PER PUPIL		**27,492**	**27,072**	**25,330**	**24,211**	**25,215**	
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		1,009,388	1,077,388	1,117,388	1,157,388	1,197,388	
Other		-	-	-	-	-	
Total Operating Activities		1,009,388	1,077,388	1,117,388	1,157,388	1,197,388	
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		**1,009,388**	**1,077,388**	**1,117,388**	**1,157,388**	**1,197,388**	
NET INCOME		**1,492,246**	**(883,519)**	**1,777,090**	**4,183,970**	**3,625,837**	
Beginning Cash Balance		-	1,492,246	608,727	2,385,817	6,569,787	
ENDING CASH BALANCE		**1,492,246**	**608,727**	**2,385,817**	**6,569,787**	**10,195,624**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Wyandanch 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 Wyandanch Union Free School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	667	20,017	13,351,339	10,357,169	23,708,508	126,587,897	18.729%
Year 2 (2027-28)	667	20,017	13,351,339	7,920,233	21,271,572	126,587,897	16.804%
Year 3 (2028-29)	667	20,017	13,351,339	8,953,388	22,304,727	126,587,897	17.620%
Year 4 (2029-30)	667	20,017	13,351,339	9,943,101	23,294,440	126,587,897	18.402%
Year 5 (2030-31)	667	20,017	13,351,339	10,790,207	24,141,546	126,587,897	19.071%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.osc.ny.gov/local-government/audits/school-district/2024/04/05/wyandanch-union-free-school-district-budget-review-b24-7-2
OTHER NOTES:	

Second Largest Enrollment District: Central Islip 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 Central Islip Union Free School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	139	23,773	3,304,447	-	3,304,447	283,208,360	1.167%
Year 2 (2027-28)	264	23,773	6,276,072	-	6,276,072	283,208,360	2.216%
Year 3 (2028-29)	464	23,773	11,030,672	-	11,030,672	283,208,360	3.895%
Year 4 (2029-30)	614	23,773	14,596,622	-	14,596,622	283,208,360	5.154%
Year 5 (2030-31)	614	23,773	14,596,622	-	14,596,622	283,208,360	5.154%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

SUNY 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.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230601

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
630918	Abraham Wing School	14,508	14,414
570101	Addison Central School District	13,483	13,998
410401	Adirondack Central School District	13,609	14,242
080101	Afton Central School District	13,338	14,425
142101	Akron Central School District	12,238	12,666
010100	Albany City School District	17,297	18,150
450101	Albion Central School District	11,437	11,342
140101	Alden Central School District	11,278	11,552
180202	Alexander Central School District	13,225	13,582
220202	Alexandria Central School District	13,883	14,211
020101	Alfred-Almond Central School District	13,454	13,846
040302	Allegany-Limestone Central School District	11,601	11,884
460102	Altmar-Parish-Williamstown Central School District	13,897	14,775
580303	Amagansett Union Free School District	63,430	66,779
140201	Amherst Central School District	11,866	12,177
580106	Amityville Union Free School District	20,322	21,330
270100	Amsterdam City School District	11,428	12,108
120102	Andes Central School District	20,369	22,921
020601	Andover Central School District	13,869	14,696
660405	Ardsley Union Free School District	23,390	23,877
640101	Argyle Central School District	13,591	13,900
571901	Arkport Central School District	11,921	12,379
131601	Arlington Central School District	13,767	14,268
670201	Attica Central School District	10,506	10,650
050100	Auburn Enlarged City School District	12,014	12,550
090201	AuSable Valley Central School District	15,292	15,650
491302	Averill Park Central School District	11,727	11,937
570201	Avoca Central School District	15,491	15,733
240101	Avon Central School District	12,710	13,016
580101	Babylon Union Free School District	19,015	19,591
080201	Bainbridge-Guilford Central School District	13,059	13,600
280210	Baldwin Union Free School District	17,405	18,119
420901	Baldwinsville Central School District	13,687	14,369
521301	Ballston Spa Central School District	13,810	14,259
401301	Barker Central School District	13,698	13,902
180300	Batavia City School District	14,183	14,862
570302	Bath Central School District	10,455	11,010
580501	Bay Shore Union Free School District	18,584	19,322
580505	Bayport-Blue Point Union Free School District	19,427	19,845
130200	Beacon City School District	14,127	14,549
231301	Beaver River Central School District	11,448	11,902
660102	Bedford Central School District	23,269	23,781
090301	Beekmantown Central School District	14,511	15,200
020801	Belfast Central School District	14,257	15,543
220909	Belleville Henderson Central School District	9,807	8,999
280207	Bellmore Union Free School District	21,708	21,851
280253	Bellmore-Merrick Central High School District	15,793	16,643
061001	Bemus Point Central School District	14,350	15,050
490101	Berlin Central School District	15,059	15,762
010201	Berne-Knox-Westerlo Central School District	16,417	17,445
010306	Bethlehem Central School District	13,877	14,248
280521	Bethpage Union Free School District	19,074	19,547
030200	Binghamton City School District	12,716	13,159
661905	Blind Brook-Rye Union Free School District	21,332	21,863
430501	Bloomfield Central School District	12,412	12,784
022902	Bolivar-Richburg Central School District	13,492	13,619
630101	Bolton Central School District	23,321	22,841
151801	Boquet Valley Central School District	16,118	16,179

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
570401	Bradford Central School District	14,482	14,595
510101	Brasher Falls Central School District	13,401	14,212
580512	Brentwood Union Free School District	17,336	18,655
480601	Brewster Central School District	18,579	19,194
661402	Briarcliff Manor Union Free School District	24,366	25,099
580909	Bridgehampton Union Free School District	77,128	80,321
260101	Brighton Central School District	14,868	15,314
171102	Broadalbin-Perth Central School District	10,318	10,743
261801	Brockport Central School District	12,643	12,925
062301	Brocton Central School District	15,187	15,576
660303	Bronxville Union Free School District	22,599	22,773
250109	Brookfield Central School District	15,370	16,195
490202	Brunswick Central School District	12,816	12,966
161601	Brushton-Moira Central School District	14,380	15,092
140600	Buffalo City School District	13,966	14,614
520101	Burnt Hills-Ballston Lake Central School District	12,031	12,266
661201	Byram Hills Central School District	22,205	22,745
180701	Byron-Bergen Central School District	12,815	13,311
190301	Cairo-Durham Central School District	11,469	11,719
240201	Caledonia-Mumford Central School District	11,829	11,887
641610	Cambridge Central School District	14,254	14,485
410601	Camden Central School District	10,529	10,411
570603	Campbell-Savona Central School District	10,128	9,870
270301	Canajoharie Central School District	12,596	12,689
430300	Canandaigua City School District	12,078	12,155
021102	Canaseraga Central School District	13,884	14,238
250901	Canastota Central School District	11,955	12,186
600301	Candor Central School District	14,867	15,234
571502	Canisteo-Greenwood Central School District	16,137	16,471
510201	Canton Central School District	14,138	14,877
280411	Carle Place Union Free School District	21,973	22,208
480102	Carmel Central School District	17,378	17,628
222201	Carthage Central School District	9,585	11,256
060401	Cassadaga Valley Central School District	14,998	15,554
050401	Cato-Meridian Central School District	12,490	12,836
190401	Catskill Central School District	16,209	16,925
042302	Cattaraugus-Little Valley Central School District	13,840	14,485
250201	Cazenovia Central School District	12,544	13,008
580233	Center Moriches Union Free School District	17,208	17,889
580513	Central Islip Union Free School District	23,314	23,773
460801	Central Square Central School District	11,269	11,626
212101	Central Valley Central School District at Ilion-Mohawk	10,419	10,874
661004	Chappaqua Central School District	20,759	20,890
120401	Charlotte Valley Central School District	14,135	14,582
160801	Chateaugay Central School District	12,794	12,850
101001	Chatham Central School District	14,311	14,730
060503	Chautauqua Lake Central School District	14,720	14,983
090601	Chazy Union Free School District	12,944	13,182
140701	Cheektowaga Central School District	11,807	12,087
140709	Cheektowaga-Sloan Union Free School District	13,109	13,396
030101	Chenango Forks Central School District	12,269	12,367
030701	Chenango Valley Central School District	12,523	13,055
472202	Cherry Valley-Springfield Central School District	15,158	15,980
440201	Chester Union Free School District	17,038	18,711
251601	Chittenango Central School District	13,375	13,879
261501	Churchville-Chili Central School District	11,762	11,856
110101	Cincinnatus Central School District	14,259	14,531
140801	Clarence Central School District	11,924	12,255

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
500101	Clarkstown Central School District	16,094	16,651
140703	Cleveland Hill Union Free School District	13,021	13,429
510401	Clifton-Fine Central School District	18,641	19,336
411101	Clinton Central School District	13,827	14,130
650301	Clyde-Savannah Central School District	17,096	17,628
060701	Clymer Central School District	16,472	16,709
541102	Cobleskill-Richmondville Central School District	13,615	14,328
010500	Cohoes City School District	14,664	15,120
580402	Cold Spring Harbor Central School District	21,234	21,646
510501	Colton-Pierrepont Central School District	21,630	22,735
580410	Commack Union Free School District	16,226	16,129
580203	Comsewogue Union Free School District	15,780	16,294
580507	Connetquot Central School District	18,484	18,928
471701	Cooperstown Central School District	14,060	14,790
230201	Copenhagen Central School District	11,278	11,643
580105	Copiague Union Free School District	18,229	19,284
520401	Corinth Central School District	11,929	12,685
571000	Corning City School District	12,843	12,874
440301	Cornwall Central School District	13,242	13,748
110200	Cortland City School District	12,043	12,767
190501	Coxsackie-Athens Central School District	13,661	13,897
660202	Croton-Harmon Union Free School District	17,200	17,728
150203	Crown Point Central School District	18,940	19,974
022302	Cuba-Rushford Central School District	14,136	14,788
241001	Dansville Central School District	13,400	13,797
580107	Deer Park Union Free School District	16,635	16,871
120501	Delhi Central School District	15,600	15,984
140707	Depew Union Free School District	11,538	11,888
031301	Deposit Central School District	15,029	15,448
250301	DeRuyter Central School District	13,217	13,898
660403	Dobbs Ferry Union Free School District	22,177	22,769
211003	Dolgeville Central School District	11,045	10,863
130502	Dover Union Free School District	13,390	13,943
120301	Downsville Central School District	19,931	20,796
610301	Dryden Central School District	13,026	13,696
530101	Duanesburg Central School District	10,253	10,888
680801	Dundee Central School District	10,374	10,351
060800	Dunkirk City School District	15,391	16,176
140301	East Aurora Union Free School District	12,126	12,691
490301	East Greenbush Central School District	13,818	14,484
580301	East Hampton Union Free School District	25,462	26,175
260801	East Irondequoit Central School District	13,981	14,391
580503	East Islip Union Free School District	15,228	15,312
280203	East Meadow Union Free School District	17,471	18,034
580234	East Moriches Union Free School District	17,956	18,211
580917	East Quogue Union Free School District	23,025	23,739
500402	East Ramapo Central School District	17,234	16,446
261313	East Rochester Union Free School District	14,647	15,126
280219	East Rockaway Union Free School District	20,051	20,524
420401	East Syracuse-Minoa Central School District	16,309	16,813
280402	East Williston Union Free School District	22,710	22,871
660301	Eastchester Union Free School District	20,204	20,794
580912	Eastport-South Manor Central School District	14,193	15,013
141201	Eden Central School District	12,097	12,520
660406	Edgemont Union Free School District	20,605	21,135
520601	Edinburg Common School District	23,504	22,195
470501	Edmeston Central School District	13,638	14,226
513102	Edwards-Knox Central School District	12,406	13,338

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
180901	Elba Central School District	14,281	14,877
590801	Eldred Central School District	13,146	12,264
622002	Ellenville Central School District	18,905	19,550
040901	Ellicottville Central School District	13,525	14,454
070600	Elmira City School District	12,981	13,017
070902	Elmira Heights Central School District	11,844	12,735
280216	Elmont Union Free School District	16,052	16,551
660409	Elmsford Union Free School District	25,552	26,451
580401	Elwood Union Free School District	16,077	16,452
420601	Fabius-Pompey Central School District	13,818	14,344
261301	Fairport Central School District	12,280	12,752
061101	Falconer Central School District	11,542	11,986
590501	Fallsburg Central School District	21,341	22,764
280522	Farmingdale Union Free School District	19,621	20,433
421001	Fayetteville-Manlius Central School District	13,346	13,976
022001	Fillmore Central School District	10,869	11,420
580514	Fire Island Union Free School District	113,268	111,241
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,503	16,858
442115	Florida Union Free School District	16,108	16,651
270601	Fonda-Fultonville Central School District	11,407	11,511
061503	Forestville Central School District	13,180	13,853
640502	Fort Ann Central School District	15,126	15,203
640601	Fort Edward Union Free School District	17,594	20,413
270701	Fort Plain Central School District	13,045	13,044
210402	Frankfort-Schuyler Central School District	11,208	11,770
120701	Franklin Central School District	15,481	15,911
280217	Franklin Square Union Free School District	15,685	16,430
041101	Franklinville Central School District	12,903	12,813
062201	Fredonia Central School District	14,046	14,445
280209	Freeport Union Free School District	17,921	18,373
060301	Frewsburg Central School District	11,698	12,419
021601	Friendship Central School District	14,796	14,937
141604	Frontier Central School District	10,150	10,570
460500	Fulton City School District	13,336	14,140
520701	Galway Central School District	11,157	11,622
650902	Gananda Central School District	11,679	12,532
280218	Garden City Union Free School District	19,064	19,546
480404	Garrison Union Free School District	22,065	21,560
260401	Gates-Chili Central School District	13,011	13,114
220401	General Brown Central School District	10,462	11,049
020702	Genesee Valley Central School District	13,725	14,396
240401	Geneseo Central School District	13,914	14,377
430700	Geneva City School District	15,910	16,112
100902	Germantown Central School District	16,242	16,435
470202	Gilbertsville-Mount Upton Central School District	14,333	14,977
540801	Gilboa-Conesville Central School District	15,860	16,079
280100	Glen Cove City School District	21,520	22,370
630300	Glens Falls City School District	13,380	13,624
170500	Gloversville Enlarged City School District	11,409	11,938
440601	Goshen Central School District	17,870	18,765
511101	Gouverneur Central School District	12,164	12,315
042801	Gowanda Central School District	12,664	13,209
141501	Grand Island Central School District	11,940	12,261
640701	Granville Central School District	11,769	12,228
280407	Great Neck Union Free School District	24,027	24,731
260501	Greece Central School District	12,813	13,465
010701	Green Island Union Free School District	15,554	16,562

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
660407	Greenburgh Central 7 School District	23,424	23,818
080601	Greene Central School District	12,719	13,254
581010	Greenport Union Free School District	21,466	21,953
190701	Greenville Central School District	15,274	15,934
640801	Greenwich Central School District	13,928	14,379
442111	Greenwood Lake Union Free School District	19,851	19,885
610501	Groton Central School District	13,104	13,021
010802	Guilderland Central School District	13,858	14,204
630801	Hadley-Luzerne Central School District	15,824	16,254
480401	Haldane Central School District	15,811	15,174
580405	Half Hollow Hills Central School District	16,418	16,842
141601	Hamburg Central School District	12,324	13,129
250701	Hamilton Central School District	15,230	15,748
511201	Hammond Central School District	15,749	16,699
572901	Hammondsport Central School District	17,510	18,009
580905	Hampton Bays Union Free School District	18,424	19,108
120906	Hancock Central School District	14,039	14,273
460701	Hannibal Central School District	11,420	11,827
580406	Harborfields Central School District	15,708	16,453
030501	Harpursville Central School District	9,923	10,181
660501	Harrison Central School District	25,595	26,207
230301	Harrisville Central School District	15,961	16,773
641001	Hartford Central School District	11,798	11,472
660404	Hastings-On-Hudson Union Free School District	23,686	24,295
580506	Hauppauge Union Free School District	19,302	19,980
280201	Hempstead Union Free School District	24,505	26,196
660203	Hendrick Hudson Central School District	19,996	20,600
210601	Herkimer Central School District	11,537	12,278
511301	Hermon Dekalb Central School District	15,303	15,947
280409	Herricks Union Free School District	18,373	18,702
512404	Heuvelton Central School District	11,482	12,184
280214	Hewlett-Woodmere Union Free School District	24,389	24,550
280517	Hicksville Union Free School District	17,554	18,470
620803	Highland Central School District	14,955	15,350
440901	Highland Falls-Fort Montgomery Central School District	17,287	18,587
261101	Hilton Central School District	11,931	12,298
041401	Hinsdale Central School District	12,139	12,727
141701	Holland Central School District	12,704	12,926
412201	Holland Patent Central School District	12,922	13,618
450704	Holley Central School District	11,011	11,471
110701	Homer Central School District	13,115	13,647
431401	Honeoye Central School District	13,434	13,699
260901	Honeoye Falls-Lima Central School District	11,879	12,473
491401	Hoosic Valley Central School District	12,453	13,005
490501	Hoosick Falls Central School District	14,425	14,970
571800	Hornell City School District	10,107	9,524
070901	Horseheads Central School District	13,016	13,607
101300	Hudson City School District	15,882	16,420
641301	Hudson Falls Central School District	10,969	11,263
190901	Hunter-Tannersville Central School District	17,254	17,744
580403	Huntington Union Free School District	19,495	20,078
130801	Hyde Park Central School District	14,300	14,839
101401	Ichabod Crane Central School District	13,076	13,253
200401	Indian Lake Central School District	24,475	24,595
220301	Indian River Central School District	8,425	8,400
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	14,012	15,182
660402	Irvington Union Free School District	23,064	23,712

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
280231	Island Park Union Free School District	30,496	29,380
280226	Island Trees Union Free School District	17,031	17,493
580502	Islip Union Free School District	16,621	17,071
610600	Ithaca City School District	16,086	16,535
061700	Jamestown City School District	12,240	12,750
420411	Jamesville-Dewitt Central School District	12,986	13,430
572702	Jasper-Troupsburg Central School District	10,673	9,424
540901	Jefferson Central School District	14,299	14,907
280515	Jericho Union Free School District	25,613	26,281
630601	Johnsburg Central School District	19,097	19,828
031502	Johnson City Central School District	14,170	14,900
170600	Johnstown City School District	9,678	9,620
420501	Jordan-Elbridge Central School District	14,484	15,930
660101	Katonah-Lewisboro Union Free School District	21,199	21,540
150601	Keene Central School District	24,890	26,575
450607	Kendall Central School District	13,656	13,835
142601	Kenmore-Town of Tonawanda Union Free School District	11,143	11,968
241101	Keshequa Central School District	13,501	14,262
580805	Kings Park Central School District	15,314	15,610
620600	Kingston City School District	17,811	18,563
441202	Kiryas Joel Village Union Free School District	47,592	47,088
141800	Lackawanna City School District	13,355	14,179
221401	Lafargeville Central School District	11,679	12,035
420807	Lafayette Central School District	19,604	20,031
630701	Lake George Central School District	14,107	14,258
151102	Lake Placid Central School District	16,551	16,988
200601	Lake Pleasant Central School District	28,865	29,396
141401	Lake Shore Central School District	12,946	13,315
662401	Lakeland Central School District	16,385	16,944
141901	Lancaster Central School District	10,740	11,054
610801	Lansing Central School District	14,058	14,889
490601	Lansingburgh Central School District	12,613	13,621
470801	Laurens Central School District	11,871	12,251
280215	Lawrence Union Free School District	19,566	19,372
181001	Le Roy Central School District	13,123	13,628
670401	Letchworth Central School District	12,475	12,870
280205	Levittown Union Free School District	18,400	18,656
400301	Lewiston-Porter Central School District	13,842	14,356
590901	Liberty Central School District	20,666	20,984
580104	Lindenhurst Union Free School District	15,691	16,135
511602	Lisbon Central School District	16,247	17,336
210800	Little Falls City School District	14,527	15,909
421501	Liverpool Central School District	14,609	14,982
591302	Livingston Manor Central School District	18,772	19,639
240801	Livonia Central School District	13,261	14,204
400400	Lockport City School District	12,352	13,235
280503	Locust Valley Central School District	25,005	25,318
280300	Long Beach City School District	23,742	24,051
200701	Long Lake Central School District	43,783	45,736
580212	Longwood Central School District	16,613	17,193
230901	Lowville Academy and Central School District	11,100	11,330
221301	Lyme Central School District	15,605	16,285
280220	Lynbrook Union Free School District	19,673	20,137
421504	Lyncourt Union Free School District	20,816	22,200
451001	Lyndonville Central School District	12,897	12,803
650501	Lyons Central School District	13,774	14,092
251101	Madison Central School District	13,036	13,736
511901	Madrid-Waddington Central School District	13,666	14,184

