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")	Urban Collegiate Academy Charter School		
Education Corporation Name (if different than proposed charter school name):	Urban Collegiate Academy Charter School		
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	09/2026	School District of Location (or NYC CSD):	Schenectady

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	5-6	130
Year 2	5-7	220
Year 3	5-8	310
Year 4	5-9	410
Year 5	5-10	500

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
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:	Victor Rose				
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☑ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					

[redacted]

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

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Tori Rose	Phone #:	518-535-0550	Email:	info@ucacs.org

Program Design

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

Empowering and preparing students for college and career opportunities by cultivating a learning environment conducive to academic achievement and positive youth development.

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

KDE 1. Nurturing a Small School of Choice. Urban Collegiate Academy's design will effectively embody the Small School of Choice model, emphasizing personalized learning experiences tailored to meet the unique needs of each student.

KDE 2. Facilitating Equitable Access to College and Career Preparation. Urban Collegiate Academy's academic program will empower students to take ownership of their learning through an equity-driven instructional framework to foster an inclusive learning environment that prepares all students for future success.

KDE 3. Opening Doors to College and Career Pathways. Urban Collegiate Academy will actively forge partnerships with higher education institutions, providing students with invaluable opportunities to earn their high school diploma while simultaneously obtaining college credits and gaining professional experiences that will prepare them for post-secondary success.

KDE 4. Promoting Positive Youth Development. Urban Collegiate Academy will focus positive youth development by integrating opportunities throughout the school day that enhance students' sense of belonging, school connectedness, and promote essential social-emotional competencies for their overall growth.

KDE 5. Cultivating a Strong Family-School Partnership. Urban Collegiate Academy will be committed to actively uplifting and honoring the voices and choices of families within the school community, fostering a collaborative environment that strengthens family-school partnerships and enhances student success and engagement.

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.)**

EQUITY-DRIVEN INSTRUCTIONAL PRACTICES

At Urban Collegiate Academy, equity-driven instructional practices will be anchored in three core frameworks—Gradual Release of Responsibility (GRR), Universal Design for Learning (UDL), and Multi-Tiered System of Support (MTSS)—working together to cultivate independent, college- and career-ready learners.

Through the Gradual Release of Responsibility model, teachers will shift the cognitive load from teacher-led instruction to student independence. Lessons will progress from focused instruction ("I do") to guided practice ("We do"), collaborative learning ("You do together"), and independent application ("You do alone"). This scaffolded structure will empower students to take ownership of their learning while building essential critical thinking and problem-solving skills.

Universal Design for Learning will promote equitable access to rigorous academic content by proactively planning for learner variability. Teachers will use multiple means of engagement, representation, and expression to ensure that all students—regardless of background, ability, or learning style—can access and demonstrate mastery of content.

The Multi-Tiered System of Support will further strengthen instructional equity through high-quality, differentiated interventions. Teachers will use data to monitor progress and deliver tiered supports—from core instruction (Tier 1) to small-group interventions (Tier 2) and intensive individualized support (Tier 3)—to ensure every student receives what they need to succeed.

CURRICULA

Urban Collegiate Academy will implement academic curricula modeled after those used by high-performing public schools across New York State, including New Visions for Public Schools for high school and Core Knowledge for middle school. These curricula will be rigorous, engaging, and fully aligned with New York State learning standards. They will promote equitable access to high-quality instruction and support meaningful academic growth for all students.

COLLEGE CREDIT OPPORTUNITY

Urban Collegiate Academy will offer students access to college credit opportunities while in high school to prepare them for higher education and the workforce. Through dual enrollment and advanced coursework, students will gain early exposure to college-level expectations, helping to build academic confidence and readiness. These experiences will enhance post-secondary success and expand future career pathways. Comprehensive school counseling services will support students in completing high school and planning for college and career goals.

YOUTH DEVELOPMENT

Urban Collegiate Academys Youth Development Program will be designed to support students' social-emotional growth and overall well-being. Students will participate in daily advisory periods that foster strong peer and staff relationships, providing a safe space for reflection and personal development. During advisory, teachers will use the Ripple Effects curriculum to build students' social-emotional competencies. Restorative practices will be integrated into the school culture to promote accountability, conflict resolution, and community-building. To deepen this support, Youth Development Specialists will provide mentorship, behavioral guidance, and help create a strong sense of belonging within each student cohort.

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.

VICTOR ROSE, BOARD CHAIR/ACADEMIC COMMITTEE CHAIR

[redacted]

DENISE EDWARDS, TREASURER/FINANCE COMMITTEE CHAIR

[redacted]

BRANDON LEE, SECRETARY

[redacted]

SHAVONNESANDERS,TRUSTEE

[redacted]

Lead Applicant Signature
[redacted]

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

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

R-00b - Statistical Overview

Request is not applicable.

R-01ac– COMMUNITY NEED & PROPOSED SCHOOL IMPACT

R-01a. Community Description and Need

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

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

Rationale for Selecting Schenectady: Describe the applicant's rationale for selecting the community.

School choice is out of reach for too many Schenectady families. Approximately 12%[1] of eligible students for free public education residing in the boundaries of the Schenectady City School District opt for another educational institution or homeschooling. As of June 2024, there were 530 students from Schenectady attending a public charter school in the Capital Region. By January 2025, the number of students in public charter schools increased to 598. Families with secondary students have only one public education option within the City of Schenectady – the Schenectady City School District (SCSD). For families seeking to experience school choice, they must be able to afford a private school or travel at least 15 miles outside of Schenectady to the cities of Albany or Troy to attend a public charter school. Families that choose a public charter school must also have access to reliable transportation because the SCSD will only transport students up to 5.5 miles[2] leaving too many families with no choice but to attend a district school.

In 2022, Destine Preparatory Charter School (Destine Prep) opened to serve kindergarten and first-grade students. Destine Prep will educate students from kindergarten to fifth grade by the

[1] Schenectady City School District. (2025). 2025-2026 Budget Development
[2] Schenectady City School District's Transportation Eligibility

end of their first charter term in the 2026-2027 school year. However, Schenectady families remain without a viable public charter school option for students in grades 6-12. Urban Collegiate Academy seeks to establish a secondary public charter school within the boundaries of the City of Schenectady to ensure families have full access to K-12 public school choice.

The Founder's Connection To Schenectady: Describe the founding team members' connections and ties to the proposed community of location.

Victor Rose is a resident of Schenectady County in the Town of Rotterdam which borders the City of Schenectady. Mr. Rose is a licensed clinical social worker in private mental health practice in the City of Schenectady. Mr. Rose served the children of Schenectady through his work at non-for-profit organizations since 2016 including as a tenured school social worker in the Schenectady City School District from 2017-2022. Mr. Rose is a certified foster parent in the Capital Region through Northern Rivers Schenectady Program Office.

Intended Impact: Provide evidence demonstrating that the proposed school would provide an educational program aligning with the goals and needs of the community. (In other words, explain why this school and why this place?)

The Schenectady City School District's budget has steadily increased since the 2016-2017 school year. Schenectady voters approved a more than $203M budget for the 2016-2017 school year which represented a 4.3% increase over the previous school year[3]. Eight years later, the voters approved a $277.7M budget for the 2024-2025 school year[4], representing an increase of more than $74M, or 36%. Despite record levels of financial investment, mostly through state aid, academic achievement has not kept pace. In Spring 2017, 22% of students tested in grades 3-8 demonstrated proficiency in English Language Arts, and 13% in Mathematics. In Spring 2024, 22% of students tested in grades 3-8 demonstrated proficiency in English Language Arts, and 20% in Mathematics.

The International Charter School of Schenectady, the first public charter school in the city, was not renewed by the SUNY Board of Trustees in 2008 due to poor academic performance, instructional quality, and classroom management[5]. The founding team, despite grappling with the unique challenges of establishing a secondary public school in Schenectady, is committed to bringing successful practices from other public charter and district schools across New York State to the students and families of Schenectady. This commitment is a result of collaborative efforts with Kimoja Educational Consulting, a dynamic consulting firm with public charter and district school leadership, as a thought partner. This collaboration ensures that the proposal we put forth is academically sound and student-centered.

Schenectady families want and deserve high-quality public school choice for their children. Some unique qualities of Urban Collegiate Academy based on the key design elements are:

- Small school of choice model – maximum enrollment of 100 students per grade.
- Class sizes are capped at 18-20 students.
- Core instructional curricula adopted by high performing public schools in New York.

[3] Schenectady City School District. (2016). School District Budget 2016-2017
[4] Schenectady City School District. (2024). 2024-2025 School Board Election and Budget Vote Results
[5] Goot, M. (2008). Charter school to close at the end of June

- Equity-Drive Instructional Framework, including Gradual Release of Responsibility, Universal Design for Learning, and Multi-Tiered System of Support to ensure all students including struggling learners, students with disabilities, and English Language Learners have equitable access to teaching and learning in all classrooms.
- Commitment to the arts, technology, and career and technical education.
- Access to postsecondary opportunities through college level courses with college credit recommendation from the American Council on Education.
- Dedicate school counseling professionals to support students' academic development, social-emotional health, and college and career preparation.
- Intentional positive youth development personnel and programming including advisory, social-emotional learning, restorative practices, and out-of-school time opportunities to increase school connectedness and student success.
- An instructional leadership structure that is designed to support teacher development.
- A deep commitment to actionable strategies to increase family-school partnership.

Community Description: A description of the community from which the proposed school intends to draw students. Applicants should consider the "community" as those areas from which the school intends to recruit a majority of its students, which may or may not be the school district (or in New York City, the CSD) of location alone.

Urban Collegiate Academy Charter School is a proposed secondary public school for Schenectady, NY. Schenectady sits approximately 15 miles northwest of the State Capital. Ten unique neighborhoods (Figure 01a.01) comprise Schenectady, with a total population of roughly 67,000 residents. Schenectady is known as the "Electric City" as it has been home to General Electric for more than 135 years. Situated in Schenectady are the following attractions: Proctor's Theater, MiSCi Children's Museum, Union College, Schenectady Community College, SUNY Empire State University, and Rivers Casino & Resort. In 2019, Schenectady received $10 million for New York State's Downtown Revitalization Initiative[6], resulting in commercial and residential infrastructure investments to increase economic productivity and growth. Schenectady has a diverse population of approximately 67,000 residents.

Community Demographics: A description of community demographics, including the demographic statistics of the student populations (e.g., race/ethnicity, poverty, students with disabilities, English language learners ("ELLs"), as well as an analysis of demographic trends. Applicants may find some of this information at NYSED's Data Site, and may include other current, reliable sources.

One of Schenectady's greatest strengths is its diverse racial and ethnic composition. Schenectady's race and ethnic demographics (Figure 01a.02) have evolved since the turn of the century, with more Black, Indigenous, and People of Color (BIPOC) calling Schenectady home. Schenectady is almost evenly split between males (49.18%) and females (50.82%). Schenectady is ranked 13th[7] in the nation for childhood poverty for cities over 65,000. Comparatively, the City of Albany (the State Capital) is ranked 91st in the nation. Schenectady's poverty rate is 21.3% (approximately 13,500 people)[8]. Childhood poverty is approximately

[6] Regional Economic Development Councils. Capital Region, Downtown Revitalization Initiative: Schenectady Awards
[7] Times Union. (2012). Census: Most Schenectady Kids Live in Poverty
[8] WelfareInfo.org. (2021). Poverty Rate in Schenectady, NY

30%. Most (70%) of residents living below the federal poverty level in Schenectady County reside in the City of Schenectady. Within the City, 27.7% of households earn less than $25,000, and 39% earn less than $35,000 annually[9]. Poverty impacts mostly BIPOC individuals. The poverty rate for White people residing in the City of Schenectady is 13.1% compared to 31.7% for Black/African Americans, 38% for Hispanics/Latinos, and 33.6% for residents of Two or More Races.

Figure 01a.01. Neighborhoods in the City of Schenectady

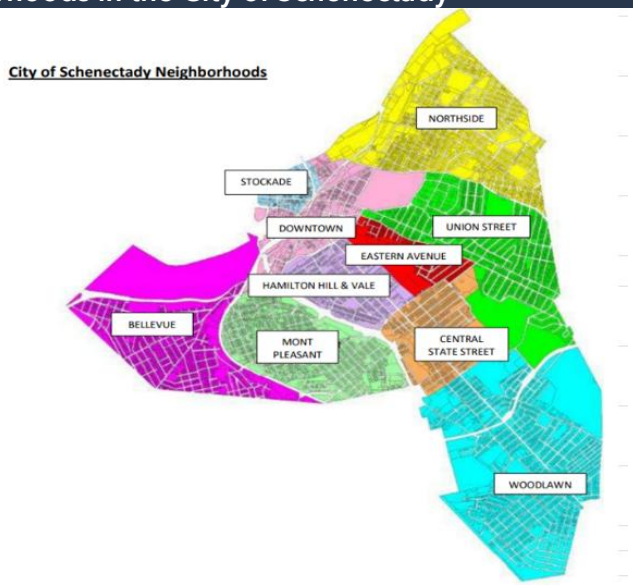


Figure 01a.02. Race/Ethnicity Demographics of Schenectady

Subgroup	Population	Percentage
Black or African American	34,418	53%
White	12,433	19%
Two or More Races	4,625	7%
Asian	3,593	5.50%
Other Race	2,073	3.17%
Native American	380	0.58%
Native Hawaiian or Pacific Islander	45	0.07%
Hispanic or Latino	7,769	11.88%

Target Populations

Urban Collegiate Academy is committed to providing a high-quality secondary public education to students residing within the boundaries of the Schenectady City School District. We anticipate most of our school enrollment will be students of color who experience economic disadvantages, and we will have a proportional percentage of students with disabilities and English language learners to the Schenectady City School District (see: R-05b.

[9] SCAP. (2021). Schenectady County Community Needs Assessment

Target Population Enrollment). Figure 01a.03 represents the enrollment data of the school district for the 2023-2024 school year provided by the New York State Education Department[10]. Based on historical data analysis, demographic data has remained relatively steady for the past three years within the district.

Figure 01a.03. Specific Target Populations 2023-2024		
Subgroup	**Population**	**Percentage**
English Language Learners	433	5%
Students with Disabilities	1,597	18%
Economically Disadvantage	7,046	81%
Migrants	-	-
Homeless	548	6%
Foster Care	74	1%
Parents in the Military	-	-

Performance of Local Schools: Performance of local schools in meeting the community's needs, including discussion of the strengths and weaknesses of the public and nonpublic school options in the intended community of location.

Overall, Schenectady City School District's performance on the New York State English Language Arts exam in Spring 2024 was 22%, and 20% in Mathematics.

Figure 01a.04. Performance of Schenectady Public Schools 2023-2024		
Schenectady Elementary and Middle Schools	**ELA Proficiency Grades 3-8**	**Math Proficiency Grades 3-8**
Hamilton Elementary School	13%	8%
Howe Elementary School	24%	24%
Keane Elementary	17%	15%
Lincoln Elementary School	16%	14%
Dr. Martin Luther King Jr. Elementary School	24%	19%
Paige Elementary School	28%	29%
Pleasant Valley Elementary School	16%	19%
Van Corlaer Elementary School	21%	26%
Woodlawn Elementary School	26%	33%
Yates Elementary School	26%	37%
Zoller Elementary School	37%	41%
Central Park Middle School	22%	19%
Mont Pleasant Middle School	13%	9%
Oneida Middle School	30%	17%

[10] New York State Education Department (n.d.). Schenectady City School District Enrollment (2023-2024)

Figure 01a.05. Historical Grade 3-8 State ELA Exam Data for SCSD					
Schenectady City School District	**2022-2023**	**2021-2022**	**2018-2019**	**2017-2018**	**2016-2017**
District Proficiency Grades 3-8 Exam	24%	21%	24%	22%	19%
Statewide Proficiency Grades 3-8 Exam	48%	47%	45%	45%	40%

Figure 01a.06. Historical Grade 3-8 State Math Exam Data for SCSD					
Schenectady City School District	**2022-2023**	**2021-2022**	**2018-2019**	**2017-2018**	**2016-2017**
District Proficiency Grades 3-8 Exam	17%	12%	18%	16%	12%
Statewide Proficiency Grades 3-8 Exam	52%	41%	49%	47%	40%

A Needed Alternative for Schenectady: How the proposed school would provide a needed alternative for the community, including discussion of any existing charter schools in the area and how the proposed school's program is different and would provide greater educational benefit to students who would attend the proposed school.

Urban Collegiate Academy seeks to complement the existing secondary public schools in Schenectady. There is a need for a public charter school in the City of Schenectady dedicated to serving students at the secondary level. Urban Collegiate Academy will provide students and their families with another option where success is not indicative of one's zip code or socioeconomic status. Using the small school of choice model, Urban Collegiate Academy's middle school program will be one-half the size of any middle school in the Schenectady City School District. Urban Collegiate Academy's high school program will be one-seventh the size of Schenectady High School. Smaller schools are educational places where adults know their students beyond a transcript, record, or disciplinary referral. Urban Collegiate Academy will provide students with an environment that fosters personalized learning through smaller classrooms and intentional opportunities to increase school connectedness. Academically, Urban Collegiate Academy will replicate best practices and curricula from the highest-performing public district and charter schools in New York State, while preparing students for the rigors of college and career.

Within the Capital Region, outside of Schenectady, there are several secondary public charter schools. Albany has KIPP Tech Valley Middle School, KIPP Albany Community Middle School, Green Tech Charter High School, Albany Leadership High School for Girls, and Nurses Middle College Charter High School. In Troy, there is KIPP Troy Prep Middle and High School. The most noticeable difference between Urban Collegiate Academy and existing charter schools will be our accessibility for Schenectady families. Urban Collegiate Academy will be more than just another charter school in the Capital Region. Instead, it is a response to the need that families in Schenectady to have access to a public charter school within the city. Establishing a secondary public charter school in Schenectady would mean all three urban school districts – Albany, Schenectady, and Troy would have complete K-12 public school choice.

R-01b. Programmatic Impact

The Act requires applicants to provide an assessment of the projected programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area, including whether these schools have open enrollment options for students and if so at which grade levels;
- Information demonstrating a thorough analysis of existing educational options for the community and target population that considers ongoing demographic changes and trends and attempts to project their impact on enrollment at nearby public and nonpublic schools;
- Analysis of how the proposed school's enrollment plan would impact the academic programs, enrollment, and overall viability of the public and non-public schools; and,

Existing Educational Options: A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area, including whether these schools have open enrollment options for students and if so at which grade levels.

The Schenectady City School District (SCSD) is the public education system serving students residing in Schenectady, NY. SCSD serves approximately 8,980[11] students across 11 elementary schools, three middle schools, and one high school. Schenectady High School operates satellite campuses: the Steinmetz Career and Leadership Academy, City as Our Campus, Big Picture Learning, and the Washington Irving Adult & Continuing Education Center.

SCSD students are assigned to an elementary school based on their residential address. These elementary schools feed into designated middle schools, which, in turn, feed into the high school. Of the 15 district schools, seven (47%) are classified as Local Support and Improvement Schools (formerly known as Good Standing), seven (47%) are Comprehensive Support and Improvement Schools, and one (7%) is an Additional Targeted Support and Improvement School. It is important to note that New York State recently adjusted the minimum score required for student proficiency on the grades 3–8 state exams[12]. As a result, the accountability status of many schools changed resulting in some schools showing signs of improvement despite no substantial change in student performance.

Schenectady also has one public charter school, Destine Preparatory Charter School, which opened during the 2022–2023 school year to serve students in kindergarten through fifth grade. Additionally, families may choose to enroll their children in private schools in the Schenectady area, such as The Brown School, St. Kateri Tekakwitha Parish School, or Notre Dame-Bishop Gibbons School.

[11] Schenectady City School District. (2025). 2025-26 Budget Development
[12] Moore, K. (2023). New York lowers bar for student math, English proficiency

Analysis of Existing Educational Options in Schenectady

As of January 2025,[13] there were 10,509 students eligible for a free K-12 public education living in Schenectady. Below is the breakdown of the educational choices of Schenectady families:

- District Public Schools: 8,980
- Homeschool: 245
- Public Charter Schools: 598
- Pre-K at Community Based Organization: 116
- Special Education – Out of District: 113
- Private Schools: 457

Figure 01b.01. Schools Located in Schenectady, NY[14]

Schools	Grade Level	Enrollment	School Type	Zip Code	Accountability Status
Hamilton Elementary	K-5	449	District	12303	CSI
Howe Elementary	K-5	401	District	12309	LSI
Keane Elementary	K-5	276	District	12304	CSI
Lincoln Elementary	K-5	313	District	12304	CSI
MLK Elementary	K-5	436	District	12307	CSI
Paige Elementary	K-5	476	District	12304	LSI
PV Elementary	K-5	365	District	12303	CSI
Van Corlaer Elementary	K-5	306	District	12306	Add. TSI
Woodlawn Elementary	K-5	506	District	12304	LSI
Yates Elementary	K-5	335	District	12308	LSI
Zoller Elementary	K-5	451	District	12308	LSI
Central Park Middle	6-8	589	District	12304	CSI
Mont Pleasant Middle	6-8	571	District	12303	CSI
Oneida Middle	6-8	671	District	12308	LSI
Schenectady High School	9-12	2,835	District	12308	LSI
Destine Prep Charter	K-2	205	Charter	12305	LSI
Brown School	N-12	101	Private	12304	N/A
Bishop Gibbons School	6-12	230	Private	12304	N/A
Tekakwitha Parish School	3K-5	121	Private	12309	N/A

Existing Educational Options: Information demonstrating a thorough analysis of existing educational options for the community and target population that considers ongoing demographic changes and trends and attempts to project their impact on enrollment at nearby public and nonpublic schools.

District Middle Schools

The Schenectady City School District operates three public middle schools – Central Park, Mont Pleasant, and Oneida. The three middle schools follow a similar design model per the District's Secondary Redesign. In the Fall of 2022,[15] Schenectady underwent a secondary design to align all middle schools with the same bell schedule, course offerings and electives. Furthermore,

[13] Schenectady City School District. (2025). 2025-26 Budget Development
[14] New York State Education Department (2023). School Report Card
[15] Schenectady City School District. (2022). Secondary School Redesign "Reveal"

the district implemented positive behavior interventions and support, academic intervention, Advancement Via Individual Determination (AVID), and social emotional learning. Except for AVID, many of the interventions and services were already existing as the district received increases in state aid.[16]

Central Park Middle School

Central Park Middle School (Central Park) serves 589 students in grades 6–8 who reside in the Central State Street neighborhood during the 2023-2024 school year. Central Park's accountability status is classified as Comprehensive Support and Improvement.

Figure 01b.02. Central Park Middle School Enrollment 2023-2024		
Subgroup	**Population**	**Percentage**
Black or African American	159	27%
Hispanic or Latino	117	20%
Asian or Native Hawaiian/Pacific Islander	165	28%
White	87	15%
Multiracial	56	10%
English Language Learners	23	4%
Students with Disabilities	81	14%
Economically Disadvantage	456	78%
Migrants	-	-
Homeless	29	5%
Foster Care	7	1%
Parents in the Military	-	-

On the Spring 2024 New York State exams, Central Park's proficiency rates were 22% in ELA, 19% in math, and 17% in 8th-grade science. The suspension rate for the 2022–2023 school year was 28%, 11 percentage points higher than the district average, and the chronic absenteeism rate was 34.3%.

Mont Pleasant Middle School

Mont Pleasant Middle School (Mont Pleasant) serves 707 students in grades 6–8 who reside in the Mont Pleasant neighborhood during the 2023-2024 school year. Mont Pleasant's accountability status is classified as Comprehensive Support and Improvement.

Figure 01b.03. Mont Pleasant Middle School Enrollment 2023-2024		
Subgroup	**Population**	**Percentage**
Black or African American	184	26%
Hispanic or Latino	180	25%

[16] The Daily Gazette. (2017). District wish list: More teachers, more services

Asian or Native Hawaiian/Pacific Islander	163	23%
White	88	12%
Multiracial	92	13%
English Language Learners	34	5%
Students with Disabilities	122	17%
Economically Disadvantage	590	83%
Migrants	-	-
Homeless	52	7%
Foster Care	9	1%
Parents in the Military	-	-

On the Spring 2024 New York State exams, Mont Pleasant's proficiency rates were 13% in ELA, 10% in math, and 10% in 8th-grade science. The suspension rate for the 2022–2023 school year was 46%, 29 percentage points higher than the district average, and the chronic absenteeism rate was 31.8%.

Oneida Middle School

Oneida Middle School (Oneida) serves 606 students in grades 6–8 who reside in the Northside neighborhood during the 2023-2024 school year. Oneida's accountability status is classified as Local Support and Improvement.

Figure 01b.04. Oneida Middle School Enrollment 2023-2024		
Subgroup	**Population**	**Percentage**
American Indian or Alaska Native	1	0%
Black or African American	166	27%
Hispanic or Latino	151	25%
Asian or Native Hawaiian/Pacific Islander	94	16%
White	124	20%
Multiracial	70	12%
English Language Learners	15	2%
Students with Disabilities	106	17%
Economically Disadvantage	503	83%
Migrants	-	-
Homeless	34	6%
Foster Care	-	-
Parents in the Military	-	-

On the Spring 2024 New York State exams, Oneida's proficiency rates were 30% in ELA, 15% in math, and 28% in 8th-grade science. The suspension rate for the 2022–2023 school year was 28%, 11 percentage points higher than the district average, and the chronic absenteeism rate was 46.7%.

Schenectady High School

Schenectady High School serves 2,835 students across multiple campuses during the 2023-2024 school year. The main high school campus enrolls 2,476 students, the City as Our Campus program serves 229 students, the Big Picture Learning program serves 107 students, and the Washington Irving Educational Center serves 23 students[17].

Figure 01b.05. Schenectady High School Enrollment 2023-2024		
Subgroup	**Population**	**Percentage**
American Indian or Alaska Native	4	0%
Black or African American	771	27%
Hispanic or Latino	662	23%
Asian or Native Hawaiian/Pacific Islander	698	24%
White	481	17%
Multiracial	242	8%
English Language Learners	125	4%
Students with Disabilities	527	18%
Economically Disadvantage	2,144	75%
Migrants	-	-
Homeless	145	5%
Foster Care	16	1%
Parents in the Military	-	-

Schenectady High School's main campus is organized into the following leadership academies: Freshman Academy, Big Picture Learning, Business, Marketing & Entrepreneurship, Humanities, Communication & Advocacy, Science, Technology, Engineering & Math, and Visual & Performing Arts.

Schenectady High School's accountability status is classified as Local Support and Improvement. The suspension rate for Schenectady High School during the 2022–2023 school year was 25%, which is 8 percentage points higher than the district average.

[17] Schenectady City School District. (2024). 2024-25 Budget Development

Graduation and Dropout Data
In August 2024, the four-year graduation rate was 71%[18], a decrease of nine percentage points compared to August 2022[19]. The graduation rate is fifteen percentage points below the state average of 86%.

The dropout rate increased by two percentage points, rising from 9% in August 2022 to 11% in August 2023, more than double the state average of 5%. Schenectady High School's performance began to decline once the rigorous Regents exams became mandatory again post-COVID.

New York State Regents Exams
The founding team reviewed Schenectady High School's results on the annual Regents exams[20] in five core subjects: English Language Arts, Algebra I, Living Environment, Global History, and United States History for the 2023–2024 school year.

- On the English Language Arts Regents exam, 65% of students tested demonstrated proficiency, which is 14 percentage points below the state average.
- On the June 2024 Algebra I Regents exam, 33% of students tested demonstrated proficiency, which is 29 percentage points below the state average.
- On the Living Environment Regents exam, 27% of students tested demonstrated proficiency, which is 35 percentage points below the state average.
- On the Global History Regents exam, 59% of students tested demonstrated proficiency, which is 18 percentage points below the state average.
- On the United States History Regents exam, 60% of students tested demonstrated proficiency, which is 18 percentage points below the state average.

Other Secondary Educational Options

The Brown School
The Brown School is a private nursery through 12th-grade school founded in 1893. It offers a rigorous academic program in core subjects, as well as library, technology, music, and art. Moreover, Brown has a relationship with SUNY Schenectady, where students can earn an associate degree simultaneously with their high school diploma. Tuition at Brown is between $17,000 to $19,000 a school year[21]. There is no academic data available about The Brown School.

Notre Dame-Bishop Gibbons School
Known as Bishop Gibbons is a private Catholic School educating students in grades 6-12. Bishop Gibbons provides students with a college-preparatory curriculum with many courses being offered at two levels: honors and accelerated. Tuition at Bishop Gibbons is $9,004 a school year[22]. There is no academic data available about Notre Dame-Bishop Gibbons School.

Public Charter School Option
There is presently no secondary public charter school option in Schenectady, NY.

[18] Schenectady High School Graduation Rate August 2024
[19] Schenectady High School Graduate Rate August 2022
[20] Schenectady High School Annual Regents Exam Results 2022-2023
[21] Brown School: https://brownschool.org/
[22] Norte Dame-Bishop Gibbons School: https://nd-bg.org/

Enrollment Impact: Analysis of how the proposed school's enrollment plan would impact the academic programs, enrollment, and overall viability of the public and non-public schools.

Urban Collegiate Academy is projected to enroll approximately 5.6% of the student population of the Schenectady City School District. Given the significant number of elementary students attending public charter schools in Schenectady, Albany, and Troy, we anticipate that many of these families will choose Urban Collegiate Academy as their child's secondary public school.

Urban Collegiate Academy has not targeted specific neighborhoods in Schenectady to minimize the likelihood of a significant decrease in enrollment at any district middle school. Additionally, we do not anticipate that Urban Collegiate Academy will impact enrollment at non-public schools, as enrollment has steadily declined across the Capital Region[23].

It is expected that students currently attending public charter schools in Albany may opt to enroll in Urban Collegiate Academy instead. The founding team has made—and will continue to make—efforts to connect with other charter school leaders to develop a plan that mitigates any potential impact on their enrollment due to Urban Collegiate Academy's presence.

[23] Stanley, A. & Decoteau, Z. (2024). Albany Academies to reduce 13% of faculty.

R-01c. Fiscal Impact

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

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

Enrollment Expectations: Enrollment expectations.

Urban Collegiate Academy anticipates that in Year 1, we will enroll 130 students in grades five and six, including 20 students with disabilities and nine English language learners. By Year 5, we expect to grow to 500 students in grades 5–10, including 91 students receiving special education services and 27 English language learners.

Charter School Budget Projections: Per Pupil Allocation assumptions using the most recent school per pupil aid, available on NYSED's website. Dollar amounts the proposed school anticipates receiving from each anticipated sending district in per pupil funding; Other projected revenue the proposed school anticipates receiving from the district (special education, grants, etc.).

Urban Collegiate Academy seeks to enroll students from the Schenectady City School District.

- The per-pupil tuition for the Schenectady City School District for the 2024-2025 school year is $15,027. We anticipate that by the 2026-2027 school year, there will be at least a 2% increase to $15,328. Over the course of the charter term, we anticipate at least a 12% increase in per-pupil tuition. Since the 2020-2021 school year, there has been a 17% increase in per-pupil tuition in Schenectady.
- Special education revenue is based on 41% of the 2024-2025 school year tuition pursuant to Section 119.1 of the Regulations of the Commissioner of Education. This equates to $6,161.07 per student with a disability receiving 20% or more of special education services.
- IDEA funding is based on $900 per student receiving special education services.
- Title I funds are based on enrollment targets for economically disadvantaged students. Urban Collegiate Academy expects this to equate to $250 per student.
- Other Title funds are based on enrollment targets for economically disadvantaged students. Urban Collegiate Academy expects this to equate to $40 per student.

Local School District Budget Projection: Projected budget for the school district of location (please note the source and year for this figure).

The Schenectady City School District budget adopted by the Board of Education exceeds $277 million for the 2024–2025 school year[24]. In Year 1, we anticipate Urban Collegiate Academy's total revenue to be $2,771,277, $2,311,277—or 0.82%—of which would come from the district's operating budget. By Year 5, Urban Collegiate Academy's projected budget is $9,764,787, representing 3.52% of the district's operating budget. Although Urban Collegiate Academy would serve an estimated 5.6% of Schenectady's student population, we would not receive 5.6% of the district's operating budget, which would equate to $15,552,979[25] (assuming no increases in tax revenue or state aid). As a result, the district would retain a net of $5,788,192.

Annual Projected Impact: Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least ten students).

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Schenectady City School District							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Schenectady City School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	130	15,478	2,012,115	299,162	2,311,277	277,731,769	0.832%
Year 2 (2027-28)	220	15,787	3,473,221	525,408	3,998,629	277,731,769	1.440%
Year 3 (2028-29)	310	16,103	4,991,965	758,599	5,750,564	277,731,769	2.071%
Year 4 (2029-30)	410	16,425	6,734,322	1,053,694	7,788,016	277,731,769	2.804%
Year 5 (2030-31)	500	16,918	8,458,966	1,305,821	9,764,787	277,731,769	3.516%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.schenectadyschools.org/page/2024-2025-budget-development
OTHER NOTES:	

[24] Schenectady City School District's 2024-2025 Adopted Budget

[25] The projected revenue for the Schenectady City School District's 2025-2026 budget is $291,099,922, an 4.81% increase.

R-02ab – ADDRESSING THE NEED

R-02a. Mission

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

Empowering and preparing students for college and career opportunities by cultivating a learning environment conducive to academic achievement and positive youth development.

R-02b. Key Design Elements

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

KDE 1. NURTURING A SMALL SCHOOL OF CHOICE

Urban Collegiate Academy is poised to establish a visionary secondary public charter school in Schenectady, NY, serving students in grades 6-12 and built upon the Small School of Choice (SSC) model. Urban Collegiate Academy will be strategically organized into two distinct programs: Urban Collegiate Middle School Program, with a capacity of up to 270 students (90 students per grade), and Urban Collegiate High School Program, serving up to 400 students (100 students per grade). Our intentional structure is designed to foster personalized teaching and learning experiences while promoting healthy social-emotional development.

The research indicates that small schools of choice in New York City experienced a 9.4% increase in their graduation rate and an 8.4% increase in college enrollment[1]. Small schools of choice benefited diverse subgroups, including Black and Hispanic students and economically disadvantaged students[2]. Students attending a small school were less likely to drop out of high school and more likely to participate in college[3]. Small schools establish safety and belonging for all stakeholders[4]. The Mosteller[5] found that students in smaller class sizes scored higher on standardized exams than their peers in larger classrooms and had fewer behavioral problems.