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
480101	Mahopac Central School District	15,429	15,812
031101	Maine-Endwell Central School District	12,307	12,201
161501	Malone Central School District	12,835	13,668
280212	Malverne Union Free School District	22,087	22,513
660701	Mamaroneck Union Free School District	20,436	20,929
431101	Manchester-Shortsville Central School District	13,329	14,157
280406	Manhasset Union Free School District	22,228	22,468
110901	Marathon Central School District	14,538	14,692
421101	Marcellus Central School District	12,176	12,549
430901	Marcus Whitman Central School District	14,696	15,168
121401	Margaretville Central School District	16,719	18,028
650701	Marion Central School District	13,409	14,006
621001	Marlboro Central School District	18,368	19,088
140702	Maryvale Union Free School District	12,863	13,487
280523	Massapequa Union Free School District	17,941	18,190
512001	Massena Central School District	11,605	11,795
581012	Mattituck-Cutchogue Union Free School District	17,381	17,482
170801	Mayfield Central School District	11,633	11,873
110304	McGraw Central School District	15,873	17,040
521200	Mechanicville City School District	14,005	14,652
450801	Medina Central School District	11,829	12,061
010615	Menands Union Free School District	16,935	17,541
280225	Merrick Union Free School District	19,860	20,027
460901	Mexico Academy and Central School District	13,841	14,417
580211	Middle Country Central School District	15,728	15,899
541001	Middleburgh Central School District	13,755	14,302
441000	Middletown Enlarged City School District	16,816	18,072
471101	Milford Central School District	15,303	15,566
132201	Millbrook Central School District	14,088	13,958
580208	Miller Place Union Free School District	14,280	14,163
280410	Mineola Union Free School District	27,241	29,317
150801	Minerva Central School District	26,331	27,076
441101	Minisink Valley Central School District	13,395	13,743
530515	Mohonasen Central School District	10,995	11,426
441201	Monroe-Woodbury Central School District	16,117	16,787
580306	Montauk Union Free School District	35,371	35,371
591401	Monticello Central School District	16,694	17,313
051301	Moravia Central School District	12,255	12,607
150901	Moriah Central School District	14,528	14,871
471201	Morris Central School District	11,798	11,769
512101	Morristown Central School District	14,307	13,629
250401	Morrisville-Eaton Central School District	14,097	14,345
212001	Mount Markham Central School District	13,231	13,174
240901	Mount Morris Central School District	15,520	16,546
660801	Mount Pleasant Central School District	20,270	21,111
580207	Mount Sinai Union Free School District	16,701	16,975
660900	Mount Vernon City School District	18,589	19,022
500108	Nanuet Union Free School District	19,154	20,033
431201	Naples Central School District	14,923	15,456
411501	New Hartford Central School District	12,563	12,945
280405	New Hyde Park-Garden City Park Union Free School Distric	16,763	18,211
101601	New Lebanon Central School District	17,118	17,830
621101	New Paltz Central School District	17,004	17,754
661100	New Rochelle City School District	18,595	19,210
581015	New Suffolk Common School District	18,495	16,166
300000	New York City Department of Education	18,340	19,044
411504	New York Mills Union Free School District	14,057	14,425
650101	Newark Central School District	13,312	13,987

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
600402	Newark Valley Central School District	12,060	12,557
441600	Newburgh Enlarged City School District	18,149	18,908
151001	Newcomb Central School District	44,320	43,655
400601	Newfane Central School District	11,787	12,037
610901	Newfield Central School District	12,782	13,059
400800	Niagara Falls City School District	12,691	13,138
400701	Niagara-Wheatfield Central School District	12,059	12,411
530301	Niskayuna Central School District	13,877	14,482
580103	North Babylon Union Free School District	16,899	17,354
280204	North Bellmore Union Free School District	17,416	17,655
142201	North Collins Central School District	15,290	15,750
010623	North Colonie Central School District	13,235	13,832
490801	North Greenbush Common School District	17,451	19,542
280229	North Merrick Union Free School District	19,801	20,344
500201	North Rockland Central School District	18,645	18,542
651501	North Rose-Wolcott Central School District	14,020	14,016
661301	North Salem Central School District	22,007	22,564
280501	North Shore Central School District	26,500	26,561
420303	North Syracuse Central School District	13,189	13,620
400900	North Tonawanda City School District	12,142	11,945
630202	North Warren Central School District	16,566	18,716
090501	Northeastern Clinton Central School District	13,658	14,088
090901	Northern Adirondack Central School District	14,780	15,317
580404	Northport-East Northport Union Free School District	19,576	19,893
170901	Northville Central School District	16,742	17,646
081200	Norwich City School District	11,315	12,341
512201	Norwood-Norfolk Central School District	13,121	13,293
500304	Nyack Union Free School District	20,548	20,636
181101	Oakfield-Alabama Central School District	13,727	14,595
280211	Oceanside Union Free School District	16,329	16,554
550101	Odessa-Montour Central School District	11,644	10,910
512300	Ogdensburg City School District	14,939	15,937
042400	Olean City School District	13,076	13,623
251400	Oneida City School District	13,312	14,024
471400	Oneonta City School District	14,182	14,440
421201	Onondaga Central School District	14,786	14,921
621201	Onteora Central School District	20,596	20,915
271201	Oppenheim-Ephratah-St. Johnsville Central School District	13,185	13,403
142301	Orchard Park Central School District	12,567	12,876
412901	Oriskany Central School District	13,279	13,700
661401	Ossining Union Free School District	21,185	22,492
461300	Oswego City School District	13,558	14,279
081401	Otselic Valley Central School District at Georgetown-South	16,062	16,785
600601	Owego-Apalachin Central School District	13,864	14,625
211701	Owen D. Young Central School District	13,599	13,894
081501	Oxford Academy and Central School District	13,670	14,170
280506	Oyster Bay-East Norwich Central School District	25,087	25,408
581002	Oysterponds Union Free School District	36,838	37,729
650901	Palmyra-Macedon Central School District	11,844	12,055
061601	Panama Central School District	13,050	13,016
512501	Parishville-Hopkinton Central School District	13,015	13,072
580224	Patchogue-Medford Union Free School District	15,532	16,225
181201	Pavilion Central School District	13,338	13,534
131201	Pawling Central School District	17,315	17,980
500308	Pearl River Union Free School District	17,457	17,857
661500	Peekskill City School District	19,292	20,056
661601	Pelham Union Free School District	17,441	17,844
181302	Pembroke Central School District	14,292	14,864

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
261201	Penfield Central School District	14,208	14,721
680601	Penn Yan Central School District	12,888	13,237
671201	Perry Central School District	13,883	14,313
091101	Peru Central School District	14,333	14,270
431301	Phelps-Clifton Springs Central School District	13,460	13,597
462001	Phoenix Central School District	13,230	13,336
440401	Pine Bush Central School District	13,392	13,612
131301	Pine Plains Central School District	16,980	17,511
060601	Pine Valley Central School District	18,916	21,969
043501	Pioneer Central School District	11,715	12,095
261401	Pittsford Central School District	15,137	15,626
280518	Plainedge Union Free School District	17,041	17,457
280504	Plainview-Old Bethpage Central School District	19,684	20,428
091200	Plattsburgh City School District	15,604	16,262
660809	Pleasantville Union Free School District	17,595	18,001
660802	Pocantico Hills Central School District	41,070	44,573
211103	Poland Central School District	13,082	13,516
051101	Port Byron Central School District	12,392	12,753
661904	Port Chester-Rye Union Free School District	16,661	17,942
580206	Port Jefferson Union Free School District	23,536	23,602
441800	Port Jervis City School District	13,564	13,649
280404	Port Washington Union Free School District	23,895	24,786
042901	Portville Central School District	12,327	12,650
512902	Potsdam Central School District	14,232	14,781
131500	Poughkeepsie City School District	15,993	17,097
572301	Prattsburgh Central School District	12,965	14,131
461801	Pulaski (Academy) Central School District	14,245	14,808
641401	Putnam Central School District	24,562	24,346
480503	Putnam Valley Central School District	18,487	18,690
630902	Queensbury Union Free School District	10,905	11,229
580903	Quogue Union Free School District	52,520	51,785
043001	Randolph Central School District	13,591	13,696
010402	Ravena-Coeymans-Selkirk Central School District	14,284	14,577
651503	Red Creek Central School District	12,958	13,478
131701	Red Hook Central School District	15,490	16,054
411701	Remsen Central School District	19,024	19,772
580901	Remsenburg-Speonk Union Free School District	40,932	42,377
491200	Rensselaer City School District	11,361	11,630
131801	Rhinebeck Central School District	18,618	19,164
472001	Richfield Springs Central School District	12,377	12,793
062401	Ripley Central School District	14,040	14,310
580602	Riverhead Central School District	20,107	21,746
261600	Rochester City School District	14,316	14,088
280221	Rockville Centre Union Free School District	21,044	21,669
580209	Rocky Point Union Free School District	15,495	15,947
411800	Rome City School District	14,583	15,273
560603	Romulus Central School District	17,119	17,299
620901	Rondout Valley Central School District	19,344	20,093
280208	Roosevelt Union Free School District	18,964	19,914
591301	Roscoe Central School District	19,803	20,514
280403	Roslyn Union Free School District	22,785	23,236
121502	Roxbury Central School District	19,551	20,374
401201	Royalton-Hartland Central School District	11,206	11,464
261701	Rush-Henrietta Central School District	14,589	15,117
661800	Rye City School District	22,644	23,067
661901	Rye Neck Union Free School District	19,848	20,134
580205	Sachem Central School District	15,181	15,793
221001	Sackets Harbor Central School District	11,892	12,560

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
580305	Sag Harbor Union Free School District	31,073	32,589
580910	Sagaponack Common School District	17,336	16,934
161801	Saint Regis Falls Central School District	17,247	18,861
043200	Salamanca City School District	3,150	3,159
641501	Salem Central School District	16,437	17,359
161201	Salmon River Central School District	16,080	16,527
461901	Sandy Creek Central School District	15,304	16,476
091402	Saranac Central School District	13,923	14,451
161401	Saranac Lake Central School District	16,404	16,998
521800	Saratoga Springs City School District	12,472	12,615
621601	Saugerties Central School District	14,479	14,657
411603	Sauquoit Valley Central School District	14,129	14,508
580504	Sayville Union Free School District	18,007	18,437
662001	Scarsdale Union Free School District	24,704	25,371
530501	Schalmont Central School District	14,896	14,862
530600	Schenectady City School District	14,302	15,027
470901	Schenevus Central School District	14,505	15,001
491501	Schodack Central School District	14,750	15,629
541201	Schoharie Central School District	13,931	14,467
151401	Schroon Lake Central School District	20,697	21,945
521701	Schuylerville Central School District	12,786	12,941
022401	Scio Central School District	12,218	12,467
530202	Scotia-Glenville Central School District	13,540	13,673
280206	Seaford Union Free School District	17,804	18,270
560701	Seneca Falls Central School District	12,802	13,158
280252	Sewanhaka Central High School District	14,545	15,147
541401	Sharon Springs Central School District	16,703	18,393
580701	Shelter Island Union Free School District	29,390	30,042
520302	Shenendehowa Central School District	13,387	13,769
082001	Sherburne-Earlville Central School District	12,490	12,780
062601	Sherman Central School District	12,554	13,115
580601	Shoreham-Wading River Central School District	18,075	18,263
121601	Sidney Central School District	12,367	12,810
061501	Silver Creek Central School District	14,689	15,500
421601	Skaneateles Central School District	13,635	14,208
580801	Smithtown Central School District	16,162	16,524
651201	Sodus Central School District	13,390	13,501
420702	Solvay Union Free School District	13,196	13,585
662101	Somers Central School District	19,134	19,584
010601	South Colonie Central School District	14,280	14,860
580235	South Country Central School District	18,715	18,762
521401	South Glens Falls Central School District	12,249	12,858
580413	South Huntington Union Free School District	18,705	19,418
220101	South Jefferson Central School District	11,296	11,926
121702	South Kortright Central School District	14,111	13,970
231101	South Lewis Central School District	14,885	15,440
500301	South Orangetown Central School District	17,609	18,132
560501	South Seneca Central School District	15,265	15,816
580906	Southampton Union Free School District	26,429	26,855
050701	Southern Cayuga Central School District	15,112	15,815
581005	Southold Union Free School District	19,972	20,423
060201	Southwestern Central School District	13,463	14,074
131602	Spackenkill Union Free School District	18,647	18,787
261001	Spencerport Central School District	12,882	13,226
600801	Spencer-Van Etten Central School District	13,450	13,708
580304	Springs Union Free School District	25,307	25,021
141101	Springville-Griffith Institute Central School District	13,373	13,655
121701	Stamford Central School District	14,495	15,062

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
401001	Starpoint Central School District	12,030	12,553
522001	Stillwater Central School District	10,709	11,435
251501	Stockbridge Valley Central School District	11,879	12,044
500401	Suffern Central School District	18,349	18,986
591502	Sullivan West Central School District	16,052	15,336
030601	Susquehanna Valley Central School District	14,849	15,401
140207	Sweet Home Central School District	14,494	15,224
280502	Syosset Central School District	22,190	22,891
421800	Syracuse City School District	14,128	14,601
100501	Taconic Hills Central School District	16,791	17,622
660401	Tarrytown Union Free School District	18,993	19,455
220701	Thousand Islands Central School District	12,947	13,317
580201	Three Village Central School District	18,646	19,114
151501	Ticonderoga Central School District	16,159	16,451
600903	Tioga Central School District	12,137	12,936
142500	Tonawanda City School District	11,825	12,283
211901	Town of Webb Union Free School District	22,219	23,659
591201	Tri-Valley Central School District	21,869	22,376
491700	Troy City School District	17,346	18,066
611001	Trumansburg Central School District	13,146	13,956
580913	Tuckahoe Common School District	33,661	33,749
660302	Tuckahoe Union Free School District	23,628	24,486
421902	Tully Central School District	11,413	11,529
160101	Tupper Lake Central School District	13,700	14,006
441903	Tuxedo Union Free School District	16,975	17,523
081003	Unadilla Valley Central School District	14,463	15,212
471601	Unatego Central School District	12,799	13,342
051901	Union Springs Central School District	13,169	14,095
280202	Uniondale Union Free School District	23,868	24,737
031501	Union-Endicott Central School District	13,137	13,551
412300	Utica City School District	11,883	12,535
660805	Valhalla Union Free School District	22,037	22,394
441301	Valley Central School District	13,787	14,213
280213	Valley Stream 13 Union Free School District	17,344	17,748
280224	Valley Stream 24 Union Free School District	22,627	23,881
280230	Valley Stream 30 Union Free School District	19,798	20,774
280251	Valley Stream Central High School District	16,576	17,242
412000	Vernon-Verona-Sherrill Central School District	12,131	12,822
031601	Vestal Central School District	14,194	14,792
431701	Victor Central School District	12,403	13,160
011003	Voorheesville Central School District	14,509	15,021
580302	Wainscott Common School District	0	0
621801	Wallkill Central School District	13,334	13,523
121901	Walton Central School District	12,128	12,948
280223	Wantagh Union Free School District	15,279	15,666
132101	Wappingers Central School District	13,591	14,060
631201	Warrensburg Central School District	16,695	16,852
671501	Warsaw Central School District	14,491	15,205
442101	Warwick Valley Central School District	13,908	14,265
440102	Washingtonville Central School District	15,848	16,957
522101	Waterford-Halfmoon Union Free School District	18,969	21,192
561006	Waterloo Central School District	13,189	13,773
222000	Watertown City School District	10,914	11,200
411902	Waterville Central School District	13,217	14,014
011200	Watervliet City School District	11,508	12,189
550301	Watkins Glen Central School District	12,578	13,218
600101	Waverly Central School District	11,454	11,777
573002	Wayland-Cohocton Central School District	12,382	12,798

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
650801	Wayne Central School District	11,428	11,499
261901	Webster Central School District	13,401	13,871
131101	Webutuck Central School District	16,337	16,281
050301	Weedsport Central School District	13,226	12,996
200901	Wells Central School District	23,806	23,577
022601	Wellsville Central School District	14,423	15,052
580102	West Babylon Union Free School District	17,570	18,243
210302	West Canada Valley Central School District	13,916	14,423
420101	West Genesee Central School District	12,652	13,256
280227	West Hempstead Union Free School District	18,215	18,871
260803	West Irondequoit Central School District	13,017	13,674
580509	West Islip Union Free School District	16,035	16,582
142801	West Seneca Central School District	12,157	12,643
040204	West Valley Central School District	15,168	15,063
280401	Westbury Union Free School District	22,378	23,389
062901	Westfield Academy and Central School District	13,050	13,016
580902	Westhampton Beach Union Free School District	20,058	20,335
420701	Westhill Central School District	12,980	13,711
412801	Westmoreland Central School District	12,137	12,610
262001	Wheatland-Chili Central School District	18,604	19,367
170301	Wheelerville Union Free School District	17,400	17,136
662200	White Plains City School District	22,183	23,084
641701	Whitehall Central School District	14,031	14,449
412902	Whitesboro Central School District	12,500	13,105
022101	Whitesville Central School District	11,569	11,948
031401	Whitney Point Central School District	15,007	15,493
580232	William Floyd Union Free School District	16,396	17,019
651402	Williamson Central School District	14,433	14,870
140203	Williamsville Central School District	12,701	12,702
151701	Willsboro Central School District	17,666	18,055
401501	Wilson Central School District	12,487	12,847
191401	Windham-Ashland-Jewett Central School District	21,016	21,703
031701	Windsor Central School District	13,211	14,157
472506	Worcester Central School District	13,958	14,273
580109	Wyandanch Union Free School District	19,368	20,017
490804	Wynantskill Union Free School District	14,616	15,097
671002	Wyoming Central School District	20,994	24,351
662300	Yonkers City School District	17,635	18,310
241701	York Central School District	16,862	18,756
662402	Yorktown Central School District	18,023	18,659

SUNY Charter Schools Institute
The State University of New York

2025 New School Proposal
Budget(s) & Cash Flow(s) Template

The Academy Charter School 2 Consolidated

Contact Name: Alwayne Burke
Contact Title: Group CFO
[redacted]

First Academic Year: 2026-27

Pre-Opening Period: July 1, 2025 - June 30, 2026

THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED
2026-27 through 2030-31

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School	165	165	190	190	190	
1st Grade	Elementary School	140	165	190	190	190	
2nd Grade	Elementary School	140	140	190	190	190	
3rd Grade	Elementary School	90	141	140	190	190	
4th Grade	Elementary School	90	90	140	140	190	
5th Grade	*Elementary School*	90	90	90	140	140	
6th Grade	Middle School	225	224	225	250	250	
7th Grade	Middle School	100	225	225	250	250	
8th Grade	Middle School	100	100	225	250	250	
9th Grade	High School	125	125	150	150	150	
10th Grade	High School	0	124	150	150	150	
11th Grade	High School	0	0	150	150	150	
12th Grade	High School	0	0	0	150	150	
Ungraded							
TOTAL		1,265	1,589	2,065	2,390	2,440	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	6	6	7	7	7
1st Grade	Elementary School	5	6	7	7	7
2nd Grade	Elementary School	5	5	7	7	7
3rd Grade	Elementary School	3	5	5	7	7
4th Grade	Elementary School	3	3	5	5	7
5th Grade	Elementary School	3	3	3	5	5
6th Grade	Middle School	9	9	9	10	10
7th Grade	Middle School	4	9	9	10	10
8th Grade	Middle School	4	4	9	10	10
9th Grade	High School	5	5	6	6	6
10th Grade	High School	0	5	6	6	6
11th Grade	High School	0	0	6	6	6
12th Grade	High School	0	0	0	6	6
Ungraded						
TOTAL		47	60	79	92	94

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	28	28	27	27	27
1st Grade	Elementary School	28	28	27	27	27
2nd Grade	Elementary School	28	28	27	27	27
3rd Grade	Elementary School	30	28	28	27	27
4th Grade	Elementary School	30	30	28	28	27
5th Grade	Elementary School	30	30	30	28	28
6th Grade	Middle School	25	25	25	25	25
7th Grade	Middle School	25	25	25	25	25
8th Grade	Middle School	25	25	25	25	25
9th Grade	High School	25	25	25	25	25
10th Grade	High School	0	25	25	25	25
11th Grade	High School	0	0	25	25	25
12th Grade	High School	0	0	0	25	25
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	715	791	940	1,040	1,090
Total Middle School Enrollment	425	549	675	750	750
Total High School Enrollment	125	249	450	600	600
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**1,265**	**1,589**	**2,065**	**2,390**	**2,440**
Change in Net Enrollment from Prior Year (Count)	1,265	324	476	325	50
Change in Net Enrollment from Prior Year (Percent)	100.0%	25.6%	30.0%	15.7%	2.1%
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	1,265	1,589	2,065	2,390	2,440
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**30**

PRIMARY SENDING SCHOOL DISTRICT	Wyandanch Union Free School District	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 126,587,897	$ 126,587,897	$ 126,587,897	$ 126,587,897	$ 126,587,897
ENROLLMENT (*Charter School*)		667	667	667	667	667
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://www.osc.ny.gov/local-government/audits/school-district/2024/04/05/wyandanch-union-free-school-district-budget-review-b24-7-2				

SECONDARY SENDING SCHOOL DISTRICT	Brentwood Union Free School District	2026-27	2027-28	2028-29	2029-30	2030-31
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 657,568,966	$ 657,568,966	$ 657,568,966	$ 657,568,966	$ 657,568,966
ENROLLMENT (*Charter School*)		328	527	803	978	1,028
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

PRIMARY/OTHER	DISTRICT NAME(S)	2026-27	2027-28	2028-29	2029-30	2030-31
Other District 3	Amityville Union Free School District	25	25	25	25	25
Other District 4	Babylon Union Free School District	1	1	1	1	1
Other District 5	Baldwin Union Free School District	1	1	1	1	1
Other District 6	Bay Shore Union Free School District	8	8	8	8	8
Other District 7	Bayport-Blue Point Union Free School District	2	2	2	2	2
Other District 8	Central Islip Union Free School District	139	264	464	614	614
Other District 9	Connetquot Central School District	1	1	1	1	1
Other District 10	Copiague Union Free School District	20	20	20	20	20
Other District 11	Deer Park Union Free School District	13	13	13	13	13
Other District 12	East Islip Union Free School District	3	3	3	3	3
Other District 13	Elmont Union Free School District	1	1	1	1	1
Other District 14	Elwood Union Free School District	1	1	1	1	1
Other District 15	Farmingdale Union Free School District	1	1	1	1	1
Other District 16	Half Hollow Hills Central School District	6	6	6	6	6
Other District 17	Huntington Union Free School District	3	3	3	3	3
Other District 18	Islip Union Free School District	2	2	2	2	2
Other District 19	Kings Park Central School District	1	1	1	1	1
Other District 20	Lindenhurst Union Free School District	13	13	13	13	13
Other District 21	Longwood Central School District	2	2	2	2	2
Other District 22	Massapequa Union Free School District	1	1	1	1	1
Other District 23	North Babylon Union Free School District	12	12	12	12	12
Other District 24	Patchogue-Medford Union Free School Distric	1	1	1	1	1
Other District 25	Roosevelt Union Free School District	2	2	2	2	2
Other District 26	South Country Central School District	1	1	1	1	1
Other District 27	Valley Stream 13 Union Free School District	1	1	1	1	1
Other District 28	West Babylon Union Free School District	6	6	6	6	6
Other District 29	West Islip Union Free School District	1	1	1	1	1
Other District 30	William Floyd Union Free School District	2	2	2	2	2

THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-9	K-10	K-11	K-12	K-12
	Enrollment	1265	1589	2065	2390	2440

***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					Description of Assumptions
Executive Management						
Instructional Management	6.0	9.0	9.0	9.0	9.0	[Wyandanch: Yrs 1-5 (1) ES Principal, (1) MS Principal, (1) MS Asst Principal]; [Brentwood ES: Yr 1 (1) ES Principal + (1) in Yr 2]; [Brentwood MS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]; [Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators	9.5	10.3	13.8	14.7	14.7	[Wyandanch: Yrs 1-5 (1) ELA Coach, (1) Math Coach, (1) ES Dean of Culture, (1) MS Dean of Culture, (1) Coach]; [Brentwood ES: Yr 1 (1) ELA Coach + (1) in Yr 2, + (1) Coach and (1) Dean in Yr 3, + (1) Coach in Yr 4]; [Brentwood MS: Yr 1 (1) ELA Coach and (.5) Dean, + (.5) Dean in Yr 2, + (1) Dean in Yr 3]; [Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff	4.0	6.0	9.0	9.0	9.0	[Wyandanch: Yrs 1-5 (1) Admin Asst]; [Brentwood ES: Yr 1 (1) Admin Asst, + (1) in Yr 2, and (1) Yr 3]; [Brentwood MS: Yr 1 (1) Admin Asst, + (1) in Yr 2, and (1) Yr 3]; [Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF	19.5	25.3	31.8	32.7	32.7	

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	79.5	101.3	122.1	135.6	137.5	[Wyandanch: Yrs 1-5 (48) Reg Teachers, (4) Title I Teachers]; [Brentwood
Teachers - SPED	14.5	16.7	18.8	19.9	19.9	[Wyandanch: Yrs 1-5 (9) SpEd Teachers]; [Brentwood ES: SpEd Teachers
Substitute Teachers	1.0	1.0	1.0	1.0	1.0	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants	14.0	15.9	20.8	23.7	25.7	[Wyandanch: Yrs 1-5 (10) Teaching Assts]; [Brentwood ES: Teaching Assts
Specialty Teachers	17.5	21.8	30.0	40.1	40.1	[Wyandanch: Yrs 1-5 (1) Music, (1) PE, (1) ESL, (2) ASIS, (1) STEM, (1) Art,
Aides						
Therapists & Counselors	6.5	10.0	11.0	12.0	13.0	[Wyandanch: Yrs 1-5 (1) Social Worker, (1) Guidance Counselor];
Other	16.0	18.7	24.0	29.5	33.9	[Wyandanch: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	149.0	185.5	227.8	261.8	271.1	

NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse						
Librarian	2.0	2.0	2.0	2.0	2.0	[Wyandanch: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	14.0	14.7	15.4	17.8	18.6	[Wyandanch: Yrs 1-5 (9) Custodians]; [Brentwood ES: Custodian Yrs 1-3
Security	16.0	18.0	19.0	22.0	23.0	[Wyandanch: Yrs 1-5 (8) Securities]; [Brentwood ES: Security Yrs 1-3 (3),
Other	14.0	15.0	16.0	19.0	20.0	[Wyandanch: Yrs 1-5 (2) Food Svc Asst, (4) General Staff]; [Brentwood ES: Food Asst Yrs 1-3 (3), Yrs 4-5 (4)]; [Brentwood MS: Food Asst Yrs 1-3 (3), Yrs 4-5 (4)]; [Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	46.0	49.7	52.5	60.8	63.6	

THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED

TOTAL PERSONNEL SERVICE FTE	214.5	260.5	312.0	355.3	367.4	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-9	K-10	K-11	K-12	K-12
	Enrollment	1265.00	1589.00	2065.00	2390.00	2440.00

***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						Description of Assumptions
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	[Wyandanch - Assumes 3% Increase on Salaries]; [Brentwood ES - Assumes 3% Increase on Salaries]
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 136,469	$ 818,814	$ 1,252,785	$ 1,290,369	$ 1,329,080	$ 1,368,952	
Deans, Directors & Coordinators	$ 99,610	$ 946,295	$ 1,053,037	$ 1,430,016	$ 1,562,917	$ 1,609,806	
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ -	$ -	$ -	$ -	$ -	$ -	
Administrative Staff	$ 44,870	$ 179,480	$ 274,604	$ 417,453	$ 429,976	$ 442,875	
TOTAL ADMINISTRATIVE STAFF		$ 1,944,589	$ 2,580,427	$ 3,137,837	$ 3,321,973	$ 3,421,633	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 77,824	$ 6,186,975	$ 8,070,084	$ 9,932,187	$ 11,280,153	$ 11,768,558	
Teachers - SPED	$ 80,528	$ 1,167,650	$ 1,380,180	$ 1,591,585	$ 1,724,334	$ 1,776,063	
Substitute Teachers	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786	
Teaching Assistants	$ 46,336	$ 648,699	$ 758,161	$ 1,005,904	$ 1,171,082	$ 1,296,215	
Specialty Teachers	$ 76,710	$ 1,342,427	$ 1,712,700	$ 2,396,581	$ 3,238,478	$ 3,335,632	
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 74,740	$ 485,807	$ 762,881	$ 860,768	$ 961,591	$ 1,065,438	
Other	$ 79,519	$ 1,272,304	$ 1,526,898	$ 1,991,005	$ 2,490,460	$ 2,916,724	
TOTAL INSTRUCTIONAL		$ 11,173,863	$ 14,283,004	$ 17,852,293	$ 20,942,589	$ 22,237,415	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ 27,720	$ 55,440	$ 57,103	$ 58,816	$ 60,581	$ 62,398	
Custodian	$ 43,852	$ 613,930	$ 661,645	$ 715,644	$ 839,555	$ 898,889	
Security	$ 43,852	$ 701,632	$ 810,385	$ 878,549	$ 1,036,461	$ 1,111,407	
Other	$ 38,841	$ 543,780	$ 599,094	$ 656,066	$ 792,748	$ 855,531	
TOTAL NON-INSTRUCTIONAL		$ 1,914,782	$ 2,128,228	$ 2,309,074	$ 2,729,345	$ 2,928,225	
TOTAL PERSONNEL SERVICE WAGES		$ 15,033,234	$ 18,991,659	$ 23,299,204	$ 26,993,907	$ 28,587,273	

THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		-	
Total Expenses		**998,419**	
Net Income		**(998,419)**	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation		-	
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	
TOTAL REVENUE		-	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	-	230,000	[Brentwood ES - ES Principal $77,500]; [Brentwood MS - Principal $77,500]; [Central Islip HS - Principal $75,000] - 6 months salaries (January 2027 - June 2027) - Onboarding, planning, opening preparation
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	15,000	[Central Islip HS - Admin Asst $15,000 (4 months salaries]
TOTAL ADMINISTRATIVE STAFF	-	245,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	13,077	[Brentwood MS - CTE Teacher $3,269];[Central Islip HS - CTE Teacher $9,808 - salaries for pre-opening] - salaries for pre-opening]
Teachers - SPED	-	-	
Substitute Teachers	-	2,692	[Central Islip HS - Subsitute Teacher $2,692] - Salaries for pre-opening
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	3,462	[Brentwood MS - After School $1,731]; [Central Islip HS - After School $1,731]
TOTAL INSTRUCTIONAL	-	**19,231**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	**264,231**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		21,138	Payroll ER Taxes - [Brentwood ES $6,600]; [Brentwood MS $6,660]; [Central Islip HS $8,338] - 6 months (January 2027 - June 2027)
Fringe / Employee Benefits		99,481	Health/Dental - [Brentwood ES $27,125]; [Brentwood MS $32,375]; [Central Islip HS Health Dental $36,481, WC $2,000, DBL/Life $1,500] - 6 months (January 2027 - June 2027)
Retirement / Pension		10,569	Retirement 401(k) - [Brentwood ES $3,100]; [Brentwood MS $3,330] - 6 months (January 2027 - June 2027)
TOTAL PAYROLL TAXES AND BENEFITS		**131,188**	
TOTAL PERSONNEL SERVICE COSTS	-	**395,419**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		15,000	Legal - [Brentwood ES $5,000]; [Brentwood MS $5,000]; [Central Islip HS $5,000] - Assisting with legal requirements, contracts/agreements review
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		6,000	Payroll services for Principal - [Brentwood ES $2,000]; [Brentwood MS $2,000]; ; [Central Islip HS $2,000]
Special Ed Services		-	

THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	**998,419**	
Net Income	**(998,419)**	
	START-UP PERIOD	
Titlement Services (i.e. Title I)	15,000	Title grants applications - [Brentwood ES $5,000]; [Brentwood MS $5,000]; [Central Islip $5,000]
Other Purchased / Professional / Consulting	45,000	[Brentwood ES Fin Mgmt $5,000, Admin $5,000, Other Prof Svcs, $5,000]; [Brentwood MS Fin Mgmt $5,000, Admin $5,000, Other Prof Svcs, $5,000]; [Central Islip Fin Mgmt $5,000, Admin $5,000, Other Prof Svcs, $5,000] - Various pre-opening assistance, financial budget and reporting.
TOTAL CONTRACTED SERVICES	**81,000**	
SCHOOL OPERATIONS		
Board Expenses	15,000	Board Expenses -[Brentwood ES $5,000]; [Brentwood MS $5,000]; [Central Islip HS $5,000] - January - June 2027
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	6,000	Equipment purchases - [Brentwood ES $2,000]; [Brentwood MS $2,000]; [Central Islip HS $2,000]
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	75,000	Student Transportation - [Brentwood ES 25,000]; [Brentwood MS $25,000]; [Central Islip HS $25,000] - January - June 2027
Student Services - other	-	
Office Expense	51,000	[Brentwood ES Office Supplies $10,000, Postage $5,000, Copying $2,000]; [Brentwood MS Office Supplies $10,000, Postage $5,000, Copying $2,000]; [Central Islip HS Office Supplies $10,000, Postage $5,000, Copying $2,000]
Staff Development	30,000	PD - [Brentwood ES $10,000]; [Brentwood MS $10,000]
Staff Recruitment	255,000	Staff Recruitment - [Brentwood ES $85,000]; [Brentwood MS $85,000]; [Central Islip HS $85,000]
Student Recruitment / Marketing	30,000	Advertising - [Brentwood ES $10,000]; [Brentwood MS $10,000]; [Central Islip HS $10,000]
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	15,000	Other General and Admin Expenses - [Brentwood ES $5,000]; [Brentwood MS $5,000]; [Central Islip HS $5,000]
TOTAL SCHOOL OPERATIONS	**477,000**	
FACILITY OPERATION & MAINTENANCE		
Insurance	15,000	GL Insurance - [Brentwood ES $5,000]; [Brentwood MS $5,000]; [Central Islip HS $5,000] for 6 months pre-opening
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	30,000	Rent for 6 months - [Brentwood ES $10,000]; [Brentwood MS $10,000]; [Central Islip HS $10,000]
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**45,000**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**998,419**	
NET INCOME	**(998,419)**	

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED												
***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, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	163,903	163,903	167,653	167,653	167,653	167,653	998,419
Net Income	-	-	-	-	-	-	(163,903)	(163,903)	(167,653)	(167,653)	(167,653)	(167,653)	(998,419)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	(163,903)	(327,806)	(495,460)	(663,113)	(830,766)	-
Net Income	-	-	-	-	-	-	(163,903)	(327,806)	(495,460)	(663,113)	(830,766)	(998,419)	(998,419)

		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		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	38,333	38,333	38,333	38,333	38,333	38,333	230,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	3,750	3,750	3,750	3,750	15,000
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	38,333	38,333	42,083	42,083	42,083	42,083	245,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	2,180	2,180	2,180	2,180	2,180	2,180	13,077
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	449	449	449	449	449	449	2,692
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	577	577	577	577	577	577	3,462
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	3,205	3,205	3,205	3,205	3,205	3,205	19,231
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	41,539	41,539	45,289	45,289	45,289	45,289	264,231
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	3,523	3,523	3,523	3,523	3,523	3,523	21,138
Fringe / Employee Benefits		-	-	-	-	-	-	16,580	16,580	16,580	16,580	16,580	16,580	99,481
Retirement / Pension		-	-	-	-	-	-	1,762	1,762	1,762	1,762	1,762	1,762	10,569
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	21,865	21,865	21,865	21,865	21,865	21,865	131,188
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	63,403	63,403	67,153	67,153	67,153	67,153	395,419
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
Other Purchased / Professional / Consulting		-	-	-	-	-	-	7,500	7,500	7,500	7,500	7,500	7,500	45,000
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	13,500	13,500	13,500	13,500	13,500	13,500	81,000

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED												
***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, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	**163,903**	**163,903**	**167,653**	**167,653**	**167,653**	**167,653**	**998,419**
Net Income	-	-	-	-	-	-	**(163,903)**	**(163,903)**	**(167,653)**	**(167,653)**	**(167,653)**	**(167,653)**	**(998,419)**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**(163,903)**	**(327,806)**	**(495,460)**	**(663,113)**	**(830,766)**	-
Net Income	-	-	-	-	-	-	**(163,903)**	**(327,806)**	**(495,460)**	**(663,113)**	**(830,766)**	**(998,419)**	**(998,419)**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	12,500	12,500	12,500	12,500	12,500	12,500	75,000
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	8,500	8,500	8,500	8,500	8,500	8,500	51,000
Staff Development	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000
Staff Recruitment	-	-	-	-	-	-	42,500	42,500	42,500	42,500	42,500	42,500	255,000
Student Recruitment / Marketing	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	79,500	79,500	79,500	79,500	79,500	79,500	477,000
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	7,500	7,500	7,500	7,500	7,500	7,500	45,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	**163,903**	**163,903**	**167,653**	**167,653**	**167,653**	**167,653**	998,419
NET INCOME	-	-	-	-	-	-	**(163,903)**	**(163,903)**	**(167,653)**	**(167,653)**	**(167,653)**	**(167,653)**	**(998,419)**
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	-	-	-	-	-	-	**(163,903)**	**(163,903)**	**(167,653)**	**(167,653)**	**(167,653)**	**(167,653)**	**(998,419)**
Beginning Cash Balance	-	-	-	-	-	-	-	**(163,903)**	**(327,806)**	**(495,460)**	**(663,113)**	**(830,766)**	-
ENDING CASH BALANCE	-	-	-	-	-	-	**(163,903)**	**(327,806)**	**(495,460)**	**(663,113)**	**(830,766)**	**(998,419)**	**(998,419)**

YEAR 1 BUDGET AND ASSUMPTION			THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue			**37,276,197**	**1,053,118**	**1,996,170**	**-**	**-**	**40,325,485**	
Total Expenses			**26,158,866**	**2,584,086**	**3,476,912**	**-**	**4,962,579**	**37,182,443**	
Net Income			**11,117,331**	**(1,530,968)**	**(1,480,742)**	**-**	**(4,962,579)**	**3,143,042**	
Budgeted Student Enrollment			**1,265**	**-**				**1,265**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2024-25)							
PRIMARY School District:	Wyandanch Union Free School District	20,017	13,351,339					13,351,339	##
Other District 1:	Brentwood Union Free School District	18,655	6,118,840					6,118,840	
Other District 2:	Amityville Union Free School District	21,330	533,250					533,250	
Other District 3:	Babylon Union Free School District	19,591	19,591					19,591	
Other District 4:	Baldwin Union Free School District	18,119	18,119					18,119	
Other District 5:	Bay Shore Union Free School District	19,322	154,576					154,576	
Other District 6:	Bayport-Blue Point Union Free School District	19,845	39,690					39,690	
Other District 7:	Central Islip Union Free School District	23,773	3,304,447					3,304,447	
Other District 8:	Connetquot Central School District	18,928	18,928					18,928	
Other District 9:	Copiague Union Free School District	19,284	385,680					385,680	
Other District 10:	Deer Park Union Free School District	16,871	219,323					219,323	
Other District 11:	East Islip Union Free School District	15,312	45,936					45,936	
Other District 12:	Elmont Union Free School District	16,551	16,551					16,551	
Other District 13:	Elwood Union Free School District	16,452	16,452					16,452	
Other District 14:	Farmingdale Union Free School District	20,433	20,433					20,433	
15 Other School Districts' Revenue:	(Weighted Avg.)	17,301	934,258					934,258	
TOTAL Per Pupil Revenue	(Weighted Avg.)	19,919	25,197,413					25,197,413	[Wyandanch - $16,629,288 + Line 39];[Brentwood ES - $3,264,625); [Brentwood MS - $2,331,875]; [Central Islip HS $2,971,625]
Special Education Revenue				1,000,178				1,000,178	[Wyandanch - Special Ed $907,622]; [Brentwood MS - $46,278]; [Central Islip HS - $46,278]
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			1,105,087	-	-	-	-	1,105,087	[Wyandanch - Additional Per Pupil Revenue that was not included in line 33 $1,214,160); [Brentwood ES - $65,633); [Brentwood MS - $43,273]; [Central Islip - (217,979)]
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			26,302,500	1,000,178	-	-	-	27,302,678	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	45,350	-			45,350	IDEA - [Brentwood - $45,350]
Title I			389,369	-	-			389,369	Title I - [Wyandanch - $326,173]; [Brentwood ES - $63,196]; [Brentwood MS - No Title I]
Title Funding - Other			84,768	-	-			84,768	[Wyandanch - Title IIA $30,400, Title III-ELL $15,484, Title IV $15,484]; [Brentwood ES - Title IIA $6,650, Title III-ELL $3,000, Title IV $3,000]; [Brentwood MS - Title IIA $4,750, Title III-ELL $3,000, Title IV $3,000]
School Food Service (Free Lunch)			-	-	1,996,170			1,996,170	Federal Child Nutrition [Wyandanch - $1,325,520]; [Brentwood ES - $276,150]; [Brentwood MS - $197,250]; [Central Islip HS - $197,250]
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			474,137	45,350	1,996,170	-	-	2,515,657	
LOCAL and OTHER REVENUE									
Contributions and Donations			10,106,250	-	-	-	-	10,106,250	Private Contributions - [Brentwood ES - $3,381,250]; [Brentwood MS - $3,381,250]; [Central Islip - $3,343,750]
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			300,000	-	-	-	-	300,000	E-Rate - [Brentwood MS - $150,000]; [Central Islip - $150,000]
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			68,310	7,590	-	-	-	75,900	NSTYL Textbooks - [Wyandanch - $50,400]; [Brentwood ES - $10,500]; [Brentwood MS - $7,500]; [Central Islip HS - $7,500]
OTHER			25,000	-	-	-	-	25,000	Special Events - [Brentwood MS $25,000]
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			10,499,560	7,590	-	-	-	10,507,150	
TOTAL REVENUE			**37,276,197**	**1,053,118**	**1,996,170**	**-**	**-**	**40,325,485**	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions							
Executive Management		-	-	-	-	-	-	-	
Instructional Management		6.00	818,814		-	-	-	818,814	[Wyandanch: Yrs 1-5 (1) ES Principal, (1) MS Principal, (1) MS Asst Principal]; [Brentwood ES: Yr 1 (1) ES Principal + (1) in Yr 2]; [Brentwood MS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]; [Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators		9.50	946,295		-	-	-	946,295	[Wyandanch: Yrs 1-5 (1) ELA Coach, (1) Math Coach, (1) ES Dean of Culture, (1) MS Dean of Culture, (1) Coach]; [Brentwood ES: Yr 1 (1) ELA Coach + (1) in Yr 2, + (1) Coach and (1) Dean in Yr 3, + (1) Coach in Yr 4]; [Brentwood MS: Yr 1 (1) ELA Coach and (.5) Dean, + (.5) Dean in Yr 2, + (1) Dean in Yr 3]; [Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance		-	-	-	-	-	-	-	
Operation / Business Manager		-	-	-	-	-	-	-	
Administrative Staff		4.00	-	-	-	-	179,480	179,480	[Wyandanch: Yrs 1-5 (1) Admin Asst]; [Brentwood ES: Yr 1 (1) Admin Asst, + (1) in Yr 2, and (1) Yr 3]; [Brentwood MS: Yr 1 (1) Admin Asst, + (1) in Yr 2, and (1) Yr 3]; [Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF		19.50	1,765,109	-	-	-	179,480	1,944,589	
INSTRUCTIONAL PERSONNEL COSTS									