KDE 2. FACILITATING EQUITABLE ACCESS TO COLLEGE AND CAREER PREPARATION

Our commitment to the small school of choice model extends beyond simply creating smaller student cohorts and class sizes; it encompasses an academically rigorous, high-quality program that is personalized to meet the diverse needs of each student. Urban Collegiate Academy is dedicated to serving students with a wide range of academic abilities. Based on New York State exam data, at least 75% of students from Schenectady City Schools are expected to perform below grade-level standards. This raises a critical question: *How do we*

[1] MDRC. (n.d.). Small Schools of Choice (SSC) Model Summary.
[2] Blueprints for Health Youth Development. (n.d.). Small Schools of Choice.
[3] Institute for Local Self-Reliance. (n.d.). Small Schools vs. Big Schools.
[4] Klonsky, M. (2002). How Smaller Schools Prevent School Violence.
[5] Mosteller, F. (1995). The Tennessee Study of Class Size in the Early School Grades. *The Future of Children*, *5*(2), 113–127. https://doi.org/10.2307/1602360

effectively address persistent underachievement—through no fault of the students—while simultaneously preparing for the demands of college and career? The solution lies in our equity-driven instructional practices, which integrate Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and the Gradual Release of Responsibility (GRR) model. Through UDL, we ensure accessible, engaging, and flexible learning pathways for all students. MTSS allows us to provide targeted academic and behavioral interventions based on individual student needs. GRR fosters independent learning by scaffolding instruction in a way that transitions students from guided support to self-directed mastery.

Universal Design for Learning (UDL) is the foundation of teaching, learning, and assessment at Urban Collegiate Academy. All students, regardless of ability, will have access to a universally designed classroom that integrates student-centered instructional strategies that removes barriers to learning and promotes equitable access to rigorous academics. UDL is built on the idea that there is no one-size-fits-all approach to teaching, learning, and assessment, instead students need flexible pathways to access content, engage with learning, and express their understanding. Teachers will use UDL to diversify their lessons delivery – incorporating visual, auditory, and kinesthetic methods of instruction – and allow students to demonstrate their knowledge through various forms of assessments that are aligned to the learning standards such as projects, presentation, or written work. UDL cultivates learner agency, shifting teachers from "*dispensers of knowledge [to] guides and facilitators who create the conditions that empower students to become active learners*[6]*.*"

The **Gradual Release of Responsibility (GRR)** model is a research-based pedagogical approach that systematically scaffolds instruction (I do, We do, You do it together, You do), enabling students to progressively take ownership of their learning. Teachers will leverage formative assessments to adjust instruction, providing targeted scaffolding and personalized support as students advance toward independence. Research demonstrates that the scaffolded instruction within GRR enhances comprehension, deepens student engagement, and empowers learners to internalize[7] and apply complex strategies independently[8]. Additionally, GRR fosters self-regulation skills by gradually shifting both the cognitive and procedural load from the teacher to the student, mitigating feelings of overwhelm and promoting autonomy[9].

The **Multi-Tiered System of Support (MTSS)** is a data-driven, proactive framework designed to identify and address the diverse needs of students through tiered levels of support. All students receive high-quality, rigorous universal instruction as the foundation of their learning experience. Urban Collegiate Academy will implement high-quality, proven effective core curricula that aligns to the New York State Learning Standards. When data indicates a need for additional assistance, students gain access to targeted and intensive interventions to equitably and efficiently address academic challenges. Teachers will receive professional development to implement small group and individualized intervention within the tier 1 classroom environment. Additionally, our teaching associates will receive professional development in the implementation of high dose tutoring as a tier 3 intervention.

[6] Novak, K. (2024). *How to cultivate learner agency*. Novak Education. https://www.novakeducation.com/blog/how-to-cultivate-learner-agency
[7] Pearson, P. D., & Gallagher, M. C. (1983). The Instruction of Reading Comprehension. *Contemporary Educational Psychology, 8*(3), 317–344.
[8] Fisher, D., & Frey, N. (2008). The Gradual Release of Responsibility: A Practical Framework for Classroom Instruction. *Educational Leadership, 65*(2), 42–48.
[9] Fisher, D., & Frey, N. (2007). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.* Alexandria, VA: ASCD.

Instructional Leadership. Urban Collegiate Academy will prioritize the support and development of our teachers through an intentional leadership structure. Our leadership model acknowledges the need for strong instructional leadership that remains laser-focused on teaching and learning by delegating non-academic responsibilities to other school leaders. Instructional leaders will be dedicated to being present in classrooms, coaching and mentoring teachers, and delivering timely, actionable feedback to elevate instruction and drive student achievement. Equally important will be the commitment to retaining high-performing teachers. Research[10] shows that 44% of new teachers leave the profession within their first five years. Instructional leaders must support teachers in navigating the demands of the profession to ensure students have consistent access to high-quality faculty and staff—especially given that "teachers matter more to student achievement than any other aspect of schooling[11]."

Teacher Support & Development. Within our leadership structure, Urban Collegiate Academy will ensure that teachers receive high-quality support and professional development. All teachers will begin their tenure with a two-week New Teacher Professional Development Series each August. Throughout the school year, teachers will engage in Professional Learning Communities (PLCs) twice per week to foster peer collaboration around teaching and learning, as well as participate once weekly in a Cohort Community of Care focused on youth development and student support. Instructional leaders will be consistently present in classrooms to provide real-time feedback and coaching that enhance teacher effectiveness and drive student achievement. Additionally, teachers will have opportunities to take on instructional leadership roles—such as master teacher or academic coordinator—enabling them to deepen their impact, support colleagues, and contribute to school-wide excellence.

KDE 3. OPENING DOORS TO COLLEGE AND CAREER PATHWAYS

Urban Collegiate Academy will be within the boundaries of SUNY Schenectady County Community College. Only 29% of students enrolled at SUNY Schenectady graduate with a degree or certificate within 150% of the normal time for program completion, and even fewer—19%—graduate within 100% of the normal time for program completion[12]. While 86% of Schenectady residents aged 25 and older have obtained a high school diploma, only 24% hold a bachelor's degree[13]. Urban Collegiate Academy aims to provide students with opportunities to increase their access to an affordable college degree by ensuring they have robust access to school counselors and college-level courses through our high school program.

The American School Counselor Association recommends a student-to-school counselor ratio of 250:1. Urban Collegiate Academy aims to lower its student-to-school counselor ratio to 150:1, which is 55% lower than the New York State average of 331 students per school counselor[14]. School counselors are the primary professionals in a school focused on college and career readiness, in addition to academic counseling and social-emotional development[15]. When students have access to a school counselor, there is a reduction in disciplinary referrals,

[10] Hunt, D. (2025). *The teacher turnover crisis: Why 44% quit within five years*. The Berkeley High Jacket. https://berkeleyhighjacket.com/2025/investigative/the-teacher-turnover-crisis-why-44-quit-within-five-years
[11] Opper, I. M. (2019). *Teachers matter: Understanding teachers' impact on student achievement*. RAND Corporation. https://www.rand.org/pubs/research_reports/RR4312.html
[12] National Center for Education Statistics. (2024). *IPEDS data feedback report: Schenectady County Community College*. U.S. Department of Education. https://nces.ed.gov/ipeds/dfr/2024/ReportHTML.aspx?unitId=195322
[13] U.S. Census Bureau. (n.d.). *QuickFacts: Schenectady city, New York*. U.S. Department of Commerce. https://www.census.gov/quickfacts/fact/table/schenectadycitynewyork/PST045224
[14] American School Counseling Association. (2023). Student-to-School-Counselor Ratio 2022-2023.
[15] American School Counselor Association. (2023). *The role of the school counselor*. https://www.schoolcounselor.org/getmedia/ee8b2e1b-d021-4575-982c-c84402cb2cd2/Role-Statement.pdf

an improvement in attendance, and more informed college and career decisions[16]. Schools with a similar socioeconomic status as Urban Collegiate Academy have also seen additional benefits when students had access to a school counselor, including higher English SAT scores and increased post-secondary enrollment[17].

During the first charter term, Urban Collegiate Academy will establish a partnership with a SUNY institution to provide students with affordable, college-credit-bearing courses. Students who take college courses while in high school are more likely to attend college directly after graduation[18]. Access to college courses, combined with the college and career planning support from school counselors—especially for underrepresented student groups—boosts success in both high school courses and postsecondary completion[19]. Financially, students are less likely to use their financial aid for remediation courses, and they also have more money available since they enter college with credits. Furthermore, students who choose to enter the workforce directly after high school will have foundational training due to their college coursework while in high school[20].

KDE 4. PROMOTING A POSITIVE YOUTH DEVELOPMENT

Urban Collegiate Academy will fully embrace Positive Youth Development (PYD) to cultivate a strong sense of school connectedness and empower students to take ownership of their school community. PYD will serve as an asset-based framework that strengthens protective factors in youth through the 6 C's—competence, confidence, character, connection, caring, and contribution—which will form the foundation of our core values. Our youth development programming will integrate advisory, social-emotional learning, and restorative practices to foster a supportive and inclusive environment. Additionally, we will implement dedicated Youth Development Coordinators for each grade level, ensuring a focused approach to student engagement that will promote optimal teaching and learning.

Advisory is well established in the small school choice model. Advisory[21] is described as a "family group" that ensures "all students [are] known well and to promote strong, sustained relationships between students and faculty." Urban Collegiate Academy embraces students at a pivotal and dynamic stage of psychosocial development. Through advisory, we uphold our commitment to guiding them through the complexities of adolescence, providing unwavering support as they navigate its challenges and milestones. Advisory will serve as a structured, intentional space dedicated to fostering social-emotional learning and strengthening community bonds through the implementation of restorative practices. When well implemented, advisory programs can positively impact academics, student engagement, reduce discipline issues, and improve school climate.

Urban Collegiate Academy will implement the Ripple Effects[22] social-emotional learning curriculum, offering approximately 400 targeted lessons designed to strengthen protective factors, foster resilience, and support students' overall well-being. Through our research, we

[16] American School Counseling Association. (n.d.). Impact of School Counseling.
[17] Donohue, P., Parzych, J. L., Chiu, M. M., Goldberg, K., & Nguyen, K. (2022). *The impacts of school counselor ratios on student outcomes: A multistate study*. *Professional School Counseling*, 27(1), 1–11. https://doi.org/10.1177/2156759X221137283
[18] Jaggars, S. S., Fink, J., & Jenkins, D. (2023). *Assessing college-credit-in-high-school programs as on-ramps to postsecondary success* (Report). Community College Research Center, Columbia University. https://ccrc.tc.columbia.edu/media/k2/attachments/assessing-college-credit-programs-onramps.pdf
[19] What Works Clearing House. (2017). Dual Enrollment Programs.
[20] College in High School Alliance. (n.d.). *The benefits of college in high school programs.* https://collegeinhighschool.org/wp-content/uploads/2022/10/TheBenefitsofCollegeinHighSchoolPrograms-1.pdf
[21] Bloom, H. S., Levy Thompson, S., & Unterman, R. (2010). *Transforming the high school experience: How New York City's new small schools are boosting student achievement and graduation rates*. MDRC. https://www.mdrc.org/sites/default/files/full_451.pdf
[22] Ripple Effects. (n.d.). Strong evidence it works

have identified Ripple Effects as an effective program that addresses pivotal topics essential to the developmental needs of our student population. We will integrate Ripple Effects into our MTSS for social-emotional development[23] framework, leveraging both universal classroom lessons and personalized student lessons for targeted and intensive intervention. Ripple Effects is rated as promising by CASEL[24] and strong evidence by the National Dropout Prevention Center[25].

Restorative practices[26] are "the science of relationships and community." At Urban Collegiate Academy, we believe that cultivating and sustaining strong relationships is essential to academic achievement. Authentic connections are an investment in our students' social-emotional well-being and overall success. We recognize that positive relationships foster a supportive school culture, encourage desired behaviors, and keep students engaged in learning—paving the way for college and career readiness. Urban Collegiate Academy will implement a MTSS for Restorative Practices to foster a strong sense of community while effectively addressing harm when it occurs. Chicago Public Schools implemented RP with fidelity, resulting in an 18% decrease in suspensions, 35% fewer arrests at school, and a 15% decrease in out-of-school arrests[27].

Safety is a top priority for Schenectady families, and Urban Collegiate Academy is committed to meeting this need. To support student engagement and well-being, we will establish grade-level Youth Development Counselors (YDCs) who will oversee key areas such as attendance, behavior, and restorative practices. Each YDC will serve as the primary liaison for students, teachers, and families within their grade level, fostering consistent support, open communication, and a positive school experience. YDCs will receive specialized training in de-escalation techniques, restorative practices, and Youth Mental Health First Aid, equipping them to effectively address student needs and create a safe, supportive learning environment.

KDE 5. CULTIVATING A STRONG FAMILY-SCHOOL PARTNERSHIP.

Urban Collegiate Academy is deeply committed to our students and their families, recognizing the vital role families play in shaping students' educational experiences and outcomes. We define family as any significant adult in a student's life who is willing and able to partner with us in fostering their academic and career success. Our approach to family engagement is rooted in Karen Mapp's definition[28]: "a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career." To strengthen the family-school partnership, Urban Collegiate Academy intentionally fosters collaboration through family-teacher conferences held three times per year, Family University (FAM U), and a dedicated engagement that includes the Family and Community Engagement Manager, Family Engagement Associate, and our school social worker, ensuring that families are true partners in their children's educational journey, working alongside us to support their growth, aspirations, and long-term success.

[23] Ripple Effects. (n.d.). Programs
[24] Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). *Ripple Effects for Teens*. CASEL Program Guide. Retrieved from https://pg.casel.org/ripple-effects-for-teens/
[25] National Dropout Prevention Center. (2022). *Model programs database*. National Dropout Prevention Center. https://dropoutprevention.org/wp-content/uploads/2022/11/NDPC-Moel-Programs-Database.pdf
[26] International Institute for Restorative Practice. (n.d.). Restorative Practices Explained
[27] Adukia, A. (2023). From Retributive to Restorative: An Alternative Approach to Justice
[28] Mapp, K. L. (2021). Now More Than Ever: Family Engagement is Essential for Student and School Success

R-03ad – PROPOSAL HISTORY

R-03a. Applicant Information

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

Victor Rose, the lead applicant and proposed trustee, is a seasoned educational and clinical practitioner, policymaker, and leader in New York State. Since February 2022, he has served as an Associate in Instructional Services for School Social Work and Project Coordinator at the New York State Education Department. In this role, he provides programmatic leadership in school counseling, mental and behavioral health, school attendance, student discipline, foster care and juvenile justice education, LGBTQIA+ student support, school climate and culture, and home, hospital, and institutional instruction. He also offers technical assistance and consultation to school and district leaders to ensure compliance with federal and state laws and education regulations. Initially, Mr. Rose co-led the Student-Centered Technical Assistance and Support Team, overseeing the implementation of $89 million in American Rescue Plan funding for summer learning, afterschool programming, social-emotional learning, and community schools.

Before joining the department, Mr. Rose was a school social worker in the Schenectady City School District from 2017 to 2022. He began his career as a social worker and team leader for the Intermediate Respite Program for students in grades 3-5, with over 80% of participants successfully returning to an appropriate educational placement. He later launched the district's Intensive Case Management program for at-risk Schenectady High School students, achieving a 92% on-time graduation rate and a 96% credit completion rate. Due to its success, the program was permanently funded in the district's budget. As a building-level social worker and clinical supervisor at Dr. Martin Luther King Jr. Elementary School, he reduced out-of-classroom removals by 37% in his first year.

Beyond his work in education, Mr. Rose is an early interventionist serving children with developmental delays and disabilities providing special instruction using principles of applied behavior analysis. He has served as a psychotherapist and clinical social worker for diverse populations, including individuals with co-occurring mental health and substance use disorders, children involved in the child welfare and juvenile justice systems, runaway and homeless youth, and survivors of domestic violence in New York City and the Capital Region.

He holds a Master of Social Work with a concentration in child welfare and clinical practice and a Master of Science in Education in School Counseling from Alfred University. Currently, he is pursuing a certificate in educational administration at Liberty University. Mr. Rose is a licensed

clinical social worker and a master credentialed alcoholism and substance abuse counselor (CASAC) in New York State.

R-03b. Proposal History

Describe the genesis of the proposal, how the applicant team formed, and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal.

Victor Rose began laying the groundwork for Urban Collegiate Academy Charter School in September 2022 after more than four years of service in the Schenectady City School District. Initially, Urban Collegiate Academy was planned as a visual and performing arts secondary school. However, during early discussions with stakeholders, Mr. Rose was advised that a performing arts focus might be too narrow and could hinder enrollment. In March 2023, Mr. Rose engaged Kimoja Educational Consulting as a thought partner to support the conceptualization and design of Urban Collegiate Academy. Kimoja Educational Consulting brought together former school leaders from Albany and Schenectady.

R-03c. List of Founding Team Members

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

Figure 03c.01. List of Founding Team Members

Name	Relevant Experience and Role in Founding Team	Proposed School Role
Victor Rose	For more than 15 years, Mr. Rose has served children, youth, and families in various capacities in New York City and Schenectady. Within the K-12 education sector, Mr. Rose has served as an education coordinator for children in foster care, a public school social worker, and a clinical social worker in policy in state government. Mr. Rose holds a Master of Social Work and a Master of Science in Education. Mr. Rose is currently pursuing his advanced certificate in school administration.	Board Chairperson Academic Committee Chair

Thought partners have graciously devoted their time and energy to sharing their experience and expertise. However, they have respectfully requested not to be listed as founding team members. Urban Collegiate Academy is forever grateful for their contributions in helping to create a dynamic school that serves the children and families of Schenectady.

R-03d. Withdrawn, Rejected, and Concurrent Proposals

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

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

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

- The name of the charter entity;
- The state where the application was submitted (if not New York);
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of the application(s);

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

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

Request is not applicable.

R-03e – LETTERS OF JUSTIFICATION

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

Request not applicable.

R-03f – FOUNDING TEAM RESUMES

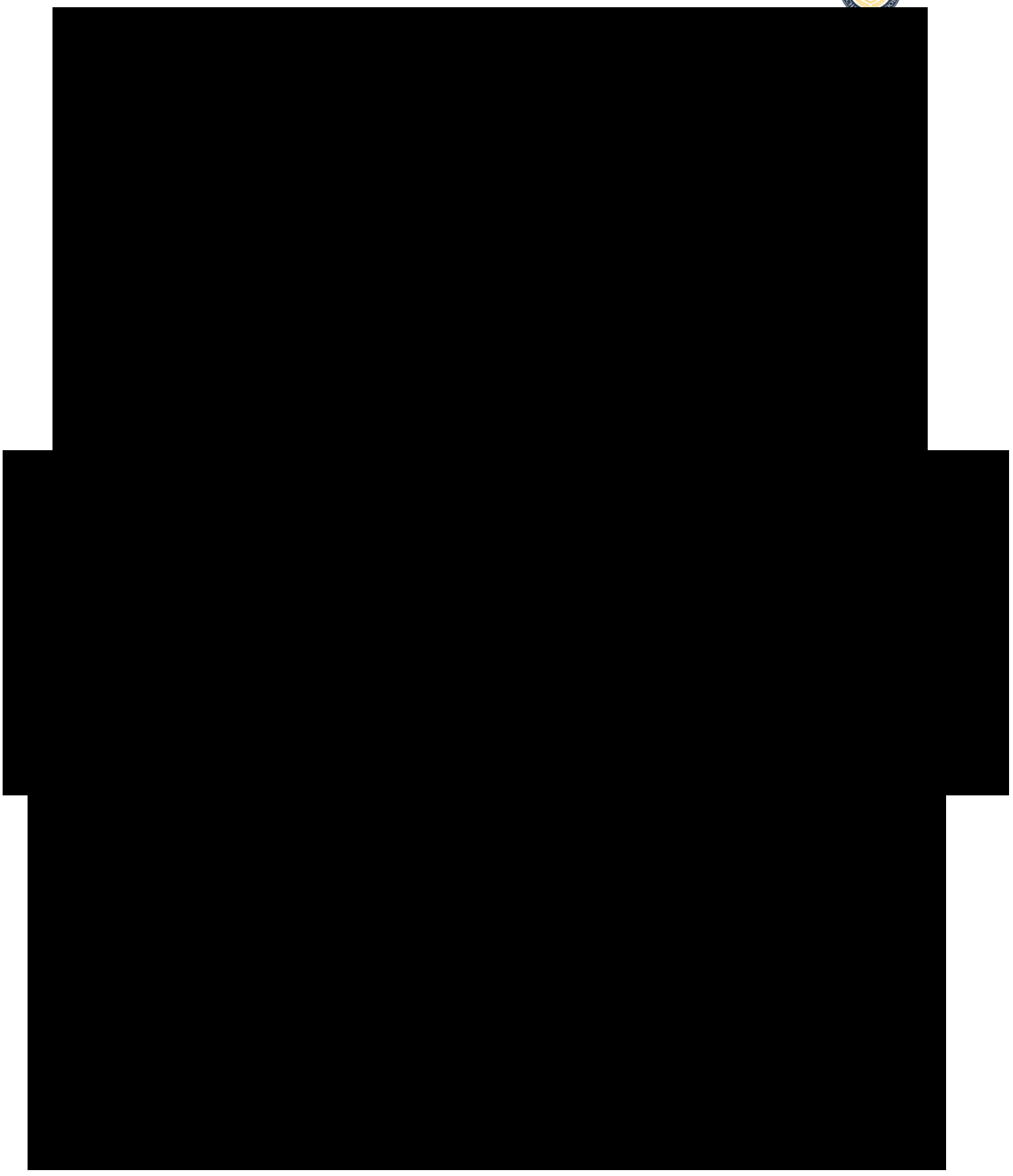
Submit a current resume or biography for all founding team members (not including board members, as board member resumes are submitted in Response 14).

VICTOR ROSE, LCSW

[redacted]

[redacted]

[redacted]



[redacted]

R-03g – PROBATIONARY STATUS OF AFFILIATED CHARTER SCHOOL(S)

If any currently operating charter school within the proposed education corporation, associated with the proposed charter management organization, or associated with the lead applicant(s) or founding team members, has been or currently is in violation of the terms of its charter or has been or currently is on probationary status or any other disciplinary action (such as a short term charter renewal, charter renewal with conditions, or corrective action plan) please provide a narrative describing the disciplinary actions taken, steps the education corporation has taken to remedy the situation, and the timeframe under which the authorizing entity would consider lifting the disciplinary action or status. Applicant groups should be prepared to provide information from the existing authorizing entity detailing the disciplinary actions and status of the current school's charter.

This request is not applicable.

R-04abc-COMMUNITY OUTREACH, SUPPORT, AND DEMAND

R-04a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

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

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

Figure 04a.01. Community Engagement Opportunities	
▪ Website (www.ucacs.org)	▪ Press Releases and Media Distributions
▪ Facebook/Instagram Advertisement	▪ YouTube Live
▪ Facebook Posts	▪ Community Walks with Flyers
▪ Facebook Groups	▪ Community Conversations

School Website

The founding team have worked and lived in the City of Schenectady for several years and decades. We know Schenectady families lead busy lives and need quick, simple, and easily accessible information.

Figure 04a.02. School Website Development	
Date	**Summary of Action**
June 2023	The proposed Urban Collegiate Academy's official website (www.ucacs.org) was created. This launch was intended to inform the community of the school's mission and the founding team's intent to propose a charter school in Schenectady, NY.
August 2023	In August 2023, the founding team began to rebrand the proposed school's website to ensure we are communicating the school's key design elements and any updates.
September 2023	In September 2023, the lead founder launched an updated version of the proposed school's website.

Social Media Platforms

The founding team intentionally focused its efforts on social media campaigns to share updates regarding the proposed school design and solicit any

Figure 04a.03. Social Media Outreach		
Social Media Campaign	**Purpose**	**Outcome**
Campaign #1 07/04/2023 – 07/17/2023	Increase the Capital Region's knowledge of the proposed charter school for Schenectady, NY.	Reach: **1,536** Impressions: **3,487**

Campaign #2 07/08/2023 – 07/15/2023	Initial survey requesting feedback on a proposed secondary charter school in Schenectady, NY.	Reach: **3,937** Impressions: **5,778**
Campaign #3 07/23/2023 – 07/30/2023	Held a YouTube Live Session to discuss Key Design Element 1. Small School of Choice.	Reach: **4,355** Impressions: **6,239**
Campaign #4 08/04/2023 – 08/11/2023	Shared the Times Union article regarding Urban Collegiate Academy Charter School.	Reach: **3,942** Impressions: **4,843**
Campaign #5 08/17/23-08/25/23	Shared an updated overview of the proposed school design.	Reach:
Campaign #6 01/09/2024-01/14/2024	Urban Collegiate Academy shared its petition.	Reach: **4,975**
Campaign #7 04/12/2024-04/19/2024	Urban Collegiate Academy sought support from families regarding our KDE.	Reach: **2,103** Impressions: **3,230**

Community Conversations
The lead founder has conversations with the community and various stakeholders in Schenectady or were familiar with public charter schools outside of New York City.

Figure 04a.01. Community Engagement Opportunities

Date	Individual or Group	Summary	Potential Areas of Support
5/11/2023	**Mark Muscatiello** Managing Director, FFB Insurance & Board Member at Destine Prep	Discussed school operations and the viability of a secondary charter school in Schenectady. Mr. Muscatiello suggested I reach out to Anna Hall, CEO of Northeast Charter Association.	Operations Insurance
5/23/2023	**Anna Hall** CEO, Northeast Charter Association	Introduced idea of a proposed secondary charter school in Schenectady. Lead founder shared information about the school's theme, mission, and goals. Ms. Hall asked the leader founder questions regarding academics, intervention, and social-emotional support. Upon satisfactory answering Ms. Hall's question, Ms. Hall was willing to make further introduction to the lead founder to additional support	Academics Operations State Advocacy Professional Development

		in the charter school movement.	
6/9/2023	**Dr. Rebecca Unterman** Senior Research Associate, K-12 MDRC	Dr. Unterman is the primary researcher on the Small School of Choice Model. Dr. Unterman clarified questions about the model and provided further readings and articles to the lead founder.	Fidelity to the Small School of Choice Model
6/13/2023	**Jon Thatcher** Chief Operating Officer KIPP Capital Region	Lead founder met with Mr. Thatcher an experienced charter school operations leader to discuss the viability of a secondary charter school in Schenectady as well as advice about operations section of the proposal.	Execution of the school's operations including finance, food, transport, etc.
6/23/2023	**Terence Washington** Business Manager EdTech	Support to help manage school finances in accordance with New York State laws.	Finance Management
6/30/2023	**M. Byrde** Operations Manager, Destine Prep	Ms. Byrde met with the lead founder to discuss school operations of a new charter school.	School operations; Finance; Facilities
7/1/2023	**Community Conversation**	Lead founder knocked on doors in the Hamilton Hill Area to distribute flyers share the proposal idea.	Positive feedback related to the school design.
7/10/2023	**Walter Larkin** CEO, UPREP Charter School for Young Men Rochester	Discussed school design specifically leadership and student support model. Additionally, discussed the importance of courses	School design, curriculum, assessment
7/11/2023	**Elizabeth Reiss** CEO, The Arts Center of the Capital Region	Potential partnership for additional arts programming at Urban Collegiate Academy.	Arts programming
7/13/2023	**Justin Chaires** First Vice President Schenectady NAACP	Opportunity to discuss the proposed charter school and impact on Schenectady.	School design, Schenectady's needs; community accountability
7/28/2023	**Community Conversation**	The lead founder was invited to a private event in Schenectady, NY where he was able to discuss with approximately 25 attendees.	Positive feedback related to the school design.

8/7/2023	**SUNY Empire State College**	Lead founder met with Dr. Audeliz Matias (Dean of Graduate Studies), Dr. Tara Pepis (Assistant Deans), Dr. Brian Goodale (Director of Academic Partnerships), and Alejandro Galindo (Coordinator of Partnerships) to introduce UCA and discuss the proposed school design and potential partnership.	Academic partnership for teachers, students, and families. Willing to serve as a higher ed institution for graduate studies for teachers.
8/9/2023	**Community Conversation**	The lead founder was invited to a community event of approximately 75 adults attendees and 30 children.	Share information about the school design received positive feedback.
8/15/2023	**Brighter Choice Charter School for Boys and Girls**	Lead founder met with Principals of both Brighter Choice Charter Schools to discuss the proposed charter.	School Design, Enrollment, Charter School Partnership
8/17/2023	**Community Conversation**	Lead founder did a tabling at a culminating summer event in Schenectady. We received 19 surveys regarding our proposal.	Positive praise for school design. Answering questions.
8/24/2023	**Monique Wade** Director of Restorative Practices, Mediation Matters & Board President of the Working Group on Girls of Schenectady, Inc.	Ms. Wade is very familiar with the secondary schools in Schenectady given her experience. Discussed the social-emotional challenges confronting students in Schenectady and the use of restorative practices in schools.	School overview Restorative Practices Staff training
08/24/2023	**John Reilly** KIPP Capital Region Board Chair	Discussed the history of charter schools in the Capital Region.	School Operations Board Development
	Rachel Curtis School Social Worker Nonprofit Board Chair	Discussed the social-emotional needs of the students in Schenectady.	Proposed school design
	Dr. J. Sneed Retired SUNY SVP	Dr. Sneed met with the lead applicant to discuss the proposed school design, the importance of Board	Proposed school design; Board Development

		Development and Schenectady's previous history with charter schools.	
4/19/2024	**Community Conversation**	Community conversation with families – received 9 support letters.	Proposed school design
08/05/2024	**Community Online Presentation**	Lead founder presented on KDE 1. Small School of Choice. Presentation was posted on YouTube for continue community viewing and feedback.	Propose school design
09/30/2024	**Community Online Presentation**	Lead founder presented on KDE 2. Equitable Access to College and Career Readiness. Presentation was posted on YouTube for continue community viewing and feedback.	Propose school design
10/08/2024	**Community Online Presentation**	Provide an overview of the school design.	Propose school design

Figure 04a.05. Outreach to the Schenectady City Council

Elected Official	Date	Summary of Contact
Council President Marion Porterfield	07/05/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).
Majority Leader John Mootooveren	07/05/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).
Doreen Ditoro	07/05/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).
Damonni Farley	07/05/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).
Joseph Mancini	07/05/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).
Carmel Patrick	07/05/2023	Sent outreach letter with information regarding the proposed school design

		and offering an opportunity for conversation (Figure 04a04).
Carl Williams	07/05/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).

Figure 04a.04. Outreach Letter #1

I hope this letter finds you well. I am Victor Rose, the lead applicant for the proposed Urban Collegiate Academy Charter School (UCACS). The founding team of UCACS plans to submit an application to the Board of Trustees of the State University of New York to establish a secondary public charter school in the City of Schenectady. This letter aims to share some information about our proposed school design and an opportunity for you to share feedback.

The mission of Urban Collegiate Academy Charter School is to prepare scholars for postsecondary opportunities by providing a productive learning environment conducive to academic achievement and positive youth development. We want to make public school choice a reality for Schenectady families! More than 170,000 scholars attend a public charter school in New York State, including 500 from the City of Schenectady that travel to Albany or Troy to do so. Families, especially Black and Brown, want and need public school choice.

Urban Collegiate Academy Charter School's unique design will complement some of the existing secondary schools in Schenectady. We have sought to embrace the Small School of Choice Model that has successful implementation in New York City and Chicago. Some of the unique features of UCACS will include:

- Approximately **100 scholars per grade level** with a dedicated team of six core teachers, one special education teacher, one special education teaching assistant, two additional teaching assistants, a cohort coordinator, and one school counselor. Each grade level will have a maximum of **18 scholars per class,** a **9:1 scholar-to-adult** ratio, and a **108:1 scholar-to-counselor** ratio.
- Access to a **college preparatory curriculum** that has demonstrated success at high-performing urban public schools throughout New York State. **90 minutes of English Language Arts and Mathematics instruction** for our middle school scholars and **postsecondary pathways granting college credit** for our high school scholars.
- A liberal arts and science education that includes **360-450 minutes of weekly electives.**
- **60 minutes of daily advisory** dedicated to social-emotional learning, restorative practices, and positive youth development opportunities.
- UCACS will serve **scholars with disabilities** and **English language learners**.

If approved, Urban Collegiate Academy Charter School would open in September 2025, serving scholars in grades 6 and 7. We will grow by one additional grade each school year until we educate scholars in grades 6th through 12th.

I would like to formally discuss Urban Collegiate Academy Charter School at your earliest convenience. I can be reached at (518)-243-8880 or info@ucacs.org. Thank you for all you do for the children and families of Schenectady!

Figure 04a.05. Outreach to the Schenectady Community-Based Organizations

Community-Based Org	Date	Summary of Contact
Scott Hayden Boys and Girls Club Schenectady	07/06/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).
Ashli Fragomeni Girls-Inc.	07/06/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).
Nicolle Harris NAACP Schenectady	07/06/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).
Robert Carreau Schenectady Foundation	07/06/2023	Sent outreach letter with information regarding the proposed school design

		and offering an opportunity for conversation (Figure 04a04).
Jim Salengo Downtown Schenectady Improvement Corp.	07/06/2023	Sent outreach letter with information regarding the proposed school design and offering an opportunity for conversation (Figure 04a04).

Figure 04a.06. Outreach Letter #2

It is my hope this email finds you well. I am Victor Rose, the lead applicant for the proposed Urban Collegiate Academy Charter School (UCACS). As you may have read in the Times Union, the founding team of UCACS intends to apply to the Board of Trustees of the State University of New York to establish a secondary public charter school in the City of Schenectady. Our mission is to prepare scholars for postsecondary opportunities by providing a productive learning
environment conducive to academic achievement and positive youth development. We want to expand the number of secondary options available to Schenectady families.

As you experience through your work, overwhelmingly Black and Brown families choose charter schools as a pathway out of generational poverty, trauma, and marginalization. Unlike Albany and Troy, Schenectady has long been without public school choice until this past school year and is now without a secondary public charter school option. UCACS would meet a need that so many families have asked for in Schenectady and could not access because of issues such
as transportation. We will partner in this work to bring all families educational access and equity. Henry Ford once said, "Coming together is a beginning, staying is progress, and working together is success." Let's work together for the success of our children in the Capital Region. It would be my pleasure to meet with you in person or virtually.