YEAR 1 BUDGET AND ASSUMPTION		THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**37,276,197**	**1,053,118**	**1,996,170**	**-**	**-**	**40,325,485**	
Total Expenses		**26,158,866**	**2,584,086**	**3,476,912**	**-**	**4,962,579**	**37,182,443**	
Net Income		**11,117,331**	**(1,530,968)**	**(1,480,742)**	**-**	**(4,962,579)**	**3,143,042**	
Budgeted Student Enrollment		**1,265**	**-**				**1,265**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Teachers - Regular	79.50	6,186,975	-	-	-	-	6,186,975	[Wyandanch: Yrs 1-5 (48) Reg Teachers, (4) Title I Teachers]; [Brentwood ES: Reg Teachers (Yr 1 (7), Yr 2 (10) Yr 3 (16), Yr 4 (20), Yr 5 (22), Title I (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4 & 5 (4)]; [Brentwood MS: Reg Teachers (Yr 1 (8), Yr 2 (14) Yr 3 (18), Yrs 4 and 5 (22), Title I (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4 & 5 (4)]; [Central Islip HS: Reg Teachers (Yr 1 (7.5), Yr 2 (14) Yr 3 (19), Yrs 4 and 5 (22), Title I (Yr 1 (3), Yr 2 (6), Yrs 3-5 (9))]
Teachers - SPED	14.50	-	1,167,650	-	-	-	1,167,650	[Wyandanch: Yrs 1-5 (9) SpEd Teachers]; [Brentwood ES: SpEd Teachers Yr 1 (3), Yr 2 (5), Yr 3 (6), Yrs 4 & 5 (7); [Brentwood MS: SpEd Teachers Yr 1 (.5), Yr 2-5 (1); [Central Islip HS: SpEd Teachers Yrs 1-2 (2), Yrs 3-5 (5)]
Substitute Teachers	1.00	70,000	-	-	-	-	70,000	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants	14.00	648,699		-	-	-	648,699	[Wyandanch: Yrs 1-5 (10) Teaching Assts]; [Brentwood ES: Teaching Assts Yr 1 (4), Yr 2(6), Yr 3 (11), Yr 4 (14), Yr 5 (16)]; [Brentwood MS - NO TA]; [Central Islip HS - NO TA]
Specialty Teachers	17.50	1,342,427		-	-	-	1,342,427	[Wyandanch: Yrs 1-5 (1) Music, (1) PE, (1) ESL, (2) ASIS, (1) STEM, (1) Art, (1) ENL, (1) Spoken Words]; [Brentwood ES: Yrs 1 & 2 (.5) Music, (.5) PE, (.5) Art, (1) SW, (.5) ENL, (.5) STEM (.5) Science Lab, Yrs 3 + (2.5) PE/Art/Music, + (1) ESL, + (.5) Science Lab], Yr4 + (5) PE/Art/Music]; [Brentwood MS: Yr 1 (.5) Music, (.5) PE, (1) ESL, (.5) Arts, Yr 2 + (.5) Art, + (.5) Music, + (1) ESL, + (.5) PE, Yr 3 + (.5) Art, + (.5) Music, + (1) ESL, + (.5) PE, Yr 4 + (.5) Art, + (.5) Music, + (1) ESL, + (.5) PE]; [Central Islip HS: Yr 1 (1) PE, (1) ENL, Yr 2 + (2) PE/Art/Music, Yr 3 + (2) PE/Art/Music, Yr 4 + (2) PE/Art/Music and (1) ENL]
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	6.50	485,807		-	-	-	485,807	[Wyandanch: Yrs 1-5 (1) Social Worker, (1) Guidance Counselor]; [Brentwood ES: Guidance Counselor Yr 1 (1), Yrs 2-4 (2), Yr 5 (3)]; [Brentwood MS: Guidance Counselor Yr 1 (.5), Yrs 2-5 (1); [Central Islip HS: (1) Social Worker Yrs 1-5, Guidance Counselor (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4-5 (4), Counselor (1) Yrs 1-5]
Other	16.00	1,272,304	-	-	-	-	1,272,304	[Wyandanch: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	149.00	10,006,213	1,167,650	-	-	-	11,173,863	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	2.00	49,896	5,544	-	-	-	55,440	[Wyandanch: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	14.00	-	-	-	-	613,930	613,930	[Wyandanch: Yrs 1-5 (9) Custodians]; [Brentwood ES: Custodian Yrs 1-3 (2), Yrs 4-5 (3)]; [Brentwood MS: Custodian Yrs 1-3 (2), Yrs 4-5 (3)]; [Central Islip HS: Custodian Yr 1 (1), Yr 2 (2), Yr 3 (3), Yr 4 (4) Yr 5 (5)]
Security	16.00	-	-	-	-	701,632	701,632	[Wyandanch: Yrs 1-5 (8) Securities]; [Brentwood ES: Security Yrs 1-3 (3), Yrs 4-5 (4)]; [Brentwood MS: Security Yrs 1-3 (3), Yr 4 (4), Yr 5 (5)]; [Central Islip HS: Security Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 5 (4) Yr 5 (6)]
Other	14.00	-	-	543,780	-	-	543,780	[Wyandanch: Yrs 1-5 (2) Food Svc Asst, (4) General Staff]; [Brentwood ES: Food Asst Yrs 1-3 (3), Yrs 4-5 (4)]; [Brentwood MS: Food Asst Yrs 1-3 (3), Yrs 4-5 (4)]; [Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	46.00	49,896	5,544	543,780	-	1,315,562	1,914,782	
SUBTOTAL PERSONNEL SERVICE COSTS	214.50	11,821,217.59	1,173,194	543,780	-	1,495,042	15,033,234	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		945,698	93,856	43,502	-	119,603	1,202,659	Payroll ER Taxes - [Wyandanch - $697,819]; [Brentwood ES - $173,800]; [Brentwood MS - $142,840]; [Central Islip HS - $188,200]
Fringe / Employee Benefits		3,158,551	313,470	145,294	-	399,465	4,016,780	[Wyandanch - Health/Dental $2,180,683, WC $66,766, $ DBL/Life $26,706]; [Brentwood ES - Health/Dental $543,125, WC $25,000, $ DBL/Life $30,000]; [Brentwood MS - Health/Dental $446,375, WC $25,000, $ DBL/Life $30,000]; [Central Islip HS - Health/Dental $588,125, WC $25,000, $ DBL/Life $30,000]
Retirement / Pension		472,848	46,928	21,751	-	59,802	601,329	Retirement 401(k) - [Wyandanch - $348,909]; [Brentwood ES - $86,900]; [Brentwood MS - $71,420]; [Central Islip HS - $94,100]
TOTAL PAYROLL TAXES AND BENEFITS		4,577,097	454,253	210,548	-	578,870	5,820,768	
TOTAL PERSONNEL SERVICE COSTS	214.50	16,398,314	1,627,447	754,328	-	2,073,912	20,854,002	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	90,351	90,351	Audit [Wyandanch - $30,351]; [Brentwood ES - $20,000]; [Brentwood MS - $20,000]; [Central Islip HS - $20,000]
Legal		-	-	-	-	100,351	100,351	Legal - [Wyandanch - $30,351]; [Brentwood ES - 20,000]; [Brentwood MS - 25,000]; [Central Islip HS - 25,000]
Management Company Fee		-	-	-	-	644,784	644,784	SST Support Team Costs- [Wyandanch - $259,784]; [Brentwood MS - $145,000]; [Central Islip HS - $240,000]
Nurse Services		30,000	-	-	-	-	30,000	Contracted Nursing - [Brentwood MS - $15,000] - [Central Islip - $15,000]
Food Service / School Lunch		-	-	2,371,503	-	-	2,371,503	Food Service - [Wyandanch - $1,325,520]; [Brentwood ES - $335,463]; [Brentwood MS - $254,520]; [Central Islip HS - $456,000]
Payroll Services		43,386	4,306	1,996	-	5,487	55,175	HR/Benefits - [Wyandanch - $15,175]; [Brentwood ES - $10,000]; [Brentwood MS - $15,000]; [Central Islip - $15,000]

YEAR 1 BUDGET AND ASSUMPTION	THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**37,276,197**	**1,053,118**	**1,996,170**	**-**	**-**	**40,325,485**	
Total Expenses	**26,158,866**	**2,584,086**	**3,476,912**	**-**	**4,962,579**	**37,182,443**	
Net Income	**11,117,331**	**(1,530,968)**	**(1,480,742)**	**-**	**(4,962,579)**	**3,143,042**	
Budgeted Student Enrollment	**1,265**	**-**				**1,265**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Special Ed Services	-	28,000	-	-	-	28,000	Contracted SpEd - [Wyandanch - $13,000]; [Brentwood ES - $5,000]; [Brentwood MS - $5,000]; [Central Islip - $5,000]
Titlement Services (i.e. Title I)	52,944	-	-	-	-	52,944	Title Funding Support Svcs - [Wyandanch - $20,694]; [Brentwood ES - $14,250]; [Brentwood MS - $9,000]; [Central Islip - $9,000]
Other Purchased / Professional / Consulting	60,557	6,729	-	-	1,054,383	1,121,668	[Wyandanch - Comp Maint $48,285, Contracted Sub $22,285, Fin Mgmt $103,468, Admin Feees $23,453, Temp Staff $8,277, Erate $15,175, Other Prof Svcs $124,161]; [Brentwood ES - Comp Maint $30,000, Contracted Sub $10,000, Fin Mgmt $75,288, Admin Fees $15,000, Temp Staff $5,000, Erate $10,000, Other Prof Svcs $90,700]; [Brentwood MS - Comp Maint $65,000, Contracted Sub $15,000, Fin Mgmt $75,288, Admin Feees $15,000, Temp Staff $25,000, Erate $10,000, Other Prof Svcs $35,000]; [Central Islip HS - Comp Maint $85,000, Contracted Sub $20,000, Fin Mgmt $75,288, Admin Feees $15,000, Temp Staff $25,000, Erate $10,000, Other Prof Svcs $70,000]
TOTAL CONTRACTED SERVICES	186,887	39,034	2,373,499	-	1,895,356	4,494,776	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	33,555	33,555	Board Expenses - [Wyandanch - $16,555]; [Brentwood ES - $10,000]; [Brentwood MS - $3,500]; [Central Islip - $3,500]
Classroom / Teaching Supplies & Materials	142,842	15,871	-	-	-	158,713	[Wyandanch - Teacher Discretionary Fund $13,000, Classroom Supplies $55,713]; [Brentwood ES - Teacher Discretionary Fund $5,000, Classroom Supplies $25,000]; [Brentwood MS - Teacher Discretionary Fund $5,000, Classroom Supplies $25,000]; [Central Islip HS - Teacher Discretionary Fund $5,000, Classroom Supplies $25,000]
Special Ed Supplies & Materials	41,335	4,593	-	-	-	45,928	NYSTL Textbooks - [Wyandanch - $20,428]; [Brentwood ES - $10,500]; [Brentwood MS - $7,500]; [Central Islip Hs - $7,500]
Textbooks / Workbooks	371,750	41,306	-	-	-	413,055	Textbooks & Materials - [Wyandanch - $212,695]; [Brentwood ES - $70,360]; [Brentwood MS - $45,000]; [Central Islip HS - $85,000]
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	310,764	30,842	14,295	-	39,303	395,204	[Wyandanch - Equipment (Non-Cap) $73,117, Copier $55,183]; [Brentwood ES - Equipment (Non-Cap) $51,153, Copier $37,815]; [Brentwood MS - Equipment (Non-Cap) $51,153, Copier $37,815]; [Central Islip HS - Equipment (Non-Cap) $51,153, Copier $37,815]
Telephone	102,756	10,198	4,727	-	12,996	130,676	Phone & Data Services - [Wyandanch - $45,676]; [Brentwood ES - $24,000]; [Brentwood MS - $30,500]; [Central Islip - $30,500]
Technology	50,842	5,046	2,339	-	6,430	64,657	Software - [Wyandanch - $9,657]; [Brentwood ES - $5,000]; [Brentwood ES - $25,000]; [Central Islip HS - $25,000]
Student Testing & Assessment	43,200	4,800	-	-	-	48,000	Student Testing - [Wyandanch - $13,000]; [Brentwood ES - $5,000]; [Brentwood MS - $15,000]; [Central Islip - $15,000]
Field Trips	132,285	-	-	-	-	132,285	Field Trip - [Wyandanch - $22,285]; [Brentwood ES - $10,000]; [Brentwood MS - $35,000]; [Central Islip HS - $65,000]
Transportation (student)	254,003	-	-	-	-	254,003	[Wyandanch - Student Transportation $29,714, Transportation Service $35,514]; [Brentwood ES - Student Transportation $45,000, Transportation Service $23,775]; [Brentwood MS - Student Transportation $45,000, Transportation Service $15,000]; [Central Islip HS - Student Transportation $45,000, Transportation Service $15,000]
Student Services - other	325,474	36,164	-	-	-	361,638	[Wyandanch - Student Activities $22,285, Athletic Activities $183,353]; [Brentwood ES - Student Activities $10,000, Athletic Activities $16,000]; [Brentwood MS - Student Activities $25,000, Athletic Activities $25,000]; [Central Islip HS - Student Activities $35,000, Athletic Activities $45,000]
Office Expense	161,481	16,026	7,428	-	20,423	205,358	[Wyandanch - Office Supplies $37,248, Postage $16,555, Printing & Copying $16,555]; [Brentwood ES - Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000]; [Brentwood MS - Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000]; [Central Islip HS - Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000]
Staff Development	368,483	40,943	-	-	-	409,426	[Wyandanch - PD $492,856, PD Conference $83,570, Tuition Reimbursement $13,000]; [Brentwood ES - PD $45,000, PD Conference $40,000, Tuition Reimbursement $5,000]; [Brentwood MS - PD $15,000, PD Conference $20,000, Tuition Reimbursement $5,000]; [Central Islip HS - PD $45,000, PD Conference $40,000, Tuition Reimbursement $5,000]
Staff Recruitment	187,070	20,786	-	-	-	207,856	Recruitment - [Wyandanch - $92,856]; [Brentwood ES - $45,000]; [Brentwood MS - $25,000]; [Central Islip HS - $25,000]
Student Recruitment / Marketing	118,486	-	-	-	-	118,486	Advertising - [Wyandanch - $33,110]; [Brentwood ES - $21,792]; [Brentwood MS - $31,792]; [Central Islip HS - $31,792]
School Meals / Lunch	92,039	9,134	4,234	-	11,640	117,047	Other Food Payments - [Wyandanch - $17,047]; [Brentwood ES - $10,000]; [Brentwood MS - $35,000]; [Central Islip HS - $55,000]

YEAR 1 BUDGET AND ASSUMPTION	THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**37,276,197**	**1,053,118**	**1,996,170**	**-**	**-**	**40,325,485**	
Total Expenses	**26,158,866**	**2,584,086**	**3,476,912**	**-**	**4,962,579**	**37,182,443**	
Net Income	**11,117,331**	**(1,530,968)**	**(1,480,742)**	**-**	**(4,962,579)**	**3,143,042**	
Budgeted Student Enrollment	**1,265**	**-**				**1,265**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Travel (Staff)	36,995	3,672	1,702	-	4,679	47,047	Transportation Staff - [Wyandanch - $17,047]; [Brentwood ES - $10,000]; [Brentwood MS - $10,000]; [Central Islip - $10,000]
Fundraising	-	-	-	-	-	-	
Other	354,253	35,158	16,296	-	44,803	450,509	[Wyandanch - Other G&A $8,277, Subscription & Dues $224,947, Other Direct Ed $22,285]; [Brentwood ES - Other G&A $5,000, Subscription & Dues $35,000, Other Direct Ed $10,000]; [Brentwood MS - Other G&A $5,000, Subscription & Dues $30,000, Other Direct Ed $25,000]; [Central Islip HS - Other G&A $5,000, Subscription & Dues $55,000, Other Direct Ed $25,000]
TOTAL SCHOOL OPERATIONS	3,094,058	274,537	51,020	-	173,828	3,593,443	
FACILITY OPERATION & MAINTENANCE							
Insurance	185,261	18,386	8,522	-	23,430	235,599	Insurance (General Liability) - [Wyandanch - $67,599]; [Brentwood ES - $47,000]; [Brentwood MS - $55,000]; [Central Islip HS - $66,000]
Janitorial	223,614	22,193	10,286	-	28,281	284,374	Operational Supplies - [Wyandanch - $132,220]; [Brentwood ES - $62,154]; [Brentwood MS - $45,000]; [Central Islip - $45,000]
Building and Land Rent / Lease / Facility Finance Interest	4,010,708	398,042	184,494	-	507,239	5,100,483	[Wyandanch - Rent $36,016, Interest Expense (Bonds) $2,439,467]; [Brentwood ES - Rent $1,000,000]; [Brentwood MS - Rent $650,000]; [Central Islip - Rent $975,000]
Repairs & Maintenance	556,421	55,222	25,596	-	70,371	707,609	[Wyandanch - Renovations & Repairs $79,113, Maint & Security $189,588]; [Brentwood ES - Renovations & Repairs $43,908, Maint & Security $75,000]; ; [Brentwood MS - Renovations & Repairs $85,000, Maint & Security $65,000]; [Central Islip - Renovations & Repairs $85,000, Maint & Security $85,000]
Equipment / Furniture	145,793	14,469	6,707	-	18,439	185,407	Fixtures & Furnishings - [Wyandanch - $15,407]; [Brentwood ES - $5,000]; [Brentwood MS - $15,000]; [Central Islip - $150,000]
Security	-	-	-	-	-	-	
Utilities	403,454	40,041	18,559	-	51,025	513,079	[Wyandanch - Utilities $219,420, Other O&M $14,205]; [Brentwood ES - Utilities $59,660, Other O&M $10,000]; [Brentwood MS - Utilities $102,000, Other O&M $10,000]; [Central Islip HS - Utilities $102,000, Other O&M $10,000]
TOTAL FACILITY OPERATION & MAINTENANCE	5,525,251	548,352	254,163	-	698,784	7,026,551	
DEPRECIATION & AMORTIZATION	954,357	94,715	43,901	-	120,699	1,213,671	[Wyandanch - Depreciation $874,388, Amortization $41,283]; [Brentwood ES - Depreciation $138,000]; [Brentwood MS - Depreciation $25,000]; [Central Islip HS - Depreciation $135,000]
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	**26,158,866**	**2,584,086**	**3,476,912**	**-**	**4,962,579**	**37,182,443**	
NET INCOME	**11,117,331**	**(1,530,968)**	**(1,480,742)**	**-**	**(4,962,579)**	**3,143,042**	

ENROLLMENT - *School Districts Are Linked To Above Entries*			
PRIMARY School District:	Wyandanch Union Free School District	667	667
Other District 1:	Brentwood Union Free School District	328	328
Other District 2:	Amityville Union Free School District	25	25
Other District 3:	Babylon Union Free School District	1	1
Other District 4:	Baldwin Union Free School District	1	1
Other District 5:	Bay Shore Union Free School District	8	8
Other District 6:	Bayport-Blue Point Union Free School District	2	2
Other District 7:	Central Islip Union Free School District	139	139
Other District 8:	Connetquot Central School District	1	1
Other District 9:	Copiague Union Free School District	20	20
Other District 10:	Deer Park Union Free School District	13	13
Other District 11:	East Islip Union Free School District	3	3
Other District 12:	Elmont Union Free School District	1	1
Other District 13:	Elwood Union Free School District	1	1
Other District 14:	Farmingdale Union Free School District	1	1
All Other School Districts	Additional Districts Count = 15	54	54
TOTAL ENROLLMENT		**1,265**	**1,265**
REVENUE PER PUPIL		**29,467**	**31,878**
EXPENSES PER PUPIL		**20,679**	**29,393**

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2026 - JUNE 30, 2027

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	3,146,190	3,146,190	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,474,431	40,325,485
Total Expenses	1,870,368	1,870,368	3,045,968	3,638,747	3,045,968	3,045,968	3,045,968	3,045,968	3,638,747	3,045,968	3,045,968	4,842,434	37,182,443
Net Income	1,275,822	1,275,822	349,440	(243,339)	349,440	349,440	349,440	349,440	(243,339)	349,440	349,440	########	3,143,042
Cash Flow Adjustments	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	1,172,388
Beginning Cash Balance	-	1,373,521	2,747,041	3,194,180	3,048,541	3,495,679	3,942,818	4,389,957	4,837,096	4,691,456	5,138,595	5,585,734	-
Ending Cash Balance	1,373,521	2,747,041	3,194,180	3,048,541	3,495,679	3,942,818	4,389,957	4,837,096	4,691,456	5,138,595	5,585,734	4,315,430	4,315,430

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

		Basic Tuition (2024-25)	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Per Pupil Revenue															
PRIMARY School District:	Wyandanch Union Free School District	20,017	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	1,112,612	13,351,339
Other District 1:	Brentwood Union Free School District	18,655	509,903	509,903	509,903	509,903	509,903	509,903	509,903	509,903	509,903	509,903	509,903	509,903	6,118,840
Other District 2:	Amityville Union Free School District	21,330	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	44,438	533,250
Other District 3:	Babylon Union Free School District	19,591	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	19,591
Other District 4:	Baldwin Union Free School District	18,119	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	18,119
Other District 5:	Bay Shore Union Free School District	19,322	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	12,881	154,576
Other District 6:	Bayport-Blue Point Union Free School District	19,845	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	3,308	39,690
Other District 7:	Central Islip Union Free School District	23,773	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	275,371	3,304,447
Other District 8:	Connetquot Central School District	18,928	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	1,577	18,928
Other District 9:	Copiague Union Free School District	19,284	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	32,140	385,680
Other District 10:	Deer Park Union Free School District	16,871	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	18,277	219,323
Other District 11:	East Islip Union Free School District	15,312	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	3,828	45,936
Other District 12:	Elmont Union Free School District	16,551	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	16,551
Other District 13:	Elwood Union Free School District	16,452	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	1,371	16,452
Other District 14:	Farmingdale Union Free School District	20,433	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	1,703	20,433
15 Other School Districts' Revenue:	(Weighted Avg.)	17,301	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	77,855	934,258
TOTAL Per Pupil Revenue	(Weighted Avg.)	19,919	2,099,784	2,099,784	2,099,784	2,099,784	2,099,784	2,099,784	2,099,784	2,099,784	2,099,784	2,099,784	2,099,784	2,099,784	25,197,413
Special Education Revenue			83,348	83,348	83,348	83,348	83,348	83,348	83,348	83,348	83,348	83,348	83,348	83,348	1,000,178
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			92,091	92,091	92,091	92,091	92,091	92,091	92,091	92,091	92,091	92,091	92,091	92,091	1,105,087
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			2,275,223	2,275,223	2,275,223	2,275,223	2,275,223	2,275,223	2,275,223	2,275,223	2,275,223	2,275,223	2,275,223	2,275,223	27,302,678