Figure 04a.07. Outreach to Charter School Leaders in the Capital Region

Charter School Leaders	Date	Summary of Contact
Re'Shawn Rogers Destine Preparatory Charter School	08/07/2023	Sent outreach letter informing them of the proposed school design and offering an opportunity for conversation (Figure 04a06).
Karen Mclean Brighter Choice Charter Elementary School for Boys	08/07/2023	Sent outreach letter informing them of the proposed school design and offering an opportunity for conversation (Figure 04a06).
Kristina Ford Brighter Choice Charter Elementary School for Girls	08/07/2023	Sent outreach letter informing them of the proposed school design and offering an opportunity for conversation (Figure 04a06).
Stephanie Valle KIPP Capital Region	08/07/2023	Sent outreach letter informing them of the proposed school design and offering an opportunity for conversation (Figure 04a06).
Dr. Teresa Nicol Green Tech Charter High School	08/07/2023	Sent outreach letter informing them of the proposed school design and

		offering an opportunity for conversation (Figure 04a06).
Carina Cook Albany Leadership Academy for Girls	08/07/2023	Sent outreach letter informing them of the proposed school design and offering an opportunity for conversation (Figure 04a06).

INCORPORATING FEEDBACK

The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal.

Safety Families shared concerns about school safety and stressed the importance of school safety due to multiple incidents occurring in schools.	▪ Redesigned leadership structure of Deans of Youth Development focused on safety, student behavior, and student support services. ▪ Dedicated Youth Development Specialist (YDS) per grade level for behavior management. ▪ Learning Specialists to support the YDS on managing student behavior when necessary. ▪ Added non-instructional roles (e.g., Operations Associates and Family Liaisons) to further support with safety, especially during transitions and non-academic supervision (e.g., breakfast, lunch, dismissal).
Academic Offerings Recommended to have diverse course offerings to ensure enrollment stability especially in 11th and 12th grades.	▪ Increase academic offerings for 11th and 12th grades tied to college credits.
Athletics Families wanted to see an athletics program offered at the school.	▪ Included in R-21e, Tab 8, Budget Line 139 is anticipated funding for athletics.
Extracurricular Activities Request to offer arts programming beyond traditional art classes.	▪ Included in R-21e, Tab 8, Budget Line 139 is anticipated funding for out-of-school time opportunities.
Diverse Workforce There was feedback on hiring a diverse teaching workforce, and just non-instructional staff to deal with student behavior.	▪ Discussion with University Preparatory Charter School for Young Men about how they've increased diversity. Recommendations were provided and implemented. ▪ Conversation with SUNY Empire State University about a pipeline program for faculty interested in advancing their education. ▪ Incentive for faculty and staff seeking higher education that would lead or allows them to retain their teacher certification. (see: R-21e, Tab 8, Budget Line 133)
Disproportionate Disciplinary Response	▪ The founding team adopted a discipline policy informed by the proactive and progress disciplinary

There were several concerns about suspension and discipline needing to be more proactive because students are missing too many days of school due to being out of school on suspension.	measures used at BRICK Buffalo Academy Charter School. ▪ In R-10b. Discipline Policy statement to aim long-term suspensions at 20 days.

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R-04b. Description and Analysis of Community Support
Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school.

Community Support

Based on feedback from key stakeholders in the charter school space, the lead founder was advised to focus his efforts on communicating directly with families in Schenectady. It was explained that seeking institutional support for the application would be difficult, as many community organizations had already committed to partnering with the Schenectady City School District, and some critical youth organizations were benefiting from funding through the district. As described in one email we received from an Executive Director, when the school is operational, they would be happy to allow us to conduct outreach to their families.

The lead founder focused much of the outreach on families and community members familiar with the Schenectady City School District. We received overwhelming support from families who shared concerns about their experiences with the school district. Through direct community conversations and social media engagements, we were able to listen to what the community wanted, learn more about its needs, and adjust our proposed school design accordingly. We found that many in the community had questions about how our school would address their concerns.

Community Opposition

Any in-person communication we had with individuals was all supportive of the school proposal. However, in the age of social media, some people felt safer expressing their concerns and/or opposition to the proposed charter school. The founding team reviewed the four comments and have taken them into consideration. However, this opposition represented a small fraction of individuals. The two main points we heard in terms of opposition were regarding the fiscal impact on the school district and charter schools selecting the highest achieving students.

We are aware of opposition from state level elected leaders who have ties to the Schenectady Federation of Teachers.

R-04b.01: Community Opposition and Response	
Community Concern	**Founding Team's Response**
Fiscal Impact. Charter schools divert money from an already struggling school district.	Finances should not impede a family's right to school choice. Charter schools are public schools, held accountable by a public entity, and should be publicly funded. Charter schools receive a fraction of the funding that school districts receive to educate the same students. Moreover, since 2016, Schenectady's budget has increased by $73.8 million, while student achievement has remained stagnant, especially for the most marginalized and vulnerable student groups.

	By the end of the first charter term, Urban Collegiate Academy plans to enroll 500 students, or approximately 6% of the population, while receiving 3.4% of the district's budget to administer a comparable academic program, extracurricular activities, and student support services.
Student Selection. Charter schools pick the highest performing students.	Urban Collegiate Academy has clear enrollment targets set by the SUNY Charter Schools Institute. In R-05b, Target Enrollment Population, we outline a plan to achieve our target enrollment. Starting from the planning year, we have established the role of Family and Community Engagement Coordinators to ensure we meet our enrollment targets.

R-04c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on the experience of how many waitlist entries it takes to fill a seat.

The Schenectady City School District has 10,577[1] students eligible for a tuition-free public education residing within its geographic boundaries. Of those eligible students, 1,292—or 12%—are homeschooled or attend a public charter or private school. Furthermore, enrollment in public charter schools has increased from 502 students in February 2023 to 598 students as of January 2025[2]. Now that more families have access to an elementary charter school within the City of Schenectady, charter school enrollment appears to be on the rise. We anticipate receiving similar support. As evidenced by R-04f – Evidence of Demand, we received 73 interest forms for our 2026–27 school year—more than half of our projected enrollment of 130 students.

[1] Schenectady City School District. 2024-2025 Budget
[2] Schenectady City School District. 2025-2026 Budget

R-04d. EVIDENCE OF COMMUNITY OUTREACH

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, virtual meeting announcements, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

EVIDENCE	DESCRIPTION OF EVIDENCE	PAGE(S)
Flyer #1	A copy of the initial flyer was utilized during our street outreach in the Hamilton Hill section of Schenectady.	2
Flyer #2	Newly developed flyers provide a quick overview of the Key Design Elements of Urban Collegiate Academy. We used this during community conversations and online advertising.	2
Website	A screenshot of the Homepage of the proposed school's website launched in September 2023.	3
Facebook Page	A screenshot of the Urban Collegiate Academy's Facebook Page which has a growing presence.	3
Social Media Campaign	An example of an initial social media campaign that resulted in more than 1,500 engagements in the Capital Region.	4
Social Media Campaign	An example of a social campaign that resulted in more than 3,900 engagements in the Capital Region.	4
YouTube Live Flyer	An example of a YouTube Live flyer for our community conversation and presentation of KDE 1. Small School of Choice.	5
Times Union Article	Times Union wrote an article about Urban Collegiate Academy.	5
Tabling	An example of a tabling we did at a summer program providing community with outreach material.	6
Top Post	Our two top social media posts related to our Family Support Campaign and the Times Union article.	6
Social Media Participation	An example of the different groups Urban Collegiate Academy has accessed to increase community outreach.	7
Google Search	If one were to Google "Urban Collegiate Academy" our website is the top choice, and our press release.	7
Community Conversation 07.28.2023	Good Form sign-in sheet for this community conversation.	8
Community Conversation 08.17.2023	Good Form sign-in sheet for this community conversation.	8
Community Conversation 04.19.2024	9 Family Support letters using our online letter campaign.	9-17

Press Release 2023	Urban Collegiate Academy's press release and the distribution report. **Established 199 public weblinks.**	18-27
Press Release 2024	Urban Collegiate Academy's press release and the distribution report. **Established 496 public weblinks.**	28-57

Initial Community Outreach Flyer

We started our community outreach with knocking on doors in July 2023 in the Hamilton Hill neighborhood of Schenectady. We would continue to distribute flyers sending the message that the founding team was proposing Urban Collegiate Academy a public secondary charter school for Schenectady, NY. As evidenced by the initial outreach material, the substance of the key design elements remained consistent.

Community Outreach Information Flyer

This is another example of a flyer used during community conversations to explain the school design of Urban Collegiate Academy from our social media outreach.

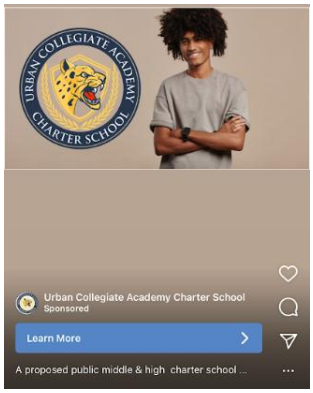
Urban Collegiate Academy Website

Urban Collegiate Academy's Facebook Page

Example of Social Media Campaign #1 – July 4, 2023 to July 14, 2023

Urban Collegiate Academy Charter School released its first social media advertisement on July 4, 2023 to July 14,2023. It primarily appeared on Facebook and Instagram. It reached **1,536** people residing in the designated market area of Albany-Schenectady-Troy.

Example of Social Media Campaign #2 – July 8, 2023 to July 15, 2023

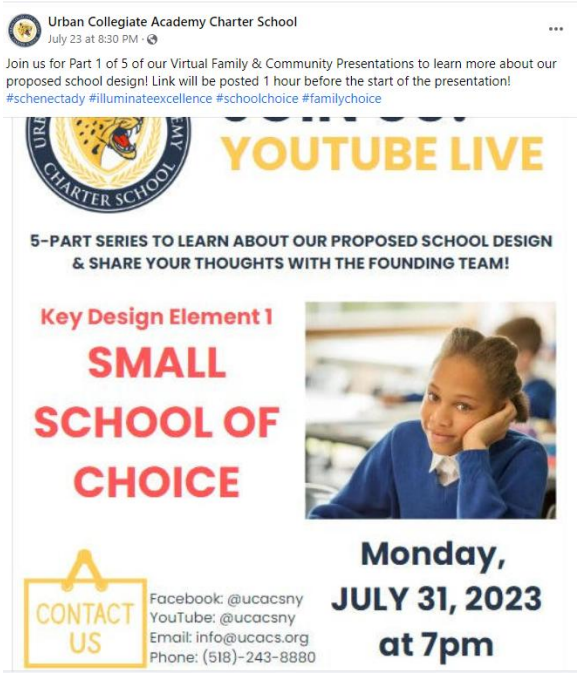


The Urban Collegiate Academy Charter School released its first social media advertisement on July 8, 2023 to July 15,2023 to obtain feedback about the proposed charter school. It appeared on Facebook and Instagram. It reached **3,937** people residing in the designated market area of Schenectady and the Albany-Schenectady-Troy metropolitan region.

From the social media #2 outreach, we received **70 survey responses**.

Example of YouTube Live Advertisement

The Urban Collegiate Academy Charter School released its first social media advertisement on July 23, 2023 to July 30, 2023 regarding joining a YouTube Live to learn more about the proposed Key Design Elements. It appeared on Facebook and Instagram. It reached **4,185** people residing in the designated market area of Schenectady and the Albany-Schenectady-Troy

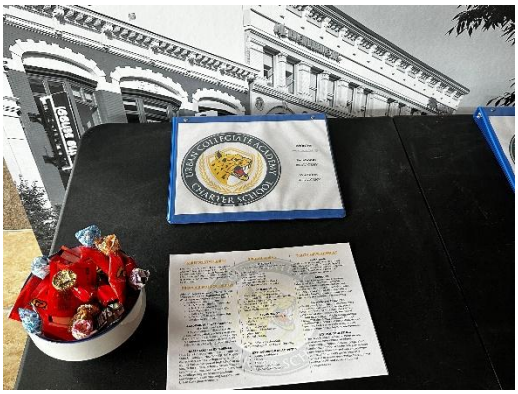


Times Union Article

Urban Collegiate Academy was fortunate to have the Times Union write an article about the proposed Urban Collegiate Academy Charter School.

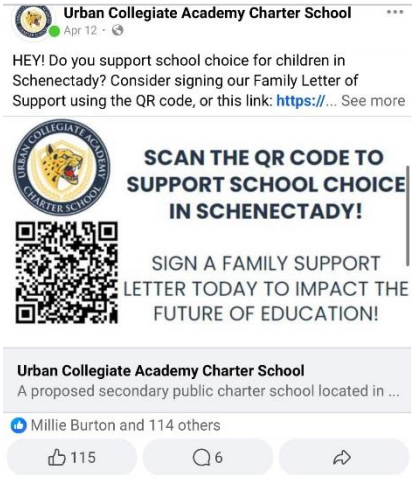
Example of Tabling Display

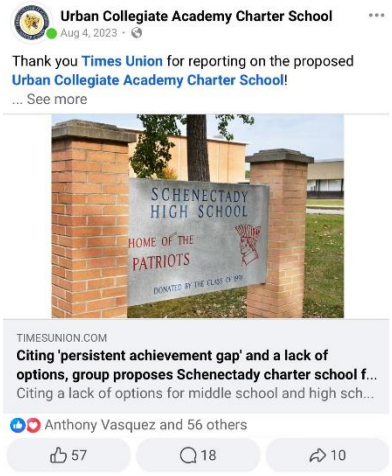
We were appreciative of community partners who allowed us to table in their spaces and at events. Below is an example of a table display we utilized with marketing material.



Top Posts on Social Media Platform

Using social media to meaningfully engage people was a key outreach strategy for Urban Collegiate Academy.



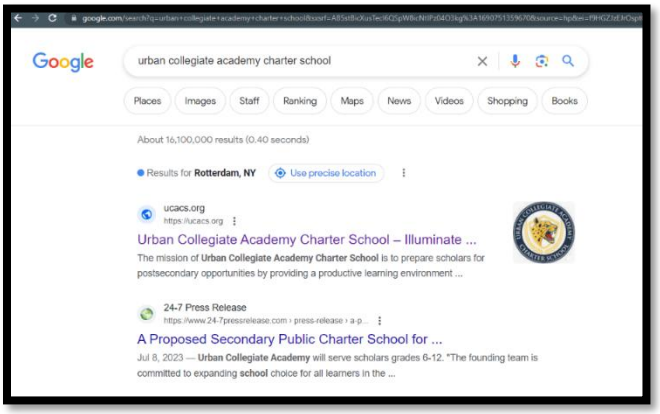


New York State Charter Parent Council

Urban Collegiate Academy Charter School was proud to be accepted in the private Facebook Group of the New York State Charter Parent Council. As part of KDE 5. Family-School Partnership, we want to be part of the discussion with families regarding school choice.

Google Search

Urban Collegiate Academy is well established on the internet. A quick Google Search will yield results to our website and our press release which is depicted below.



Outreach Material

Example of outreach materials advertising Urban Collegiate Academy.

Form_Responses1

Timestamp	[redacted]	CONNECTION TO SCHENECTADY	4. Do you have a child(ren) in a public district
7/28/2023 18:10:27		Family Member to a Schenectady Stud	Yes
7/28/2023 18:18:47		Parent/Guardian/Caregiver	Yes
7/28/2023 18:31:12		Resident of Schenectady	No
7/28/2023 18:35:36		Parent/Guardian/Caregiver	Yes
7/28/2023 18:42:05		Parent/Guardian/Caregiver, Family Mer	Yes
7/28/2023 18:49:33		Family Member to a Schenectady Stud	Yes
7/28/2023 19:00:18		Family Member to a Schenectady Stud	Yes
7/28/2023 19:06:34		Parent/Guardian/Caregiver	Yes
7/28/2023 19:12:39		Parent/Guardian/Caregiver, Resident o	Yes
7/28/2023 19:14:10		Parent/Guardian/Caregiver	Yes
7/28/2023 19:19:16		Parent/Guardian/Caregiver, Resident o	Yes

Form_Responses1

	Timestamp	YOUR NAME	TELEPHONE NUMBER	ZIP CODE	CONNECTION TO SCHENECTADY	4. Do you have a child(ren) in a public district
2	8/17/2023 14:13:35	[redacted]			Resident of Schenectady	Yes
3	8/17/2023 14:15:17				Parent/Guardian/Caregiver	Yes
4	8/17/2023 14:16:07				Parent/Guardian/Caregiver, Family Mer	Yes
5	8/17/2023 14:17:32				Parent/Guardian/Caregiver, Resident o	Yes
6	8/17/2023 14:18:28				Parent/Guardian/Caregiver	Yes
7	8/17/2023 14:19:58				Parent/Guardian/Caregiver, Family Mer	Yes
8	8/17/2023 14:20:56				Parent/Guardian/Caregiver	Yes
9	8/17/2023 14:21:40				Parent/Guardian/Caregiver, Resident o	Yes
10	8/17/2023 14:24:33				Parent/Guardian/Caregiver	Yes
11	8/17/2023 14:25:25				Parent/Guardian/Caregiver	Yes
12	8/17/2023 14:27:07				Parent/Guardian/Caregiver, Family Mer	Yes
13	8/17/2023 14:28:19				Family Member to a Schenectady Stud	Yes
14	8/17/2023 14:28:59				Parent/Guardian/Caregiver, Resident o	Yes
15	8/17/2023 14:33:02				Parent/Guardian/Caregiver, Resident o	Yes
16	8/17/2023 14:34:03				Parent/Guardian/Caregiver, Family Mer	Yes
17	8/17/2023 14:34:44				Parent/Guardian/Caregiver, Business C	Yes
18	8/17/2023 14:38:22				Parent/Guardian/Caregiver, Resident o	Yes
19	8/17/2023 14:41:04				Parent/Guardian/Caregiver, Business C	Yes
20	8/17/2023 14:46:44				Parent/Guardian/Caregiver, Family Mer	Yes

To Whom It May Concern:

I am writing to support the proposed Urban Collegiate Academy Charter School. As a parent/guardian of a school-aged child in the Schenectady City School District, my child deserves a high-quality education that fosters positive youth development. The City of Schenectady needs more public school options at the secondary level. I support Urban Collegiate Academy because it will increase my child's school choices in the future.

Schenectady City School District has a long history of academic underperformance despite significant financial investments from New York State. Approximately 75% of students in grades 3-8 are not proficient in English Language Arts, and over 80% are not proficient in Mathematics. Schenectady's children deserve better, and I firmly believe Urban Collegiate Academy is part of the solution.

I am impressed with the mission of Urban Collegiate Academy Charter School – to prepare students for postsecondary opportunities by providing a productive learning environment conducive to academic achievement and positive youth development. Having had the opportunity to engage with a founding member, I was most impressed with the following key design element(s) of Urban Collegiate Academy:

- [x] KDE 1. Small School of Choice
- [x] KDE 2. Equitable Access to College and Career Preparation
- [x] KDE 3. Postsecondary Opportunities
- [x] KDE 4. Positive Youth Development
- [x] KDE 5. Family-School Partnership

Supporter's Statement:

Sign my baby up!

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) 2 at Urban Collegiate Academy.

Sincerely,

[redacted]

To Whom It May Concern:

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- [x] KDE 3. Postsecondary Opportunities
- [x] KDE 4. Positive Youth Development
- [x] KDE 5. Family-School Partnership

Supporter's Statement:

a special person in every grade to help with behaviors and small classes. my son's class is too big and he doesnt always get help he needs

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) 4 at Urban Collegiate Academy.

Sincerely,

[redacted]

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- [ ] KDE 3. Postsecondary Opportunities
- [x] KDE 4. Positive Youth Development
- [ ] KDE 5. Family-School Partnership

Supporter's Statement:

I like what I heard from Mr. Rose. All of my to different Schenectady schools and I wish we had this opportunity.

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) ____ at Urban Collegiate Academy.

[redacted]

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- [x] KDE 3. Postsecondary Opportunities
- [ ] KDE 4. Positive Youth Development
- [ ] KDE 5. Family-School Partnership

Supporter's Statement:

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) 1,2,4 at Urban Collegiate Academy.

[redacted]

To Whom It May Concern:

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- [x] KDE 4. Positive Youth Development
- [x] KDE 5. Family-School Partnership

Supporter's Statement:

My son is going to middle school next year and I wish we had this school for him to go to. Maybe when he reaches in high school this will be ready.

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) 5 at Urban Collegiate Academy.

[redacted]

To Whom It May Concern:

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- [x] KDE 4. Positive Youth Development
- [x] KDE 5. Family-School Partnership

Supporter's Statement:

Loved the school presentation. I would send my kiddos in 2025!

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) 5 7 at Urban Collegiate Academy.

[redacted]

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- [ ] KDE 3. Postsecondary Opportunities
- [x] KDE 4. Positive Youth Development
- [ ] KDE 5. Family-School Partnership

Supporter's Statement:

This is a solid school program that I can support.

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) Kinder at Urban Collegiate Academy.

[redacted]

To Whom It May Concern:

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- [x] KDE 4. Positive Youth Development
- [x] KDE 5. Family-School Partnership

Supporter's Statement:

As a grandmother, my grandchildren will have a school they can attend to be safe and learn.

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) N/A at Urban Collegiate Academy.

[redacted]

To Whom It May Concern:

I am writing to support the proposed Urban Collegiate Academy Charter School. As a parent/guardian of a school-aged child in the Schenectady City School District, my child deserves a high-quality education that fosters positive youth development. The City of Schenectady needs more public school options at the secondary level. I support Urban Collegiate Academy because it will increase my child's school choices in the future.

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- [ ] KDE 3. Postsecondary Opportunities
- [x] KDE 4. Positive Youth Development
- [ ] KDE 5. Family-School Partnership

Supporter's Statement:

I support the small schools and the youth services.

Thank you in advance for your consideration of my support for Urban Collegiate Academy Charter School.

I plan to enroll child(ren) in grade(s) 9 5 3 at Urban Collegiate Academy.

[redacted]

Press Release 2023

A Proposed Secondary Public Charter School for Schenectady

Seeking community feedback on its proposed charter school.

Tweet 2 | Share 3 | Share 11 | Pin 0 | Email

Contact Information

B. Sue Johnson
Urban Collegiate Academy Charter School
Schenectady, NY
United States
Voice: 518-243-8880
E-Mail: Email Us Here
Website: Visit Our Website

SCHENECTADY, NY, July 08, 2023 **/24-7PressRelease/** -- Today, the founding team of Urban Collegiate Academy Charter School announces its plan to submit its application to the Board of Trustees of the State University of New York to establish a secondary public charter school in Schenectady, NY. The mission of Urban Collegiate Academy Charter School is to prepare scholars for postsecondary opportunities by providing a productive learning environment conducive to academic achievement and positive youth development. If approved, Urban Collegiate Academy would open in September 2025, serving 216 sixth and seventh-grade scholars. Urban Collegiate Academy will serve scholars grades 6-12.

Scholar achievement is our north star!

"The founding team is committed to expanding school choice for all learners in the City of Schenectady, including scholars with an individualized education program and English language learners," said B. Sue Johnson, the applicants' communications associate. "Schenectady families need, want, and deserve a public school choice where academic achievement and high expectations are the norm."

Urban Collegiate Academy will have an extended school day from 8 am to 4 pm with bi-weekly half-days on Fridays for staff development. The proposed charter school will follow the well-researched and successfully implemented Small School of Choice Model (SSCM). SSCM has three core principles - academic rigor, personalized learning, relevance to the world of work, and several core elements, including approximately 100 students per grade, an advisory program, and a keen focus on teaching and learning. "Scholar achievement is our north star! Key design elements include academic achievement, positive youth development, and family-community partnership of Urban Collegiate Academy." Johnson stated.

Urban Collegiate Academy will gradually introduce the different facets of its school design in the coming weeks and months through multiple methods, including social media (Facebook: @Urban Collegiate Academy Charter School), website (www.ucacs.org), and in-person opportunities with the community.

If you want to weigh in on Urban Collegiate Academy, you can email info@ucacs.org.

###

On July 8, 2023, the founding team used 24-7 Press Release Newswire to distribute our first press release announcing Urban Collegiate Academy Charter School as a proposed public charter school for Schenectady. As of July 15, 2023, the first press release has the following metrics:

Published Links	Total Impressions	Total Views	Email Interactions
199	33,717	2,265	643

1.	https://smb.alabamanow.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
2.	https://smb.albertleatribune.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
3.	http://allindiabulletin.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
4.	https://smb.americanpress.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
5.	https://smb.americustimesrecorder.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
6.	https://pr.ashlandtownnews.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
7.	http://theatlnewsjournal.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
8.	http://aussieheadlines.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
9.	https://smb.austindailyherald.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
10.	http://thebaltimorenewsjournal.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
11.	https://smb.beauregardnews.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
12.	https://smb.bluegrasslive.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
13.	https://pr.bonitaesteromagazine.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
14.	https://pr.boreal.org/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
15.	https://pr.bradfordvillebugle.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
16.	http://thecanadaheadlines.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
17.	https://pr.capecorallivingmagazine.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
18.	https://lifestyle.capitalcityrock.com/story/49168770/a-proposed-secondary-public-charter-school-for-schenectady	Live
19.	https://pr.chestercounty.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live

20.	http://news-chicago.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
21.	http://thechicagonewsjournal.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
22.	https://pr.chillicothevoice.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
23.	https://go.chinesewire.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
24.	https://smb.claiborneprogress.net/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
25.	https://lifestyle.3wzfm.com/story/49168770/a-proposed-secondary-public-charter-school-for-schenectady	Live
26.	http://clevelandpulse.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
27.	https://pr.columbiabusinessmonthly.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
28.	http://columbusnewsjournal.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
29.	https://pr.connectiredell.net/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
30.	https://smb.cordeledispatch.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
31.	https://pr.cottonwoodheightsjournal.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
32.	https://lifestyle.countrylegends1059.com/story/49168770/a-proposed-secondary-public-charter-school-for-schenectady	Live
33.	https://smb.ourdavie.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
34.	http://thedenverjournal.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
35.	http://thedenvernewsjournal.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
36.	https://pr.draperjournal.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
37.	http://educationnewsarticles.com/education_articles/2023/07/a-proposed-secondary-public-charter-school-for-schenectady-502520.htm	Live
38.	http://educationprnews.com/education_articles/2023/07/a-proposed-secondary-public-charter-school-for-schenectady-502520.htm	Live
39.	https://smb.elizabethton.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
40.	http://englandheadlines.com/Business/a-proposed-secondary-public-charter-school-for-schenectady	Live
41.	https://pr.faceacadiana.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
42.	https://smb.farmvilleherald.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live

43.	https://pr.fayettevilleconnect.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
44.	http://www.wpgxfox28.com/story/49168770/a-proposed-secondary-public-charter-school-for-schenectady	Live
45.	https://pr.franklintownnews.com/article/A-Proposed-Secondary-Public-Charter-School-for-Schenectady?storyId=64a90ed86c90b90008c221e8	Live
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Press Release 2024

ANOTHER CHOICE FOR SCHENECTADY STUDENTS AND FAMILIES: URBAN COLLEGIATE ACADEMY CHARTER SCHOOL

Academic Achievement & Positive Youth Development

SCHENECTADY, NY, September 27, 2024 **/24-7PressRelease/** -- Several incidents have left Schenectady High School's students and families uneasy since the beginning of the school year. Despite deep investment in security personnel, school police, restorative practice specialists, and mental health professionals, the Schenectady City School District has failed to keep Schenectady children safe. There is no excuse for the district's continued safety and security failures. Students and families should not experience uncertainty, anxiety, and trauma about safety at school. Schenectady once prided itself on being a trauma-informed school district but has failed to be responsive to the traumatic experiences endured by students who have to confront real threats to their safety.

> *September 2026 Your input will shape the future of education in Schenectady.*

Schenectady families deserve an accessible K-12 public charter school system. The founding team of Urban Collegiate Academy Charter School continues to work through the application process to offer Schenectady students and families a viable secondary public school choice by **September 2026**.

Your support is crucial. We need the public, especially those with fourth or fifth-grade students, to express their support by completing surveys and interest forms. Your input will shape the future of education in Schenectady.

Join us for the following Live Streams to learn more about Urban Collegiate Academy:
Monday, September 30, 2024 - **Equitable Access to College and Career**
Monday, October 07, 2024 - **Postsecondary Opportunities**
Monday, October 14, 2024 - **Positive Youth Development**
Monday, October 21, 2024 - **Family-School Partnerships**

Learn more about our commitment to the small school-of-choice model, and complete the corresponding survey to show your support!

We look forward to educating Schenectady children and serving the greater community.

Urban Collegiate Academy Charter School is a proposed secondary public charter school for Schenectady, NY.

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Published Links	Total Impressions	Total Views	Email Interactions
496	48,529	1,116	692

1.	https://markets.financialcontent.com/1discountbrokerage/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
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452.	https://thevirginianewsjournal.com/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school/	Live
453.	https://thevirginianewsjournal.com/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school/	Live
454.	https://waow.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
455.	https://wbng.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
456.	https://week.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
457.	https://wgem.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
458.	https://lifestyle.953hlf.com/story/51512901/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
459.	https://wkow.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live

460.	https://lifestyle.us983.com/story/51512901/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
461.	https://pr.wncbusiness.com/article/ANOTHER-CHOICE-FOR-SCHENECTADY-STUDENTS-AND-FAMILIES-URBAN-COLLEGIATE-ACADEMY-CHARTER-SCHOOL?storyId=66f65e92f38fe10008fba7fa	Live
462.	https://wpta.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
463.	https://wqow.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
464.	https://markets.financialcontent.com/wral/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
465.	https://wrex.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
466.	https://lifestyle.967wshv.com/story/51512901/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
467.	https://wsil.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
468.	https://wvva.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
469.	https://wxow.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
470.	https://wyow.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
471.	https://waco.newsnetmedia.com/story/51512901/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
472.	https://waittgrain.com/markets/stocks.php?article=247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
473.	https://markets.financialcontent.com/wss/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
474.	https://pr.walnutcreekmagazine.com/article/ANOTHER-CHOICE-FOR-SCHENECTADY-STUDENTS-AND-FAMILIES-URBAN-COLLEGIATE-ACADEMY-CHARTER-SCHOOL?storyId=66f65e92f38fe10008fba7fa	Live
475.	https://finance.walnutcreekguide.com/camedia.walnutcreekguide/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
476.	https://www.walterscoop.com/markets/stocks.php?article=247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live

477.	https://business.wapakdailynews.com/wapakdailynews/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
478.	https://pr.washingtoncitypaper.com/article/ANOTHER-CHOICE-FOR-SCHENECTADY-STUDENTS-AND-FAMILIES-URBAN-COLLEGIATE-ACADEMY-CHARTER-SCHOOL?storyId=66f65e92f38fe10008fba7fa	Live
479.	https://smb.thewashingtondailynews.com/article/ANOTHER-CHOICE-FOR-SCHENECTADY-STUDENTS-AND-FAMILIES-URBAN-COLLEGIATE-ACADEMY-CHARTER-SCHOOL?storyId=66f65e92f38fe10008fba7fa	Live
480.	https://wfrag.com/markets/stocks.php?article=247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
481.	https://pr.westjordanjournal.com/article/ANOTHER-CHOICE-FOR-SCHENECTADY-STUDENTS-AND-FAMILIES-URBAN-COLLEGIATE-ACADEMY-CHARTER-SCHOOL?storyId=66f65e92f38fe10008fba7fa	Live
482.	https://westpalmbeach.newsnetmedia.com/story/51512901/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
483.	https://pr.wvcjournal.com/article/ANOTHER-CHOICE-FOR-SCHENECTADY-STUDENTS-AND-FAMILIES-URBAN-COLLEGIATE-ACADEMY-CHARTER-SCHOOL?storyId=66f65e92f38fe10008fba7fa	Live
484.	https://www.westco.coop/markets/stocks.php?article=247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
485.	https://www.wheatfieldgrain.com/markets/stocks.php?article=247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
486.	https://smb.windsorweekly.com/article/ANOTHER-CHOICE-FOR-SCHENECTADY-STUDENTS-AND-FAMILIES-URBAN-COLLEGIATE-ACADEMY-CHARTER-SCHOOL?storyId=66f65e92f38fe10008fba7fa	Live
489.	https://markets.financialcontent.com/winslow/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
490.	https://markets.financialcontent.com/winslow/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
491.	https://lifestyle.xtra1063.com/story/51512901/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
492.	https://lifestyle.all80sz1063.com/story/51512901/another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
493.	https://pr.enewspf.com/article/ANOTHER-CHOICE-FOR-SCHENECTADY-STUDENTS-AND-FAMILIES-URBAN-COLLEGIATE-ACADEMY-CHARTER-SCHOOL?storyId=66f65e92f38fe10008fba7fa	Live
494.	https://fox47.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live
495.	https://lodinews.marketminute.com/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live

496.	https://money.mymotherlode.com/clarkebroadcasting.mymotherlode/article/247pressrelease-2024-9-27-another-choice-for-schenectady-students-and-families-urban-collegiate-academy-charter-school	Live

R-04e. Community Support

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

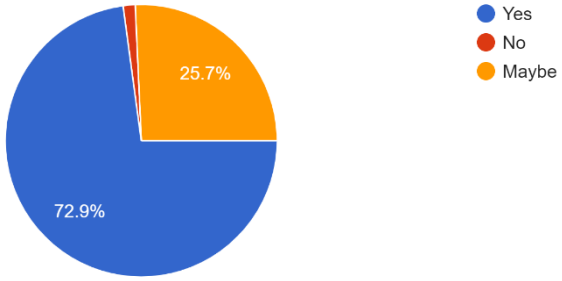
Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

Document	Description	Page(s)
Survey Results #1	The first survey administered to the Schenectady yielded **70 responses**. The overwhelming majority of respondents expressed support for a public secondary charter school in Schenectady, NY.	2
Survey Results #2	On August 17, 2023, the lead founder had an opportunity to conduct a tabling and garner **19 surveys** supporting Urban Collegiate Academy.	2
Survey Results #3	The lead founder issued an online petition to gather support for Urban Collegiate Academy received **30 survey responses.**	2-3
Survey Results #4	The founding team held a virtual community conversation related to Key Design Element #1. We received **27 responses**.	3-4
Survey Results #5	The founding team held a virtual community conversation related to Key Design Element #2. We received **18 responses**.	4-5
Survey Results #6	The founding team held a virtual community conversation related to Key Design Element #3. We received **11 responses**.	5

Survey Results #1: Supporting a Secondary Public Charter School in Schenectady, NY

4) Do you support a public charter school option for students in 6-12 grade in Schenectady?