REVENUE FROM FEDERAL FUNDING

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
IDEA Special Needs	3,779	3,779	3,779	3,779	3,779	3,779	3,779	3,779	3,779	3,779	3,779	3,779	45,350
Title I	-	-	32,447	32,447	32,447	32,447	32,447	32,447	32,447	32,447	32,447	97,342	389,369
Title Funding - Other	-	-	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	21,192	84,768
School Food Service (Free Lunch)	-	-	199,617	199,617	199,617	199,617	199,617	199,617	199,617	199,617	199,617	199,617	1,996,170
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	3,779	3,779	242,908	242,908	242,908	242,908	242,908	242,908	242,908	242,908	242,908	321,930	2,515,657

LOCAL and OTHER REVENUE

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Contributions and Donations	842,188	842,188	842,188	842,188	842,188	842,188	842,188	842,188	842,188	842,188	842,188	842,188	10,106,250
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	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
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	7,590	75,900
OTHER	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	867,188	867,188	877,278	877,278	877,278	877,278	877,278	877,278	877,278	877,278	877,278	877,278	10,507,150
TOTAL REVENUE	**3,146,190**	**3,146,190**	**3,395,408**	**3,395,408**	**3,395,408**	**3,395,408**	**3,395,408**	**3,395,408**	**3,395,408**	**3,395,408**	**3,395,408**	**3,474,431**	**40,325,485**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	6.00	62,986	62,986	62,986	94,479	62,986	62,986	62,986	62,986	94,479	62,986	62,986	62,986	818,814
Deans, Directors & Coordinators	9.50	72,792	72,792	72,792	109,188	72,792	72,792	72,792	72,792	109,188	72,792	72,792	72,792	946,295
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	4.00	13,806	13,806	13,806	20,709	13,806	13,806	13,806	13,806	20,709	13,806	13,806	13,806	179,480
TOTAL ADMINISTRATIVE STAFF	19.50	149,584	149,584	149,584	224,376	149,584	149,584	149,584	149,584	224,376	149,584	149,584	149,584	1,944,589

INSTRUCTIONAL PERSONNEL COSTS

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Teachers - Regular	79.50	-	-	475,921	713,882	475,921	475,921	475,921	475,921	713,882	475,921	475,921	1,427,764	6,186,975
Teachers - SPED	14.50	-	-	89,819	134,729	89,819	89,819	89,819	89,819	134,729	89,819	89,819	269,458	1,167,650
Substitute Teachers	1.00	-	-	5,385	8,077	5,385	5,385	5,385	5,385	8,077	5,385	5,385	16,154	70,000
Teaching Assistants	14.00	-	-	49,900	74,850	49,900	49,900	49,900	49,900	74,850	49,900	49,900	149,700	648,699
Specialty Teachers	17.50	-	-	103,264	154,895	103,264	103,264	103,264	103,264	154,895	103,264	103,264	309,791	1,342,427
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	6.50	-	-	37,370	56,055	37,370	37,370	37,370	37,370	56,055	37,370	37,370	112,109	485,807
Other	16.00	106,025	106,025	106,025	106,025	106,025	106,025	106,025	106,025	106,025	106,025	106,025	106,025	1,272,304
TOTAL INSTRUCTIONAL	149.00	106,025	106,025	867,684	1,248,513	867,684	867,684	867,684	867,684	1,248,513	867,684	867,684	2,391,000	11,173,863

NON-INSTRUCTIONAL PERSONNEL COSTS

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	2.00	4,265	4,265	4,265	6,397	4,265	4,265	4,265	4,265	6,397	4,265	4,265	4,265	55,440
Custodian	14.00	47,225	47,225	47,225	70,838	47,225	47,225	47,225	47,225	70,838	47,225	47,225	47,225	613,930
Security	16.00	53,972	53,972	53,972	80,958	53,972	53,972	53,972	53,972	80,958	53,972	53,972	53,972	701,632

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2026 - JUNE 30, 2027

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		3,146,190	3,146,190	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,474,431	40,325,485
Total Expenses		1,870,368	1,870,368	3,045,968	3,638,747	3,045,968	3,045,968	3,045,968	3,045,968	3,638,747	3,045,968	3,045,968	4,842,434	37,182,443
Net Income		1,275,822	1,275,822	349,440	(243,339)	349,440	349,440	349,440	349,440	(243,339)	349,440	349,440	########	3,143,042
Cash Flow Adjustments		97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	1,172,388
Beginning Cash Balance		-	1,373,521	2,747,041	3,194,180	3,048,541	3,495,679	3,942,818	4,389,957	4,837,096	4,691,456	5,138,595	5,585,734	-
Ending Cash Balance		1,373,521	2,747,041	3,194,180	3,048,541	3,495,679	3,942,818	4,389,957	4,837,096	4,691,456	5,138,595	5,585,734	4,315,430	4,315,430
Other	14.00	41,829	41,829	41,829	62,744	41,829	41,829	41,829	41,829	62,744	41,829	41,829	41,829	543,780
TOTAL NON-INSTRUCTIONAL	46.00	147,291	147,291	147,291	220,936	147,291	147,291	147,291	147,291	220,936	147,291	147,291	147,291	1,914,782
SUBTOTAL PERSONNEL SERVICE COSTS	214.50	402,900	402,900	1,164,558	1,693,825	1,164,558	1,164,558	1,164,558	1,164,558	1,693,825	1,164,558	1,164,558	2,687,875	15,033,234
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		32,232	32,232	93,165	135,506	93,165	93,165	93,165	93,165	135,506	93,165	93,165	215,030	1,202,659
Fringe / Employee Benefits		334,732	334,732	334,732	334,732	334,732	334,732	334,732	334,732	334,732	334,732	334,732	334,732	4,016,780
Retirement / Pension		16,116	16,116	46,582	67,753	46,582	46,582	46,582	46,582	67,753	46,582	46,582	107,515	601,329
TOTAL PAYROLL TAXES AND BENEFITS		383,080	383,080	474,479	537,991	474,479	474,479	474,479	474,479	537,991	474,479	474,479	657,277	5,820,768
TOTAL PERSONNEL SERVICE COSTS	214.50	785,980	785,980	1,639,037	2,231,816	1,639,037	1,639,037	1,639,037	1,639,037	2,231,816	1,639,037	1,639,037	3,345,152	20,854,002
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	90,351	90,351
Legal		8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363	100,351
Management Company Fee		53,732	53,732	53,732	53,732	53,732	53,732	53,732	53,732	53,732	53,732	53,732	53,732	644,784
Nurse Services		-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Food Service / School Lunch		-	-	237,150	237,150	237,150	237,150	237,150	237,150	237,150	237,150	237,150	237,150	2,371,503
Payroll Services		4,598	4,598	4,598	4,598	4,598	4,598	4,598	4,598	4,598	4,598	4,598	4,598	55,175
Special Ed Services		-	-	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	28,000
Titlement Services (i.e. Title I)		4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	52,944
Other Purchased / Professional / Consulting		93,472	93,472	93,472	93,472	93,472	93,472	93,472	93,472	93,472	93,472	93,472	93,472	1,121,668
TOTAL CONTRACTED SERVICES		164,577	164,577	407,527	407,527	407,527	407,527	407,527	407,527	407,527	407,527	407,527	497,878	4,494,776
SCHOOL OPERATIONS														
Board Expenses		2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	2,796	33,555
Classroom / Teaching Supplies & Materials		13,226	13,226	13,226	13,226	13,226	13,226	13,226	13,226	13,226	13,226	13,226	13,226	158,713
Special Ed Supplies & Materials		3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	3,827	45,928
Textbooks / Workbooks		34,421	34,421	34,421	34,421	34,421	34,421	34,421	34,421	34,421	34,421	34,421	34,421	413,055
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	32,934	395,204
Telephone		10,890	10,890	10,890	10,890	10,890	10,890	10,890	10,890	10,890	10,890	10,890	10,890	130,676
Technology		5,388	5,388	5,388	5,388	5,388	5,388	5,388	5,388	5,388	5,388	5,388	5,388	64,657
Student Testing & Assessment		-	-	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	48,000
Field Trips		-	-	13,229	13,229	13,229	13,229	13,229	13,229	13,229	13,229	13,229	13,229	132,285
Transportation (student)		-	-	25,400	25,400	25,400	25,400	25,400	25,400	25,400	25,400	25,400	25,400	254,003
Student Services - other		-	-	36,164	36,164	36,164	36,164	36,164	36,164	36,164	36,164	36,164	36,164	361,638
Office Expense		17,113	17,113	17,113	17,113	17,113	17,113	17,113	17,113	17,113	17,113	17,113	17,113	205,358
Staff Development		34,119	34,119	34,119	34,119	34,119	34,119	34,119	34,119	34,119	34,119	34,119	34,119	409,426
Staff Recruitment		17,321	17,321	17,321	17,321	17,321	17,321	17,321	17,321	17,321	17,321	17,321	17,321	207,856
Student Recruitment / Marketing		9,874	9,874	9,874	9,874	9,874	9,874	9,874	9,874	9,874	9,874	9,874	9,874	118,486
School Meals / Lunch		9,754	9,754	9,754	9,754	9,754	9,754	9,754	9,754	9,754	9,754	9,754	9,754	117,047
Travel (Staff)		3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	3,921	47,047
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	37,542	450,509
TOTAL SCHOOL OPERATIONS		233,126	233,126	312,719	312,719	312,719	312,719	312,719	312,719	312,719	312,719	312,719	312,719	3,593,443
FACILITY OPERATION & MAINTENANCE														
Insurance		19,633	19,633	19,633	19,633	19,633	19,633	19,633	19,633	19,633	19,633	19,633	19,633	235,599
Janitorial		23,698	23,698	23,698	23,698	23,698	23,698	23,698	23,698	23,698	23,698	23,698	23,698	284,374
Building and Land Rent / Lease / Facility Finance Interest		425,040	425,040	425,040	425,040	425,040	425,040	425,040	425,040	425,040	425,040	425,040	425,040	5,100,483
Repairs & Maintenance		58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	58,967	707,609
Equipment / Furniture		15,451	15,451	15,451	15,451	15,451	15,451	15,451	15,451	15,451	15,451	15,451	15,451	185,407
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		42,757	42,757	42,757	42,757	42,757	42,757	42,757	42,757	42,757	42,757	42,757	42,757	513,079
TOTAL FACILITY OPERATION & MAINTENANCE		585,546	585,546	585,546	585,546	585,546	585,546	585,546	585,546	585,546	585,546	585,546	585,546	7,026,551
DEPRECIATION & AMORTIZATION		101,139	101,139	101,139	101,139	101,139	101,139	101,139	101,139	101,139	101,139	101,139	101,139	1,213,671
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		1,870,368	1,870,368	3,045,968	3,638,747	3,045,968	3,045,968	3,045,968	3,045,968	3,638,747	3,045,968	3,045,968	4,842,434	37,182,443
NET INCOME		1,275,822	1,275,822	349,440	(243,339)	349,440	349,440	349,440	349,440	(243,339)	349,440	349,440	#########	3,143,042
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	1,172,388
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	1,172,388
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		97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	1,172,388
NET INCOME		1,373,521	1,373,521	447,139	(145,640)	447,139	447,139	447,139	447,139	(145,640)	447,139	447,139	########	4,315,430

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	3,146,190	3,146,190	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,395,408	3,474,431	40,325,485
Total Expenses	1,870,368	1,870,368	3,045,968	3,638,747	3,045,968	3,045,968	3,045,968	3,045,968	3,638,747	3,045,968	3,045,968	4,842,434	37,182,443
Net Income	1,275,822	1,275,822	349,440	(243,339)	349,440	349,440	349,440	349,440	(243,339)	349,440	349,440	########	3,143,042
Cash Flow Adjustments	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	97,699	1,172,388
Beginning Cash Balance	-	1,373,521	2,747,041	3,194,180	3,048,541	3,495,679	3,942,818	4,389,957	4,837,096	4,691,456	5,138,595	5,585,734	-
Ending Cash Balance	1,373,521	2,747,041	3,194,180	3,048,541	3,495,679	3,942,818	4,389,957	4,837,096	4,691,456	5,138,595	5,585,734	4,315,430	4,315,430

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	1,373,521	2,747,041	3,194,180	3,048,541	3,495,679	3,942,818	4,389,957	4,837,096	4,691,456	5,138,595	5,585,734	-
ENDING CASH BALANCE	1,373,521	2,747,041	3,194,180	3,048,541	3,495,679	3,942,818	4,389,957	4,837,096	4,691,456	5,138,595	5,585,734	4,315,430	4,315,430

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.								*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**40,325,485**	**39,765,380**	**52,562,246**	**61,729,714**	**64,536,682**	
Total Expenses			**37,182,443**	**43,841,756**	**51,167,108**	**57,303,133**	**60,503,888**	
Net Income (Before Cash Flow Adjustments)			**3.143.042**	**(4.076.376)**	**1.395.138**	**4.426.581**	**4.032.794**	
Budgeted Student Enrollment			**1.265**	**1.589**	**2.065**	**2.390**	**2.440**	
			Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
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 (2024-25)						
	Wyandanch Union Free School District	20,017	13,351,339	13,351,339	13,351,339	13,351,339	13,351,339	[Wyandanch - 840 FTE Yrs 1-5 (2027-28 @ $21,242, 2028-29 @ $21,667, 2029-30 @ $22,100, 2030-31 @ $22,542, 2031-32 @ $22,993]; [Brentwood ES - (2027-28 (175) FTE @ $19,030, 2028-29 (249) FTE @ $21,885, 2029-30 (400) FTE @ $22,541, 2030-31 (500) FTE @ $23,217, 2031-32 (550) FTE @ $21,914); [Brentwood MS - (2027-28 (125) FTE @ $19,001, 2028-29 (250) FTE @ $19,951, 2029-30 (375) FTE @ $20,550, 2030-31 (450) FTE @ $21,166, 2031-32 (450) FTE @ $21,801]; [Central Islip HS - (2027-28 (125) FTE @ $22,029, 2028-29 (250) FTE @ $23,131, 2029-30 (450) FTE @ $23,825, 2030-31 (600) FTE @ $24,539, 2031-32 (600) FTE @ $25,275]
PRIMARY School District:								
Other District 1:	Brentwood Union Free School District	18,655	6,118,840	9,831,185	14,979,965	18,244,590	19,177,340	
Other District 2:	Amityville Union Free School District	21,330	533,250	533,250	533,250	533,250	533,250	
Other District 3:	Babylon Union Free School District	19,591	19,591	19,591	19,591	19,591	19,591	
Other District 4:	Baldwin Union Free School District	18,119	18,119	18,119	18,119	18,119	18,119	
Other District 5:	Bay Shore Union Free School District	19,322	154,576	154,576	154,576	154,576	154,576	
Other District 6:	Bayport-Blue Point Union Free School District	19,845	39,690	39,690	39,690	39,690	39,690	
Other District 7:	Central Islip Union Free School District	23,773	3,304,447	6,276,072	11,030,672	14,596,622	14,596,622	
Other District 8:	Connetquot Central School District	18,928	18,928	18,928	18,928	18,928	18,928	
Other District 9:	Copiague Union Free School District	19,284	385,680	385,680	385,680	385,680	385,680	
Other District 10:	Deer Park Union Free School District	16,871	219,323	219,323	219,323	219,323	219,323	
Other District 11:	East Islip Union Free School District	15,312	45,936	45,936	45,936	45,936	45,936	
Other District 12:	Elmont Union Free School District	16,551	16,551	16,551	16,551	16,551	16,551	
Other District 13:	Elwood Union Free School District	16,452	16,452	16,452	16,452	16,452	16,452	
Other District 14:	Farmingdale Union Free School District	20,433	20,433	20,433	20,433	20,433	20,433	
15 Other School Districts' Revenue:	(Weighted Avg.)	17,301	934,258	934,258	934,258	934,258	934,258	
TOTAL Per Pupil Revenue	(Weighted Avg.)	19,919	25,197,413	31,881,383	41,784,763	48,615,338	49,548,088	
Special Education Revenue			1,000,178	1,120,143	1,274,618	1,396,206	1,428,461	SpEd Revenue - [Wyandanch - $907,622, $925,775, $944,290, $963,176, $982,440]; [Brentwood MS - $46,278, $97,184, $150,149, $185,584, $191,152]; [Central Islip HS- $46,278, $97,184, $180,179, $247,446, $254,869]
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			1,105,087	2,538,656	4,223,210	6,177,325	7,894,691	Additional GenEd Per Pupil Revenue that did not get captured in Line 33
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			27,302,678	35,540,182	47,282,591	56,188,869	58,871,240	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			45,350	74,206	122,782	158,082	179,107	IDEA - [Brentwood ES - $45,350,$74,206, $122,782, $158,082, $179,107]
Title I			389,369	416,092	470,621	506,733	524,789	Title I - [Wyandanch - Yrs 1-5 $326,173]; [Brentwood ES - $63,196, $89,919, $144,448, $180,560, $198,616]
Title Funding - Other			84,768	100,868	122,532	136,210	139,826	[Wyandanch - Yrs 1-5 Title IIA $30,400, III-ELL $15,484, IV $15,484]; [Brentwood ES - (Title IIA $6,650, $9,462, $15,200, $19,000, $20,900), (Title III-ELL $3,000, $4,269, $6,857, $8,571, $9,429), (Title IV $3,000, $4,269, $6,857, $8,571, $9,429)];[Brentwood MS - (Title IIA $4,750, $9500, $14,250, $17,100, $17,100), (Title III-ELL $3,000, $6,000, $9,000, $10,800, $10,800), (Title IV $3,000, $6,000, $9,000, $10,800, $10,800)]
School Food Service (Free Lunch)			1,996,170	2,507,442	3,258,570	3,771,420	3,850,320	Food Service Revenue [Wyandanch - Yrs 1-5 $1,325,520]; [Brentwood ES - $276,150, $392,922, $631,200, $789,000, $867,900]; [Brentwood MS - $197,250, $394,500, $591,750, $710,100, $710,100]; [Central Islip HS - $197,250, $394,500, $710,100, $946,800, $946,800]
Grants								
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			2,515,657	3,098,608	3,974,505	4,572,445	4,694,042	
LOCAL and OTHER REVENUE								
Contributions and Donations			10,106,250	956,250	1,106,250	750,000	750,000	Private Contributions - [Brentwood ES - $3,381,250, $306,250, $362,500, $250,000, $250,000]; [Brentwood MS - $3,381,250, $306,250, $343,750, $250,000, $250,000]; [Central Islip HS - $3,343,750, $343,750, $400,000, $250,000, $250,000]
Fundraising			-	-	-	-	-	
Erate Reimbursement			300,000	50,000	50,000	50,000	50,000	E-Rate - [Brentwood ES - Yr 1 $150,000, $25,000 on Yrs 2-5]; [Centrals Islip HS - Yr 1 $150,000, $25,000 on Yrs 2-5]
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			75,900	95,340	123,900	143,400	146,400	NYSTL Textbooks [Wyandanch - Yrs 1-5 $50,400] ; [Brentwood ES - $10,500, $14,940, $24,000, $30,000, $33,000]; [Brentwood MS - $7,500, $15,000, $22,500, $27,000, $27,000]; [Centrals Islip HS - $7,500, $15,000, $27,500, $36,000, $36,000]
OTHER			25,000	25,000	25,000	25,000	25,000	Special Events - [Brentwood MS - Yrs 1-5 $25,000]
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			10,507,150	1,126,590	1,305,150	968,400	971,400	
TOTAL REVENUE			**40,325,485**	**39,765,380**	**52,562,246**	**61,729,714**	**64,536,682**	
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		-	-	-	-	-	-	
Instructional Management		6.00	818,814	1,252,785	1,290,369	1,329,080	1,368,952	[Wyandanch: Yrs 1-5 (1) ES Principal, (1) MS Principal, (1) MS Asst Principal]; [Brentwood ES: Yr 1 (1) ES Principal + (1) in Yr 2]; [Brentwood MS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]; [Central Islip HS: Yr 1 (1) Principal + (1) Asst Principal in Yr 2]
Deans, Directors & Coordinators		9.50	946,295	1,053,037	1,430,016	1,562,917	1,609,806	[Wyandanch: Yrs 1-5 (1) ELA Coach, (1) Math Coach, (1) ES Dean of Culture, (1) MS Dean of Culture, (1) Coach]; [Brentwood ES: Yr 1 (1) ELA Coach + (1) in Yr 2, + (1) Coach and (1) Dean in Yr 3, + (1) Coach in Yr 4]; [Brentwood MS: Yr 1 (1) ELA Coach and (.5) Dean, + (.5) Dean in Yr 2, + (1) Dean in Yr 3]; [Central Islip HS: Yr 1 (1) CTE Dir and (1) Dean, + (1) Dean in Yr 3]
CFO / Director of Finance		-	-	-	-	-	-	
Operation / Business Manager		-	-	-	-	-	-	
Administrative Staff		4.00	179,480	274,604	417,453	429,976	442,875	[Wyandanch: Yrs 1-5 (1) Admin Asst]; [Brentwood ES: Yr 1 (1) Admin Asst, + (1) in Yr 2, and (1) Yr 3]; [Brentwood MS: Yr 1 (1) Admin Asst, + (1) in Yr 2, and (1) Yr 3]; [Central Islip: Yr 1 (1) Admin Asst, + (1) in Yr 3]
TOTAL ADMINISTRATIVE STAFF		19.50	1,944,589	2,580,427	3,137,837	3,321,973	3,421,633	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular		79.50	6,186,975	8,070,084	9,932,187	11,280,153	11,768,558	[Wyandanch: Yrs 1-5 (48) Reg Teachers, (4) Title I Teachers]; [Brentwood ES: Reg Teachers (Yr 1 (7), Yr 2 (10) Yr 3 (16), Yr 4 (20), Yr 5 (22), Title I (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4 & 5 (4)]; [Brentwood MS: Reg Teachers (Yr 1 (8), Yr 2 (14) Yr 3 (18), Yrs 4 and 5 (22), Title I (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4 & 5 (4)]; [Central Islip HS: Reg Teachers (Yr 1 (7.5), Yr 2 (14) Yr 3 (19), Yrs 4 and 5 (22), Title I (Yr 1 (3), Yr 2 (6), Yrs 3-5 (9)]]