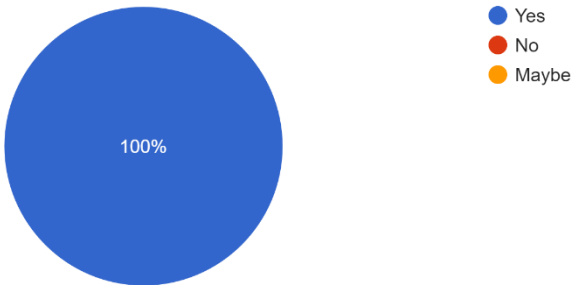
70 responses



Survey Results #2: Supporting a Secondary Public Charter School in Schenectady, NY

7. Do you support a public charter school option for students in 6-12 grade in Schenectady?

19 responses

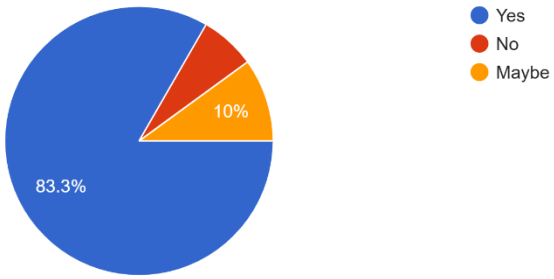


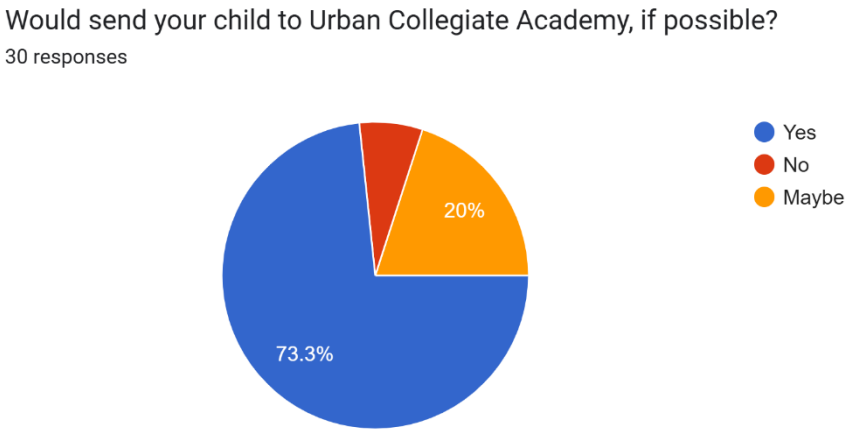
Survey Results #3: Petition of Support

The founding team issued a Petition to survey to ask the community about their support for a public charter school and their interests in their child(ren) attending Urban Collegiate Academy.

Do you support a secondary public charter school in Schenectady?

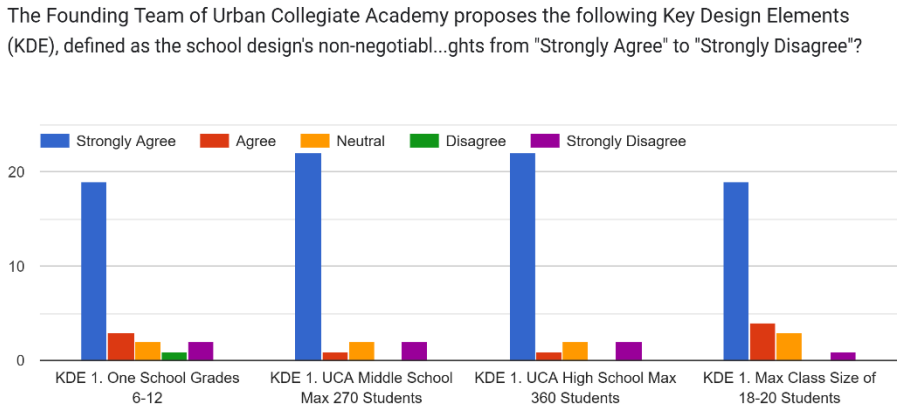
30 responses

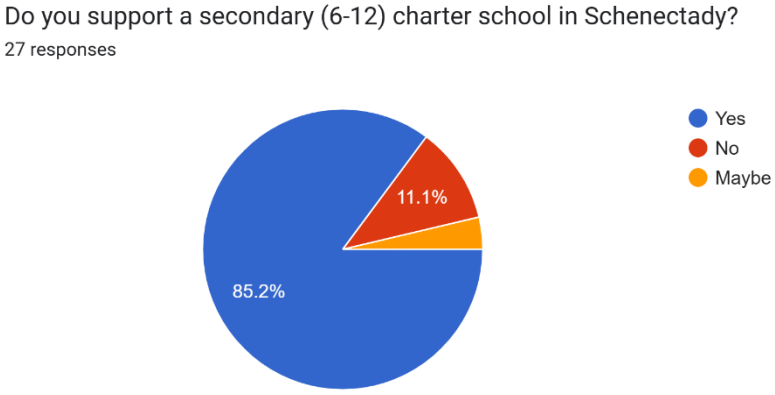


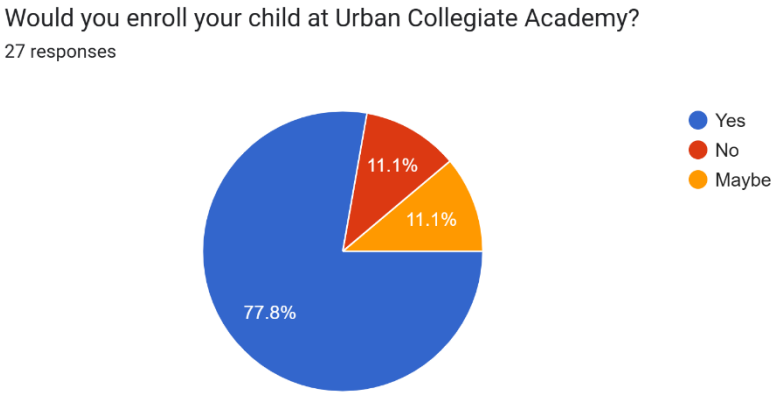


In 2024, we refined our outreach strategy to receive targeted responses of the components of our Key Design Elements. The results are as follows:

Survey Results #4: KDE 1. Small School of Choice

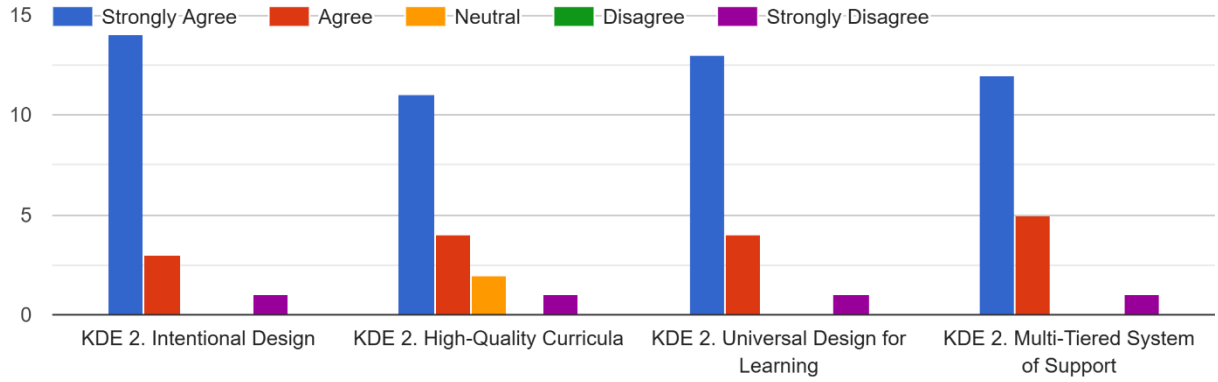


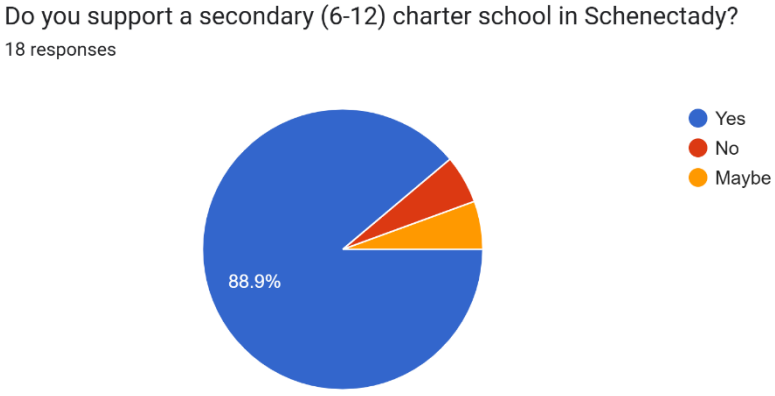




Survey Results #5: KDE 2. Equitable Access to College and Career Preparation

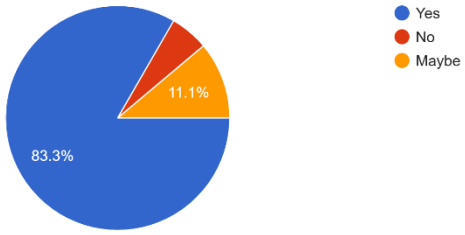
When asked about the specifically about KDE 2. Facilitating Equitable Access to College and Career Preparation, responds overwhelmingly strongly agreed or agreed with our plan. For this survey, we received **18 responses**.



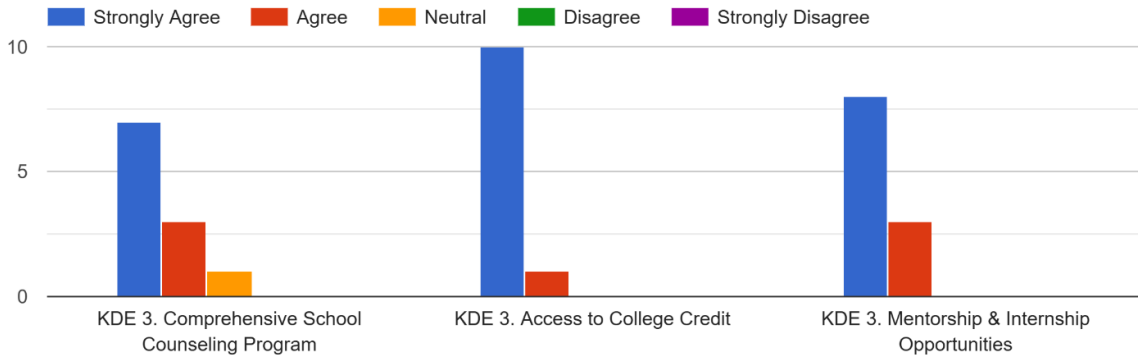


Would you enroll your child at Urban Collegiate Academy?

18 responses

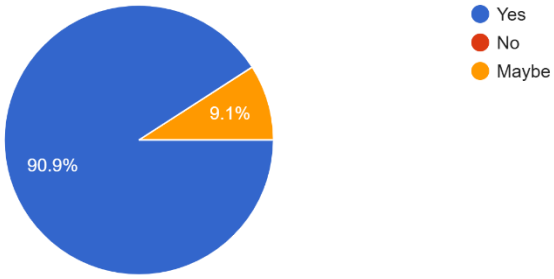


Survey Results #6: KDE 3. Postsecondary Opportunities



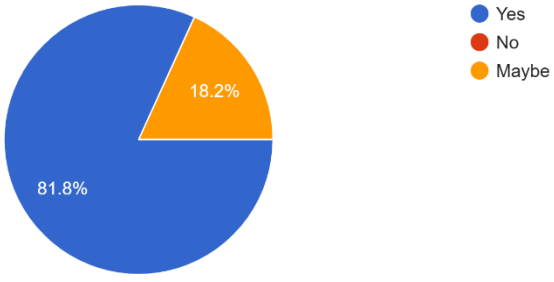
Do you support a secondary (6-12) charter school in Schenectady?

11 responses



Would you enroll your child at Urban Collegiate Academy?

11 responses



R-04f. EVIDENCE OF DEMAND

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

Document	Description	Page(s)
Interest Forms 2026-2027	While the founding team recognized interest in Urban Collegiate Academy Charter School from families in Schenectady, we needed an effective way to capture data on our target age population. We utilized Google Forms to allow families to quickly submit basic information. We received 73 responses expressing interest in enrolling 75 children – 21 third graders and 54 fourth graders	2-74

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12308

This content is neither created nor endorsed by Google.

Google Forms

Interest Form 2026-2027

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Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
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Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12306

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Google Forms

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Child's Grade *

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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12309

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Google Forms

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Tu nombre (EN MAYÚSCULAS)
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Your Child's Grade *

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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown
Yes

Zip Code
Código postal
Dropdown
12308

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Google Forms

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Your Child's Grade *

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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12307

This content is neither created nor endorsed by Google.

Google Forms

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12303

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12307

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12304

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12308

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12304

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12306

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12303

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12308

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
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Your Child's Grade *

- [ ] 3rd Grade (3er grado)
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Are you interested in your child attending Urban Collegiate Academy in September 2026? *
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Yes

Zip Code
Código postal
Dropdown

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Interest Form 2026-2027

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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
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Phone Number (9 Digits) *
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Your Child's Grade *

- [ ] 3rd Grade (3er grado)
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Zip Code
Código postal
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Your Child's Grade *

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Dropdown

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Zip Code
Código postal

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Your Child's Grade *

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Dropdown

Yes

Zip Code
Código postal

Dropdown

12307

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Interest Form 2026-2027

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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12304

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12303

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12309

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Maybe

Zip Code
Código postal

Dropdown

12303

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12308

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12305

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12305

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12306

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12303

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Maybe

Zip Code
Código postal

Dropdown

12308

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

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Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12306

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
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Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12304

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12305

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Maybe

Zip Code
Código postal

Dropdown

12302

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12305

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12308

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12307

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12303

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Maybe

Zip Code
Código postal

Dropdown

12306

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Maybe

Zip Code
Código postal

Dropdown

12309

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

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Dropdown

Yes

Zip Code
Código postal

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Interest Form 2026-2027

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Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

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Your Child's Grade *

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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12304

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
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Your Child's Grade *

- [ ] 3rd Grade (3er grado)
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Dropdown

Yes

Zip Code
Código postal

Dropdown

12307

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Interest Form 2026-2027

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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

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Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

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Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Maybe

Zip Code
Código postal

Dropdown

12302

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12305

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
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Your Child's Grade *

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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12309

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Tu nombre (EN MAYÚSCULAS)
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Dropdown

Yes

Zip Code
Código postal
Dropdown

12307

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Dropdown

Yes

Zip Code
Código postal

Dropdown

12303

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Interest Form 2026-2027

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Your Name (CAPITALIZE) *
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Phone Number (9 Digits) *
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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12308

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
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Your Child's Grade *

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Dropdown

Yes

Zip Code
Código postal
Dropdown

12307

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Interest Form 2026-2027

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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
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Your Child's Grade *

- [ ] 3rd Grade (3er grado)
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Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12302

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

Zip Code
Código postal
Dropdown

12307

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown
Yes

Zip Code
Código postal
Dropdown
12304

This content is neither created nor endorsed by Google.

Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

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Your Child's Grade *

- [ ] 3rd Grade (3er grado)
- [x] 4th Grade (4to grado)

Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12309

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)

[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)

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Your Child's Grade *

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Are you interested in your child attending Urban Collegiate Academy in September 2026? *
¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12306

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
Las familias con niños en tercero (3) o cuarto (4) grado este año escolar (2024-2025) que deseen expresar interés en que sus hijos asistan a Urban Collegiate Academy pueden completar este formulario.

Your Name (CAPITALIZE) *
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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?

Dropdown

Yes

Zip Code
Código postal

Dropdown

12305

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Zip Code
Código postal
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Dropdown

Maybe

Zip Code
Código postal

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Interest Form 2026-2027

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Dropdown

Yes

Zip Code
Código postal

Dropdown

12309

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Interest Form 2026-2027

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Dropdown

Yes

Zip Code
Código postal
Dropdown

12308

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Interest Form 2026-2027

Families with children in **third (3rd) or fourth (4th) grades** this school year (2024-2025) who would like to express interest in their child attending Urban Collegiate Academy can complete this form.
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Código postal
Dropdown

12307

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Interest Form 2026-2027

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Your Name (CAPITALIZE) *
Tu nombre (EN MAYÚSCULAS)
[redacted]

Phone Number (9 Digits) *
Número de teléfono (9 dígitos)
[redacted]

Your Child's Grade *

- [x] 3rd Grade (3er grado)
- [ ] 4th Grade (4to grado)

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¿Está interesado en que su hijo asista a Urban Collegiate Academy en septiembre de 2026?
Dropdown

Yes

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12303

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Dropdown

Yes

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12305

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Dropdown

Yes

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Dropdown

12302

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R-05ac- ENROLLMENT

R-05a. Enrollment Plan

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

- The extent to which the proposed school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
- Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students (i.e., the proposed school's "backfill" policy); and
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed.

Grade Configuration & Minimum Age: The extent to which the proposed school's grade configuration aligns with the school district of location and how any misalignment may impact the school. Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools.

Urban Collegiate Academy's grade-level configuration will align with the Schenectady City School District: middle school grades 6-8 and high school grades 9-12. We anticipate enrolling students who have completed fourth and fifth grades by June or August 2026 for Urban Collegiate Academy's fifth and sixth grades for the 2026-2027 school year.

Pattern of Growth Over the Charter Term: The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students (i.e., the proposed school's "backfill" policy). A statement about any growth that the applicants may seek in a future charter period if the school is renewed.

Urban Collegiate Academy plans to enroll 40 fifth- and 90 sixth-grade students in September 2026. Urban Collegiate Academy will grow by one grade level per school year. By the end of the first charter term, the Urban Collegiate Academy would educate 500 students in grades 5-10. We do not anticipate increasing our enrollment or expanding to include elementary grades. The school's enrollment plan has a retention rate of 90% based on trends observed in other charter schools outside of New York City. The enrollment pattern achieves our vision, as reflected in KDE 1. Small School of Choice that provides the academic, social, and emotional support students deserve.

Attrition and Backfilling

Urban Collegiate Academy Charter School will be a new educational institution in the City of Schenectady, dedicated to building a reputation for excellence. We anticipate an attrition rate of approximately 10% for each cohort of students. As a public charter school, we are committed to meeting the needs of the families who choose us as the educational institution for their

children. We will make every effort to retain students at Urban Collegiate Academy while respecting families' right to school choice. Vacant seats will be backfilled until the tenth grade, drawing from a waiting list if one exists, and we will maintain outreach and marketing efforts throughout the school year to ensure the community is informed of any openings.

When a family chooses Urban Collegiate Academy, they will have the opportunity to experience the school's culture and climate. We have developed the following procedures for potential students and families who join Urban Collegiate Academy after the school year has begun:

- **Family Engagement.** The Family and Community Engagement Coordinator ("The Coordinator") will contact the family to share the exciting news that Urban Collegiate Academy has a vacancy, and their child is being offered a seat. The coordinator will also provide the family with a list of all relevant documentation (e.g., proof of residency, IEP/504/BIP, academic data, immunization records, etc.) required for enrollment.
- **Family Orientation.** The Family Orientation will take place at Urban Collegiate Academy at a time convenient for the student and their family. During the orientation, the coordinator will give the family an opportunity to share the student's strengths, interests, and needs. The coordinator will also review the handbook and code of conduct, provide a tour of the school, and answer any questions the family may have. At this time, the family can choose to complete enrollment and/or participate in the "Day in the Life" experience.
- **Day in the Life (optional).** Families and students may choose to experience a typical school day at Urban Collegiate Academy before completing enrollment. During this visit, the student will have the opportunity to meet the school counselor, their cohort's youth development specialist, faculty members, and school leadership.
- **Student Assessment.** Once enrolled, all students will complete baseline assessments to determine their grade-level performance. The cohort team will use this data to plan for the student's academic, social-emotional, and behavioral needs. The school counselor will share the assessment results and the cohort team's plan with the family.
- **Continuous Monitoring.** For at least one month after enrollment, the school counselor and the cohort's youth development specialist will check in with new students weekly to monitor their adjustment and provide ongoing support.

R-5b. Target Population Enrollment

- Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here:www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;
- Describe the recruitment strategies the school will employ to attract each target population to the school;
- Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;
- Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup; and,
- Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.

Enrollment and Retention Targets: Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention.

Figure 05b.01. Specific Enrollment Targets Year 1 (Grades 5-6) n=130

Specific Student Population	Comparable School District Percentage	Baseline School Enrollment Target
Economically Disadvantaged	75.3%	98 Students
English Language Learners	6.3%	8 Students
Students with Disabilities	15.6%	20 Students

Figure 05b.02. Specific Retention Targets Year 1 (Grades 5-6) n=130

Specific Student Population	Comparable School District Percentage	Baseline School Enrollment Target
Economically Disadvantaged	91%	89 Students
English Language Learners	91.1%	8 Students
Students with Disabilities	90.4%	18 Students

Figure 05b.03. Specific Retention Targets Year 5 (Grades 5-10) n=500

Specific Student Population	Comparable School District Percentage	Baseline School Enrollment Target
Economically Disadvantaged	75.1%	375 Students
English Language Learners	5.4%	27 Students
Students with Disabilities	18.1%	91 Students

Figure 05b.04. Specific Retention Targets Year 5 (Grades 5-10) n=500

Specific Student Population	Comparable School District Percentage	Baseline School Enrollment Target
Economically Disadvantaged	91.5%	343 Students
English Language Learners	91.4%	25 Students
Students with Disabilities	89.2%	81 Students

RECRUITMENT STRATEGIES: Describe the recruitment strategies the school will employ to attract each target population to the school.

Urban Collegiate Academy anticipates enrolling 500 students in grades 5-10 by the end of its first charter term. The founding team analyzed the practices of newly established public charter schools in the Capital Region and across New York State. A common finding was the need for a dedicated individual to manage outreach and marketing efforts. As outlined in the school's proposed budget, we plan to hire a Family and Community Engagement Coordinator to lead our outreach, recruitment, and enrollment strategy, as well as an additional FTE to support beginning in year 4. This team will also be responsible for student retention efforts.

Urban Collegiate Academy will implement the following recruitment strategies attract target populations:

- **Economically Disadvantaged Students.** Most students (77%) attending Schenectady City School District are identified as economically disadvantaged. We anticipate meeting or exceeding the annual enrollment target for economically disadvantaged students. The founding team is committed to ensuring access for all students and their families, particularly those residing in the Schenectady Housing Authority, which provides safe and affordable housing for low-income families, seniors, and individuals with disabilities. Targeted outreach will be conducted at public housing developments, including Maryvale Apartments (8 units), McGathan Townhouses (50 units), Steinmetz Homes (244 units), and Yates Village (300 units). Additionally, we will focus on high-poverty neighborhoods in Schenectady, such as Hamilton Hill, Vale, and Mont Pleasant. The founding team will also collaborate with the Schenectady County Department of Social Services, which oversees foster care and administers public assistance programs.
- **English Language Learners.** English Language Learners (ELLs) make up 5% of the student population in the Schenectady City School District. Urban Collegiate Academy is committed to enrolling a comparable percentage of ELLs. To achieve this goal, we will translate outreach materials and enrollment forms into Spanish, the second most commonly spoken language in the area. Marketing materials will emphasize the school's commitment to enrolling ELLs. We will prioritize recruiting diverse staff fluent in multiple languages to better serve this population. The founding team will replicate best practices by partnering with secondary schools in the Internationals Network, which specialize in educating newly arrived immigrant students who are often ELLs. Additionally, we will collaborate with cultural and local faith-based organizations as part of our recruitment efforts.
- **Students with Disabilities.** Students with Disabilities (SWDs) comprise approximately 17% of the student population in the Schenectady City School District. Urban Collegiate Academy is dedicated to serving students who require special education services. Our marketing materials will include explicit language emphasizing Urban Collegiate Academy's commitment to enrolling students with disabilities. We will partner with organizations such as the Capital District Special Education Taskforce and Parent to Parent of New York State to reach their stakeholders and inform them about enrollment opportunities at Urban Collegiate Academy.

Retention Strategies: Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.

Urban Collegiate Academy prioritizes student retention, as it is essential for academic success. We understand that students have unique social, emotional, and developmental needs as they grow within our school community. Throughout the school year, students and families will have the opportunity to share their experiences through a survey covering the academic program and course offerings, school culture and climate, and operational aspects (e.g., facilities, food, transportation, etc.). The collected data will be presented to the Board of Trustees as part of the Executive Director's report during the Winter (January/February) and Spring (May/June) meetings. Based on this feedback, the Executive Director will propose any programmatic changes to the Board aimed at enhancing the academic and youth development experiences of students and their families, thereby supporting student retention.

We will use the following specified strategies to help retain students with diverse abilities, experiences, and backgrounds.

- **Economically Disadvantaged Students.** We will offer a unique educational opportunity designed to appeal to economically disadvantaged families. Our small learning community ensures that students are seen and valued by all adults, supported by dedicated cohort teams focused on their success. Students will benefit from positive youth development opportunities, flexible classroom performance options (e.g., Universal Design for Learning) that highlight their strengths, and a culture of regular home-school communication. While students will experience academic rigor, they will receive the support needed to thrive. Our school's post-secondary focus will prioritize high school graduation and emphasize the long-term benefits of economic mobility, stability, and security for students and their families.
- **Students with Disabilities.** Collaboration and communication with families will be essential for retaining students with disabilities. We will consistently work with families to discuss students' strengths, needs, and plans of action. Our goal is full inclusion by providing the necessary support for students to meet Urban Collegiate Academy's rigorous academic and behavioral expectations. As detailed in R-12ac – Personnel, we anticipate assigning, at minimum, one special education teacher per grade level, ensuring a low student-to-teacher ratio for the effective implementation and progress monitoring of IEPs and behavior plans. Special education teachers will use specially designed instruction to ensure students with disabilities have access to the general education curriculum, along with the required accommodations and modifications.
- **English Language Learners (ELLs).** Building and sustaining trust will be critical for ELLs. We plan to employ dedicated ENL teachers to support ELLs with additional personnel budgeted with the increase in enrollment. The ENL teacher will identify and assess ELLs

in compliance with NYSED regulations [1]. Students identified for needing ENL services will be delivered in accordance with the Commissioner's Regulation Part 154-2[2]/[3].

Dr. Maya Angelou once said, *"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."* At the heart of Urban Collegiate Academy is an intentional focus on building and sustaining positive relationships with students and families. While choosing the right curriculum, implementing effective teaching strategies, and using data to demonstrate the school's success are crucial, these efforts will lack meaning without meaningful relationships. A warm climate and a culture of care, compassion, and connection will ensure that academic success resonates deeply with families.

[1] https://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire
[2] https://www.nysed.gov/sites/default/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf
[3] https://www.nysed.gov/sites/default/files/programs/bilingual-ed/enl-9-12-units-of-study-table-5-6-15.pdf

R-05c. Student Enrollment Table

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

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
2026-27 through 2030-31

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	*Middle School*	40	40	40	40	40	10-11
6th Grade	Middle School	90	90	90	90	90	11-12
7th Grade	Middle School		90	90	90	90	12-13
8th Grade	Middle School			90	90	90	13-14
9th Grade	High School				100	100	14-15
10th Grade	High School					90	15-16
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		130	220	310	410	500	

R-05d – ADMISSIONS POLICY

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of the location of the proposed school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. The admissions policy should also indicate in which grades the school would admit students, whether it would fill seats vacated by enrolled students (i.e. "backfill"), and if applicable, the date after which the school would no longer accept students. Further Institute guidance relating to school admissions, including the new employee and CMO employee preference, is available on our website.

Urban Collegiate Academy Charter School welcomes all students who are eligible for admission in accordance with the laws of the State of New York regarding public school admission. Urban Collegiate Academy will maintain compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and New York State Education Law §2854(2), which governs admission to a charter school.

Non-Discrimination Statement

Urban Collegiate Academy's admissions process will include an explicit non-discrimination statement which will read as follows:

> Urban Collegiate Academy Charter School shall not discriminate against or limit the admission of any student on any unlawful basis, including ethnicity, national origin, disability, intellectual disability, achievement or aptitude, athletic ability, race, creed, gender, gender identity, sexual orientation, religion, or ancestry. Urban Collegiate Academy will not require any action by a student or family (e.g., an admissions test, interview, essay, attendance at an information session, etc.) for an application to receive or apply for admission to this school.

Eligibility

Families seeking admission to Urban Collegiate Academy must be legal residents of the State of New York and must furnish the school with proof of residency. Exceptions to the proof of residency requirement include families residing in temporary housing, children residing in a state-approved program (e.g., runaway and homeless youth shelter or transitional program), or children in the care and custody of the Commissioner of the Department of Social Services or a similar governmental agency that can attest to their residency. Families must comply with the residency requirements set forth by the Schenectady City School District[1].

There are no admission criteria or screening process.

Enrollment Grades

Urban Collegiate Academy anticipates enrolling students in sixth and ninth grades every school year. However, if a vacancy exists in any grade between sixth and tenth grade, we will backfill the vacancy. Urban Collegiate Academy will stop enrolling new students by February 15th of each school year.

[1] Schenectady City School District Proof of Residency

Application Period
Urban Collegiate Academy's application period will begin on January 1st and end on April 1st of the upcoming school year. Our Youth and Family Development Division will be responsible for receiving applications for the upcoming school year until the closing on April 1st. Applications will be available online and in hardcopy in English, Spanish, and any other home language requested by the family. For the inaugural school year 2026-2027, applications must be received by the end of the day on April 1st, 2026.

Lottery
If the number of applications received exceeds the number of available seats per grade, a random public lottery will be held within ten business days after the application deadline. The Executive Director (or their designee) and the Family Engagement and Student Enrollment Manager will be responsible for informing families via telephone, email, and/or postal mail within two days of the application deadline that a random public lottery will be held, including the location, date, and time. Additionally, the Executive Director will ensure the information is published in the school's newspaper of record. Families who are unable to be present may choose to participate via livestream. An independent third-party auditor, approved by the Board of Trustees, will be present during the lottery to ensure that the process is conducted transparently, in accordance with the policies set forth by the SUNY Charter Schools Institute and New York State Education Law §2854. The lottery process will comply with the regulations of the Commissioner of Education §119.5 – Random Selection Process for Charter School Student Applicants.

Enrollment Priority
Our enrollment preference is aligned with section 119.5(a) of the Regulations of the Commissioner of Education:

1. Students returning to Urban Collegiate Academy.
2. Siblings of students already enrolled at Urban Collegiate Academy.
3. Students residing in the Schenectady City School District.
4. Children of faculty or staff members with full-time employment at Urban Collegiate Academy up to the statutory limit.

Enrollment preferences are not to be stacked in any way that would result in a weighted lottery application, which would make Urban Collegiate Academy ineligible for federal Charter School Program grant funding. Any applicant who wishes to be awarded enrollment priority must provide proof with the application no later than the deadline. If the family is unable to provide proof, they will still be able to participate in the lottery without the enrollment preference.

Weighted Lottery
To ensure that Urban Collegiate Academy is meeting our enrollment targets, we will offer a weighted lottery for students with disabilities (SWD) using the NYSED Weighted Lottery Generator. We will run the NYSED Weighted Lottery Generator only once per academic school year.

Enrolling Students from the Waitlist
Families who were not admitted will be placed on a waitlist. They will be notified via postal mail, as well as through their preferred communication method, of their waitlist number.

Families new to the community may enter the waitlist in the same year they become residents, while we honor the waitlist for those families who applied by the deadline and are already on the list. If space becomes available, applications will be drawn in order of the waitlist numbers. Families will have one week from the date of contact via phone and postal mail to accept the seat. The Family Engagement and Student Manager will contact families at least three times using all available contact methods to offer admission. The waitlist will be maintained for the academic school year and will not roll over from year to year.

Statutory Preference for Siblings of Students

We define siblings as children who share primary guardian(s). We define guardian(s) as the individual(s) who have custody of a specified child 50% of the time. Siblings extend to the following relationships: half-siblings, stepsiblings, adopted siblings, or other family members such as cousins, nieces, or nephews who are also being cared for as primary dependents. Students who are selected for an enrollment seat at Urban Collegiate Academy will be automatically granted enrollment if there is space available in their grade level. Siblings of students currently enrolled will receive an exemption from future lotteries and will be automatically granted a seat at their grade level if available.

Statutory Preference for School Employees

Urban Collegiate Academy employees include anyone who works at least half-time and began work on or before the first day of school of the year in which they are submitting the application. This includes all staff members, both instructional and non-instructional. Children of school employees will be exempt from participating in the school lottery, provided that the employee is the legal or joint custodial guardian of the child. Urban Collegiate Academy will comply with the policy allowing up to a 15% set-aside for children of the charter school education corporation.

Documentation of Admissions Procedures

To remain in compliance with Section 119.5 of the Regulations of the Commissioner of Education, we will document the lottery procedure and maintain a record of all processes and outcomes described in this section. Upon request, these records will be made available to the New York State Education Department and the SUNY Charter Schools Institute.

R-06af–CURRICULUM AND INSTRUCTION

R-06a. Curriculum Selection Process

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

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

CURRICULUM SELECTION PROCESS

Urban Collegiate Academy will be a small, independent charter school (not managed by a charter management organization) with a bold mission. The selection of our curricula was guided by the following key questions:

1. What curricula are utilized by the highest-performing public schools in New York State that serve a student population similar to that of Urban Collegiate Academy?
2. Do the curricula align with and support Urban Collegiate Academy's mission of academic excellence?
3. Do the curricula offer opportunities for differentiated instruction to meet the needs of struggling learners, students with disabilities, and English language learners?
4. Do the curricula provide adequate resources and support for teachers to implement and deliver content effectively?
5. Do the curricula align with, or have the potential to align with, the New York State Learning Standards?