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**40,325,485**	**39,765,380**	**52,562,246**	**61,729,714**	**64,536,682**	
Total Expenses		**37,182,443**	**43,841,756**	**51,167,108**	**57,303,133**	**60,503,888**	
Net Income (Before Cash Flow Adjustments)		**3.143.042**	**(4.076.376)**	**1.395.138**	**4.426.581**	**4.032.794**	
Budgeted Student Enrollment		**1.265**	**1.589**	**2.065**	**2.390**	**2.440**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
Teachers - SPED	14.50	1,167,650	1,380,180	1,591,585	1,724,334	1,776,063	[Wyandanch: Yrs 1-5 (9) SpEd Teachers]; [Brentwood ES: SpEd Teachers Yr 1 (3), Yr 2 (5), Yr 3 (6), Yrs 4 & 5 (7); [Brentwood MS: SpEd Teachers Yr 1 (.5), Yr 2-5 (1); [Central Islip HS: SpEd Teachers Yrs 1-2 (2), Yrs 3-5 (5)]
Substitute Teachers	1.00	70,000	72,100	74,263	76,491	78,786	[Central Islip: Yrs 1-5 (1) Substitute Teacher]
Teaching Assistants	14.00	648,699	758,161	1,005,904	1,171,082	1,296,215	[Wyandanch: Yrs 1-5 (10) Teaching Assts]; [Brentwood ES: Teaching Assts Yr 1 (4), Yr 2(6), Yr 3 (11), Yr 4 (14), Yr 5 (16)]; [Brentwood MS - NO TA]; [Central Islip HS - NO TA]
Specialty Teachers	17.50	1,342,427	1,712,700	2,396,581	3,238,478	3,335,632	[Wyandanch: Yrs 1-5 (1) Music, (1) PE, (1) ESL, (2) ASS, (1) STEM, (1) Art, (1) ENL, (1) Spoken Words]; [Brentwood ES: Yrs 1 & 2 (.5) Music, (.5) PE, (.5) Art, (1) SW, (.5) ENL, (.5) STEM (.5) Science Lab, Yrs 3 + (2.5) PE/Art/Music, + (1) ESL, + (.5) Science Lab], Yr4 + (5) PE/Art/Music]; [Brentwood MS: Yr 1 (.5) Music, (.5) PE, (1) ESL, (.5) Arts, Yr 2 + (.5) Art, + (.5) Music, + (1) ESL, + (.5) PE, Yr 3 + (.5) Art, + (.5) Music, + (1) ESL, + (.5) PE, Yr 4 + (.5) Art, + (.5) Music, + (1) ESL, + (.5) PE]; [Central Islip HS: Yr 1 (1) PE, (1) ENL, Yr 2 + (2) PE/Art/Music, Yr 3 + (2) PE/Art/Music, Yr 4 + (2) PE/Art/Music and (1) ENL]
Aides	-	-	-	-	-	-	
Therapists & Counselors	6.50	485,807	762,881	860,768	961,591	1,065,438	[Wyandanch: Yrs 1-5 (1) Social Worker, (1) Guidance Counselor]; [Brentwood ES: Guidance Counselor Yr 1 (1), Yrs 2-4 (2), Yr 5 (3)]; [Brentwood MS: Guidance Counselor Yr 1 (.5), Yrs 2-5 (1); [Central Islip HS: (1) Social Worker Yrs 1-5, Guidance Counselor (Yr 1 (1), Yr 2 (2), Yr 3 (3), Yrs 4-5 (4), Counselor (1) Yrs 1-5]
Other	16.00	1,272,304	1,526,898	1,991,005	2,490,460	2,916,724	[Wyandanch: Yrs 1-5 (Various) Summer Sch, After-Sch, Bonuses]
TOTAL INSTRUCTIONAL	149.00	11.173.863	14.283.004	17.852.293	20.942.589	22.237.415	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	2.00	55,440	57,103	58,816	60,581	62,398	[Wyandanch: Yrs 1-5 (1) Librarian, (1) School Aide]
Custodian	14.00	613,930	661,645	715,644	839,555	898,889	[Wyandanch: Yrs 1-5 (9) Custodians]; [Brentwood ES: Custodian Yrs 1-3 (2), Yrs 4-5 (3)]; [Brentwood MS: Custodian Yrs 1-3 (2), Yrs 4-5 (3)]; [Central Islip HS: Custodian Yr 1 (1), Yr 2 (2), Yr 3 (3), Yr 4 (4) Yr 5 (5)]
Security	16.00	701,632	810,385	878,549	1,036,461	1,111,407	[Wyandanch: Yrs 1-5 (8) Securities]; [Brentwood ES: Security Yrs 1-3 (3), Yrs 4-5 (4)]; [Brentwood MS: Security Yrs 1-3 (3), Yr 4 (4), Yr 5 (5)]; [Central Islip HS: Security Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 5 (4) Yr 5 (6)]
Other	14.00	543,780	599,094	656,066	792,748	855,531	[Wyandanch: Yrs 1-5 (2) Food Svc Asst, (4) General Staff]; [Brentwood ES: Food Asst Yrs 1-3 (3), Yrs 4-5 (4)]; [Brentwood MS: Food Asst Yrs 1-3 (3), Yrs 4-5 (4)]; [Central Islip HS: Food Asst Yr 1 (2), Yr 2 (3), Yr 3 (4), Yr 4 (5), Yr 5 (6)]
TOTAL NON-INSTRUCTIONAL	46.00	1,914,782	2,128,228	2,309,074	2,729,345	2,928,225	
SUBTOTAL PERSONNEL SERVICE COSTS	214.50	15.033.234	18.991.659	23.299.204	26.993.907	28.587.273	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		1,202,659	1,519,332	1,863,937	2,159,512	2,286,982	Payroll ER Taxes [Wyandanch - $697,819, $718,753, $740,316, $762,525, $785,401]; [Brentwood ES - $173,800, $250,428, $374,581, $488,828, $537,561]; [Brentwood MS - $142,840, $243,999, $321,105, $398,818, $417,451]; [Central Islip HS - $188,200, $306,152, $427,935, $509,341, $546,569]
Fringe / Employee Benefits		4,016,780	5,107,586	6,292,953	7,310,400	7,745,865	Health/Dental, WC. DBL/Life [Wyandanch - $2,274,155, $2,342,380, $2,412,651, $2,485,031, $2,599,582]; [Brentwood ES - $598,125, $866,610, $1,296,243, $1,691,598, $1,860,238]; [Brentwood MS - $501,375, $853,202, $1,122,822, $1,394,565, $1,459,718]; [Central Islip HS - $643,125, $1,045,393, $1,461,235, $1,739,206, $1,866,326]
Retirement / Pension		601,329	759,667	931,968	1,079,756	1,143,491	Retirement 401(k) - [Wyandanch - $348,909, $359,377, $370,158, $381,263, $392,701]; [Brentwood ES - $86,900, $125,214, $187,290, $244,414, $268,781]; [Brentwood MS - $71,420, $122,000, $160,553, $199,409, $208,725]; [Central Islip HS - $94,100, $153,076, $213,967, $254,670, $273,284]
TOTAL PAYROLL TAXES AND BENEFITS		5.820.768	7.386.585	9.088.858	10.549.668	11.176.338	
TOTAL PERSONNEL SERVICE COSTS	214.50	20,854,002	26,378,244	32,388,062	37,543,575	39,763,611	
CONTRACTED SERVICES							
Accounting / Audit		90,351	96,958	103,577	110,208	116,852	Audit - [Wyandanch - Yr 1 $30,351 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $20,000, + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $20,000, + $2k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $20,000, + $2k Increase on Yrs 2-5]
Legal		100,351	106,958	113,577	120,208	126,852	Legal - [Wyandanch - Yr 1 $30,351 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $20,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $25,000 + $2k Increase on Yrs 2-5]; [Central Islip - Yr 1 $25,000 + $2k Increase on Yrs 2-5]
Management Company Fee		644,784	651,979	659,279	666,685	674,198	SST Support Costs - [Wyandanch - Yr 1 SST Support Costs $259,784 + 2% Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $145,000 + $1k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $240,000 + $1k Increase on Yrs 2-5]
Nurse Services		30,000	51,500	80,401	107,396	110,618	Contracted Nursing Svcs - [Brentwood MS $15,000, $20,000, $22,000, $27,192, $28,008]; [Central Islip HAS $15,000, $31,500, $58,401, $80,204, $82,510]
Food Service / School Lunch		2,371,503	2,703,727	3,168,910	3,538,495	4,009,803	Food Service - [Wyandanch -Yrs 1-5 $1,325,520]; [Brentwood ES - $335,463,$480,057, $672,851, $857,933, $1,031,448]; [Brentwood MS - $254,520,$318,150, $397,688, $497,109, $621,387]; [Central Islip HS - $456,000, $580,000, $772,851, $857,933, $1,031,448]
Payroll Services		55,175	58,479	61,788	65,104	68,426	HR/Benefits - [Wyandanch - Yr 1 $15,175 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $10,000 + $1k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $15,000 + $1k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $15,000 + $1k Increase on Yrs 2-5]
Special Ed Services		28,000	34,260	40,525	46,795	53,071	Contracted SpEd - [Wyandanch - Yr 1 $13,000 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $5,000 + $2k Increase on Yrs 2-5]
Titlement Services (i.e. Title I)		52,944	56,357	59,780	63,210	66,649	Title Funding Support Svcs - [Wyandanch - Yr 1 $20,694 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $14,250 + $1k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $9,000 + $1k Increase on Yrs 2-5] ; [Central Islip HS - Yr 1 $9,000 + $1k Increase on Yrs 2-5]

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**40,325,485**	**39,765,380**	**52,562,246**	**61,729,714**	**64,536,682**	
Total Expenses	**37,182,443**	**43,841,756**	**51,167,108**	**57,303,133**	**60,503,888**	
Net Income (Before Cash Flow Adjustments)	**3.143.042**	**(4.076.376)**	**1.395.138**	**4.426.581**	**4.032.794**	
Budgeted Student Enrollment	**1.265**	**1.589**	**2.065**	**2.390**	**2.440**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
Other Purchased / Professional / Consulting	1,121,668	1,215,872	1,298,911	1,354,091	1,409,416	[Wyandanch - Yr 1 Comp Maint $48,285, Contracted Sub $22,285, Fin Mgmt $103,468, Admin Fees $23,453, Temp Staff $8,277, Erate $15,175, Other Prof Svcs $124,161 + 2% Increase on Yrs 2-5]; [Brentwood ES - Computer Maint Yr 1 $30,000 + $5k in Yrs 2-5, Fin Mgmt Yrs 1-5 $75,288, Admin Fees Yr 1 $15,000 + $2k Yrs 2-5, Temp Staff Yr 1 $5,000 + $1k on Yrs 2-5, E-Rate Yr 1 $10,000 + $1k on Yrs 2-5, Other Prof Svcs $90,700, $85,000, $90,000, $95,000, $100,000, Contracted Sub Yr 1 $10,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Computer Maint Yr 1 $65,000 + $5k in Yrs 2-5, Fin Mgmt Yrs 1-5 $75,288, Admin Fees Yr 1 $15,000 + $2k Yrs 2-5, Temp Staff $25,000, $45,000, $60,000, $61,000, $62,000, E-Rate Yr 1 $10,000 + $1k on Yrs 2-5,Other Prof Svcs $35,000, $36,000, $41,000, $46,000, $51,000, Contracted Sub $15,000, $15,000, $17,000, $19,000, $21,000]; [Central Islip HS - Computer Maint Yr 1 $85,000 + $5k in Yrs 2-5, Fin Mgmt Yrs 1-5 $75,288, Admin Fees Yr 1 $15,000 + $2k Yrs 2-5, Temp Staff $25,000, $45,000, $60,000, $61,000, $62,000, E-Rate Yr 1 $10,000 + $1k on Yrs 2-5,Other Prof Svcs $75,000, $85,000, $90,000, $95,000, $100,000, Contracted Sub $20,000, $30,000, $32,000, $34,000, $36,000]
TOTAL CONTRACTED SERVICES	4,494,776	4,976,090	5,586,748	6,072,192	6,635,885	
SCHOOL OPERATIONS						
Board Expenses	33,555	39,886	46,224	52,568	58,919	Board Expenses - [Wyandanch - Yr 1 $16,555 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $10,000 + $2k increase on Yrs 2-5]; [Brentwood MS - Yr 1 $3,500 + $2k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $3,500 + $2k Increase on Yrs 2-5]
Classroom / Teaching Supplies & Materials	158,713	201,088	235,489	274,919	306,377	[Wyandanch - Yr 1 Teacher Discretionary Fund $13,000, Classroom Supplies $55,713 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 Teacher Discretionary Fund $5,000 + $2k Increase on Yrs 2-5, Classroom Supplies $25,000, $30,000, $32,000, $34,000, $36,000]; [Brentwood MS - Yr 1 Teacher Discretionary Fund $5,000 + $2k Increase on Yrs 2-5, Classroom Supplies $25,000, $35,000, $40,000, $50,000, $52,000]; [Central Islip HS - Yr 1 Teacher Discretionary Fund $5,000 + $2k Increase on Yrs 2-5, Classroom Supplies $25,000, $45,000, $65,000, $85,000, $105,000]
Special Ed Supplies & Materials	45,928	52,337	58,754	65,179	71,612	NYSTL Textbooks - [Wyandanch - Yr 1 $20,428 + 2% increase on Yrs 2-5]; [Brentwood ES - Yr 1 $10,500 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $7,500 + $2k Increase on Yrs 2-5]; [Central Islip - Yr 1 $7,500 + $2k Increase on Yrs 2-5]
Textbooks / Workbooks	413,055	462,309	501,648	541,074	580,588	Textbooks & Materials - [Wyandanch - Yr 1 $212,695 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $70,360 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $45,000, $55,000, $60,000, $65,000, $70,000]; [Central Islip HS - Yr 1 $85,000, $105,000, $120,000, $135,000, $150,000]
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	395,204	409,770	424,387	439,057	453,780	[Wyandanch - Yr 1 Equipment (Non-Cap) $73,117, Copier $55,183 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 Equipment (Non-Cap) $51,153, Copier $37,815, + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 Equipment (Non-Cap) $51,153, Copier $37,815, + $2k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 Equipment (Non-Cap) $51,153, Copier $37,815, + $2k Increase on Yrs 2-5]
Telephone	130,676	138,046	145,458	152,911	160,409	Phone & Data Services - [Wyandanch - Yr 1 $45,676 + 2% Increase on Yrs 2-5]; [Brentwood ES Yr 1 $24,000 + $2k Increase on Yrs 2-5]; [Brentwood MS Yr 1 $30,500+ $2k Increase on Yrs 2-5]; [Central Islip HS Yr 1 $30,500+ $2k Increase on Yrs 2-5]
Technology	64,657	70,850	77,047	83,248	89,453	Software - [Wyandanch - Yr 1 $9,657 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $25,000 + $2k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $25,000 + $2k Increase on Yrs 2-5]
Student Testing & Assessment	48,000	70,260	92,525	114,795	137,071	Student Testing - [Wyandanch - Yr 1 $13,000 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $15,000 + $10k Increase on Yrs 2-5]; [Central Islip - Yr 1 $15,000 + $10k Increase on Yrs 2-5]
Field Trips	132,285	164,731	217,186	269,649	276,122	Field Trip - [Wyandanch - Yr 1 $22,285 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $10,000 + $2k Increase on Yrs 2-5]; [Brentwood MS $35,000, $45,000, $55,000, $65,000, $67,000]; [Central Islip HS $65,000, $85,000, $125,000, $165,000, $167,000]
Transportation (student)	254,003	126,662	134,365	142,115	149,909	[Wyandanch - Yr 1 Student Transportation $29,714 + 2% Increase on Yrs 2-5, Transportation Service $35,514 + 3% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 Only Student Transportation $45,000, Yr 1 Transportation Service $23,775 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 Only Student Transportation $45,000, Yr 1 Transportation Service $15,000 + $2k Increase on Yrs 2-5]; [Central Islip - Yr 1 Only Student Transportation $45,000, Yr 1 Transportation Service $15,000 + $2k Increase on Yrs 2-5]
Student Services - other	361,638	424,751	507,946	546,225	562,589	[Wyandanch - Yr 1 Student Activities $22,285, Athletic Activities $183,353 + 2% Increase Increase on Yrs 2-5]; [Brentwood ES - Yr 1 Student Activities $10,000, Athletic Activities $16,000 + $2k Increase Increase on Yrs 2-5]; [Brentwood MS - Student Activities $25,000, $30,000, $40,000, $45,000, $47,000, Athletic Activities $25,000, $35,000, $50,000, $55,000, $57,000]; [Central Islip - Student Activities $35,000, $55,000, $75,000, $85,000, $87,000, Athletic Activities $45,000, $65,000, $95,000, $105,000, $107,000]
Office Expense	205,358	224,765	244,201	263,664	283,157	[Wyandanch - Yr 1 Office Supplies $37,248, Postage $16,555, Printing & Copying $16,555 + 2% Increases on Yrs 2-5]; [Brentwood ES - Yr 1 Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000 + 2k Increases on Yrs 2-5]; [Brentwood MS - Yr 1 Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000 + $2k Increases on Yrs 2-5]; [Central Islip HS - Yr 1 Office Supplies $25,000, Postage $10,000, Printing & Copying $10,000 + $2k Increases on Yrs 2-5]
Staff Development	409,426	449,215	480,081	511,019	542,040	[Wyandanch - Yr 1 PD $492,856, PD Conference $83,570, Tuition Reimbursement $13,000 + 2% Increase on Yrs 2-5]; [Brentwood ES - PD $45,000, $50,000, $52,000, $54,000, $56,000, PD Conference Yr 1 $40,000 + $5k Increases on Yrs 2-5, Tuition Reimbursement Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - PD $15,000, $20,000, $22,000, $24,000, $26,000, PD Conference Yr 1 $20,000 + $5k Increases on Yrs 2-5, Tuition Reimbursement Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Central Islip HS - PD $45,000, $50,000, $52,000, $54,000, $56,000, PD Conference Yr 1 $40,000 + $5k Increases on Yrs 2-5, Tuition Reimbursement Yr 1 $5,000 + $2k Increase on Yrs 2-5]
Staff Recruitment	207,856	224,713	241,607	258,539	275,510	Recruitment - [Wyandanch - Yr 1 $92,856 @ 52% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $45,000 + $5k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $25,000 + $5k Increase on Yrs 2-5]; [Central Islip - Yr 1 $45,000 + $5k Increase on Yrs 2-5]
Student Recruitment / Marketing	118,486	125,148	131,823	138,512	145,215	Advertising - [Wyandanch - Yr 1 $33,110 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $21,792, + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $31,792, + $2k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $31,792, + $2k Increase on Yrs 2-5]