We are fortunate to have access to curricula developed or endorsed by high-performing public schools across New York State. In our review process, we examined curricula from the Success Academy Charter Schools Network[1], Icahn Charter Schools Network [2], Achievement First Charter Schools Network [3], and New Visions for Public Schools [4]. Additionally, we considered recently approved charter school applications from the SUNY Charter School Institute to further inform our curricula choices. To ensure effectiveness, we sought evidence of academic success, particularly achievement data from schools that have implemented these curricula, as well as insights from trusted sources such as EdReports and the What Works Clearinghouse.

[1] Success Academy Curriculum Guides
[2] Icahn Charter Schools uses Core Knowledge
[3] Achievement First Open Source
[4] New Visions for Public Schools Open-Source Curriculum Material

Figure 06a.01. Urban Collegiate Academy: CORE Academic Program		
Core Subjects	**Middle School**	**High School**
English	Core Knowledge	New Visions
Mathematics	Core Knowledge	Illustrative Mathematics
Science	Core Knowledge	New Visions
Social Studies	Core Knowledge	New Visions Sophia Learning, LLC
Learning Lab	Read 180, Math 180	-

CORE KNOWLEDGE

Core Knowledge is an educational framework designed to provide students with a strong foundation of knowledge across multiple subject areas. Developed by E.D. Hirsch Jr., the curriculum aims to address the knowledge gap that exists among students from diverse backgrounds, ensuring equitable access to a rich, coherent, and rigorous education. Rooted in the belief that a solid foundation in core knowledge is crucial for academic success, Core Knowledge is organized to build on previously learned material in a systematic, cumulative manner. The curriculum emphasizes cultural literacy, exposing students to a broad range of cultural, historical, and scientific knowledge that helps deepen their understanding of the world. In addition, Core Knowledge fosters critical thinking, promotes the development of language skills, and prepares students to engage meaningfully with complex ideas. By providing a clearly sequenced and content-rich framework, Core Knowledge equips students with the essential facts, concepts, and skills necessary for lifelong learning and academic achievement.

Evidence of Effectiveness

According to EdReports, Amplify ELA (the distributor of Core Knowledge's ELA curriculum) met expectations for alignment with college- and career-ready standards[5]. As noted in the Alignment Summary produced by EdReports, Amplify ELA includes "instruction, practice, and authentic application of reading, writing, speaking and listening, and language work, all of which are engaging and appropriately rigorous for the grade level[6]." However, there is currently no evidence available to support the science or social studies curricula. Despite this, Core Knowledge is widely recognized for its ability to create meaningful and integrated connections across multiple content areas, enhancing the coherence and depth of its overall curriculum framework.

The founding team sought further evidence of the effectiveness of the Core Knowledge curriculum and found compelling data from Icahn Charter Schools in the Bronx, NY. The Bronx[7], which has a poverty rate of 26% compared to 18% citywide, serves over 187,000 students, with 88% identified as economically disadvantaged, 14% as temporarily unhoused or experiencing unstable housing, 23% as students with disabilities, 17% English language

[5] Summary of Alignment & Usability: Amplify ELA
[6] Amplify ELA Alignment Summary
[7] NYSED Data on Bronx County

learners, and 1% as being in foster care. Despite these challenging demographics, all seven Icahn Charter Schools, located in the Bronx, outperform New York State schools on all exams. According to the SUNY Charter Schools Institute's renewal report[8] for five of the seven schools, Icahn Charter Schools consistently achieved the following results: outperformed at least 86% of schools statewide on the Spring 2019 ELA exam.

- Outperformed at least 86% of schools statewide on the Spring 2019 ELA exam.
- Outperformed at least 90% of schools statewide on the Spring 2019 Math exam.
- Exceeded the target of 75% of students in their second year performing at or above proficiency on the 4th and 8th grade science exams.

These results highlight the success of the Core Knowledge curriculum in a highly diverse and economically challenged county.

Figure 06a.02. Icahn Charter Schools State 2022-2023 Exam Results			
School	**ELA 3-8 Exam**	**Math 3-8 Exam**	**Science 8th Grade**
Icahn CS 1	85%	95%	79%
Icahn CS 2	85%	94%	100%
Icahn CS 3	83%	93%	85%
Icahn CS 4	96%	100%	100%
Icahn CS 5	81%	89%	57%
Icahn CS 6	87%	97%	100%
Icahn CS 7	68%	79%	79%
Icahn CS Average	**84%**	**92%**	**86%**
NYS Average	**48%**	**52%**	**47%**
SCSD Average	**24%**	**16%**	**10%**

Needs of Target Population

The founding team anticipates that approximately 75% of the student population will perform academically below grade-level expectations. To support all students, a high-quality curriculum, Core Knowledge, will be implemented in our middle school program to provide multiple opportunities for cross-disciplinary collaboration. Such a carefully sequenced curriculum will not only focus on building content knowledge but also on developing the critical academic skills necessary for success.

NEW VISIONS FOR PUBLIC SCHOOLS

Urban Collegiate Academy will implement a high school curriculum provided by New Visions for Public Schools for all English, Science, and Social Studies courses in grades 9-11. In alignment with KDE 2: Facilitating Equitable Access to College and Career Preparation, the founding team sought curricula from established, high-achieving institutions. New Visions is a trusted and respected nonprofit educational organization based in New York City, operating both public district and charter schools. Since its inception, New Visions has established more than 134 schools, continuing to serve 71 districts and operate nine charter high schools. The founding team was particularly impressed by New Visions' commitment to continuously

[8] SUNY Charter Schools Institute for Icahn Charter Schools 2, 3, 4, 6, and 7

updating and enhancing its curricula, as well as the strong academic outcomes achieved by its schools.

Evidence of Effectiveness

The founding team reviewed the SUNY Charter Institute's renewal reports for four public charter schools operated by New Visions for Public Schools. New Visions AIM I and II Charter High Schools cater to students aged 16 and older who have not passed the 7th grade. Despite the challenges faced by their student population, AIM I and II received full five-year charter term renewals. New Visions Charter High School for Advanced Math and Science and the High School for the Humanities consistently outperform their district counterparts, with graduation rates approximately 15 percentage points higher than those of the surrounding public school district. Both schools have met their ESSA goals and remain in good standing. Additionally, the four-year graduation rate for the 71 New Visions district schools was 92% for the 2022-2023 school year, exceeding both citywide and statewide averages.

MATHEMATICS: GRADES 9-11

Urban Collegiate Academy will implement Illustrative Mathematics (IM) as its math curriculum throughout the school. Starting in September 2023[9], IM will be adopted by 150 New York City high schools and has received positive reviews from New Visions for Public Schools, which describes it as "the most accessible, high-quality, vertically aligned curriculum available for high school mathematics." The founding team investigated IM for middle school as an alternative to Core Knowledge and discovered that Core Knowledge is transitioning to the IM approach, developing similar units. The Brandywine School District in Wilmington, DE, adopted IM for its inclusive design that fosters a challenging classroom environment, encouraging all students to engage in critical thinking and problem-solving discussions[10]. IM emphasizes conceptual understanding (the "why" behind the "how"), procedural fluency (problem-solving with speed, accuracy, and flexibility), and application (solving problems in both mathematical and real-world contexts)[11]. Consistent with Urban Collegiate Academy's commitment to all learners, IM includes embedded supports for students with disabilities, English language learners, and those who benefit from accelerated practice.

Evidence of Effectiveness

According to EdReports, IM 6-8 met all expectations across the three gateways: Focus & Coherence, Rigor & Mathematical Practices, and Usability. Although IM is a relatively new curriculum, there is currently no effectiveness data available. However, a 2020 survey of teachers using IM K-12 Math found that 70% of respondents reported "improvement in teaching practices and an increase in students' knowledge of mathematics.[12]" Brandywine School District reported a decrease in behavior referrals during math classes, and qualitative data confirmed that students were having a positive experience with IM[13]. In 2024, the New York City Department of Education will mandate the use of Illustrative Mathematics in all 420 high schools within its school system. Furthermore, the nationally renowned Northeast public

[9] Zimmerman, A. (2023). Educators: Help us investigate the reading and math curriculums NYC plans to mandate.
[10] Hawley, M. (2022). Quality Curriculum Is Not Enough: Committed Educator Supports Are Key.
[11] Illustrative Mathematics. (n.d.). What is a "Problem-Based" Curriculum?
[12] Illustrative Mathematics. (2020). Teachers Using Illustrative Mathematics K-12 Curriculum Report Positive Impact on Teaching Practices and Student Knowledge in Mathematics
[13] Gloud, J. (2024). New math curricula coming to New York City schools

charter school network, Uncommon Schools, has adopted IM across its 23 schools, including those in New York City and Rochester[14].

Needs of Target Population
Through the founding team's experience in education, students often lack real-world applications of mathematics. IM addresses this gap by providing the context that is frequently missing, making math not only more relevant and engaging but also fostering a deeper understanding of key concepts. Furthermore, IM is designed to support a diverse range of learners, ensuring that all students have access to meaningful and effective instruction.

READ 180/MATH 180
Read 180 and Math 180 are evidence-based intervention programs designed to support students who are performing below grade level in reading and mathematics, respectively. Read 180 focuses on improving literacy through a blended learning model that includes teacher-led instruction, adaptive software, and independent reading to build fluency, comprehension, and vocabulary. Math 180 targets foundational math skills and algebra readiness, using personalized technology and small group instruction to close learning gaps and boost confidence. Both programs use real-time data to monitor progress and adjust instruction to meet individual student needs.

Evidence of Effectiveness
A study conducted by the Institute of Education Sciences found that READ 180 has positive effects on reading comprehension and general literacy achievement for students in grades 4-10[15]. According to the Evidence for ESSA, READ 180 is classified as a "Strong" intervention for middle and high school students (grades 6–9), showing effect sizes ranging from +0.08 to +0.18 in improving reading outcomes[16]. A study conducted in Hardin County Schools during the 2016–2017 academic year found that students participating in MATH 180 demonstrated significantly greater gains on the NWEA MAP mathematics assessment compared to a matched comparison group, with particularly notable improvements among students in special education programs[17].

Needs of the Target Population
The Learning Lab is a dedicated course for 5th and 6th grade students that provides targeted academic intervention and enrichment through differentiated instruction. Students participate in teacher-led small group lessons, engage with adaptive educational technology such as Read 180 and Math 180, and benefit from data-informed instructional strategies. Learning Lab is designed to support students across all proficiency levels by addressing specific learning gaps while also offering enrichment opportunities for those ready to advance. Through flexible grouping and personalized learning pathways, Learning Lab ensures that each student receives the support or challenge they need to grow.

[14] Abrams, K. (n.d.) Uncommon Schools Adopts Illustrative Math to Help Dramatically Accelerate Student Achievement
[15] What Works Clearinghouse. (2016). *READ 180 intervention report*. U.S. Department of Education, Institute of Education Sciences. https://ies.ed.gov/ncee/wwc/docs/interventionreports/wwc_read180_112916.pdf
[16] Center for Research and Reform in Education. (n.d.). *READ 180 – Secondary Reading*. Evidence for ESSA. Retrieved April 8, 2025, from https://evidenceforessa.org/program/read-180-secondary-reading/
[17] RMC Research Corporation. (2017). *MATH 180 efficacy study: Hardin County Schools*. Houghton Mifflin Harcourt.

Figure 04a.04. Elective Courses Subjects		
	Middle School	**High School**
CTE	State Education Department	see: *College Courses*
Language	Internal Development	Sophia Learning LLC
Music	Core Knowledge	-
Physical Education	Physical Education Network	Physical Education Network
Technology	TechnoKids	-
Visual Art	Core Knowledge	Look Between the Lines

CAREER TECHNOLOGICAL EDUCATION (CTE)

Urban Collegiate Academy's CTE courses will be based on the CTE Theme Modules provided by the New York State Education Department for middle school students. There are six themes designed to equip students with the knowledge and skills for any career field. Each theme will be a one-semester-long middle school CTE course, providing students with hands-on learning experiences that build a strong foundation for future academic and career success. These courses will foster critical thinking, problem-solving, and technical skills essential for the evolving workforce.

Needs of the Target Population

McGraw Hill[18] describes middle school as being about self-discovery rather than a definitive answer about one's future. Furthermore, they explain there are great benefits to early exposure to career clusters can mitigate the harm and limiting stereotypes associated with certain career fields (e.g., women in STEM or BIPOC in leadership).

LANGUAGE

Urban Collegiate Academy will internally develop our Middle School Spanish curriculum and use Sophia Learning LLC for our High School Spanish. This ensures our students develop the necessary conversational skills and appreciation for Latin culture.

Needs of the Target Population

Spanish is the second most spoken language in the United States[19]. Speaking a second language has academic benefits, such as the ability to synthesize information, as well as social-emotional benefits, as it fosters a greater appreciation for culture, leading to better relationships[20]. As students prepare for their careers, they become more desirable applicants due to their second-language skills, in addition to their education and experience.

MUSIC

Middle school students will participate in music as part of their academic elective rotation (see R-07ac – Calendar and Schedules). Music courses focus on building a strong foundation of musical knowledge and appreciation through a structured, sequential approach. Students will explore key musical concepts, such as rhythm, melody, and harmony, while also being introduced to a variety of musical genres, historical periods, and cultural traditions. We

[18] McGraw Hill. (2023). 5 Reasons Why Career and Technical Education Should Start in Middle School
[19] Dietrich, S. & Hernandez, E. (2022). Nearly 68 million People Spoke a Language Other Than English at Home in 2019
[20] National Education Association. (2020). The Benefits of Learning Another Language

combine active music-making with listening and analysis to nurture both creativity and a deeper understanding of music.

Needs of the Target Population

Research indicates there is inequities in access to music education in urban schools[21] along race and economic lines[22]. However, the benefits of music education includes both academic achievement and student wellbeing. Students who have access to music education feel more confidence about their future which leads to "positive contributions to society and less likely to engage in risky behaviors later in life.[23]" Academically, students who participated in music education did better on standardized exams than students who were not. On the SAT, students in music scored 63 points higher on the verbal section, and 44 points higher on the math section than students who were not involved in music[24].

PHYSICAL EDUCATION

The Online Physical Education Network (OPEN) offers a comprehensive curriculum that aligns with the New York State and national learning standards, aiming to enhance students' physical fitness across various components. OPEN focuses on developing motor skills through activities like running, jumping, and throwing, fostering essential physical abilities. The curriculum includes a variety of sports and recreational activities, promoting a well-rounded physical education experience while building social and interpersonal skills through cooperative games. Additionally, OPEN addresses health education, nutrition, and wellness, teaching students how to lead healthy lifestyles while providing teachers with flexible resources to adapt to diverse learning environments.

Needs of the Target Population

There are many health challenges facing urban communities such as Schenectady, NY. The World Health Organization (WHO)[25] explains that a significant threat to urban health is noncommunicable diseases such as heart disease, asthma, cancer, and diabetes. Diabetes is linked to obesity, which is often caused by unhealthy eating habits and physical inactivity. Moreover, WHO notes that people living in urban communities experience increased rates of depression and anxiety. The Centers for Disease Control and Prevention[26] (CDC) states that there are many benefits of physical education in schools, including increased physical activity, improved academic performance, and better attention spans. A student's participation in physical education can significantly reduce their risk of heart disease and diabetes. Furthermore, physical education can also alleviate stress, anxiety, and depression[27].

TECHNOLOGY

TechnoKids is a comprehensive curriculum designed to teach technology skills to students. It consists of a series of engaging and interactive lessons that cover various aspects of technology, including computer programming, digital literacy, and multimedia creation.

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[21] Walker, L. (2024). *Music education in the urban classroom: Issues of equity and access* [Master's thesis, Lindenwood University]. Lindenwood University Digital Commons.
[22] Reyes, E. F. (2019). Music deserts: How social inequality affects accessibility to music resources important to actively participating in music. *Ursidae: The Undergraduate Research Journal at the University of Northern Colorado*, 6(2). Retrieved from https://digscholarship.unco.edu/urj/vol6/iss2/7
[23] Raffio, N. (2023). Researchers find music education benefits youth wellbeing.
[24] Campbellsville University. (n.d.). 3 Benefits of Music Education.
[25] World Health Organization. (2021). Urban health.
[26] Centers for Disease Control and Prevention. (2022). Physical Health.
[27] Children's Medical Center. (2023). The Benefits of School Physical Education

TechnoKids incorporates project-based learning, which encourages critical thinking, problem-solving, and creativity. Students will learn important concepts and skills through real-world applications and practical exercises. The curriculum covers a wide range of topics, including coding languages such as Scratch and Python, website design and development, animation and game design, digital storytelling, and cybersecurity. Additionally, the curriculum is differentiated to accommodate varying student knowledge and skill levels.

Needs of the Target Population

Individuals in high-poverty urban communities with a majority Black/African American and Hispanic/Latinx population are underrepresented in the Science, Technology, Engineering, and Mathematics (STEM) fields[28]. In 2023, Governor Kathy Hochul announced a $10 billion partnership with leaders in the semiconductor industry, including IBM, Micron, Applied Materials, and Tokyo Electron, among others, to establish next-generation semiconductor research and development at the Albany NanoTech Complex[29]. Urban Collegiate Academy's investment in technology education will prepare students for future jobs in the Capital Region. Dr. Gloria Bonilla-Santiago, founder of LAP University Academy Charter School in Camden, NJ, explains that a quality STEM education is a pathway to breaking generational poverty and entering the middle class for students in urban communities[30].

VISUAL ART

Urban Collegiate Academy will use the Core Knowledge Art and Look Between the Lines curricula to provide students with a strong foundation and advance their knowledge and skills in visual art. Core Knowledge is based on the belief that all students should have access to a rich and diverse art education that encompasses various styles, techniques, and art forms. The Core Knowledge curriculum is structured around the progression of skills and concepts that build upon each other as students advance through different grade levels with strong cross-curriculum connections. Look Between the Lines seeks to advance students' artistic craft through project-based learning aligned with the National Art Standards, focusing on creating, performing/presenting/producing, responding, and connecting. Visual Art education will cover a variety of disciplines, including drawing, painting, sculpture, printmaking, and digital art.

Needs of the Target Population

Research has indicated that individuals residing in urban communities are at increased risk of mental health disorders such as anxiety and depression[31]. Arts education can have a positive effect on students' academic, social, and emotional outcomes[32]. Consistent with our mission of positive youth development, which results in increased school connectedness, arts education can help keep students engaged, reduce the likelihood of dropping out, and develop social-emotional skills such as problem-solving. Students who experience arts education are more likely to graduate on time[33].

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[28] McKinneyS., Tomovic, C., Grant, M., and Hinton, K. (2017). Increasing STEM Competence in Urban, High Poverty Elementary School Populations. Teaching & Learning Faculty Publications. 81. https://digitalcommons.odu.edu/teachinglearning_fac_pubs/81

[29] Governor's Office. (2023). Governor Hochul Announces $10 Billion Partnership to Bridge Next-Generation Research and Development Center to NY CREATES' Albany Nanotech Complex

[30] Bonilla-Santiago, G. (2011). STEM and Urban Schools: Opportunities to Escape Poverty's Cycle

[31] American Psychiatric Association (2021). City Living and Mental Well-being

[32] Kisida, B. and Bowen, D. H. (2019). New evidence of the benefits of arts education

[33] Clinton, B. (n.d.). Arts Education Is a Gateway to Your Child's Future: High School

COLLEGE LEVEL COURSES

Throughout a student's educational journey at Urban Collegiate Academy, they will have multiple opportunities to engage in college-level coursework from Sophia Learning LLC, two leading higher education programs accredited by the American Council on Education. While courses from Sophia Learning LLC can be self-paced, independent college-level courses, students will receive teacher-led instruction utilizing the curriculum designed by these providers. Students will earn college credit recommendations from the American Council on Education, which are accepted at more than 1,700 colleges and universities in the United States, including schools that are part of the State University of New York[34] and the City University of New York[35]. During our first charter term, Urban Collegiate Academy plans to establish an agreement with a local college or university for direct credit accrual in preparation for our second charter term.

Needs of Target Population

According to Schenectady County Community College, 22% of students finish their college degree or certificate within 100% of the normal time (2 years), and 29% complete it within 150% (3 years) of the normal time[36]. Research shows that when students have access to dual/concurrent enrollment in college courses during high school, they are more likely to matriculate into college and complete their degrees in less time. Furthermore, students from low socioeconomic backgrounds who participated in college courses during high school were 10% more likely to enter college than their non-participating peers. Students of color were 32 to 56% more likely to continue their college education[37]. When students participate in college courses while in high school, they are better prepared for the rigor of college and have increased opportunities for wealth-generating careers[38].

Mission Alignment: An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.

Our mission is to provide students with a rigorous college preparatory curriculum that equips them for success—regardless of their postsecondary paths. We are committed to developing well-rounded individuals who excel both academically and in extracurricular pursuits, empowering them to thrive in any environment—whether a boardroom, bunker, or barbershop. Our founding team is dedicated to fostering critical thinking, encouraging courageous and meaningful dialogue that honors students' diverse and intersecting identities, and preparing them to address complex, real-world challenges.

To realize this vision, we have designed a distinctive secondary school experience rooted in a comprehensive curriculum inspired by the liberal arts education model found at the collegiate level. This broad-based approach ensures students receive deep exposure to science, mathematics, social sciences, and the humanities—providing them with the analytical, civic, and interpersonal skills necessary for college and career success in an increasingly diverse, dynamic, and interconnected world.

[34] SUNY Award of Academic Credit by Evaluation Policy
[35] CUNY Transfer Credits Evaluated by the American Council on Education
[36] IPEDS Data: Graduation and Retention Rates
[37] National Association for Concurrent Enrollment Partnerships. (2021). NACEP Fast Facts
[38] College in High School Alliance. (2022). The Benefits of College in High School Programs.

Curricula Development & Standards Alignment: Discussion of how the school's curriculum is aligned to New York State standards.

The founding team recognizes that while some curricula remain aligned with the Common Core Learning Standards, New York State has transitioned to the Next Generation Learning Standards. To support schools during this transition, the New York State Education Department has provided grade-level crosswalks for English Language Arts[39] and Mathematics[40]. Although many changes between the Common Core and Next Generation standards[41] are relatively minor, there are significant shifts that warrant thorough analysis and strategic planning. The Middle and High School Directors will lead the curriculum development and standards alignment process. During the planning year, the Executive Director and Middle School Director will ensure that all instructional materials are aligned to the current New York State Learning Standards across all subjects. This includes reviewing existing curricula, identifying misalignments or gaps, and integrating necessary modifications or supplemental resources.

In subsequent years, the Middle and High School Directors will collaborate with instructional leaders to provide robust professional development focused on unpacking and implementing the learning standards. This process begins with teachers identifying the appropriate standards for their content areas and grade levels. Teachers will analyze the standards to determine the essential concepts, knowledge, and cognitive skills required for student mastery. Tools such as Bloom's Taxonomy and Webb's Depth of Knowledge will guide teachers in understanding the depth and rigor of each standard. Teachers will then align instructional materials and lesson plans to these standards, ensuring that all students—regardless of background or learning profile—are provided with the necessary support and challenge to meet or exceed expectations. Where gaps are identified, teachers and school leaders will determine whether to supplement existing resources or adopt new curricula to ensure full alignment and instructional coherence.

Instructional Planning and Support: How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources.

Many of the curricula selected by the founding team have instructional planning resources, including curriculum maps, scope and sequence documents, and/or pacing guides. When instructional planning resources are unavailable, the Executive Director and the Middle and High School Directors will work with the curriculum developer to identify a curriculum map, scope and sequence, and/or pacing guide for teachers to know what and when to teach content. Additionally, the Executive Director and the Middle and High School Directors will seek guidance from schools implementing a specific curriculum to gather instructional planning resources. The school instructional leaders will identify and develop instructional support resources the year before grade formation. For example, the Executive Director and Middle School Director will prepare the instructional planning resources for year 1 for the fifth

[39] New York State Next Generation English Language Arts Standards Crosswalks
[40] New York State Next Generation Mathematics Learning Standards
[41] American University. Next Generational Learning Standards vs. Common Core

and sixth grades during the planning year. We will have instructional planning resources available for teachers to begin planning lessons, developing assessments, and thinking through their instructional delivery methods and practices during summer professional development during the last two weeks of August.

Teachers must make instructional decisions every day based on student data—such as adjusting pacing or sourcing and utilizing supplemental materials to address learning gaps. While teachers have the professional autonomy to make these decisions, they are expected to communicate any instructional adjustments during professional learning communities and with their Instructional Leader. The Instructional Leader will review these changes to ensure alignment with school-wide academic goals, adherence to state learning standards, and responsiveness to student needs. They will offer feedback, recommend additional resources or strategies, and support teachers in assessing the effectiveness of their instructional choices. Additionally, the Instructional Leader will foster cross-departmental collaboration by identifying instructional trends, sharing best practices, and promoting consistency in teaching and learning across the school.

Curriculum Review, Evaluation, and Revision: The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.

The Middle and High School Directors will engage in curriculum review, evaluation, and revision process with support from, as hired, the Middle School and High School Associate Directors, and Academic Coordinators. Throughout the school year, during their professional learning communities (PLCs), teachers will share feedback with instructional leaders about the effectiveness of the curricula in meeting our students' educational needs. Teachers will have the opportunity to share supplemental instructional material and curriculum adjustments they have made based on formative data to best meet students' needs. Teachers and instructional leaders will analyze academic data to determine the effectiveness of the curriculum, supplemental instructional material, and curriculum adjustments. When it has been determined that the curriculum, supplemental instructional material, and/or curriculum adjustments made by the classroom teacher was effective based on the academic data, then we will amplify what is working. However, if the academic data suggests the curriculum or supplemental instructional material is not effectively meeting the educational needs of students, then we will revise accordingly or source an entirely new curriculum. While we anticipate much of the curriculum review, evaluation, and revision will take place during PLC time, teachers will also have staff development days in November and May to conduct curriculum reviews and revisions.

R-06b. Assessment System
Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should: ▪ Describe each assessment's purpose, design, format, and rationale for its selection; ▪ Describe key considerations in the selection or creation of any assessments not yet identified including as it relates to ascertaining the impact of student learning loss; ▪ Describe how the school will collect and analyze assessment results; ▪ Explain how the school will ensure assessment results are valid and reliable; ▪ Describe who will be responsible for administering assessments and collecting and analyzing the results; ▪ Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments; ▪ Explain how the following stakeholders will have access to and be able to use assessment results: teachers, school leaders, the education corporation's board of trustees, and students and parents; and ▪ Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.

RATIONALE FOR ASSESSMENTS: Describe each assessment's purpose, design, format, and rationale for its selection. Describe who will be responsible for administering assessments and collecting and analyzing the results.

Urban Collegiate Academy will systematically collect a range of data points to assess whether students are demonstrating proficiency. Our robust and comprehensive assessment system integrates both formative and summative assessments, enabling us to continuously refine our instructional practices and rigorously measure the effectiveness of teaching and learning at Urban Collegiate Academy. Additionally, our system empowers us to identify students who are academically struggling, ensuring they receive timely, targeted support in accordance with the guidelines outlined in R-08a: Struggling Students, thereby fostering equitable access to the resources they need to succeed.

Figure 06b.01. Formative Assessments	
Assessment	**Assessment Description**
i-Ready Assessments	Urban Collegiate Academy will employ i-Ready as a comprehensive tool for diagnostic and formative assessments in reading and mathematics. Assessments will occur during three designated screening periods throughout the academic year. The initial screening, conducted at the start of the school year, will establish baseline and diagnostic data. Subsequent midyear and end-of-year screenings will track students' progress and measure their achievement. i-Ready is recognized by the New York State Education Department for its proven ability to "accurately measure mastery of New York State Learning Standards.[42]" Assessment results will be available immediately and will play a critical role in guiding academic interventions and support services.

[42] New York State Education Department. Student Assessments and Associated Growth Models for Teacher and Principal Evaluation

Exit Tickets	Exit tickets, designed by the classroom teacher, will serve as a tool to evaluate whether students have achieved the day's learning objectives. Teachers will use this immediate feedback to inform and adjust their future instruction in real time. Based on exit ticket results, adjustments may include reteaching concepts to the entire class to address misconceptions, enhancing instructional materials, providing targeted small-group instruction for students who need additional support, or modifying the pacing to allow students more time to engage with the content and develop essential skills. These responsive strategies enable teachers to continuously adapt their instruction to meet the dynamic needs of their students.

Figure 06b.02. Summative Assessments	
Assessment	**Assessment Description**
Unit Assessments	Urban Collegiate Academy will implement unit assessments thoughtfully aligned with the Universal Design for Learning (UDL) principle of Action and Expression, ensuring all students can demonstrate their understanding in diverse and meaningful ways. These assessments will offer multiple formats—such as oral presentations, written assignments, and creative projects—allowing students to choose the method that best aligns with their strengths and learning preferences. Our primary goal is to empower students to express their knowledge effectively while fostering deeper engagement with the content. As part of our Multi-Tiered System of Supports (MTSS) framework, unit assessments will play a crucial role in promoting academic achievement by systematically monitoring student progress and adapting instruction to meet diverse needs. Through the regular administration of unit assessments, teachers will gather data to inform instructional decisions, identify trends in student understanding, and proactively adjust teaching methods and materials at the universal (Tier 1) level. For students requiring more targeted (Tier 2) or intensive (Tier 3) support, the assessment data will pinpoint specific areas of difficulty, enabling the implementation of focused, effective interventions.
New York State Exams (i.e., 3-8 ELA & Math, 8th Grade Science)	Students in grades 3 through 8 will be assessed on the New York State standardized exams in English Language Arts and Mathematics, with an additional science assessment administered in 8th grade. These criterion-referenced exams are designed to evaluate whether students have achieved grade-level proficiency as defined by New York State learning standards. The results will play a critical role in guiding decisions about supplemental academic support services for the following school year, ensuring that instruction and interventions are tailored to meet students' specific needs.

New York State Regents Exams	Like the New York State exams administered in grades 3-8, the Regents Exams are criterion-referenced assessments designed to objectively measure students' learning in specific subject areas. Teachers will use data from these exams to make informed instructional decisions, ensuring that students are fully prepared for subject area tests. These assessments will provide valuable insights to both teachers and instructional leaders regarding the effectiveness of our curriculum, instructional practices, and assessment system. Based on student performance, instructional leaders and teachers will analyze the data to identify which aspects of the instructional and data system are working well and should be maintained, and which areas are not yielding the desired results and require adjustments or a complete overhaul.
New York State Identification Test for English Language Learners (NYSITELL)	The New York State Identification Test for English Language Learners is a mandatory assessment administered to determine English language proficiency. This examination will assist school leadership in designing an English as a New Language program that complies with state regulations, ensuring appropriate services and the intensity of language support based on students' proficiency levels (Entering, Emerging, Transitioning, Expanding, or Commanding).
New York State as a Second Language Achievement Test (NYSESLAT)	The New York State English as a Second Language Achievement Test is an annual assessment administered to students identified as English Language Learners (ELLs) to measure their proficiency in speaking, listening, reading, and writing in English. Based on student performance, school leadership and ENL (English as a New Language) teachers will make data-driven decisions regarding instructional programming, curriculum, and strategies to support ELLs' growth and achievement in English proficiency.
PSAT, SAT, ACT	Students' performance on the nationally administered PSAT, SAT, and ACT standardized exams will be a key factor in many colleges' admissions criteria. These exams will serve as a measure of our students' preparedness for college. School leaders will use the data to justify the allocation of resources necessary to help students prepare for college readiness exams. Additionally, teachers will integrate the data into their instruction by incorporating PSAT, SAT, and ACT-related language and concepts (e.g., vocabulary and cohesive writing).

Figure 06b.03. Assessment Frequency, Duration, Purpose and Process for Analysis

Assessment, Type, and Administered By	Frequency, Duration, and Purpose	Process for Analysis & Action
Lesson Exit Ticket Type: **Formative** Administered by:	Daily, 5-8 minutes Exit tickets are designed and administered by the classroom teacher, based on	Teachers will analyze the data from the exit ticket to determine the next steps for instruction. Depending on the results, they may need to

Classroom Teacher	the lesson's learning objectives, which are aligned with the New York State Learning Standards.	reteach the entire class, pull specific students for small group instruction, or provide targeted academic support to individual students within the general education classroom.
i-Ready Assessment Type: **Diagnostic & Formative** Administered by: **Classroom Teacher**	The length will vary. The i-Ready diagnostic assessments are administered schoolwide three times annually (Fall, Winter, and Spring) to measure students' academic growth in reading and mathematics. i-Ready assessments help to identify students' strengths and areas for improvement, providing valuable data to guide instructional planning and support student progress throughout the school year.	Teachers will immediately receive the results from the i-Ready assessment to identify appropriate next steps. The results will provide detailed information, including the specific standards a student has not mastered and recommended instructional strategies to support their progress. Based on the assessment outcomes, students will automatically receive personalized instruction through the i-Ready and IXL instructional technology programs. Students who score two or more grade levels below will be prioritized for Supplemental Academic Support Services (SASS). Additionally, both teachers and instructional leaders can use i-Ready data to predict a student's proficiency on the New York State Exam, helping to inform future instructional decisions and support student success.
Unit Assessment Type: **Summative** Administered by: **Classroom Teacher**	Every 4-6 weeks, appx. 45 minutes (subject dependent) Unit assessments will be administered by classroom teachers at the end of each unit to evaluate mastery of the content standards.	Teachers will analyze unit assessments to assess mastery of state standards and determine whether students are ready to progress to the next unit. They will identify specific skills or knowledge gaps that require reteaching.

New York State Standardized English Language Arts & Mathematics Exams (6-8) **Science (8th Grade)** Type: **Summative** Administered by: **New York State Education Department**	Annually, 2 Days The New York State Exams are administered annually to students in grades 6-8 to determine grade-level proficiency in ELA and Math, and 8th grade science.	The State exams can help school leaders and teachers determine students' proficiency in ELA and Mathematics. School leaders can use this data point to be used to assess the curricula used in ELA and Math courses, academic intervention services, and teaching methods and strategies. The State assessment data school personnel with information about specific standards the students achieved and standards where we need to focus more instructional time.
New York State Regents Exams Type: **Summative** Administered by: **New York State Education Department**	Annually, 1 day, appx. 3 hours Living Environment – 9th Grade Algebra I – 9th or 10th Grade Global History – 10th Grade English – 11th Grade US History – 11th Grade *Students may wish to take more Regents exams for an Advanced Regents Diploma.*	New York State Regents Exams are administered at a specific point in a students' high school tenure. The Regents exams determine proficiency in a specified subject area. Students demonstrating proficiency on the New York State Regents Exams are a step closer to graduation. Students who have no demonstrated proficiency will be placed in Targeted Academic Case Management for further intervention.
New York State Identification Test of English Language Learners (NYSITELL) Type: **Summative** Administered by: **New York State Education Department**	Annually, Untimed NYSITELL is administered to eligible students within ten school days of their initial enrollment. NYSITELL has four subtest: speaking, listening, reading, and writing.	Students' score will fall within one of the five proficiency levels (Entering, Emerging, Transitioning, Expanding, or Commanding) which determines if they are entitled to services and the instructional minutes of these language services. The ENL teacher will be able to use the data to monitor

		students' growth and determine language proficiency targets for the school year.
New York State English as a Second Language Achievement Test (NYSESLAT) Type: **Summative** Administered by: **New York State Education Department**	Annually, Untimed NYSESLAT is administered annually to students receiving ENL services to determine English proficiency in four areas: speaking, listening, reading, and writing.	Students' score will fall within one of the five proficiency levels (Entering, Emerging, Transitioning, Expanding, or Commanding) which determines if they are entitled to services and the instructional minutes of these language services. The ENL teacher will be able to use the data to monitor students' growth and determine language proficiency targets for the school year.
PSAT, SAT, ACT	Multiple time per year The PSAT, SAT, and ACT are standardized assessments used to evaluate high school students' academic readiness for college.	Students will primarily use this data as part of their college admissions process. Urban Collegiate Academy can use this data to provide targeted preparation for these college exams.

STAKEHOLDER ACCESS

Explain how the following stakeholders will have access to and be able to use assessment results: teachers, school leaders, the education corporation's board of trustees, and students and parents.

Students will take an active role in their academic development by utilizing the student portal connected to the Student Information System, which delivers real-time performance data and progress updates. In Urban Collegiate Academy's universally designed classrooms, students will analyze their assessment data to reflect on their growth, establish meaningful goals, and implement strategies to optimize their academic success. **School counselors** will further utilize this data during Individual Progress Reviews, a fundamental element of the Comprehensive School Counseling Program, to support students in effective academic planning. Additionally, the Student Advisory Program will empower students to regularly review their progress, celebrate achievements, address challenges, and collaborate with their advisor and peers to strategize for continued success.

Teachers will use student academic data from formative and summative assessments to guide both universal and intervention instructional strategies. By analyzing this data, teachers will identify individual student strengths and areas for growth, customizing their teaching methods to meet the diverse needs of learners. They will address specific gaps in knowledge

or skills by adjusting lesson plans and providing targeted support, ensuring all students are appropriately challenged and supported. By monitoring student progress over time, teachers will make real-time instructional adjustments, offering additional resources such as one-on-one support or small-group instruction when needed. Through the data cycle, teachers will continuously assess, refine, and adapt their teaching strategies, using insights from ongoing data analysis to drive student achievement.

Families will have access to their child's data, including grades, attendance, and disciplinary records, through a dedicated parent portal connected to the Student Information System. The parent portal will also enable seamless communication with faculty and staff, fostering collaboration between families and the school. Additionally, families will have opportunities to review and discuss their child's progress in detail with school counselors and during Family-Teacher Conferences, ensuring a comprehensive approach to student success.

Instructional leaders at Urban Collegiate Academy will leverage student data to drive continuous improvement in teaching and learning. By analyzing academic data from various assessments, they will identify trends in student performance, pinpoint strengths, highlight areas for growth, and develop strategic plans for improvement. This data will inform instructional decisions, ensuring that teaching strategies are tailored to meet the diverse needs of students and support differentiated learning approaches. Additionally, student data will guide curriculum adjustments, ensuring further alignment with New York State Learning Standards and addressing any gaps in knowledge or skills. Finally, student academic data will inform professional development for teachers and support data-driven decisions regarding interventions, ensuring that all students receive the targeted support they need to succeed.

Board of Trustees will have access to student data through an academic dashboard aligned with the accountability plan. The academic dashboard will provide key metrics, such as academic achievement, attendance, and behavior data, giving the Board actionable insights for resource allocation. The Board will use this data to assess the academic program's effectiveness, make informed decisions about resource distribution, and identify areas for improvement. Additionally, the Board will monitor the budget to ensure that sufficient resources are allocated to support students and fulfill the school's mission of long-term success and high-quality education.

SCHOOL-FAMILY PARTNERSHIP
Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.

Urban Collegiate Academy is committed to implementing KDE 5: Cultivating a Strong Family-School Partnership by keeping families informed about their children's performance. Data will be posted on the school calendar, reminders set via the Student and Parent Portal, on the school's social media platforms, and reminder memos from instructional leaders. The following strategies will be implemented:

1. During Student Orientation in the last week of August, families will meet with faculty and staff to learn how to access and use the Parent Portal, which will be connected to the Student Information System. This will be emphasized as the quickest and most accurate method to monitor their child's progress. Faculty, staff, and school leaders

will be available to assist families in accessing the Parent Portal and the phone application. Similarly, students will also have access to a Student Portal.

2. Throughout the school year, the Family Engagement Team will host sessions through Family University to support families in accessing the Parent Portal. Additionally, school counselors will ensure that students have access to the Parent Portal during their Individual Progress Reviews.
3. Teachers will regularly meet with students throughout the semester to discuss their academic progress, particularly during midpoint progress reviews and report card distributions.
4. School counselors will provide academic counseling to students, highlighting their strengths and areas for growth. Counselors may invite families to meetings with students who are at risk of or currently failing a course.
5. Families will have the opportunity to meet with students, faculty, and staff during Family-Teacher Conferences held three times annually to discuss their child's performance in school.

DATA CYCLE

Teachers will leverage the data cycle during their Professional Learning Communities as a powerful tool to evaluate teaching and learning. Through a systematic and collaborative approach, teachers will collect, analyze, interpret, and reflect on a wide range of data to make informed decisions that drive effective instructional practices and foster continuous student growth. Urban Collegiate Academy's data-driven process will ensure that teaching strategies are responsive, targeted, and aligned with the unique needs of our students, ultimately resulting in enhanced student achievement.

1. **Data Collection.** Teachers will gather data from multiple sources, such as student assessments, classroom observations, and student work samples, to collect comprehensive information about student performance and understanding.
2. **Data Analysis.** Teachers will analyze and interpret student data to identify key trends, patterns, and insights into student learning, examining areas of strength and opportunities for growth, as well as underlying factors affecting student performance.
3. **Action Planning.** Teachers will develop action plans based on their data interpretation, outlining targeted instructional strategies, interventions, and adjustments to address identified gaps and areas for improvement.
4. **Implementation.** Teachers will implement the action plans by adjusting teaching methods, introducing new materials, and using different assessment techniques to meet student needs.
5. **Data Reflection.** Teachers will reflect on the effectiveness of the implemented strategies by collecting new data, comparing it to prior data, and evaluating the impact on student outcomes to inform future instruction.

R-06c. Instructional Methods

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

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

MISSION ALIGNED INSTRUCTIONAL PRACTICES: An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes.

Urban Collegiate Academy's mission of academic achievement and positive youth development is deeply aligned with our equity-driven instructional practices, which are designed to prepare students for success in both college and career. We aim to equip students with essential 21st-century skills—such as critical thinking, communication, problem-solving, collaboration, and digital literacy[43]—that are vital for thriving in higher education and the modern workforce. Our instructional approach incorporates the Gradual Release of Responsibility, Universal Design for Learning, and a Multi-Tiered System of Support. Additionally, we integrate instructional technology into every classroom to enhance engagement and support differentiated instruction. These practices foster an inclusive, dynamic learning environment that promotes personalized learning, supports positive youth development, and empowers students to take ownership of their educational journey.

The Gradual Release of Responsibility model develops student confidence and independence by transitioning them from teacher-led instruction to collaborative and self-directed learning. Universal Design for Learning ensures equitable access to instruction by providing multiple means of representation, engagement, and expression. The Multi-Tiered System of Support delivers data-informed interventions tailored to students' individual academic and social-emotional needs.

Together, these equity-driven instructional practices form a unified and comprehensive approach that not only supports academic growth but also instills the mindset and skills students need to succeed in a rapidly evolving world. This alignment with Urban Collegiate Academy's mission ensures that every student is empowered to shape their future and thrive in both higher education and the workforce.

EQUITY-DRIVEN INSTRUCTIONAL PRACTICES: The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach (e.g., co-teaching or aides, technology, physical space, approaches to classroom management, etc.).

[43] Burke, J. (n.d.). A Comprehensive Guide to 21st Century Skills

Gradual Release of Responsibility

Urban Collegiate Academy will implement the Gradual Release of Responsibility model to effectively transition students from being teacher-dependent to independent learners. Teachers will initially lead lessons and units through direct instruction, demonstrating concepts through modeling, providing clear examples and explanations, and building vocabulary and background knowledge. Direct Instruction (DI) is considered a cornerstone of effective teaching and learning, as it delivers structured and explicit lessons designed to ensure students develop a solid understanding of key concepts and skills. Research indicates that DI can significantly enhance academic success, with studies showing potential gains of up to two years of progress within a single academic year[44]. DI provides students with the accelerated learning necessary to prepare them for postsecondary opportunities. At the secondary level, teachers should aim to limit DI to approximately 12 to 15 minutes[45] to maintain student engagement and focus then transition to guided instruction.

As students develop an understanding of the concepts and skills through teacher-led instruction, the ownership of learning will intentionally shift to them. Students will receive further support from teachers through guided instruction and from peers during collaborative learning. These collaborative phases foster a sense of community and shared learning. Gradually, students will have the opportunity to practice independently, demonstrating mastery of skills and concepts with less teacher intervention. Cox[46] (2024) identified the benefits of the gradual release of responsibility model are: increased student engagement as they take become active participants in their learning; addresses the need of diverse learners due to its structured and flexible approach to teaching; develops students' essential skills such as critical thinking and problem-solving; and preparing students for lifelong learning because it encourages independence and builds students' confidence in their own abilities.

Figure 06c.01. Gradual Release of Release Model	
Focused Instruction (I do)	**Guided Instruction (We do)**
Teachers will lead by modeling the skills or concepts outlined in the lesson's learning objective. This includes demonstrating the thinking process, strategies, and steps for completing a task or solving a problem. This phase involves direct instruction, clear explanations, clarification of misconceptions, step-by-step demonstrations, and the development of background knowledge and vocabulary.	Teachers and students will collaborate to practice and apply concepts and skills, with the teacher providing guidance and support. Students will practice under the teacher's guidance, allowing the teacher to gather formative assessment data, provide immediate feedback to all students, and intervene with students who need additional support.
Collaborative Learning (You do *together*)	**Independent Learning (You do)**
Students will be grouped to further practice and apply the skill or concept. The teacher will facilitate the collaborative process,	Students will work independently to demonstrate their understanding. They will have the opportunity to practice without

[44] Mason, L., & Ortero, M. (2021). Just How Effective is Direct Instruction? *Perspectives of behavior science, 44(*2-3), 225-244, https://doi.org/10.1007/s40614-021-00295-x

[45] Johnson, A. (2015). Teaching Reading with the Brain in Mind: Engagement

[46] Cox, J. (2024). The Gradual Release of Responsibility Model in Action

encouraging students to discuss, share ideas, and learn from each other. This phase will promote peer learning, communication skills, and collaboration. The teacher will continue to monitor and provide support as needed, but the emphasis will be on student-to-student interaction, cooperation, and learning	teacher guidance, applying the strategies and techniques they have learned. The teacher will provide support and feedback as necessary, but the focus will be on students taking ownership of their learning.

Universally Designed for Learning Classrooms

When an architect is designing a building, they must consider how everyone will have access to the building. There are elevators, stairs, ramps, rotating doors, doors that automatically open, widen door entries, etc. Urban Collegiate Academy's teachers are like architects – they are universally designing their classroom to ensure all students have access to teaching and learning and can master the learning standards. Urban Collegiate Academy will implement Universal Design for Learning (UDL) to ensure that all students have equitable access to teaching and learning. This approach will be tailored to leverage each student's unique strengths, providing a flexible and inclusive learning environment for all learners. UDL is defined as "a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process.[47]" UDL is grounded in three fundamental principles (Figure 06c.02).

Figure 06c.02. Principles of Universal Design for Learning		
Multiple Means of Engagement	**Multiple Means of Representation**	**Multiple Means of Action & Expression**
Fosters motivation and engagement in learning by providing students with different ways to connect with the content and activities by providing choices and opportunities for students to personalize their learning experience.	Provides students with various ways of perceiving and accessing information such as text, images, videos, or audio, to accommodate different learning styles and preferences.	Emphasizes providing students with multiple ways to engage with and express their understanding of the content such as through writing, speaking, creating, presenting, and hands-on activities.

Principle of Engagement. Urban Collegiate Academy faculty will utilize instructional strategies aligned with the UDL principle of engagement (Figure 06c.03), focusing on motivating students through choice and collaboration. Teachers will strategically implement choice-based learning, offering students flexibility in resources, assignments, and assessments that build on their individual strengths. Students will be empowered to take an active role in their learning, increasing both their investment and engagement. Additionally, collaborative activities and the use of diverse instructional presentations, multimedia resources, and culturally responsive materials will foster an inclusive and dynamic learning environment.

[47] Center for Teaching Innovation. (n.d.) Universal Design for Learning

R-06c.03: Instructional Strategies for the UDL Principle of Engagement	
Instructional Strategies	**Descriptions**
Choice & Autonomy	Provide students with options for projects, assignments, and learning activities to foster ownership of their learning.
Collaborative Learning	Implement group work, peer discussions, and cooperative learning activities to enhance social interaction and support.
Varied Formats	Use a mix of multimedia resources, such as videos, podcasts, and interactive simulations, catering to different learning preferences.
Real-World Connection	Relate lessons to real-life applications and current events to enhance relevance and motivate students.
Gamification	Incorporate game-like elements, such as challenges, rewards, and competition, to making learning engaging and fun.
Goal Setting	Encourages students to set personal learning goals and reflect on their progress, promoting accountability and achievement.
Flexible Grouping	Use different group strategies based on the task, allowing student to work with various peers for diverse perspectives.
Feedback and Recognition	Provide timely, constructive feedback and celebrate student success to build confidence and motivation.
Interactive Technology	Use technology tools like interactive whiteboards, digital portfolios, and educational apps to actively engage students.
Mindfulness and Reflection	Incorporate moments for self-reflection and mindfulness practices to help students connect with their learning and emotions.

Principle of Representation. Urban Collegiate Academy will actively implement the UDL principle of representation (Figure 06c.04) to provide students with diverse, flexible avenues for accessing and understanding information. Teachers will use a variety of instructional resources, including texts, videos, graphics, and interactive activities, to address the varied learning needs and preferences of all students, particularly English language learners and students with (dis)abilities. Additionally, teachers will incorporate multiple methods for illustrating key concepts, such as visual organizers, models, and real-life examples. They will also provide scaffolding strategies, such as glossaries and subtitles, to support understanding and retention.

R-06c.04: Instructional Strategies for the UDL Principle of Representation	
Instructional Strategies	**Descriptions**
Multiple Formats	Present information through various formats, such as text, audio, video, and graphics, to accommodate different learning preferences.
Visual Supports	Use visual aids like charts, diagrams, infographics, and models to enhance understanding and retention of complex concepts.
Text Alternatives	Provide text-to-speech options and captions for videos to support students with reading difficulties or auditory processing challenges.
Graphic Organizers	Utilize tools like mind maps, flowcharts, and Venn diagrams to help students organize and connect information visually.

Interactive Content	Incorporate interactive elements, such as simulations and virtual labs, to allow students to explore concepts actively.
Scaffold Instruction	Break down information into manageable chunks and provide step-by-step guidance to support comprehension.
Dual Coding	Combine verbal and visual information to reinforce learning, helping students make connection between concepts.
Language Support	Use clear and simple language and provide definitions for complex terms to aid understanding for all learners.
Culturally Relevant Materials	Include diverse perspectives and culturally relevant content to engage students and validate their backgrounds.
Flexible Access	Ensure materials are available in multiple formats and accessible through various devices to accommodate different needs.

Principle of Action & Expression. Urban Collegiate Academy will actively implement the UDL principle of action and expression (Figure 06c.05) to empower students to demonstrate their learning in diverse ways. Teachers will offer a range of options for students to express their understanding—through written assignments, presentations, creative projects, or digital formats—tailoring to individual preferences and strengths. Teachers will provide scaffolding and support, such as rubrics, exemplars, and feedback tools, to guide students in their chosen forms of expression. The use of assistive technologies and adaptive tools will ensure that all students, including those with (dis)abilities, can effectively participate and express their learning. Furthermore, students will be encouraged to engage in metacognitive practices, such as reflecting on their learning process and outcomes.

R-06c.05 - Instructional Strategies for the UDL Principle of Action & Expression	
Instructional Strategies	**Descriptions**
Choice of Output	Allow students to demonstrate their understanding through various formats, such as representations, videos, written reports, or creative projects.
Flexible Grouping	Encourage collaboration through both individual and group work, allowing students to share ideas and learn from one another.
Digital Tools	Utilize technology tools like blogs, digital portfolios, and multimedia presentations to enable diverse ways of expression.
Peer Review	Implement peer feedback sessions where students can give and receive constructive critiques of their work to enhance learning through collaboration.
Modeling and Demonstration	Provide clear examples of and demonstrations of expected outcomes to guide student in their own work.
Goal Setting	Have students set personal goals for their learning and expression, fostering a sense of ownership and responsibility.
Reflection Activities	Incorporate self-assessment and reflection exercises to help students evaluate their own progress and learning strategies.
Use of Rubrics	Provide clear assessment criteria with rubrics that outline expectation for different types of assignments to guide students in their expression.

Assistive Technology	Offer tools such as speech-to-text software, graph organizers, or other assistive devices to support students in expressing and demonstrating their knowledge.
Scaffold Support	Provide varying levels of support and guidance based on their needs, gradually reducing assistance as students gain confidence and independence in their expression.

Multi-Tiered System of Support

Urban Collegiate Academy will engage in the Multi-Tiered System of Support (MTSS) framework to ensure all students have access to a high-quality curriculum and instructional practices (Figure 06c.06) while identifying those who require targeted instruction and intensive interventions. Teachers will use various data sources—such as formative and summative assessments, classroom observations, and progress monitoring—to analyze each student's academic needs. This data will help identify students not meeting grade-level expectations or those with specific learning needs requiring additional support. Teachers will then adjust instruction and implement interventions, such as small-group instruction, individualized learning plans, or supplemental resources. In collaboration with support staff, specialists, and families, teachers will develop and apply tailored interventions, tracking progress to ensure the most effective strategies are used. They will continuously monitor student progress and adjust instructional strategies or add supplemental academic support as needed to ensure ongoing growth.

R-06c.06 – Urban Collegiate Academy's MTSS Framework		
Tier 1 – Universal Support	**Tier 2 – Targeted Support**	**Tier 3 – Intensive Support**
- High-quality, evidence-based instruction in core academic subjects - UDL-based approaches to provide multiple means of engagement, expression, and representation - Frequent formative assessments to monitor student progress - Whole-class strategies like cooperative learning and peer tutoring	- Small group instruction focused on specific academic skills or concepts; reteaching content - Focused interventions using data (e.g., additional practice in reading or math) - Regular progress monitoring to track improvement - Use of supplemental resources (e.g., online programs, targeted practice worksheets) - Scaffolded learning opportunities for students to fill gaps in knowledge	- One-on-one or very small group of high-dose tutoring - Intensive progress monitoring with frequent adjustments to instructional plans - Customized academic goals and targeted interventions based on individual student assessments - Close collaboration with learning specialist, cohort community of care team, instructional leadership, and families to ensure comprehensive support

Instructional Technology Integration

Our commitment to instructional technology integration is two-fold. First, by creating a universally designed learning environment, technology provides students with access to resources beyond what any textbook or traditional classroom could offer. It ensures our students have equitable access to a variety of educational tools while fostering the

development of their digital literacy skills necessary for a technology-driven economy. Teachers will utilize technology to create dynamic learning environments that presents content in multiple formats such as books and e-books, articles, videos, and interactive presentations. This flexibility enables students to engage with material in ways that align with their learning preferences, resulting in increased engagement and deeper learning.

Second, teachers will use i-Ready and IXL as supplemental learning tools to improve student achievement in reading and mathematics. After the i-Ready assessment determines each student's proficiency levels in reading and math, the platform generates skill plans tailored to each student's needs. Specifically, in English and Math classes, teachers will leverage this data and educational resources during instructional time, such as in center rotations or on abbreviated days (e.g., Fridays), as part of targeted intervention. Teachers will be responsible for monitoring students' progress to adjust their classroom instruction or supplemental instruction on i-Ready and IXL.

R-06d. Course or Subject Overview

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

- A general description of the specific content and skills that would be addressed in the course, if known;
- The curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course;
- Essential course-specific assessments (e.g., the state's 3rd – 8th grade assessments/Regents exams, end-of-course portfolios or performances, etc.); and,
- If serving students in 12th grade, provide an outline of course sequences leading to graduation.

R-06d.01 – Middle School Academic Program				
	Fifth Grade	**Sixth Grade**	**Seventh Grade**	**Eighth Grade**
ENGLISH	English 5	English 6	English 7	English 8
MATHEMATICS	Mathematics 5	Mathematics 6	Mathematics 7	Mathematics 8
SCIENCE	Science 5	Science 6	Science 7	Science 8
SOCIAL STUDIES	Social Studies 5	World History 6	Social Studies 7	Social Studies 8
CTE	-	-	CTE 7	CTE 8
LANGUAGE	-	-	MS Spanish 7	MS Spanish 8
LEARNING LAB	Learning Lab	Learning Lab	-	-
MUSIC	Music I	Music II	Music 7	Music 8
PHYSICAL ED	MS Physical Ed.	MS Physical Ed.	MS Physical Ed.	MS Physical Ed.
TECHNOLOGY	Technology 5	Technology 6	Technology 7	Technology 8
VISUAL ART	Visual Art 5	Visual Art 6	Visual Art 7	Visual Art 8

Fifth Grade Course Descriptions

ENGLISH LANGUAGE ARTS 5

Curriculum: Core Knowledge **Assessment: NYS ELA Exam, Unit Assessments**

Students will build skills in reading comprehension and analysis by engaging with both fiction and nonfiction texts, identifying key ideas, themes, and details. They will expand their vocabulary by studying Greek and Latin roots, prefixes, and suffixes, which will enhance their ability to decode unfamiliar words and improve their writing. Students will also focus on writing with purpose and clarity, practicing narrative, persuasive, and informational writing through a structured process of brainstorming, drafting, revising, and editing. Additionally, they will explore both literary and informational texts, comparing and contrasting how different genres present information and ideas.

MATHEMATICS 5

Curriculum: Core Knowledge **Assessment: NYS Math Exam, Unit Assessments**

Students will explore foundational mathematical concepts, starting with finding the volume of three-dimensional objects and applying formulas to solve real-world problems. They will deepen their understanding of fractions, first by interpreting them as quotients and multiplying fractions, then by extending this knowledge to more complex operations such as division and multi-digit multiplication. The course also covers decimal operations and place value, helping students perform calculations with both decimals and fractions effectively. Finally, students will

learn to navigate the coordinate plane, plotting points and solving geometric problems involving shapes and transformations.

SCIENCE 5

Curriculum: Core Knowledge **Assessment: NYS Science Exam, Assessments**

Students will explore fundamental concepts of matter, energy, ecosystems, and Earth's systems through hands-on investigations and modeling. They will delve into astronomy, studying space systems, while also learning about the importance of protecting Earth's resources. In addition, students will examine human hormones and reproduction, understanding the biological processes that contribute to growth and development. Finally, they will apply their scientific knowledge by designing computer programs and solving real-world problems, integrating science with technology for practical applications.

SOCIAL STUDIES 5

Curriculum: Core Knowledge **Assessment: NYS Science Exam, Assessments**

Students will explore ancient civilizations, including the Maya, Aztec, and Inca, and examine their cultural and technological achievements. They will investigate significant historical periods such as the Age of Exploration, the Renaissance, and the Reformation, understanding their impact on the world. Students will also learn about the Golden Age of England, Early Russia, and Feudal Japan, exploring how these societies shaped global history. Finally, they will study the geography of the United States, building a deeper understanding of its diverse landscapes and regions.

LEARNING LAB

Curriculum: Read 180, Math 180 **Assessment: Formative Assessment**

Learning Lab is a targeted academic intervention course designed to support student growth in ELA and Math through personalized learning pathways. Leveraging both teacher-led instruction and adaptive educational technology, students receive real-time feedback and differentiated support aligned to their individual needs. The course emphasizes foundational skill-building, strategic practice, and academic confidence. Learning Lab ensures students are empowered to close learning gaps and accelerate toward grade-level proficiency.

MS PHYSICAL EDUCATION

Curriculum: OPEN **Assessment: P.E. Unit Assessments**

MS Physical Education course focuses on promoting physical fitness, health, and well-being. Students will learn fundamental movement skills, participate in team and individual sports, and explore fitness concepts. The curriculum aims to develop coordination, teamwork, communication, and sportsmanship skills. Students will also learn about cardiovascular fitness, muscular strength and endurance, flexibility, and healthy living. By the end of the course, students will have improved their physical fitness, gained knowledge about health, and developed important life skills.

MUSIC 5

Curriculum: Core Knowledge **Assessment: NYS Science Exam, Assessments**

Students will explore the fundamental elements of music, including rhythm, melody, harmony, and timbre, through active participation in singing, playing, and listening activities. They will learn to recognize and perform various musical techniques such as legato, staccato, syncopation, and dynamic changes (e.g., crescendo and decrescendo). Students will also study

music notation, including treble clef, note values, and Italian musical terms, while performing simple melodies and developing their understanding of musical form. Additionally, they will be exposed to a wide range of music from different cultures and historical periods, including works by famous composers and American musical traditions, and practice performing songs from diverse genres.

TECHNOLOGY I
Curriculum: TechnoKids **Assessment: Project-Based Assessments**
In this course, students explore foundational digital literacy and computer science concepts through hands-on, project-based learning. They will build skills in text editing, data analysis, and visual design using tools such as Microsoft Word, Google Docs, Excel, Sheets, PowerPoint, and Google Slides. Students will also design interactive quizzes in TechnoTrivia and learn basic programming through TechnoTurtle, creating projects with Python and the Turtle library.

VISUAL ART 5
Curriculum: Core Knowledge **Assessment: Visual Arts Portfolio**
Students will explore significant art movements and styles, starting with the art and architecture of the Renaissance, and moving through the Baroque period. They will investigate American art from the nineteenth century, Native American art, and the unique traditions of Japanese art. Students will also study Russian art and architecture, examining how culture and history shape artistic expression. Through hands-on projects and discussions, students will gain a deeper understanding of these diverse artistic traditions and their cultural significance.

Sixth Grade Course Descriptions

ENGLISH LANGUAGE ARTS 6
Curriculum: Core Knowledge **Assessment: NYS ELA Exam, Unit Assessments**
English Language Arts 6 will introduce students to foundational works of literature, poetry, and historical texts that will build their cultural literacy and critical thinking skills. Students will engage with classical and contemporary works, including myths, fables, and epics, to deepen their understanding of universal themes and literary traditions. Writing instruction will focus on analytical essays, research projects, and creative storytelling, emphasizing the development of clear, structured, and evidence-based arguments. Grammar, vocabulary, and oral communication will be integrated to enhance students' language proficiency and expression.

MATHEMATICS 6
Curriculum: Core Knowledge **Assessment: NYS Math Exam, Unit Assessments**
Mathematics 6 will deepen students' understanding of foundational mathematical concepts and their real-world applications. Students will explore topics such as fractions, decimals, ratios, percentages, and introductory algebraic expressions, while strengthening their problem-solving and critical thinking skills. They will study geometry and measurement concepts, including area, volume, and coordinate planes, to enhance their spatial reasoning. The course will emphasize the mastery of mathematical operations, logical reasoning, and the ability to communicate solutions effectively.

SCIENCE 6
Curriculum: Core Knowledge **Assessment: Unit Assessments, Labs**

Science 6 will introduce students to key scientific concepts and methods, fostering curiosity and critical thinking. Students will explore topics in earth science, including the structure of the Earth, weather patterns, and ecosystems, while they will develop skills in scientific inquiry and experimentation. They will study physical science concepts, such as forces, motion, and energy, through hands-on activities and investigations. Life science topics will focus on the study of organisms, cells, and the principles of heredity. This course will aim to build a strong foundation for scientific understanding, encourage students to apply scientific principles to real-world situations, and prepare them for more advanced studies in science.

WORLD HISTORY 6

Curriculum: Core Knowledge **Assessment: Unit Assessments**

World History 6 will introduce students to the foundations of ancient civilizations and their lasting impact on the modern world. Students will explore the rise and achievements of early cultures, including Mesopotamia, Ancient Egypt, Ancient India, and Ancient China, while examining their contributions to government, technology, and culture. They will study key historical events, figures, and movements, gaining an understanding of how geography and human activity will shape early societies. The course will emphasize the development of historical thinking skills, such as analyzing sources, understanding cause and effect, and connecting past events to the present.

LEARNING LAB

Curriculum: Read 180, Math 180 **Assessment: Formative Assessment**

Learning Lab is a targeted academic intervention course designed to support student growth in ELA and Math through personalized learning pathways. Leveraging both teacher-led instruction and adaptive educational technology, students receive real-time feedback and differentiated support aligned to their individual needs. The course emphasizes foundational skill-building, strategic practice, and academic confidence. Learning Lab ensures students are empowered to close learning gaps and accelerate toward grade-level proficiency.

MS PHYSICAL EDUCATION

Curriculum: OPEN **Assessment: P.E. Unit Assessments**

MS Physical Education course focuses on promoting physical fitness, health, and well-being. Students will learn fundamental movement skills, participate in team and individual sports, and explore fitness concepts. The curriculum aims to develop coordination, teamwork, communication, and sportsmanship skills. Students will also learn about cardiovascular fitness, muscular strength and endurance, flexibility, and healthy living. By the end of the course, students will have improved their physical fitness, gained knowledge about health, and developed important life skills.

MUSIC 6

Curriculum: Core Knowledge **Assessment: Musical Performance**

Music 6 will introduce students to the fundamental elements of music, including rhythm, melody, harmony, and form, while fostering an appreciation for diverse musical genres and traditions. Students will explore various instruments, music theory, and notation, while developing their performance skills and listening abilities in different cultural and historical contexts. The course will emphasize collaboration through group performances and creative projects, encouraging musical expression and teamwork.

TECHNOLOGY 6

Curriculum: TechnoKids **Assessment: Project-Based Assessments**

Technology 6 will introduce students to essential technology skills and digital literacy through hands-on projects and activities. They will explore software tools for word processing, spreadsheets, presentations, and graphic design, while learning responsible and safe technology use. The course will also cover basic coding concepts and provide opportunities for students to collaborate on digital projects, developing problem-solving, communication, and teamwork skills in a tech-driven world.

VISUAL ART 6

Curriculum: Core Knowledge **Assessment: Visual Arts Portfolio**

Visual Art 6 will introduce students to fundamental artistic techniques and concepts, fostering creativity and self-expression through mediums such as drawing, painting, sculpture, and printmaking. Students will develop skills in composition, color theory, and texture while studying the history of art, influential artists, and cultural uses of art. The course will encourage students to think critically about the role of art in society and express their ideas through visual forms.

Seventh Grade Course Descriptions

ENGLISH LANGUAGE ARTS 7

Curriculum: Core Knowledge **Assessment: NYS ELA Exam, Unit Assessments**

English Language Arts 7 will help students advance their reading, writing, speaking, and listening skills through classical and modern texts, including short stories, novels, and poetry. Students will focus on crafting persuasive essays, literary analysis, and research projects while enhancing grammar, vocabulary, and oral communication. This course will foster critical thinking and deeper understanding, preparing students for more complex literary analysis and advanced writing tasks.

MATHEMATICS 7

Curriculum: Core Knowledge **Assessment: NYS Math Exam, Unit Assessments**

Mathematics 7 will build on foundational math concepts while introducing advanced topics in algebra, geometry, and data analysis. Students will deepen their understanding of ratios, proportions, percentages, and operations with rational numbers, and explore algebraic expressions, equations, and inequalities. The course will also cover geometric figures, scale drawings, and the Pythagorean theorem, equipping students with the mathematical skills and critical thinking necessary for success in higher-level math and real-world applications.

SCIENCE 7

Curriculum: Core Knowledge **Assessment: Unit Assessments, Labs**

Science 7 will deepen students' understanding of key scientific concepts through hands-on investigations and real-world applications. Students will explore life science topics such as cell biology, genetics, and ecosystems, along with physical science concepts like energy, motion, and the properties of matter. The course will emphasize critical thinking, the scientific method, and problem-solving, providing a solid foundation for future scientific study.

SOCIAL STUDIES 7

Curriculum: Core Knowledge **Assessment: Unit Assessments**

Social Studies 7 will immerse students in the study of world history, geography, and culture, focusing on the development of civilizations from the Middle Ages to the early modern period. Students will explore the rise and fall of empires, including feudalism, the Renaissance, and the Age of Exploration, while analyzing how geography, politics, and culture shaped historical events. The course will emphasize critical thinking, historical inquiry, and map-reading skills, encouraging students to examine primary sources and connect past and present events.

CAREER & TECHNICAL EDUCATION 7

Curriculum: NYS Education Dept. **Assessment: Career and Community Project**

Career and Technical Education 7 is a foundational course that introduces students to career exploration, workplace readiness, and essential life skills. Through three key units—Career and Community Opportunities, Community and Interpersonal Relationships, and Financial and Consumer Literacy—students explore career clusters, build communication skills, and develop financial literacy. The course prepares students for future academic and career pathways by fostering personal growth, informed decision-making, and community engagement.