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	THE ACADEMY CHARTER SCHOOL 2 CONSOLIDATED PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**40,325,485**	**39,765,380**	**52,562,246**	**61,729,714**	**64,536,682**	
Total Expenses	**37,182,443**	**43,841,756**	**51,167,108**	**57,303,133**	**60,503,888**	
Net Income (Before Cash Flow Adjustments)	**3.143.042**	**(4.076.376)**	**1.395.138**	**4.426.581**	**4.032.794**	
Budgeted Student Enrollment	**1.265**	**1.589**	**2.065**	**2.390**	**2.440**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
School Meals / Lunch	117,047	141,558	166,085	172,627	179,186	Other Food Payments - [Wyandanch - Yr 1 $17,047 + 3% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $10,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $35,000 + $2k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $55,000, $75,000, $95,000, $97,000, $99,000]
Travel (Staff)	47,047	53,558	60,085	66,627	73,186	Transportation Staff - [Wyandanch - Yr 1 $17,047 + 3% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $10,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $10,000 + $2k Increase on Yrs 2-5]; [Central Islip HS - Yr 1 $10,000 + $2k Increase on Yrs 2-5]
Fundraising	-	-	-	-	-	
Other	450,509	470,620	490,832	511,148	531,571	[Wyandanch - Yr 1 Other G&A $8,277, Subscription & Dues $224,947, Other Direct Ed $22,285 + 2% Increase on Yrs 2-5]; [Brentwood ES - Other G&A Yr 1 $5,000 + $1k Increase on Yrs 2-5, Subscription & Dues Yr 1 $35,000 + $2k Increase on Yrs 2-5, Other Direct Ed Yr 1 $10,000 + $2 Increase on Yrs 2-5]; [Brentwood MS - Other G&A Yr 1 $5,000 + $1k Increase on Yrs 2-5, Subscription & Dues Yr 1 $30,000 + $2k Increase on Yrs 2-5, Other Direct Ed Yr 1 $25,000 + $2 Increase on Yrs 2-5]; [Central Islip HS - Other G&A Yr 1 $5,000 + $1k Increase on Yrs 2-5, Subscription & Dues Yr 1 $55,000 + $2k Increase on Yrs 2-5, Other Direct Ed Yr 1 $25,000 + $2 Increase on Yrs 2-5]
TOTAL SCHOOL OPERATIONS	3,593,443	3,850,267	4,255,743	4,603,876	4,876,694	
FACILITY OPERATION & MAINTENANCE						
Insurance	235,599	257,951	306,330	313,737	321,171	Insurance (GL) - [Wyandanch - Yr 1 $67,599 + 2% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $47,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - Yr 1 $5,000, $60,000, $65,000, $67,000, $69,000]; [Central Islip HS - Yr 1 66,000, $80,000, $120,000, $122,000, $124,000]
Janitorial	284,374	320,341	339,426	358,634	377,969	Operational Supplies - [Wyandanch - Yr 1 $132,220 + 3% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $62,154 + $5k Increase on Yrs 2-5]; [Brentwood MS - $45,000, $47,000, $52,000, $57,000, $62,000]; [Central Islip HS - $45,000, $70,000, $75,000, $80,000, $85,000]
Building and Land Rent / Lease / Facility Finance Interest	5,100,483	5,214,989	5,192,366	5,167,662	5,140,594	[Wyandanch - Yr 1 Rent $36,016 + 3% Increase on Yrs 2-5, Interest Expense (Bonds) $2,439,467, $2,402,892, $2,364,156, $2,323,306, $2,280,057]; [Brentwood ES - Rent $1,000,000, $1,050,000, $1,055,000, $1,060,000, $1,065,000]; [Brentwood MS - Rent $650,000, $700,000, $705,000, $710,000, $715,000]; [Central Islip HS - Rent $975,000, $1025,000, $1,030,000, $1,035,000, $1,040,000]
Repairs & Maintenance	707,609	792,671	877,973	941,525	1,004,334	[Wyandanch - Yr 1 Renovations & Repairs $79,113, Maint & Security $189,588 + 3% Increase on Yrs 2-5]; [Brentwood ES - Renovations & Repairs Yr 1 $43,908 + $5k Increase on Yrs 2-5, Maint & Security Yr 1 $75,000 + $20k Increase on Yrs 2-5]; [Brentwood MS - Renovations & Repairs Yr 1 $85,000 + $2k Increase on Yrs 2-5, Maint & Security $65,000, $70,000, $75,000, $78,000, $80,000]; [Brentwood MS - Renovations & Repairs Yr 1 $85,000 + $2k Increase on Yrs 2-5, Maint & Security $65,000, $70,000, $75,000, $78,000, $80,000]; [Central Islip HS - Renovations & Repairs Yr 1 $85,000, $110,000. $135,000, $140,000, $145,000, Maint & Security $85,000, $105,000, $125,000, $145,000, $165,000]
Equipment / Furniture	185,407	212,870	245,346	251,836	258,341	Fixtures & Furnishings - [Wyandanch - Yr 1 $15,407 + 3% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 $5,000 + $2k Increase on Yrs 2-5]; [Brentwood MS - $15,000, $40,000, $65,000, $67,000, $69,000]; [Central Islip HS - $150,000, $150,000, $155,000, $167,000, $159,000]
Security	-	-	-	-	-	
Utilities	513,079	574,662	661,443	686,425	711,618	[Wyandanch - Yr 1 Utilities $219,420, Other O&M $14,205 + 3% Increase on Yrs 2-5]; [Brentwood ES - Yr 1 Utilities $59,660 + $6k Increase on Yrs 2-5, Other O&M $10,000 Yrs 1-5]; [Brentwood MS - Yr 1 Utilities $102,000, $117,000, $135,000, $141000, $147,000, Other O&M $10,000 Yrs 1-5]; [Central Islip - Yr 1 Utilities $102,000, $136,000, $192,000, $198,000, $204,000, Other O&M $10,000 Yrs 1-5]
TOTAL FACILITY OPERATION & MAINTENANCE	7,026,551	7,373,484	7,622,884	7,719,819	7,814,027	
DEPRECIATION & AMORTIZATION	1,213,671	1,263,671	1,313,671	1,363,671	1,413,671	[Wyandanch - Yr 1 Depreciation $874,388 + $20,000 on Yrs 2-5 , Amortization $41,283 on Yrs 1-5]; [Brentwood ES - Depreciation Yr 1 $138,000 + $10k Increase on Yrs 2-5]; [Brentwood MS - Depreciation Yr 1 $25,000 + $10k Increase on Yrs 2-5 ; [Central Islip HS - Depreciation Yr 1 $135,000 + $10k Increase on Yrs 2-5]
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**37,182,443**	**43,841,756**	**51,167,108**	**57,303,133**	**60,503,888**	
NET INCOME	**3,143,042**	**(4,076,376)**	**1,395,138**	**4,426,581**	**4,032,794**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: Wyandanch Union Free School District	667	667	667	667	667	
Other District 1: Brentwood Union Free School District	328	527	803	978	1,028	
Other District 2: Amityville Union Free School District	25	25	25	25	25	
Other District 3: Babylon Union Free School District	1	1	1	1	1	
Other District 4: Baldwin Union Free School District	1	1	1	1	1	
Other District 5: Bay Shore Union Free School District	8	8	8	8	8	
Other District 6: Bayport-Blue Point Union Free School District	2	2	2	2	2	
Other District 7: Central Islip Union Free School District	139	264	464	614	614	
Other District 8: Connetquot Central School District	1	1	1	1	1	
Other District 9: Copiague Union Free School District	20	20	20	20	20	
Other District 10: Deer Park Union Free School District	13	13	13	13	13	
Other District 11: East Islip Union Free School District	3	3	3	3	3	
Other District 12: Elmont Union Free School District	1	1	1	1	1	
Other District 13: Elwood Union Free School District	1	1	1	1	1	
Other District 14: Farmingdale Union Free School District	1	1	1	1	1	
All Other School Districts Additional Districts Count = 15	54	54	54	54	54	
TOTAL ENROLLMENT	**1,265**	**1,589**	**2,065**	**2,390**	**2,440**	
REVENUE PER PUPIL	**31,878**	**25,025**	**25,454**	**25,828**	**26,449**	
EXPENSES PER PUPIL	**29,393**	**27,591**	**24,778**	**23,976**	**24,797**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	1,172,388	1,077,388	1,117,388	1,157,388	1,197,388	
Other	-	-	-	-	-	
Total Operating Activities	1,172,388	1,077,388	1,117,388	1,157,388	1,197,388	
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	**1,172,388**	**1,077,388**	**1,117,388**	**1,157,388**	**1,197,388**	
NET INCOME	**4,315,430**	**(2,998,988)**	**2,512,526**	**5,583,969**	**5,230,182**	
Beginning Cash Balance	-	4,315,430	1,316,442	3,828,968	9,412,937	
ENDING CASH BALANCE	**4,315,430**	**1,316,442**	**3,828,968**	**9,412,937**	**14,643,119**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Wyandanch 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 Wyandanch Union Free School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	667	20,017	13,351,339	20,855,306	34,206,645	126,587,897	27.022%
Year 2 (2027-28)	667	20,017	13,351,339	16,582,856	29,934,195	126,587,897	23.647%
Year 3 (2028-29)	667	20,017	13,351,339	24,230,942	37,582,281	126,587,897	29.689%
Year 4 (2029-30)	667	20,017	13,351,339	30,133,785	43,485,124	126,587,897	34.352%
Year 5 (2030-31)	667	20,017	13,351,339	32,008,003	45,359,342	126,587,897	35.832%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.osc.ny.gov/local-government/audits/school-district/2024/04/05/wyandanch-union-free-school-district-budget-review-b24-7-2
OTHER NOTES:	[Wyandanch - Total for Yrs 1-5 $19,976,521, $20,335,402, $20,701,300, $21,074,349, $21,472,325]

Second Largest Enrollment District: Brentwood 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 Brentwood Union Free School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	328	18,655	6,118,840	-	6,118,840	657,568,966	0.931%
Year 2 (2027-28)	527	18,655	9,831,185	-	9,831,185	657,568,966	1.495%
Year 3 (2028-29)	803	18,655	14,979,965	-	14,979,965	657,568,966	2.278%
Year 4 (2029-30)	978	18,655	18,244,590	-	18,244,590	657,568,966	2.775%
Year 5 (2030-31)	1,028	18,655	19,177,340	-	19,177,340	657,568,966	2.916%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	[Wyandanch (Brentwood District) - Total for Yrs 1-5 $538,010, $554,151, $570,775, $587,898, $587,898]

REQUEST 21

LETTERS OF COMMITMENT

To date, the proposed charter school has not received letters of commitment from philanthropic sources. However, the education corporation continues to receive generous support from the Charter School Growth Fund (CSGF). Letters in support of the work of the education corporation are attached. Some portion of revenues received from CSGF will be used to build out TACS II Central Islip Regional High.

CHARTER SCHOOL GROWTH FUND

10901 West 120th Avenue, Suite 450
Broomfield, CO 80021

(303) 217-8090
chartergrowthfund.org

March 31, 2025

To whom it may concern:

On behalf of Charter School Growth Fund I am writing a letter of support on behalf of The Academy Charter Schools in Long Island, NY.

The Charter School Growth Fund ("CSGF") is a non-profit venture philanthropy fund that invests philanthropic funds in the nation's highest-performing charter school operators to dramatically expand their impact in support of underserved students.

The Academy Charter Schools have been a part of the CSGF portfolio since 2017 and are in good standing with CSGF. We have supported their growth as they have grown in each of their communities – Hempstead, Uniondale, and Wyandanch; as one of our highest performing groups who have consistently met their benchmarks we are committed to ongoing support for their growth in Brentwood and Central Islip. They are also strong innovators as they lead our portfolio in implementing innovative CTE programming that is responsive to student interests.

[redacted]

REQUEST 21

NON-SUNY FINANCIALS

This request is not applicable.

TACS II Central Islip Regional High OPENING ACTION PLAN Summer 2025 - Fall 2026

RESPONSIBILITY MATRIX: ENTER LETTERS FOR ROLE -- CHAMPION(CH); RESPONSIBLE PERSON (RP); SUPPORT/ADVICE (SA)

Project Champions serve in a supervisory capacity to support and drive completion, but are distinguished from Responsible Persons/Teams. Team members operting a Support/Advisory capacity serve as primary resources to RPs.

Action Plan Timeline -- Shaded Boxes Denote Beginning and Close of Activity

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Student Recruitment & Enrollment																				
Recruit students through mass and targeted events	RP		SA																	
Implement customized Brentwood solution with emphasis on attracting ELLs and SWDs	RP		SA																	
s																				
Customize informational flyer/packet for Brentwood	RP		SA																	
Post flyers and leaflets throughout hamlet and surrounding towns	RP		SA																	
Launch comprehensive social media campaign on Facebook, Twitter, LinkedIn, and	RP																			
Identify community organizations to help with awareness	CH, RP		SA																	
Collaborate with activist community to organize events addressing parent and family	CH, RP		SA																	
Create sequence of press releases, translate, and distribute press releases	RP			RP																
Launch recruiting and marketing campaign, including flyer distribution and	RP		SA																	
Enrollment Form																				
Customize enrollment form	RP																			
Submit enrollment form to SUNY CSI	RP																			
Distribute enrollment form	SA		RP																	
Make Brentwood enrollment portal available on website	SA		RP																	
Information Sessions, Tabling, and Canvassing																				
Secure locations for information sessions and regular tabling	RP																			
Secure translation for information sessions to Spanish and Kreyol or other languages	RP																			
Customize existing protocols for information sessions & canvassing	RP																			
Calendar community canvassing and mobilize volunteers	RP																			
SARS-COVID-2/Variant Contingency Plan	RP																			
Promote Parent Engagement Liaison function for Brentwood community	RP		RP																	
Admissions Lottery and Enrollment																				
Collect enrollment forms (4/1/26 deadline)			RP																	
Secure lottery announcer	SA		RP																	
Secure lottery translator	SA		RP																	
Secure lottery location	RP																			
Determine lottery protocol and minute-by-minute			RP																	
Advertise lottery date on website & social media			RP																	
Post lottery date in local newspapers			RP																	
Practice lottery protocol			RP																	
Conduct lottery			RP																	
Notify families of status & collect acceptances/declines of admissions			RP																	
Establish waitlist and process for lottery refresh			RP																	
Establish communication schedule with families for late spring and summer			RP																	
Schedule home visits with all families	SA		RP																	
Conduct home visits with all families	SA		RP																	
Request and file student records from sending schools	SA		RP																	
Facility (co-location requested but unlikely; process focused on private facility																				
Search for facility (groundwork & dedicated broker if necessary)	RP																			
Negotiate lease	RP																			
Lease review by legal counsel	RP			RP																
Lease review by full board	RP																			
Lease signed	RP																			
Arrange for any necessary renovations	RP																			
Arrange purchase of furniture for classrooms, offices	RP																			
Inspection & certificate of occupancy	RP																			
SARS-COVID-2/Variant Contingency Plan	RP																			
Customize compliance plans for Brentwood	RP																			
Task & Notes																				
Governance by Board of Trustees																				
Transition to Governing Board																				
Formally adopt by-laws, code of ethics & conflict of interest policy				RP																
Customize board policies & financial handbook; and schedule annual review based				RP																
Purchase D&O insurance for board	RP																			
Develop and file articles of incorporation	RP																			
Apply for tax exemption	RP																			
Develop board calendar	SA			RP																
Recruit additional board members	SA			RP																
Develop mechanisms to incorporate parent voice on the board	SA			RP																
Board Meeting Design & Implementation																				
Set consistent monthly meeting time & post publicly per OML	RP			SA																
Establish board meeting templates inclusive of TACS Brentwood reporting; build	RP			SA																
Develop board meeting preparation packet format	RP			SA																
Develop board calendar with critical tasks mapped	RP			SA																
Update record-keeping protocol and central policy repository	RP			SA																
Finalize list of policies to be created by school opening & develop schedule for board	RP			SA																
Update and customize board orientation protocol for new members	RP			SA																
Host board retreat for governing board	RP			SA																
Hiring of TACS Brentwood Principal																				
Customize SST support procedures for incoming principal	RP			SA																
Set annual process for evaluation of the principal	RP																			
Review and set compensation for the principal	RP																			
Hire Principal	RP			SA																
Development & Grants Plan																				
Establish 501(c)(3)			Not applicable																	
Establish Friends of organization to bolster financial and in-kind support for TACS	RP																			
Create a fundraising plan for the fiscal year with initiatives, owners, and targets	RP																			
Create plan for periodic review of available grants and authoring of	RP																			
Curriculum and Instruction																				
Curriculum Development																				
Review curriculum plan from charter and make any changes necessary	RP, CH																			
Hire any necessary curriculum consultants for areas of need	RP, CH																			

TACS II Central Islip Regional High OPENING ACTION PLAN Summer 2025 - Fall 2026

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Develop EOY assessments for all subjects using standards and released	RP, CH																			
Develop scope and sequence for all courses	RP, CH																			
Arrange for purchase of textbooks, workbooks, etc.	RP, CH																			
Assessment Development																				
Review assessment plan from charter and make any changes necessary based on school study or residency experience	RP, CH																			
Purchase state testing materials	RP, CH																			
Define diagnostic assessment timeline	RP, CH																			
Create diagnostic assessments for all incoming students	RP, CH																			
Conduct NYSITELL testing	CH	RP																		
Conduct all diagnostic testing	RP, CH																			
Analyze data of diagnostic assessments & use for grouping and planning	CH	RP																		
Academic Program Development																				
Replicate and customize, as needed, classroom model and classroom setup	CH	RP																		
Replicate and customize, as needed, physical space audit procedure	CH	RP																		
SARS-COVID-2/Variant Contingency Plan	RP			SA																
Develop Summer 2026 onboarding program, tutoring schedule and structure	RP	RP																		
Special Education Program Development																				
Leverage SST team to build customized TACS Brentwood program with building	RP																			
Identify special education population	RP																			
Request IEP records	RP																			
Review existing IEPs	RP																			
Define and plan all required supports for all IEP scholars	RP																			
Consult with CSE	RP																			
School Culture Development																				
Conduct annual review student handbook, discipline policy; customize to Brentwood	CH	RP																		
Approve student handbook, discipline policy	CH	RP																		
Finalize school calendar	RP																			
Finalize daily schedule	CH	RP																		
Develop Family Meeting (assembly) schedule	CH	RP																		
Develop family event and conference schedule and plan	CH	RP																		
Task & Notes																				
Financial Management																				
Codify the fiscal controls and financial policies the school will employ for tracking of	RP																			
Identify check signers	RP																			
Identify check writers	RP																			
Define signature, approval, filing policies for POs, checks, receipts	RP																			
Develop financial reporting templates (budget vs. actual) and policy	RP																			
Design all processing forms (POs, expenses)	RP																			
Develop segregation of funds policy (public/private)	RP																			
Establish payroll provider and process	RP																			
Develop board financial reporting structures and processes	RP			SA																
Approve fiscal policy manual	SA			RP																
Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash	RP																			
Set up bank accounts	RP																			
Define investment/savings strategy	RP																			
Finalize cash flow plan and make adjustments if necessary	RP																			
SARS-COVID-2/Variant Contingency Plan	RP																			
Personnel																				
Approve organizational chart and job descriptions	RP																			
Develop staff handbook	RP			SA																
Approve staff handbook	RP			SA																
Develop all recruitment marketing materials	RP																			
Arrange benefits providers	RP																			
Finalize all comp & benefits packages	RP																			
Recruit and Hire Campus Director of Operations	RP																			
Block time for interview days for staff	RP																			
Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all	RP																			
Develop interview guide for all steps of all positions	RP																			
Negotiate and sign contracts for contracted services	RP																			
Define policy and procedure for staff evaluation	RP																			
Develop PD plan and schedule of development and/or procurement of PD	RP																			
Perform background checks on all employees	RP				SA															
Create form letters for application steps (app receipt, decline note, memo	RP																			
Finalize staff handbook	RP																			
Approve staff handbook	RP			SA																
Create forms for employee information / record keeping	RP				SA															
Have staff complete employee information forms	RP																			
Hold summer professional development	RP	RP																		
Task & Notes																				
Transportation																				
Coordinate transportation needs with sending districts	RP																			
SARS-COVID-2/Variant Contingency Plan	RP																			
Communicate safety info and emergency contacts with transport provider, if	SA	RP	RP																	
Food Service																				
Align food services with current providers at Hempstead and Uniondale	RP		RP																	
ID FRL students	SA		RP																	
Conduct SST training for new food service personnel	RP																			
Complete FRL forms and develop process for FRL reporting			RP																	
Health and Safety																				
Scope and complete state reporting requirements	RP		SA																	
Identify first aid resources and plan	RP																			
Develop student health record keeping process and forms, ensuring HIPPA	RP																			
Collect medical forms from families	RP																			

TACS II Central Islip Regional High OPENING ACTION PLAN Summer 2025 - Fall 2026

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Plan staff first aid training	RP																			
Deliver staff first aid training	RP																			
Create health & safety procedures and postings	RP																			
Purchase first aid resources	RP																			
Establish relationship with local police and fire departments	RP																			
Undergo fire inspection			RP																	
Undergo building inspection			RP																	
Contact Board of Health	RP																			
Map requirements and differences between Nassau and Suffolk County to ensure	RP																			
Customize fire drill policy for TACS Brentwood	RP																			
Community Partnerships																				
Attend community events	RP	RP	RP	RP																
Continue exploratory discussions post-authorizations	RP		RP																	
Implement outreach strategies leveraging direct relationships in the hamlet and	RP																			
Evaluate opportunities to enter into new MOUs with community-based organizations	RP		RP																	
Family and Community Engagement																				
Family Handbook																				
Deploy Internal Team for translation services (Spanish, Kreyol, etc.)	RP																			
Submit copy of approved handbook to printer	RP																			
Distribute handbook to families	RP																			
Family Communication																				
Set up nonprofit mailing status with post office	RP																			
Establish calendar of communications by engagement liaison	SA	SA	RP																	
Connect TACS Brentwood community with existing newsletter frameworks	SA		RP																	
Define visitor procedure including tracking	RP																			
Uniforms																				
Contract student uniform services	RP																			
Contract student PE uniforms	RP																			
Create list of students with financial needs for uniforms, and make arrangements for	RP																			
Customize uniform 1-pagers and order instructions for distribution to families			RP																	
Task & Notes																				
Operations																				
Technology																				
Set up bidding by tech vendors	RP																			
Set up bidding by Internet providers	RP																			
Set up bidding by phone providers	RP																			
Set up phone systems and answering systems	RP																			
Set up internet	RP																			
Scope and purchase staff technology	RP																			
Scope and purchase classroom technology	RP																			
Purchase postage meter	RP																			
Lease copier	RP																			
Information Management																				
Incorporate TACS Brentwood into existing filing system (paper and digital) for all	RP																			
Begin comprehensive onboarding of student information into PowerSchool and other	SA		RP																	
Customize and extend student attendance reporting system to TACS Brentwood	RP																			
Purchase supplies and materials using SST collaboration	RP																			
Supply Purchasing																				
Create a comprehensive list of all items to be purchased through Dec. of Y1	RP																			
Purchase restroom supplies, cleaning products	RP																			
Purchase PE equipment	RP																			
Purchase office supplies	RP																			
Secure janitorial services	RP																			

REQUEST 23A

SUPPLEMENTAL NARRATIVE

This Request is not applicable.