MS PHYSICAL EDUCATION

Curriculum: OPEN **Assessment: P.E. Unit Assessments**

MS Physical Education course focuses on promoting physical fitness, health, and well-being. Students will learn fundamental movement skills, participate in team and individual sports, and explore fitness concepts. The curriculum aims to develop coordination, teamwork, communication, and sportsmanship skills. Students will also learn about cardiovascular fitness, muscular strength and endurance, flexibility, and healthy living. By the end of the course, students will have improved their physical fitness, gained knowledge about health, and developed important life skills.

MUSIC 7

Curriculum: Core Knowledge **Assessment: Musical Performance**

Music 7 will deepen students' understanding of music theory, history, and performance across various genres and cultural traditions. Students will explore advanced concepts in rhythm, melody, harmony, and notation, while developing their skills in instrumental or vocal performance and studying famous composers and global music traditions. Through group performances, students will enhance their musical knowledge, technical skills, and teamwork, preparing them for further music studies.

SPANISH 7: INTRODUCTION TO SPANISH

Curriculum: Internally Developed **Assessment: Unit Assessments**

In Spanish 7: Expanding Communication, students will build on prior skills to communicate more effectively in real-world contexts. They will explore topics like hobbies, travel, and daily life while learning irregular verbs, making comparisons, and describing past events using the preterite tense. By the end of the course, students will discuss future aspirations, develop career-related vocabulary, and complete a project highlighting their dream job, deepening their cultural understanding of Spanish-speaking communities.

TECHNOLOGY 7

Curriculum: TechnoKids **Assessment: Project Based Assessments**

Technology 7 will expand students' understanding of digital tools and technology skills through project-based learning and real-world applications. Students will explore advanced software, including data management, word processing, and multimedia tools, while learning coding and programming concepts to create interactive projects. The course will also cover internet safety, digital citizenship, and the ethical use of technology.

VISUAL ART 7
Curriculum: Core Knowledge **Assessment: Visual Arts Portfolio**
Visual Art 7 will help students develop artistic skills and creativity through advanced techniques and mediums, including drawing, painting, sculpture, and mixed media. Students will explore art history, learning about influential artists, movements, and the cultural significance of art across time and regions, while developing an understanding of composition, color theory, and perspective. The course will encourage critical thinking, personal expression, and visual storytelling, preparing students for further exploration in the visual arts.

Eighth Grade Course Descriptions

ENGLISH LANGUAGE ARTS 8
Curriculum: Core Knowledge **Assessment: NYS ELA Exam, Unit Assessments**
English 8 will enhance students' skills in reading, writing, speaking, and listening through the study of complex literary works and historical texts. Students will analyze classic literature, engage in writing persuasive essays, literary analyses, and research projects, and refine their language proficiency through grammar, vocabulary, and public speaking. This course will foster critical thinking and advanced writing abilities, preparing students for high school-level English studies.

MATHEMATICS 8
Curriculum: Core Knowledge **Assessment: NYS Math Exam, Unit Assessments**
Mathematics 8 will be a yearlong, nine-unit course that will guide students through key mathematical concepts, including rigid transformations, dilations, slope, linear relationships, and systems of equations. Students will explore topics such as exponents, scientific notation, the Pythagorean Theorem, and volume, with a focus on applying these concepts to real-world problem-solving tasks. By the end of the course, students will have developed essential mathematical skills and understanding, preparing them for success in high school and beyond.

SCIENCE 8
Curriculum: Core Knowledge **Assessment: NYS Science Exam, Labs**
Science 8 will be a yearlong course covering six engaging units: Contact Forces, Sound Waves, Forces at a Distance, Earth in Space, Genetics, and Natural Selection & Common Ancestry. Students will engage in hands-on, phenomena-based activities to foster curiosity, problem-solving, and scientific inquiry. The course will prepare students for advanced science studies by developing their critical thinking, collaboration, and ability to explain and apply scientific concepts.

SOCIAL STUDIES 8
Curriculum: Core Knowledge **Assessments: Unit Assessments**
Social Studies 8 will focus on the history and development of the United States from the American Revolution to the present, exploring key events such as the Civil War, Reconstruction,

and the rise of the U.S. as a global power. Students will analyze political, economic, and social changes while studying the Constitution, branches of government, and the role of citizenship. This course will deepen students' understanding of U.S. history and prepare them for advanced studies in history and civics.

CAREER AND TECHNICAL EDUCATION 8

Curriculum: NYS Education Dept. **Assessment: Career and Community Project**

Career and Technical Education 8 engages students in hands-on learning through three real-world units: Health, Safety, and Wellness; Problem-Solving and Innovation; and Sustainability. Students explore healthy living, workplace safety, design thinking, and environmental stewardship while developing critical thinking and collaboration skills. The course also introduces career pathways in health, technology, and sustainability fields to support future readiness.

MS PHYSICAL EDUCATION

Curriculum: OPEN **Assessment: P.E. Unit Assessments**

MS Physical Education course focuses on promoting physical fitness, health, and well-being. Students will learn fundamental movement skills, participate in team and individual sports, and explore fitness concepts. The curriculum aims to develop coordination, teamwork, communication, and sportsmanship skills. Students will also learn about cardiovascular fitness, muscular strength and endurance, flexibility, and healthy living. By the end of the course, students will have improved their physical fitness, gained knowledge about health, and developed important life skills.

MUSIC 8

Curriculum: Core Knowledge **Assessment: Visual Arts Portfolio**

Music 8 will deepen students' understanding of music theory, history, and performance by exploring advanced elements such as harmony, rhythm, and composition, along with significant works and composers from various periods and cultures. Students will engage in performance-based activities to develop vocal and instrumental skills while analyzing musical forms and styles in their cultural and historical contexts. This course will foster creativity, appreciation for diverse musical traditions, and technical proficiency, preparing students for further music studies.

SPANISH 8: EXPANDING COMMUNICATION

Curriculum: Internally Developed **Assessment: Unit Assessments**

In Spanish 8: Advanced Grammar and Themes, students will review key concepts from the previous year, deepen their understanding of reflexive verbs and daily routines, and expand their vocabulary to include health and wellness terms. They will explore complex communication through the introduction of the imperfect tense, compare it with the preterite tense, and learn to tell stories in Spanish while studying historical figures and significant events. The course will culminate in group projects on Spanish-speaking countries, formal essays on cultural topics, and an end-of-year celebration, providing a comprehensive and interactive learning experience.

TECHNOLOGY 8

Curriculum: TechnoKids **Assessment: Project Based Assessments**

Technology 8 offers students opportunities to enhance their digital literacy and technical skills through project-based learning. They will explore sophisticated applications such as graphic design, coding, spreadsheet analysis, and multimedia production to solve real-world problems while being introduced to advanced programming concepts and web design. Emphasizing teamwork, problem-solving, and ethical practices, this course prepares students for high school technology studies and equips them with essential skills for success in the digital age.

VISUAL ART 8
Curriculum: Core Knowledge **Assessment: Visual Arts Portfolio**
Visual Art 8 challenges students to refine their artistic skills while exploring advanced techniques and concepts across various mediums, including drawing, painting, sculpture, and digital art. They will study influential artists, art movements, and cultural traditions, analyzing the historical and societal impact of art while emphasizing composition, perspective, and the use of color and texture. Through hands-on projects and critiques, students will develop creativity, technical ability, and critical thinking skills, preparing them for advanced art studies.

Figure 06d.01. New York State Graduation Requirements

	Ninth Grade	Tenth Grade
English	English 9	English 10
Social Studies	Global History I	Global History II Participation in Gov't Economics
Science	Biology	Earth Science
Mathematics	Algebra I	Geometry
World Languages	Spanish	-
The Arts	Visual Art	Visual Art
Physical Education	Physical Education	Physical Education

Ninth Grade Course Descriptions

ENGLISH 9
Curriculum: New Visions **Assessment: Unit Assessments**
English 9 will be a yearlong course focused on six thematic units: Identity, Personality, Society and Its Structure, Otherness, and two units on Coming of Age. Students will explore how individual choices shape personal outcomes, advocate for social change, and analyze the impact of stereotypes while developing skills in literary analysis, argumentative writing, and creative expression. Through the study of "coming of age" themes, students will reflect on their evolving beliefs, the complexity of identity, and prepare for advanced English studies.

ALGEBRA I
Curriculum: New Visions **Assessment: Unit Assessments**
Algebra I, following the Illustrative Mathematics curriculum, will provide students with a foundation in algebraic concepts and their real-world applications, including linear equations, inequalities, and systems. Students will analyze and graph functions such as linear, quadratic, and exponential, while developing skills in problem-solving, mathematical reasoning, and communication. By the end of the course, students will have a strong understanding of algebraic principles, preparing them for advanced math courses and practical problem-solving.

GLOBAL HISTORY I

Curriculum: New Visions **Assessment: Unit Assessments**

Global History I will explore world history from ancient civilizations to the early modern period, focusing on the development of societies, cultures, and political systems influenced by geography, trade, and innovation. Students will engage in critical thinking, evaluating primary and secondary sources to connect historical events with contemporary issues, and develop evidence-based arguments through research, discussion, and writing. This course will prepare students for advanced historical studies by fostering skills in analysis, communication, and historical inquiry while developing a global perspective.

HIGH SCHOOL BIOLOGY

Curriculum: New Visions **Assessment: Biology Regents, Labs**

Biology will give students a comprehensive understanding of life science concepts, focusing on the structure, function, and processes of living organisms. Through hands-on experiments and field studies, students will explore topics like cell biology, genetics, evolution, and ecology while developing critical thinking and data analysis skills. The course will also examine the interconnections between species and ecosystems, emphasizing environmental sustainability and preparing students for advanced science studies and careers in the biological sciences.

HIGH SCHOOL SPANISH

Curriculum: Sophia Learning LLC **Assessment: Unit Assessments**

This course introduces students to the fundamentals of reading, writing, and speaking in Spanish, while fostering an appreciation for the diverse cultures and customs of Spanish-speaking countries. Students will build foundational grammar and vocabulary to discuss everyday topics such as university life, future plans, and personal interests. As the course progresses, students will deepen their language proficiency by learning more complex verb tenses and grammatical structures. They will expand their communication skills through speaking, reading, and writing activities focused on themes like daily routines, travel, recreation, and past events, preparing them to engage confidently in a variety of real-world contexts.

HS PHYSICAL EDUCATION

Curriculum: OPEN **Assessment: P.E. Unit Assessments**

High School Physical Education provides students with opportunities to enhance their physical fitness, motor skills, and understanding of healthy lifestyle choices through various activities, including team sports, individual exercises, fitness challenges, and wellness education. The course emphasizes teamwork, leadership, and communication, fostering positive relationships through collaborative physical activities while teaching principles of nutrition, exercise, and mental health. Students will be equipped with the knowledge and skills to lead active, healthy lives and apply fitness principles.

Tenth Grade Course Descriptions

ENGLISH 10

Curriculum: New Visions **Assessment: Unit Assessments**

English 10 will guide students through six thematic units: The Quest, The Unlikely Hero, Dystopia, The Anti-Hero, The Monster, and The Tragic Hero. Students will analyze literary

archetypes and themes, such as heroism and morality, in both classic and contemporary texts while exploring dystopian societies and symbolism. Writing instruction will focus on argumentative essays, literary analysis, and creative writing, helping students develop skills in structure, clarity, evidence-based reasoning, and literary devices.

GEOMETRY
Curriculum: Illustrative Mathematics **Assessment: Unit Assessments**
Geometry will guide students through an in-depth exploration of geometric concepts, focusing on constructions, reasoning, transformations, congruence, and similarity. They will practice generating conjectures, proving theorems, and developing formal proof skills while connecting geometric concepts to algebraic functions and studying right triangle trigonometry. Additionally, students will use coordinate geometry to analyze relationships between angles, segments, and circles, enhancing their understanding of volume, area effects, and probability in combined events.

EARTH SCIENCE
Curriculum: New Visions **Assessment: Quizzes, Final Exam, Labs**
Earth Science will provide students with a comprehensive understanding of Earth's systems, focusing on the interactions between the atmosphere, hydrosphere, lithosphere, and biosphere. Students will explore key concepts such as plate tectonics, weather patterns, climate change, and natural resources through hands-on investigations and data analysis, while examining human impacts on Earth's systems, including sustainability and natural hazards. By the end of the course, students will develop critical thinking and problem-solving skills, laying a solid foundation for further study in environmental science, geology, and related fields.

GLOBAL HISTORY II
Curriculum: New Visions **Assessment: Global History Regents**
Global History II will explore major political, economic, and social developments of the modern world from the early 19th century to the present, focusing on events like the Industrial Revolution, nationalism, world wars, the Cold War, and globalization challenges. Students will analyze historical documents, case studies, and primary sources to understand how past events shape current global issues while emphasizing critical thinking and connections to contemporary society. By the end of the course, students will be equipped to evaluate the complexities of global interdependence and the role of history in shaping the future.

PARTICIPATION IN GOVERNMENT
Curriculum: Sophia Learning LLC **Assessment: Quizzes, Final Exam**
Participation in Government will provide students with a thorough understanding of the structure and functions of the federal government, including the history and evolution of the U.S. Constitution, federalism, and the roles of federal institutions. Students will develop critical thinking skills to assess the impact of government on society and examine key topics such as voting, elections, political parties, interest groups, and the role of the media. Through this course, students will gain insight into the U.S. political system and its influence on their lives.

ECONOMICS
Curriculum: Sophia Learning, LLC **Assessment: Quizzes, Final Exam**

Students will explore the behavior of individual consumers and firms within the marketplace. They will examine how economic decisions are made, focusing on production, consumption, and the transfer of wealth in both public and private sectors. Students will also learn to evaluate the impact of these decisions and apply core microeconomic principles to real-world situations, helping them understand how economics influences everyday life.

HS PHYSICAL EDUCATION

Curriculum: OPEN **Assessment: P.E. Unit Assessments**

High School Physical Education provides students with opportunities to enhance their physical fitness, motor skills, and understanding of healthy lifestyle choices through various activities, including team sports, individual exercises, fitness challenges, and wellness education. The course emphasizes teamwork, leadership, and communication, fostering positive relationships through collaborative physical activities while teaching principles of nutrition, exercise, and mental health. Students will be equipped with the knowledge and skills to lead active, healthy lives and apply fitness principles.

VISUAL ART ACADEMIC ELECTIVES

INTRODUCTION TO ART

Curriculum: Look Between the Lines **Assessment: Visual Art Portfolio**

Introduction to Art, a yearlong course, will provide students with a foundational understanding of various art forms and techniques through hands-on projects and art historical analysis. Students will explore the elements and principles of art, develop drawing, painting, and sculpture skills, and examine art history, significant artists, and movements. By the end of the course, students will have gained a deeper appreciation for the visual arts, developed their artistic abilities, and explored digital art applications.

DRAWING I

Curriculum: Look Between the Lines **Assessment: Visual Art Portfolio**

In Drawing I, students will learn the fundamental principles and techniques of drawing, focusing on observational skills, hand-eye coordination, and various drawing materials. They will explore shading, mark-making, and composition, developing their ability to create value, texture, and form. Through still life, figure drawing, and landscape exercises, students will refine their artistic abilities and deepen their understanding of drawing.

DRAWING II

Curriculum: Look Between the Lines **Assessment: Visual Art Portfolio**

In Drawing II, students will build on the skills developed in Drawing I, focusing on more advanced techniques and concepts. They will explore composition, perspective, and anatomy, while experimenting with various mediums and styles to develop their unique artistic voice. Through both assigned projects and self-directed work, students will deepen their understanding and refine their personal style.

PAINTING I

Curriculum: Look Between the Lines **Assessment: Visual Art Portfolio**

Painting I will be an introductory course that provides students with a foundation in painting through theory, hands-on practice, and artistic exploration. Students will learn fundamental techniques, principles, and concepts, including color theory, composition, and various

painting methods such as still life, landscape, and figure painting. They will develop their skills in capturing form, texture, lighting, and perspective while refining their artistic abilities.

PAINTING II

Curriculum: Look Between the Lines **Assessment: Visual Art Portfolio**

Painting II will build on students' knowledge and skills from Painting I, exploring advanced techniques with mediums like acrylics, oils, and watercolors. Students will learn to manipulate color, texture, and composition while studying advanced color theory, perspective, and light and shadow. Through individual and collaborative projects, they will receive personalized guidance to enhance their artistic growth and prepare for advanced art studies or future artistic pursuits.

CERAMICS

Curriculum: Look Between the Lines **Assessment: Visual Art Portfolio**

The Ceramics course will give students the opportunity to explore pottery through hands-on experience with various techniques and materials. Students will learn to create functional and sculptural pieces, developing skills in hand-building, wheel-throwing, glazing, and firing. The course will encourage creativity and self-expression, helping students develop their own unique style and appreciation for ceramic art.

R-06e. Promotion and Graduation Policy
Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to the retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions. If the school will offer high school grades within the proposed charter term: ▪ Describe the types of diplomas the school will offer along with the credit and other requirements for each; ▪ Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and, ▪ Include any additional specific graduation requirements and the rationale for their selection.

Urban Collegiate Academy Middle School Program

Urban Collegiate Academy is deeply committed to the success of all our students, recognizing that each student's unique learning journey requires both support and flexibility. To ensure that students are academically prepared for the next grade level, families will be informed of the promotion criteria and will have access to clear expectations for their child's progress. The promotion criteria for the Urban Collegiate Academy Middle School Program are as follows:

- **Attendance.** Students must maintain at least a 90% attendance rate to be considered for promotion, with flexibility provided for students who meet academic proficiency. Attendance alone cannot be a reason for a student to be retained.
- **Proficiency.** Students must demonstrate proficiency or growth on the New York State Exam and/or i-Ready assessments.
- **Course Passing.** Students must pass their courses in core subjects, such as English Language Arts, Mathematics, Science, and Social Studies.
    - **Teacher Recommendation.** If a student has failed a class by the end of the school year but has demonstrated consistent effort, engagement, and progress throughout the year, a teacher's professional judgment may recommend the student for promotion.

Urban Collegiate Academy High School Program

Urban Collegiate Academy will adhere to the following promotion criteria for students in Urban Collegiate Academy High School Program:

- **Attendance.** Students must maintain at least a 90% attendance rate to be considered for promotion, with flexibility provided for students who meet academic proficiency. Attendance alone cannot be a reason for a student to be retained.
- **Credits.** Students must earn a minimum number of credits as outlined in Figure 06e.01.
- **Regents Exams.** Students must pass the New York State Regents Exams associated with their grade level.
    - However, flexibility may be provided if students have demonstrated proficiency in the course and met the required credit requirements will be

promoted. Students will work with their school counselor to develop and execute a plan to prepare and pass the required exam.

Figure 06e.01. High School Promotion		
	Earn Minimum Credits	**Pass Regents Exam**
Grade 9 to Grade 10	Students must earn a minimum of 5 credits.	Living Environment Algebra I
Grade 10 to Grade 11	Students must earn a minimum of 10 credits.	Global History
Grade 11 to Grade 12	Students must earn a minimum of 15 credits.	English United States History
High School Graduation	Students must earn a minimum of 22 credits in the manner outlined by the New York State Education Department.	Passed 5 Regents exams.

Student Retention Process
Urban Collegiate Academy's student retention process begins with identifying students at risk of retention and follows a clear series of steps to ensure timely intervention and support.

By the end of the second and third quarters:

1. Teachers will identify students of concern and bring them to the Cohort Community of Care (C3) Team meeting.
2. The C3 Team will review student data, including attendance, academics, and assessments, to determine whether the student should be recommended for promotion in doubt. If the recommendation is made, a remediation plan will be developed and submitted alongside the recommendation.
3. The instructional leader will review the data, either approving or denying the promotion-in-doubt recommendation and will submit any revisions to the remediation plan back to the C3 Team.
4. Families will be notified of the student's promotion-in-doubt status and provided with the remediation plan during the Family-Teacher Conference.

By the end of Quarter 4, the Middle and High School Directors will receive a list of recommended students for retention, along with supporting data and interventions provided. The Directors will make the final decision regarding retention. If a family disagrees with the decision, they may submit an appeal to the Executive Director, who will make the final determination regarding promotion or retention.

R-06f. Programmatic Audits
Describe a plan for annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the: ▪ Purpose and objectives; ▪ Areas to be audited; ▪ Schedule of events; ▪ Responsible persons, who may include outside consultants; ▪ Description of the written end product; and, ▪ How and to whom such written end product will be disseminated.

In accordance with New York State Education Law §2851(2)(f), Urban Collegiate Academy will undergo comprehensive programmatic and fiscal audits.

Fiscal Audit
Urban Collegiate Academy will conduct annual fiscal audits by an external auditor appointed by the Board of Trustees. We anticipate the audit will begin in July, with the report due to the SUNY Charter Schools Institute in November. This audit will be instrumental in ensuring that Urban Collegiate Academy remains fiscally sound, employs appropriate accounting practices, and makes effective use of public funds. The auditor will deliver their findings and recommendations to the Board of Trustees, the Executive Director, and the Financial Service Provider. The Finance Chair, in collaboration with the Executive Director and Financial Service Provider, will respond to any deficiencies or required changes in financial practices. Urban Collegiate Academy will provide SUNY Charter Schools Institute and the New York State Education Department with the results of our fiscal audit. Additionally, a copy of our fiscal audit will be located on our school website.

Accountability Plan Progress Report
Urban Collegiate Academy will audit the effectiveness of our academic program in relation to the accountability goals outlined in R-06g, the Accountability Plan. The Middle and High School Directors, with support from instructional leadership, will be responsible for analyzing the academic data and reporting on academic outcomes. Additionally, the Middle and High School Directors will develop an action plan if the data indicates that we are not meeting the goals set forth in the Accountability Plan. Urban Collegiate Academy will document the results of this audit using the Accountability Plan Progress Report and submit it to the SUNY Charter Schools Institute and the New York State Education Department in September, or as otherwise required. The Board of Trustees will receive a copy of the Accountability Plan Progress Report as part of their oversight responsibility. Additionally, a copy of our Accountability Plan Progress Report will be located on our school website.

Internal Audit: Youth and Family Development
Urban Collegiate Academy will internally evaluate our youth development program by analyzing key student data, including attendance, engagement, and discipline. We will also administer surveys to key stakeholders to gather feedback on critical components of the Youth and Family Development Division, such as advisory, electives, social-emotional learning, school climate and culture, school counseling, and out-of-school opportunities. By leveraging

this comprehensive data, Urban Collegiate Academy will identify strengths and opportunities for improvement to continuously enhance our youth development programming. This data-driven approach will also guide fiscal adjustments, ensuring that resources are aligned with and responsive to students' evolving needs. The Executive Director and the Director of Youth and Family Development will be responsible for reporting the results to the Board of Trustees.

R-06g. Draft Accountability Plan
Complete the Accountability Plan Template available on the Institute's website. The web page includes additional details to assist the applicant in drafting the required SUNY Accountability Plan. This response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
Accountability Plan
for the Accountability Period 2026-2027 to 2030-2031

ENGLISH LANGUAGE ARTS

GOAL 1: STUDENTS WILL DEMONSTRATE PROFICIENCY IN ENGLISH LANGUAGE ARTS.

Middle School Program		
Goal	**Type**	**Measure**
1A	Absolute	Each year, 75% of all students tested who are enrolled in at least their second school year will demonstrate proficiency on the New York State English Language Arts exam for grades 6-8.
1B	Absolute	Each year, the school's aggregate Performance Level Index (PLI)[1] on the state English Language Arts exam will meet that year's state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.
1C	Comparative	Each year, the percentage of students who are enrolled in at least their second year and performing at proficiency on the New York State English Language Arts exam will be greater than that of students in the same tested grades in the local school district.
1D	Comparative	Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by an Effect Size of 0.3 of above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
1E	Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 6-8 will be above the state's unadjusted median growth percentile.
1F	Growth	Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among the school's students on the Reading Comprehension section of the national norm and quantile performance within the school-wide assessment will average a minimum of five (5) percentiles of growth per year until the average percentile

[1] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency

		score reaches 75, or the upper quartile of national performance.
1G	Growth	Each year, 95% of students, including ELL students and students with IEPs, will show at least one year of growth on New York State Standards-aligned i-Ready Diagnostic assessments.

High School Program		
Goal	**Type**	**Measure**
1H	Absolute	Each year, 65% of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
1I	Absolute	Each year, 65% of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
1J	Absolute	Each year, the Accountability Performance Level (APL)[2] on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's ESSA accountability system.
1K	Comparative	Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
1L	Comparative	Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.
1M	Growth	Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth

[2] The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

MATHEMATICS

GOAL 2: STUDENTS WILL DEMONSTRATE PROFICIENCY IN MATHEMATICS.

Middle School Program		
Goal	**Type**	**Measure**
2A	Absolute	Each year, 75% of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 6-8.
2B	Absolute	Each year, the school's aggregate Performance Level Index (PLI)[3] on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESSA accountability system. In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.
2C	Absolute	Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among the school's students on the Mathematics section of the school-wide assessment will average a minimum of five (5) percentiles of growth per year within the national norm and quantile performance until the average percentile score reaches 75, or the upper quartile of national performance.
2D	Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
2E	Comparative	Each year, the percentage of all tested students who are enrolled in grade 3 and higher, identified as ELL and/or SWD, and performing at or above Level 3 on the state Math exam will be greater than that of students in the same tested grades in the local school district.
2F	Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
2G	Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.
2H	Growth	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for

[3] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency

		economically disadvantaged students among all public schools in New York State.

High School Program		
Goal	**Type**	**Measure**
2I	Absolute	Each year, 65% of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
2J	Absolute	Each year, 65% of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
2K	Absolute	Each year, the Accountability Performance Level (APL)2 on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's ESSA accountability system.
2L	Comparative	Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
2M	Comparative	Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.
2N	Growth	Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

SCIENCE

GOAL 3: STUDENTS WILL DEMONSTRATE PROFICIENCY IN SCIENCE.

Middle School Program		
Goal	**Type**	**Measure**
3A	Absolute	Each year, 75% of all tested students who are enrolled in at least their second year will perform at proficiency level on the 8th grade New York State science exam.
3B	Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

High School Program		
Goal	**Type**	**Measure**
3C	Absolute	Each year, 75% of students in the high school Total Cohort will score at least a 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.
3D	Comparative	Each year, the percentage 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 accountability cohort from the local school district.

SOCIAL STUDIES

GOAL 4: STUDENTS WILL DEMONSTRATE PROFICIENCY IN SOCIAL STUDIES.

High School Program		
Goal	**Type**	**Measure**
4A	Absolute	Each year, 75% of students in the high school Total 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.
4B	Absolute	Each year, 75% of students in the high school Total 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.
4C	Comparative	Each year, the percentage 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.
4D	Comparative	Each year, the percentage 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.

HIGH SCHOOL GRADUATION

GOAL 5: STUDENTS WILL COMPLETE THE NECESSARY COURSEWORK TO GRADUATE FROM HIGH SCHOOL.

High School Program		
Goal	**Type**	**Measure**
5A	Absolute	Each year, 75% of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

5B	Absolute	Each year, 75% of students in the second-year high school Total Graduation Cohort will score proficiently on at least three different New York State Regents exams required for graduation.
5C	Absolute	Each year, 75% of students in the fourth-year high school Total Graduation Cohort and 95% of students in the fifth-year high school Total Graduation Cohort will graduate.
5D	Comparative	Each year, the percentage of students in the fourth-year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

COLLEGE AND CARER PREPARATION

GOAL 6: STUDENTS WILL BE PREPARED TO SUCCEED IN THE COLLEGE OR CAREER OF THEIR CHOICE.

High School Program		
Goal	**Type**	**Measure**
6A	Absolute	Each year, 75% of graduating students will demonstrate their preparation for college by completing at least 3 postsecondary pathway courses.
6B	Absolute	Each year, 75% of graduating students who choose a college pathway will matriculate in a college or university in the year after graduation.
6C	Absolute	Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.
6D	Absolute	Each year, the school's CCCRI for the Total Cohort will exceed the district's Total Cohort.

ESSA ACCOUNTABILITY

GOAL 7: URBAN COLLEGIATE ACADEMY WILL MAKE ADEQUATE YEARLY PROGRESS.

Schoolwide		
Goal	**Type**	**Measure**
10	Absolute	Under the New York State's ESSA accountability system, the school will be identified as a school in good standing.

R-07ac– CALENDAR AND SCHEDULES

R-07a. School Calendar

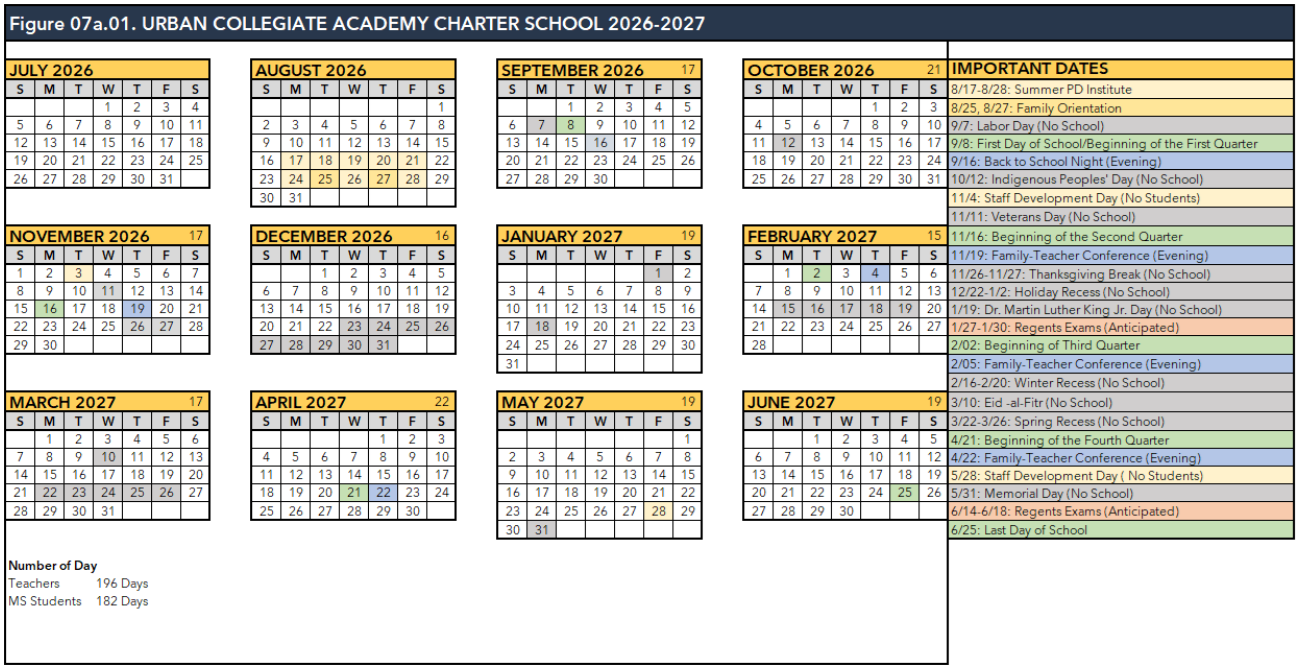
Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates the following, and which demonstrates compliance with New York State requirements for minimum instructional hours, which all schools must provide:

- Total number of days of instruction for the school year including whole and half days;
- Total number of hours of instruction for the school year including and not including additional instructional time outside school hours such as tutoring;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the first year calendar or where further explanation is necessary.

PROPOSED SCHOOL CALENDAR 2026-2027

Figure 07a.01. URBAN COLLEGIATE ACADEMY CHARTER SCHOOL 2026-2027



Proposed School Calendar 2025-2026: Total number of days of instruction for the school year including whole and half days; Total number of hours of instruction for the school year including and not including additional instructional time outside school hours such as tutoring; and first and last day of classes.

Urban Collegiate Academy's first day of school will be September 8, 2026, and the last day of classes will be June 25, 2027. The 2026-2027 school year calendar (Figure 07a.01) includes 182 full days, totaling 1,167 instructional hours for the academic year.

Organization Of School Year: Organization of the school year (i.e., semesters, trimesters, quarters, etc.)

Urban Collegiate Academy will be organized into four quarters. In keeping with our commitment to establishing a strong family-school partnership (KDE 5. Family-School Partnership), families will have multiple opportunities to discuss their child's academic and social-emotional progress with teachers at the end of the first three quarters (and more often if necessary). Urban Collegiate Academy differs from the Schenectady City School District, where parent-teacher conferences are only held for pre-K through fifth grade[1].

Figure 07a.02. Urban Collegiate Academy Organization of School Year

Quarters	Quarter Begins	Quarter Ends	Family-Teacher Conference
Quarter 1 (46 Days)	September 8, 2026	November 13, 2026	November 19, 2026
Quarter 2 (45 Days)	November 16, 2026	February 1, 2027	February 4, 2027
Quarter 3 (45 Days)	February 2, 2027	April 20, 2027	April 22, 2027
Quarter 4 (46 Days)	April 21, 2027	June 25, 2027	N/A End of School Year

Exception Days: All planned holidays and other days off, as well as planned half days; and Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Urban Collegiate Academy anticipates that summer orientation will be held on the last Tuesday and Thursday of August each school year. In Figure 07a.01, summer orientation for the 2026-2027 school year will take place on August 25, 2026, and August 27, 2026.

We have planned the following school days off: Labor Day, Indigenous Peoples' Day, Veterans Day, Dr. Martin Luther King Jr. Day, Holi, Eid, Memorial Day, and Juneteenth. Additionally, there will be longer planned breaks throughout the school year, including Thanksgiving, Winter, Holiday, and Spring breaks. Two school days will be designated as staff development days, with no school for students: Election Day and the Friday before Memorial Day.

Urban Collegiate Academy intends to offer out-of-school time programming beginning in Year 1 with the launch of an afterschool program. In Year 2, we will expand these efforts to include a summer program to further support academic enrichment and student engagement. By Year 5, we will introduce a targeted summer school program for high school students, specifically designed for rising ninth graders who require credit recovery or need to pass a Regents exam. (Note: This program will occur during the summer following Year 4 but falls within the Year 5 fiscal year, which begins on July 1.)

[1] Schenectady City School District 2024-2025 Calendar Reflecting Parent-Teacher Conferences

R-07b. Sample Student Schedule

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

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

Typical School Day – School Year 1: A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design.