REQUEST 23B

SUPPLEMENTAL ATTACHMENTS

This Request is not applicable.

STRATEGIC GROWTH PLAN NARRATIVE

AFFIRMING MISSION AND VISION

The mission of The Academy Charter School ("TACS" or "the education corporation") is to create world class competitive scholars who will learn today, lead tomorrow and serve in the future. To accomplish this, we provide an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and to use experiential learning to bridge the gaps between theory and practice.

Our educational philosophy of improving student academic achievement and meaningful education establishes three priorities: core mastery, character development and, community awareness. The Academy will improve student academic achievement by focusing on three important areas of our children's growth that will enable them to be empowered adults: mastery of academic subjects, an intensive focus on character development and, fostering a lifelong behavior of giving back to their community.

In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged, and responsible members of the community. We will employ a committed staff, whose teaching and high academic and behavioral expectations will promote the excellence we know our community's children can achieve. Our students will graduate from the school with the content mastery and life skills needed to move into the top five percent of their middle and high school classes.

Our vision is to develop mission-aligned schools capable of delivering on the promise of our mission and educational philosophy. Our schools fulfill the Academy's mission and philosophy through the daily practice of using our charter's key design elements to focus on student achievement, instructional quality, and school culture. Trustees and administrators, when submitting the 2018 Charter Renewal Application for The Academy Charter School – Hempstead (TACS Hempstead), identified six (6) key design elements and four additional practices to define future iterations of the model at our current and planned schools. The key design elements were:

1. Extended Learning Time
2. Low Teacher Student Ratios
3. Standards-based Instruction
4. Ongoing Professional Development and Support for Teachers
5. Character Development for Students

6. Service Learning

Additional practices or key design elements are:

- Early Literacy in grades K-5
- Accelerated Coursework in Middle School and High School
- S.T.E.M. Curriculum in grades K-12
- Performing Arts in grades K-12

Collectively, these ten (10) key design elements are found in or planned in each Academy Charter School.

OUR PATH FORWARD

The following chart captures the projected student enrollment within TACS II over the next five years. Given our current enrollment patters, we envision the majority of students enrolled will be district residents. We have budgeted according to this assumption. However, we also believe the CTE Regional High School will attract significant interest from beyond Central Islip.

TACS II Enrollment SUMMARY AND OTHER INFORMATION 2026-2027 to 2030-2031					
Total Elementary Enrollment	715	789	940	1,040	1,090
Total Middle School Enrollment	425	550	675	750	750
Total High School Enrollment	125	250	450	600	600
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**1,265**	**1,589**	**2,065**	**2,390**	**2,440**
Change in Net Enrollment from Prior Year (Count)	1,265	324	476	325	50
Change in Net Enrollment from Prior Year (Percent)	100.0%	25.6%	30.0%	15.7%	2.1%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

TACS II Wyandanch may also contribute students to the TACS II Central Islip Regional High School. The question of travel for students in high school is of less import than in elementary grades.

INSTRUCTIONAL QUALITY AND CONTINUITY

The Academy Charter School trustees and Shared Services Team have identified multiple mechanisms to ensure instructional quality and continuity. The process begins and ends with creative partnerships with thought leaders and pivotal service providers in the field.

The Academy Charter School Educator Workforce Development Efforts

The Academy Charter School is deeply committed to the professional development of its staff. We recognize that having highly qualified and up-to-date educators leads to greater student achievement. As a result, we have launched several grant-funded initiatives to support the implementation of a comprehensive professional development plan. Currently, we manage four grant-funded programs and maintain partnerships with four higher education institutions.

They are as follows:

1. The Alumni to Teacher Program- Funded by Charter Growth fund
2. Teacher Residency Program- funded by New York State Department of Labor
3. Apprenticeship Expansion Program funded by New York State Department of Labor
4. Metropolitan College Royce Mathematics Teacher Fellow- funded by National Science Teachers Association

a) The Alumni Transition Program - Funded by Charter Growth fund

The **Office of Alumni Services' Charter Growth Fund Program has** provided a critical pathway for alumni to transition from post-bachelor's degree studies into meaningful roles within the Academy Charter Schools network, since September 2024. This program is particularly impactful for two alumni from the Academy's first graduating class, who are now poised to enter teaching and school counseling positions. By facilitating this transition, the program not only enhanced the professional growth of the individual alumni but also strengthened the Academy's educational environment and long-term success.

The primary benefit of this program is the opportunity it provides for alumni to continue their professional development in their respective fields. The two alumni who transitioned into teaching positions have been receiving tailored support to ensure they are fully prepared to excel in the classroom and gain the requisite credentials through our New York Institute of Technology development training partnership. This initiative is the main vehicle that we have used since our inception to encourage study among staff that leads to teacher transition from undergraduate training to graduate and school professional licensure. The inclusion of our alumni staff in this program ensured that they were upgrading their qualification while receiving mentoring, and guidance on classroom management and pedagogy. Thus, ensuring that they are equipped with the skills necessary to foster student engagement and success. Similarly, the alumni who has been serving as a school counselor benefits from a structured transition into this crucial support role, as she begins to hone the requisite skills to address the emotional and academic needs of students across the Academy network.

The **Charter Growth Fund Program** also ensures alignment with the Academy's mission by recruiting individuals who are already familiar with the school's culture and values. As alumni from the Academy's first graduating class, these individuals share a deep commitment to the school's vision and are motivated to contribute to its continued growth. This continuity helps maintain a strong institutional culture and fosters a sense of community among students, staff, and alumni.

Moreover, the program supports the **retention of talented professionals** within the Academy network. By providing clear pathways for career advancement and offering professional development tailored to the needs of each alumnus, the program encourages long-term commitment to the school community. As these alumni transition into teaching and counseling roles, they will help create a stable, skilled workforce that benefits both their peers and students.

The **impact on the Academy's educator and counseling workforce** is profound. The inclusion of alumni in these important roles allows for a more experienced and familiar staff to support the school's mission. By integrating individuals who understand the unique needs of the student body and the values of the Academy, the program helps strengthen the quality of instruction and support provided to students. This, in turn, enhances the overall educational experience and contributes to improved student outcomes.

The **Charter Growth Fund Program** also holds broader significance by contributing to the **long-term sustainability** and growth of the Academy Charter Schools network. By developing an internal pipeline of educators and counselors, the program helps ensure that future generations of students are supported by a dedicated, qualified workforce. This approach also fosters a sense of community and loyalty among alumni, who are more likely to remain engaged with the Academy in various capacities throughout their careers.

In conclusion, the **Charter Growth Fund Program** is a vital initiative that not only aids alumni in their professional transitions but also reinforces the Academy's commitment to providing high-quality education and support services. By facilitating the return of alumni to the Academy network, the program strengthens the workforce, promotes stability, and ensures that students receive a well-rounded, supportive educational experience.

b) Teacher Residency Program- funded by New York State Department of Labor

The Academy Charter School (TACS) has been awarded a Teacher Residency Grant in Round 2 of the New York State Department of Labor's 2025-2026 grant funding, which will support the training and certification of thirteen teachers. This initiative will significantly strengthen TACS' educator workforce by providing uncertified teachers who hold degrees from other fields of study and internationally trained teachers with structured, hands-on training, mentorship, and pathways to full certification. The program aligns with TACS' commitment to fostering high-quality instruction, increasing teacher retention, and enhancing student achievement.

The Teacher Residency Grant will directly address teacher shortages by creating a sustainable pipeline of well-prepared educators. Through an immersive residency model, participants will receive extensive classroom experience under the guidance of skilled mentor teachers while concurrently completing coursework toward their certification. This integrated approach ensures that newly recruited professionals who are transitioning into teaching and internationally trained teachers develop strong

instructional competencies, classroom management skills, and a deep understanding of student learning needs before assuming full-time teaching roles.

In addition to improving teacher preparedness, the residency program will contribute to higher retention rates. By offering aspiring educators a gradual and well-supported entry into the profession, TACS will reduce teacher attrition and foster long-term commitment to the school community. Furthermore, by investing in internal talent development, the program will create pathways for paraprofessionals and teaching assistants to transition into fully licensed teaching roles, strengthening the school's ability to retain and cultivate skilled educators from within.

Another key benefit of the grant is its role in diversifying the educational workforce. By expanding access to teacher certification, the program will attract candidates from a variety of backgrounds, ensuring that TACS' faculty reflects the diversity of its student population. A diverse teaching staff is essential for fostering culturally responsive teaching practices, promoting inclusive learning environments, and improving student engagement and outcomes.

The program's long-term impact extends beyond teacher preparation to overall instructional quality and student achievement. Residents will be trained in evidence-based teaching strategies, data-driven decision-making, and differentiated instruction, ensuring that they are equipped to meet the needs of all learners. As these teachers transition into full-time roles, their expertise will contribute to a more effective and cohesive instructional team, ultimately leading to higher student performance.

By securing this Teacher Residency Grant, TACS is making a strategic investment in its educator workforce, ensuring a steady supply of well-trained, committed teachers who will enhance the school's instructional capacity and long-term success. This initiative reinforces TACS' position as a leader in innovative teacher preparation and workforce development within New York State.

c) **Apprenticeship Expansion Program funded New York State Department of Labor**

The Academy Charter School (TACS) has been awarded an Apprenticeship Expansion Grant in Round 4 of the New York State Department of Labor's 2025-2027 funding cycle. This grant will enable the school to train and certify eight teacher assistants in a Master degree in Childhood Special Education (All Grades) through SUNY Old Westbury Graduate School of Education and seven instructional leaders in a master's degree in School Administration through Touro University. This initiative will substantially enhance TACS' educator workforce by providing critical professional development and career advancement opportunities for staff, resulting in long-term improvements in instructional quality, leadership, and student achievement.

A central benefit of this grant is its role in developing a highly skilled and qualified educator pipeline. By supporting teacher assistants to attain advanced certification in childhood special education, the program will significantly enhance TACS' capacity to meet the diverse learning needs of its students, particularly those requiring special education services. These newly certified educators will be equipped with specialized knowledge and instructional strategies that will directly improve classroom outcomes for students with disabilities, ensuring that TACS can provide high-quality, inclusive education across all grade levels.

Moreover, the grant will support the professional growth of instructional leaders by funding their pursuit of a master's degree in School Administration. This will strengthen the school's leadership capacity by developing a pool of highly qualified administrators capable of taking on pivotal roles in school management, curriculum development, and strategic planning. As instructional leaders progress through their studies, they will gain critical insights into educational leadership, organizational management, and policy implementation, which will allow them to foster a positive, effective learning environment. These leaders will be equipped to guide teachers and staff, implement evidence-based instructional practices, and manage the overall school climate, contributing to a more cohesive and productive educational community.

The expected impact of the Apprenticeship Expansion Grant on TACS' educator workforce is multifaceted. First, it will reduce staff turnover by offering career advancement pathways for existing teacher assistants, thereby fostering greater job satisfaction and retention. By providing clear routes for professional growth and development, the school can cultivate a dedicated and stable workforce, reducing reliance on external recruitment and ensuring continuity in staffing. Second, the initiative will contribute to the diversification of the educator workforce by offering access to advanced certification and leadership roles for individuals from diverse backgrounds. A more diverse teaching and leadership team enhances the school's ability to deliver culturally responsive education and better serve its students' varied needs.

Additionally, by providing these professional development opportunities, TACS will enhance its overall instructional quality. Teacher assistants who earn certification in special education will be better prepared to support students with diverse learning needs, while instructional leaders who gain a master's degree in School Administration will play a key role in driving school-wide improvements in teaching and learning. This collective professional growth will contribute to a more skilled, knowledgeable, and cohesive team, ultimately improving student outcomes across the board.

In conclusion, the Apprenticeship Expansion Grant will have a profound and lasting impact on TACS. By investing in the professional development of both teachers and instructional leaders, TACS is ensuring that its educational workforce is equipped with the skills, knowledge, and leadership capacity to meet the challenges of today's educational environment. This initiative will contribute to a more effective, inclusive, and sustainable learning community, positioning TACS as a leader in educator development and student achievement.

d) Metropolitan College Royce Mathematics Teacher Fellow- funded by National Science Teachers Association.

Four middle and high school teachers have received the prestigious Royce Fellowship in Mathematics, funded by the National Science Teachers Association, granted to Metropolitan College in New York. These fellow's participation in this fellowship enables them to pursue a Master of Science in Mathematics Education and gain certification as Mathematics educators in a year. The fellowship will provide additional professional development support to these fellows for up to three years following the termination of their degree. This promises to be of significant benefits for TACS' instructional quality, professional growth, and student success.

The recipients will gain advanced knowledge in mathematics pedagogy and curriculum design, incorporating modern teaching strategies such as technology integration, differentiated instruction, and

inquiry-based learning. This will improve the clarity and creativity of math instruction, ensuring that all students can succeed in high-quality mathematics education.

The fellowship will also enable teachers to provide more tailored support for students at varying skill levels, directly improving student engagement and achievement. Additionally, the recipients will serve as valuable resources for their colleagues, sharing their newfound expertise and fostering a culture of continuous professional development. Thereby, leading the enhancement of mathematics instruction across TACS.

Our ultimate hope is that the fellowship offer will also contribute to higher teacher retention by offering substantial career growth opportunities. We believe that this investment in our mathematics educators' professional futures will foster job satisfaction and reduce burnout, ensuring a stable, committed workforce. Furthermore, the advanced training will prepare these teachers for leadership roles, strengthening TACS' internal pipeline for leadership and instructional excellence.

Ultimately, the Royce Fellowship will have a profound impact on student outcomes, equipping teachers with the skills to deliver engaging, high-quality mathematics instruction. TACS will continue to provide exceptional education that prepares students for success in mathematics and beyond.

Other Initiatives

We also support articulation programs with two higher education institutions. Through an internship agreement with SUNY Old Westbury, preservice teachers specializing in Social Studies, Language Arts, and Science Education gain hands-on experience in our classrooms. Additionally, we maintain a long-standing partnership with the New York Institute of Technology (NYIT), offering staff training at a reduced per-credit rate. To encourage participation, we have introduced a reimbursement initiative based on the credits earned by staff and the quality of their performance.

Preservice Internship Agreement with SUNY Old Westbury

The Preservice Internship Agreement with SUNY Old Westbury is a collaborative partnership designed to provide preservice teachers with real-world teaching experiences. Under this agreement, teacher candidates from SUNY Old Westbury engage in structured internships at The Academy Charter School (TACS), where they apply their academic learning in classroom settings.

During the internship, preservice teachers receive mentorship and guidance from experienced educators at TACS, allowing them to refine their instructional skills, classroom management techniques, and student engagement strategies. The agreement clearly defines the responsibilities of both SUNY Old Westbury and TACS, ensuring that interns are well-supported, and that the partnership aligns with the university's academic goals and the school's educational objectives.

This collaboration is mutually beneficial: TACS gains fresh perspectives and potential future educators, while SUNY Old Westbury provides its students with valuable fieldwork opportunities integral to their teacher preparation program. Ultimately, this partnership strengthens the educator pipeline and contributes to the development of a high-quality teaching workforce at TACS and beyond.

Teacher Development Initiative with New York Institute of Technology

The Teacher Development Initiative at TACS, in partnership with the New York Institute of Technology (NYIT), provides staff with professional development opportunities through the Staff Reimbursement of Credits Earned Program. This initiative reimburses staff for credits earned through NYIT courses, supporting their pursuit of higher education while allowing them to apply new knowledge directly to their roles within the Academy.

By participating in this program, staff members can enhance their expertise, improve instructional quality, and stay at the forefront of educational best practices. The opportunity to earn credits while working ensures that educators continuously develop their skills, fostering a culture of lifelong learning and career advancement.

Additionally, this initiative aligns with TACS's mission to provide a high-quality education. Staff members who engage in further studies contribute directly to student success, ensuring that learners receive instruction from well-trained, knowledgeable educators. The partnership with NYIT guarantees access to high-quality, relevant coursework that directly complements staff members' professional responsibilities.

Ultimately, the Staff Reimbursement of Credits Earned Program not only enhances staff satisfaction and retention but also strengthens the overall learning environment. By investing in its educators, TACS fosters a supportive, dynamic, and well-prepared teaching workforce dedicated to student achievement.

By investing in the advanced education and licensure of teachers, teaching assistants, and administrators, **TACS builds a leadership structure that prioritizes instructional excellence, mentorship, and professional development**, ensuring that all students receive the high-quality education they need to succeed.

NAVIGATING THE ROAD AHEAD

Expanding to Brentwood and Central Islip will be a welcome move by many members of our school community, including trustees and faculty who reside in or near those two communities. Commuting from Wyandanch to Brentwood or Central Islip is manageable. Our founding teams have extensive knowledge of both communities and welcome the opportunity to serve students and families in an adjacent community.

In addition, our immersion in the world of recruiting teachers internationally has paid dividends each year. Our systems for supporting new teachers (outlined above) are extensive and effective.

SHARING SERVICES AND SUCCESS

TACS II and TACS I have entered into a shared services agreement. The agreement, crafted as TACS Uniondale was organized as a separate education corporation (TACS II), provides for both education corporations to use a Shared Services Team with delegated authority to supervise school-based personnel, and to take such actions as are required to implement the policies and priorities of the board of trustees.

In addition to the members and officers of the board of trustees, the key personnel of the Shared Services Team are the senior officers:

1. Bishop Barrington Goldson, Chief Executive Officer
2. Wayne Haughton, Chief Development Officer
3. Dr. Nicholas Stapleton, Chief Academic Officer
4. Alwayne Burke, Group Chief Financial Officer
5. Felicia Barracks, Chief Operations Officer
6. Sandrea Oneil, Chief Legal and Compliance Officer

Each officer of the SST liaises with the board of trustees and supervises SST team members and/or school-based personnel. This model has proven tremendously effective over the past several years in supporting the rapid expansion at TACS I Uniondale and at TACS II Wyandanch. Both schools have been able to expand more rapidly due to the economies of scale achieved with this model.

GOVERNANCE ACROSS COMPLEX SYSTEMS

The board of trustees and SST anticipate the governance of schools under TACS II will be as efficient as has been the oversight of TACS I. The practice of conducting sequential same-day meetings may be used, however, alternatives will be considered based on the needs of the community. TACS II trustees will be streamlining policy review processes by adopting time-saving, but transparent methods for review at the committee level.

The board of trustees and SST leadership have not articulated further expansions within the next 3-4 years. In previous years, other Long Island communities were discussed for possible expansion. However, the approval of charters in Brentwood and Central Islip will trigger a new calculus in our greenlighting process. Earlier preliminary expansion conversations must be revisited on new ground as old assumptions may no longer be viable.

THE FUTURE OF THE ACADEMY CHARTER SCHOOLS

Before the COVID-19 epidemic and the closure of the United States Department of Education, our list of risk factors (developed in 2018) seemed reasonable and comprehensive. We know that in today's environment, no measure of planning provides complete insulation. Risk is everywhere.

The Academy Charter School Education Corporation Risk Factors	
Internal Risk Factor	External Risk Factor
SST Human Capital Development	District Funding to Support Model
Hiring Pipeline for Teachers and Administrators	New York State Regulatory Environment
Student Achievement and School Performance	Charter School Network Competition
Organizational Inefficiency for Distant Markets	Demographic Shifts
Board Member Numbers and Capacity	Decreased Birth Rates and Elementary Enrollees

FIGURE 1: EDUCATION CORPORATION RISK FACTORS

To meet the measure of future challenges, we continue to work outside the confines of that which is before us. We actively recruit internationally. We provide extensive instructional support for principals, teachers, teaching assistants and specialists. We built world-class facilities to model the importance of being in the right space at the right time for learning.

As we propose to establish new charter schools in districts like Brentwood and Central Islip we will inevitably encounter greater competition – from fellow charter operators, and hopefully from local districts who embrace partnership and innovation with us or other charters. As the number of competitors increases, precious resources may also be subject to these pitched battles. Facilities and funding are two of the first casualties of such change. Given these likely scenarios, it is imperative that we maintain our competitive advantages. Our greatest advantage is delivering a high-quality education that prepares children to learn, lead, and serve. Our aim is to remain mission driven throughout because the mission is right.

Since 2015, a great deal has changed with respect to the cost of leasing and acquiring facilities. Properties are now sold or leased for prices that would have seem unattainable only 5 years ago. All charter school operators will face this pressure, but in unequal measure. The Academy Charter Schools model relies on effective recruitment and high retention to balance the cost of our facilities and our instructional design. Our model is structurally unique and effective. The model builds a strong and deep base of faculty. The model inculcates strong culture and pride among students, staff and community. The Academy serves as a beacon in communities. The cost to establish pride of place is growing. To mitigate these challenges, we have sought and obtained private support, but also relied upon CSP funding, particularly with respect to the formation of new schools. The potential launch of TACS II Brentwood Elementary, TACS II Brentwood Middle, and TACS II Central Islip Regional High establishes a firm new base for the education corporation. Our susceptibility to fluctuations and permutations is reduced, and our fiscally sound schools can continue to offer robust approaches to excellence.

This is an entirely new era for charter schools and for education. The ground, and the cost of that ground per square foot, have shifted to places unforeseen in the time before COVID-19. Charters continue to enjoy a measure of national support, yet local opposition remains.