Urban Collegiate Academy recognizes that students are navigating a pivotal stage of development, marked by a natural tendency to push boundaries while balancing increasing responsibilities at home. Many Schenectady families work tirelessly, often juggling multiple jobs and irregular shifts, which frequently necessitate their teenage children assisting with tasks such as dropping off younger siblings at school or picking them up from after-school programs. Additionally, we acknowledge that both our secondary students and staff face heightened social demands, driven by technology and social media, which often lead to later bedtimes. Considering these challenges and guided by research from the American Psychological Association[2] and the American Academy of Pediatrics[3], Urban Collegiate Academy has adopted a later school start time beginning at 9:00 a.m. This adjustment aims to better support our students' well-being.

Middle School Program

Urban Collegiate Academy will provide breakfast to all students starting at 8:30am prior to the official start of the school day at 9:00am. The school day will conclude at 4:09 p.m. The Urban Collegiate Academy Middle School program will operate on a six-day rotating letter schedule (A–F) to enhance instructional time and accommodate a wide range of academic and enrichment offerings. This structure supports consistent core instruction while providing access to a variety of academic electives, including Art, Music, and Technology. The rotation also allows for alternating Physical Education and Advisory periods to promote both physical wellness and social-emotional learning. Figure 07b.01 represents a sample sixth grader schedule for year 1.

[2] Weir, K. (2024). Schools shift as evidence mounts that later start times improve teens' learning and wellbeing

[3] Au, R., Carskadon, M., Millman, R., Wolfson, A., Braverman, P. K., Adelman, W. P., Breuner, C. C., Levine, D. A., Marcell, A. V., Murray, P. J., O'Brien, R. F., Devore, C. D., Allison, M., Ancona, R., Barnett, F. S. E., Gunther, R., Holmes, B., Lamont, J. H., Minier, M., . . . Young, T. (2014). School start times for adolescents. *PEDIATRICS*, *134*(3), 642–649. https://doi.org/10.1542/peds.2014-1697

Figure 07b.01. Middle School Sixth Grade Student Schedule						
Rotation Day	**A-Day**	**B-Day**	**C-Day**	**D-Day**	**E-Day**	**F-Day**
08:30am-08:58pm	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
PERIOD 1 09:00am-09:55am	English	English	English	English	English	English
PERIOD 2 09:57am-10:52am	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
PERIOD 3 10:54am-11:49am	Physical Ed.	Advisory	Physical Ed.	Advisory	Physical Ed.	Advisory
LUNCH A 11:51am 12:21pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
PERIOD 4A 12:23pm-01:18pm	Science	Science	Science	Science	Science	Science
PERIOD 5 01:20pm-02:15pm	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
PERIOD 6 02:17pm-03:12pm	Learning Lab	Learning Lab	Learning Lab	Learning Lab	Learning Lab	Learning Lab
PERIOD 7 03:14pm-04:09pm	Art	Music	Technology	Art	Music	Technology

Figure 07b.02. Year 5 Full Day Middle Student Schedule			
Subject	**Weekly Minutes for Instruction**	**Subject**	**Weekly Minutes for Instruction**
English	275 minutes	PE/Advisory	275 minutes
Mathematics	275 minutes	Art/Music/Technology	275 minutes
Science	275 minutes	Learning Lab	275 minutes
Social Studies	275 minutes	**Total**	**1,925 minutes**

High School Program

Urban Collegiate Academy will provide breakfast to all students starting at 8:30am prior to the official start of the school day at 9:00am. The school day will conclude at 4:09 p.m. The Urban Collegiate Academy High School program will operate on a two-day rotating letter schedule (A/B) to enhance instructional time and accommodate a wide range of academic and enrichment offerings. This structure supports consistent core instruction while providing access to a variety of academic electives, including Art, Music, and Technology. The rotation also allows for alternating Physical Education and Advisory periods to promote both physical wellness and social-emotional learning.

Figure 07b.03. High School Ninth Grade Student Schedule				
Rotation Day	**A-Day**	**B-Day**	**A-Day**	**B-Day**
08:30am-08:58pm	Breakfast	Breakfast	Breakfast	Breakfast
PERIOD 1 09:00am-09:55am	English 9	English 9	English 9	English 9
PERIOD 2 09:57am-10:52am	Algebra I	Algebra I	Algebra I	Algebra I
PERIOD 3 10:54am-11:49am	Physical Ed.	Advisory	Physical Ed.	Advisory
PERIOD 4B 11:51am-12:46pm	Biology	Biology	Biology	Biology
LUNCH B 12:48pm-01:18pm	Lunch	Lunch	Lunch	Lunch
PERIOD 5 01:20pm-02:15pm	Global History I	Global History I	Global History I	Global History I
PERIOD 6 02:17pm-03:12pm	HS Spanish	HS Spanish	HS Spanish	HS Spanish
PERIOD 7 03:14pm-04:09pm	Visual Arts	Visual Arts	Visual Arts	Visual Arts

Figure 07b.04. Year 5 Full Day High Student Schedule			
Subject	**Weekly Minutes for Instruction**	**Subject**	**Weekly Minutes for Instruction**
English	275 minutes	World Language	275 minutes
Mathematics	275 minutes	Visual Art	275 minutes
Science	275 minutes	Physical Ed/Advisory	275 minutes
Social Studies	275 minutes	**Total**	**1,925 minutes**

Middle School Student Experience Scenario

Michael is a sixth-grade student at Urban Collegiate Academy Charter School. He lives in the Mont Pleasant neighborhood and walks to school every morning. This Tuesday, Michael dropped off his younger sister and brother at their school before arriving at Urban Collegiate Academy just before 8:30am to meet his friends. Each morning, Michael enters the building and is greeted by the Middle School Director with a fist bump, some encouraging words to start his day, and a reminder that today is a "C-Day." As Michael and his friends head toward the cafeteria, they are playfully reminded to slow down by the Family Engagement Liaison. In the cafeteria, Michael grabs breakfast—choosing a muffin, some fruit, and a carton of whole milk. While waiting for the bell to signal the start of the first period, he and his friends play cards together.

Michael's day begins with a warm welcome from his Youth Development Specialist, who reminds him that today is a "C-Day," meaning he'll have Physical Education and Technology as his academic electives, alongside his core classes: English, Mathematics, Science, Social Studies, and Learning Lab. Each day, Michael also enjoys "A-Lunch," giving him time to recharge before diving back into his afternoon studies.

High School Student Experience Scenario

Shyanne is a ninth-grade student at Urban Collegiate Academy Charter School. On Thursday morning, she arrives at her bus stop at 8:15am, ready for an 8:25am pickup. While waiting, she listens to music

to pass the time. The bus ride takes approximately 25 minutes, which means Shyanne arrives at school just in time for breakfast in the cafeteria. Today, she steps off the bus at 8:55am. At the front door, Shyanne is greeted with a smile and a handshake from the High School Director. As she heads inside, she spots her English teacher hurrying down the hallway toward the classroom. The teacher pauses briefly to call out, "See you in a few minutes! Go grab breakfast!"

Shyanne makes her way to the cafeteria, where her Youth Development Specialist is distributing breakfast. "Good morning, Shyanne! Remember, today is B-Day," the specialist says while handing her a breakfast tray. When the bell rings, Shyanne heads to her first class with the remainder of her breakfast. Her schedule includes core subjects such as English, Algebra I, HS Spanish, Global History I, and Biology. She particularly enjoys Biology, and today's class is preparing students for tomorrow's hands-on lab activity.

In addition to her core subjects, Shyanne has academic electives such as Advisory and Visual Art, where she is currently taking Painting I. As a ninth-grader, Shyanne has a 30-minute B-Lunch, giving her the opportunity to socialize with friends and recharge for the rest of the day.

R-07c. Sample Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' workday; and,
- Time devoted to core teaching assignments, planning, and other activities.

The teachers' workday at Urban Collegiate Academy begins at 8:55am on Mondays and Fridays and at 8:05am from Tuesday through Thursday. Each day, the teachers' workday concludes at 4:15pm. This schedule ensures ample time for instruction, preparation, collaboration, and school culture-building activities. Teachers are responsible for teaching five 55-minute classes daily and leading one advisory period every other day. They receive one instructional planning period each day, along with an additional planning period every other day for co-planning with Special Education and English as a New Language (ENL) teachers. From Tuesday through Thursday, teachers begin their day engaged in professional activities from 8:05am to 8:55am, including content-specific professional learning communities and grade-level cohort meetings.

Figure 07c.01. Sample Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
08:05am-08:55pm	Start Time: 8:55am	PLC	Cohort	PLC	Start Time: 8:55am
PERIOD 1 09:00am-09:55am	Instruction	Instruction	Instruction	Instruction	Instruction
PERIOD 2 09:57am-10:52am	Instruction	Instruction	Instruction	Instruction	Instruction
PERIOD 3 10:54am-11:49am	Co-Planning	Advisory	Co-Planning	Advisory	Co-Planning
LUNCH A 11:51am 12:21pm	Lunch	Lunch	Lunch	Lunch	Lunch
PERIOD 4A 12:23pm-01:18pm	Instruction	Instruction	Instruction	Instruction	Instruction
PERIOD 5 01:20pm-02:15pm	Instruction	Instruction	Instruction	Instruction	Instruction
PERIOD 6 02:17pm-03:12pm	Instruction	Instruction	Instruction	Instruction	Instruction
PERIOD 7 03:14pm-04:09pm	Preparation and Planning	Preparation and Planning	Preparation and Planning	Preparation and Planning	Preparation and Planning

R-08ad-SPECIFIC POPULATIONS

R-08a. Struggling Students

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

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

Based on the results of the New York State English Language Arts and Mathematics exams from the 2023-2024 school year (see R-01a. Community Description and Needs), the founding team anticipates that approximately 75% of the student population may perform academically below grade level, with many students being two or more grade levels behind, according to data from the Schenectady City School District[1]. Urban Collegiate Academy's response to this persistent underachievement is embedded within our equity-driven instructional practices. Aligned with KDE 2: Facilitating Equitable Access to College and Career Preparation, Urban Collegiate Academy will implement a multi-tiered system of support (MTSS) that focuses on providing high-quality curricula and instructional practices to all students, as well as supplemental academic support for struggling learners. Integral to this approach is the inclusion of response-to-intervention (RTI) within our MTSS framework, ensuring that targeted interventions are available to support students' academic growth.

Identification of Struggling Students: How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The application should clearly define the term "struggling student" as it would be applied in the school.

Urban Collegiate Academy defines a struggling student as one performing two or more grade levels below expected proficiency on one or more internal and/or external assessments, as outlined in Figure 08a.01. This designation signals significant academic risk and the need for targeted support to address foundational skill gaps and accelerate learning. At the start of each school year, students will take the i-Ready Diagnostic Assessment in reading and math to identify those performing below grade-level expectations. Throughout the year, teachers will use ongoing assessments (e.g., i-Ready, classroom formative and summative assessments) to monitor academic, behavioral, and social-emotional development. This data will inform identification of struggling students and guide instructional responses through the Multi-Tiered System of Supports (MTSS), which integrates the principles of Response to Intervention

[1] Schenectady City School District Quarter 1 Academic Report

(RTI). Students will be supported through a tiered intervention system. In Tier I, all students receive high-quality instruction and universal screening. Those needing additional help receive Tier II small-group interventions focused on specific skill deficits. Students who continue to struggle receive individualized, intensive Tier III interventions. Teachers will regularly analyze data within professional learning communities (see: R-09c. Professional Development) to diagnose skill gaps and inform instructional planning. Interventions will be tracked, adjusted based on progress, and developed in collaboration with families to ensure students receive the support needed to succeed.

Figure 08a.01: Identifying Struggling Students		
Intervention Area	**Assessment**	**Criteria**
Language Arts	i-Ready Diagnostic Assessment	Reading two or more level below grade level expectation
	i-Ready Quarterly Assessments	Reading two or more level below grade level expectation
	Formative Classroom Assessments	Scoring below grade level based on teacher data
	Summative Unit Assessments	Scoring below 65%
Writing	Writing Benchmark Assessments	Scoring below a 3 on a 4-point rubric scale
Mathematics	i-Ready Diagnostic Assessment	Reading two or more level below grade level expectation
	i-Ready Quarterly Assessments	Reading two or more level below grade level expectation
	Formative Classroom Assessments	Scoring below grade level based on teacher data
	Summative Unit Assessments	Scoring below 65%

Strategies, Program and Resources for Struggling Students: The strategies, programs, specific curricula, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings (e.g., planning time, small group instruction, tutoring, targeted assistance, and technology, staff, and consultants, etc.).

The New York State Education Department's Every Student Succeeds Act (ESSA) plan incorporates the principles of the MTSS framework for academic and behavioral instruction[2]. Urban Collegiate Academy is deeply committed to implementing MTSS with integrity and fidelity across academic, behavioral, social/emotional, and attendance domains[3]. MTSS is a comprehensive framework that integrates Response-to-Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) into a unified, three-tiered system designed to meet the needs of all learners. An effective tiered intervention system includes four essential

[2] New York State Education Department. (2020). New York State's Draft Every Student Succeeds Act (ESSA) Plan
[3] Massachusetts Department of Elementary and Secondary Education

components: 1) implementation fidelity, 2) problem-solving, 3) data systems, and 4) instruction/intervention[4] (Figure 08.02).

See R-10a. Culture and Discipline for MTSS for behavior, social-emotional, and attendance.

MTSS Academic Personnel

- The addition of an Associate Director at each program is intended to strengthen instructional leadership, with a specific focus on supporting diverse student populations and overseeing the implementation of a Multi-Tiered System of Supports (MTSS), including embedded Response to Intervention (RTI) strategies.
- Each grade level will have a Cohort Community of Care Team, consisting of all teachers, a school counselor, and a youth development specialist. This team is responsible for identifying students who are academically struggling and for developing and monitoring classroom-level Academic Intervention Plans (AIPs).
- Each program will have two Teaching Associates (certified teaching assistants) who will support the delivery of Tier 2 and Tier 3 interventions through both push-in and pull-out models depending on students' needs.
- School counselors will maintain student AIPs and progress monitoring data, while also meeting regularly with students to provide academic and social-emotional counseling.

Figure 08a.02: Essential Components of MTSS[5]	
Implementation Fidelity	The implementation of evidence-based practices that include research-based core instruction, research-based valid instruction/intervention and fidelity to the research models.
Problem Solving	A problem-solving model that emphasizes collaboration of teachers and instructional support specialists who work together to plan for the academic, behavioral and social needs of students.
Data Systems	Data and assessment systems that are used for the purposes of universal screening, diagnostic study, and progress monitoring. Instruction/intervention planning decisions are based on data.
Instruction/ Intervention	Quality instruction for all students is foundational to effectual MTSS. Included in the model of quality instruction is early intervention with multi-tiered delivery of instruction/intervention. Instruction/intervention are driven by the need of students.

Implementation Fidelity

To ensure the fidelity of MTSS implementation, Urban Collegiate Academy will equip faculty with the necessary knowledge and skills through our professional development series (see R-09c. Professional Development). Teachers will have multiple opportunities to learn and practice the instructional strategies they will implement with students across all three tiers of MTSS in their classrooms. Instructional leaders will use established rubrics (e.g., 10 Focus Areas for UDL Observations[6], MTSS Fidelity of Implementation Rubric[7]) to monitor the consistency and quality of implementation. Through ongoing data collection, instructional leaders will

[4] Wayne RESA (n.d.) Quick Guide for Multi-Tiered System of Supports: The Building Level
[5] Wayne RESA (n.d.). Quick Guide for Multi-Tiered System of Supports: The Building Level
[6] Novak, K. (2024). 10 Focus Areas to Evaluate the Effectiveness of UDL in the Classroom
[7] Center on Multi-Tiered System of Supports. (2023). Multi-Tiered System of Supports (MTSS) Fidelity of Implementation Rubric

identify opportunities to support teachers in their continuous learning, practice, and implementation of MTSS strategies in the classroom.

Problem-Solving

At Urban Collegiate Academy, the Cohort Community of Care (C3) Team will consist of general and special education teachers, school counselors, and youth development coordinators, each responsible for supporting students within their grade level. When data indicates that a student requires supplemental academic support, teachers will initiate a referral to the C3 Team. The team will begin the problem-solving process by analyzing student data to identify struggling learners and collaboratively developing a classroom-level AIP with Tier 1 and Tier 2 interventions that can be implemented by teachers. The C3 Team will monitor student progress closely to assess the effectiveness of these interventions.

If a student does not make adequate progress with Tier 2 interventions, the case will be elevated to an instructional leader for further review. The instructional leader will analyze the student's data, evaluate the current intervention plan in collaboration with the C3 Team, and determine whether to modify the plan with additional Tier 1 and Tier 2 supports or move the student to Tier 3. For students requiring Tier 3 intervention, the instructional leader and C3 Team will work together to implement more intensive, targeted supports based on research-based practices. This may include push-in or pull-out support from a teaching associate.

Ongoing progress monitoring will continue at all tiers, and adjustments will be made based on the data. If necessary, the team may consider additional steps, such as moving the student between tiers or referring the student to the Committee on Special Education (CSE) for further evaluation.

Data Systems

As part of Urban Collegiate Academy's MTSS implementation, data will serve as the cornerstone for making informed instructional decisions and improving student learning outcomes. We will gather and analyze data from sources such as i-Ready and classroom formative and summative assessments, enabling teachers and leaders to identify student needs, customize instructional strategies, and deliver targeted interventions. The Data Cycle—comprising Data Collection, Analysis, Interpretation, Action Planning, Implementation, and Reflection—will guide our process, fostering a dynamic, evidence-based learning environment designed to maximize achievement for all students.

Urban Collegiate Academy integrates i-Ready assessments into its data framework to support student learning. Students complete these assessments in the fall to evaluate their proficiency in reading and mathematics, providing valuable insights for tailoring instruction to meet their needs. Additional i-Ready assessments in the winter and spring are used to track progress over time, enabling teachers to evaluate instructional effectiveness, identify students requiring additional support, and refine interventions to ensure continuous academic growth.

Teachers will utilize formative and summative data to support both immediate and long-term planning. Formative assessments, such as daily exit tickets, will provide timely insights to guide real-time instructional adjustments, ensuring students' immediate needs are addressed. Summative assessments, including end-of-unit tests and standardized exams, will measure progress toward grade-level standards and inform longer-term goals. Collaborative analysis of

assessment data will drive differentiated instruction, inform instructional pacing, and guide curriculum modifications and professional development initiatives. Our data-driven approach will foster equitable learning opportunities and support continuous improvement in both academic outcomes and instructional effectiveness.

Figure 08a.03: Data Analysis Cycle

INSTRUCTION/INTERVENTION

Within the MTSS framework, Urban Collegiate Academy will provide all students with a high-quality curriculum that has been proven successful in other New York State public schools (see: R-06a: Curriculum Selection Process). Furthermore, our equity-driven instructional practices (Figure 08a.04, see: R-06c. Instructional Methods) will complement our curriculum by delivering universal instruction, as well as data-driven targeted and intensive interventions, to meet the diverse needs of all students.

Figure 08a.04: Equity-Driven Instructional Practices

Gradual Release of Responsibility	Universal Design for Learning	Mult-Tiered System of Support
Supports students in developing independence and mastery of concepts by gradually shifting the responsibility for learning from the teacher to the student. Teachers will scaffold instruction, allowing students to first observe and practice with guidance before ultimately taking full ownership of their learning.	Creates flexible learning environments that accommodate the diverse needs, strengths, and preferences of all students. Teachers will provide multiple means of engagement, representation, and expression to ensure that every student has equitable opportunities to succeed and access the curriculum.	Provides a framework for delivering targeted, evidence-based interventions to address the academic needs of all students. MTSS ensures that students receive the appropriate level of support to promote academic achievement for everyone.

R-08a.05 – Urban Collegiate Academy's MTSS Framework		
Tier 1 – Universal Support	**Tier 2 – Targeted Support**	**Tier 3 – Intensive Support**
- High-quality, evidence-based instruction in core academic subjects - UDL-based approaches to provide multiple means of engagement, expression, and representation - Frequent formative assessments to monitor student progress - Whole-class strategies like cooperative learning and peer tutoring	- Small group instruction focused on specific academic skills or concepts; reteaching curriculum content - Focused interventions using data (e.g., additional practice in reading or math) - Regular progress monitoring to track improvement - Use of supplemental resources (e.g., ed tech programs, targeted practice worksheets) - Scaffolded learning opportunities for students to fill gaps in knowledge	- One-on-one or very small group of push-in or pull out support - Intensive progress monitoring with frequent adjustments to instructional plans - Customized academic goals and targeted interventions based on individual student assessments - Close collaboration with teaching associates, cohort community of care team, instructional leadership, and families to ensure comprehensive support

Push-In Support from Teaching Associates

Teaching Associates may provide push-in support within the general education classroom to help implement Tier 2 and Tier 3 interventions for identified students, as outlined in their AIPs developed by the C3 Team and instructional leader. This support can take the form of direct assistance, such as working with students one-on-one or in small groups to reteach key concepts, facilitate guided practice, or support scaffolded assignments during instructional time. Alternatively, the Teaching Associate may offer indirect support by assisting with classroom management, helping other students stay engaged, or handling routine tasks, thereby enabling the lead teacher to focus on delivering more intensive interventions. In either model, the Teaching Associate plays a vital role in maintaining an inclusive and supportive learning environment while ensuring that students with academic challenges receive the targeted support they need without being removed from the classroom setting.

Pull-Out Support from Teaching Associates

Teaching Associates may provide pull-out support to deliver targeted academic interventions outside the general education classroom for students requiring additional assistance at Tier 2 or Tier 3. This model allows for focused, small-group or one-on-one instruction in a distraction-free environment, aligned with each student's AIP. For Tier 2, Teaching Associates may work with students who share similar learning needs—such as gaps in foundational reading or math skills—by providing guided practice, reteaching, and skill-building activities that are data-informed and time-bound. For Tier 3, Teaching Associates collaborate closely with teachers and instructional leaders to implement more intensive, individualized interventions for students who have not responded to Tier 2 supports. These sessions may occur more frequently and are grounded in research-based strategies to address specific skill deficits. This structured approach ensures that struggling students receive high-quality, personalized support designed to accelerate their progress and close learning gaps.

In both tiers, the Teaching Associate maintains close communication with classroom teachers and instructional leaders to monitor student progress and make adjustments as needed. Pull-out support serves as a critical component of MTSS, ensuring that struggling students receive focused, personalized instruction that accelerates their growth.

Monitoring and Evaluation: The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

Urban Collegiate Academy will evaluate the efficacy of the Multi-Tiered System of Supports (MTSS) program through a structured, data-driven process led by the Executive Director with support from instructional leaders. This will be a continuous cycle of assessment, intervention, monitoring, and refinement to ensure Urban Collegiate Academy effectively meets the academic needs of all students through our equity-driven practice of MTSS. The process will include the following key steps:

Data Collection and Assessment
Urban Collegiate Academy's MTSS framework begins with universal screening, in which all students are assessed using benchmark tools such as i-Ready and New York State Exams to identify academic needs and determine appropriate levels of support. For students receiving Tier 2 or Tier 3 interventions, progress monitoring will occur on a regular basis—weekly or biweekly—through the use of formative assessments, student work samples, and teacher observations to track growth and inform instructional adjustments. Additionally, stakeholder feedback from teachers, students, and families will be actively solicited to evaluate the effectiveness of interventions and ensure they are meeting students' academic and social-emotional needs.

Data Analysis & Decision-Making
The Instructional Leadership Team, including the Executive Director and instructional leaders, will regularly analyze student performance data to identify trends and areas in need of additional support. This analysis will include disaggregating data by subgroups—such as students with disabilities, English language learners, and other identified populations—to ensure equitable access to effective interventions. Based on ongoing progress monitoring, students may be moved between Tier 1 (Universal Instruction), Tier 2 (Targeted Interventions), and Tier 3 (Intensive Support) to ensure they are receiving the appropriate level of support. When students are not making adequate progress, the team will conduct a root cause analysis to evaluate potential barriers, including curriculum misalignment, ineffective instructional strategies, or external factors, and take action to mitigate those barriers to promote student success.

Professional Development & Support
The Middle and High School Directors, along with Associate Directors and Academic Coordinators, will ensure that educators receive comprehensive training on MTSS best practices, effective intervention strategies, and data-driven instruction to support all learners. Instructional leaders will engage in collaborative planning with teachers to refine lesson plans and tailor interventions based on student performance data gathered through the MTSS framework. In addition to training and planning support, teachers will benefit from ongoing coaching and feedback designed to enhance instructional effectiveness and ensure the consistent implementation of high-quality, responsive teaching practices.

Program Evaluation & Refinement

The effectiveness of the MTSS framework at Urban Collegiate Academy will be assessed on a quarterly basis and at the end of each school year through the analysis of student progress data, intervention outcomes, and implementation fidelity. These regular reviews will help determine whether the system is effectively addressing the academic and social-emotional needs of all students. If specific interventions are not producing the intended results, the school will adjust by modifying or replacing them with alternative, evidence-based strategies proven effective with similar student populations. All findings and any resulting changes will be clearly communicated to the Board of Trustees, students, families, faculty, and staff to ensure transparency, foster stakeholder trust, and maintain alignment between instructional supports and student needs.

R-08b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. The Institute strongly recommends that applicants refer to NYSED's Guidance on Charter Schools and Special Education in developing responses. This response must include:

- A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;
- Discussion of the relationship between the school and the district Committee on Special Education ("CSE");
- The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;
- The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;
- The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);
- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;
- The process for coordination between general education teachers and special education teachers and service providers;
- The process that will be used to monitor the achievement and progress of students with disabilities in the general context of the program in addition to the goals and objectives provided in the student's IEP;
- Specific professional development provided to the instructional staff for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom; and,
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

Statement of Special Education Assurances: A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.

Urban Collegiate Academy recognizes our responsibility as a public charter school is to educate all students regardless of their (dis)ability. Urban Collegiate Academy will abide by all the assurances as outlined in Appendix B of the RFP – Special Education Assurances. Furthermore, we are committed to adhering to all federal laws including the Individuals with Disability Education Act, Family Educational Rights and Privacy Act, No Child Left Behind, Elementary and Secondary Education Act and Section 504 of the Rehabilitation Act of 1974, and the New York State Parts 200 and 201 of the Regulations of the Commissioner of Education.

District Collaboration: Discussion of the relationship between the school and the district Committee on Special Education ("CSE"). The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act).

According to the New York State Education Department, the school district of residence acts as the local education agency for the purpose of special education provisions[8]. Education Law §2853(4)(a) requires the school district of residence to fulfill the responsibility of the CSE including evaluation, identification, and placement of, and Individual Education Program (IEP) development for, charter school students[9]. The charter school has the responsibility for implementing the education requirements as written in the IEP.

The Middle School and High School Directors will oversee the special education program, and the Executive Director will oversee the related services provisions, requiring collaboration with the district's CSE. As hired, we anticipate the Middle and High School Associate Directors will oversee special education programming and related services, except for counseling which will be supervised by the Director of Youth and Family Development. The Executive Director will serve as the primary liaison between Urban Collegiate Academy and the school districts of residence to ensure students have access to a free appropriate public education.

Urban Collegiate Academy's special education program will primarily utilize integrated co-teaching. However, if a student's IEP indicates a need for resource room or consultant teacher services, we will provide such programming. The related services available to students include, but are not limited to, counseling, speech therapy, occupational therapy, physical therapy, and other services outlined in their IEP. Following guidance from the New York State Education Department, Urban Collegiate Academy will collaborate with the school district of residence and the family to develop an IEP that meets the student's needs and integrates effectively into the school's educational programming.

Identifying Students with Disabilities: The process for identifying students with disabilities (child find), especially within the context of the school's RTI process.

Urban Collegiate Academy will fully comply with Child Find and ensure students qualifying for special education have full access to their required program and related services. When a student has completed enrollment at Urban Collegiate Academy, there will be an explicit question for families inquiring about their child's IEP or 504 plan. If a family answers in the affirmative, the Family and Community Engagement Manager will make a request to the local school district to obtain the IEP or 504 plan. The family may also provide a copy during or after enrollment. Ideally, we will receive a copy of the student's education or behavior plans before the start of the school year to ensure our general and special education teachers can review, plan for, and immediately implement the programming, accommodations, modifications, and provide the related services required.

As described in R-08a: Struggling Students, Urban Collegiate Academy will use MTSS to meet the needs of all learners, regardless of disability. If a student does not respond to at least two

[8] NYSED LEA Status
[9] NYSED CSE Responsibility

6-to-8-week cycles of intensive Tier 3 interventions, the instructional leader will determine whether a referral to the Committee on Special Education (CSE) is necessary, unless another plausible explanation for the lack of progress is identified. If a referral is deemed appropriate, the family will meet with the Middle or High School Director and/or Associate Directors, the school counselor, and grade-level teachers to discuss the decision. The Directors or Associate Directors and school counselors will compile all relevant data, including academic, attendance, and behavior records, to support the referral. This information will be submitted to the Executive Director who will formally request an evaluation from the Superintendent of the student's district of residence to determine special education eligibility. Families will receive a copy of the referral and procedural safeguards.

Resources, Personnel, Direct and Related Services: The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting.

Personnel

Urban Collegiate Academy is committed to providing all students with a free, appropriate public education in the least restrictive environment. The special education student population will comprise +/- 18% of the student enrollment. Urban Collegiate Academy's special education program will be an integrated co-teach model, resulting in increased support for students with disabilities in the general education classroom[10]. Urban Collegiate Academy aims to have a 15:1 student-to-teacher ratio in our special education program. Figure 08b.01 is an overview of Urban Collegiate Academy's anticipated instructional staffing based on the targeted enrollment of students with disabilities.

The Middle School and High School Directors will provide oversight of special education instruction, and the Executive Director will liaise with the school district for evaluations, reviews, and related services. The Associate Directors, as hired, will serve as the primary instructional leaders for the special education.

Figure 08b.01. Projected/Targeted Special Education Enrollment and Teachers Y1-Y5

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	20	36	52	74	91
SPED Teachers	2	3	4	5	6
Appx. Ratio	10:1	12:1	13:1	15:1	15:1

Related Services

Urban Collegiate Academy will partner with the CSE to ensure that all students receive related services, such as speech, occupational, and physical therapies, when indicated in a student's

[10] Benefits of Co-Teaching

IEP, on-site at Urban Collegiate Academy, per the guidance from the New York State Education Department. The school social workers will provide mandated counseling services. The school counselor, social worker, and special education teacher will be responsible for developing and implementing functional behavioral assessments (FBAs) and behavior intervention plans (BIPs) for students when necessary.

In a remote setting, the Executive Director, Director of Youth and Family Development, Middle and High School Associate Directors, and special education teachers will work with families and related service providers to set up virtual sessions. Related service providers will have access to a school-approved platform that complies with applicable state and federal privacy laws. The Associate Directors and special education teachers will monitor students' engagement with related service providers in the remote setting and offer support if any issues arise.

Planning and Collaboration

In collaboration with Urban Collegiate Academy's instructional leadership, teachers will be provided with designated time for common planning throughout the week. Special education teachers will have flexible schedules to ensure they can meet the mandated requirements of students' IEPs while also engaging in planning with their general education colleagues. Special education teachers will ensure that all teachers are familiar with students' IEPs, including necessary accommodation and modifications. They will work closely with general education teachers to plan and deliver differentiated lessons and assessments that meet the needs of our students with disabilities.

Technology and Instructional Materials

Built into Urban Collegiate Academy's proposed budget is a 1:1 technology device for all students, including those receiving special education services (see: R-21e, Tab 8, Line 127). Teachers will leverage instructional technology to fully implement the principles and practices of Universal Design for Learning, ensuring content and skills are accessible to all learners, including students receiving special education services. Additionally, the school's proposed budget (see: R-21e, Tab 8, Line 122) allocates funding for special education teachers to purchase supplemental instructional materials, as well as funding for all classroom teachers to acquire necessary supplies and materials. Urban Collegiate Academy anticipates spending $400 per student in special education, compared to $250 for general education students.

Professional Development: Specific professional development provided to the instructional staff for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.

The instructional leaders (as hired) will lead an initial professional development regarding students with disabilities, including IEP/FBA/BIP basic, the co-teaching model, and common special education modifications, accommodations, and behavior strategies in the general education classroom. Ongoing professional development related to special education will be based on classroom observations, academic outcome data for students with disabilities, IEP goals, accommodations, and modifications. The school will join the National Association of Special Education Teachers and the American Academy of Special Education Professionals, professional organizations founded by tenured professors at Long Island

University, to ensure we remain abreast of the latest research, professional development offerings, and legal requirements in special education. Urban Collegiate Academy will use professional development offerings through the Office of Educational Partnerships within the Office of Special Education at the New York State Education Department. Additionally, Urban Collegiate Academy will leverage the expertise of our special education teachers to deliver professional development. Our Middle and High School Directors and Associate Directors will be responsible for professional development of all faculty related to special education.

Program Evaluation: The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

The Executive Director, Middle School and High School Directors, and Associate Directors will monitor and evaluate the special education program based on students' achievement of IEP goals and academic data (as described in R-06b. Assessment System), student behavior, social-emotional data, and family and student engagement survey results. Whenever reviewing and analyzing data, we are committed to disaggregating by subgroup to ensure Urban Collegiate Academy monitors and addresses specific student populations' needs. The Executive Director's monthly report to the Board will always include disaggregated data on the performance and experience of students and their families accessing special education services at Urban Collegiate Academy. When any data source suggests Urban Collegiate Academy is not doing well in meeting the school's obligation of educating students accessing special education, the Executive Director and the instructional leadership team will take a deep dive into the data to pinpoint areas for improvement and present remediation strategies to the Board's Academic Committee.

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R-08c. English Language Learners

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

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

Identification of English Language Learners: The process for identifying students whose first language is not English consistent with New York State required procedures and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs.

Urban Collegiate Academy will utilize the following steps to identify English Language Learners (ELLs):

1. Families will complete the Home Language Questionnaire at enrollment in the dominant language spoken at home[11].
2. If a student indicates they speak a language other than English at home, an individual interview with a teacher will be conducted in English and the family's home language.
    a. At the interview, the teacher will determine if the student had previously accessed special education services or had a 504 Plan. If so, the student will proceed to take the New York State Identification Test for English Language Learners (NYSITELL) with the appropriate accommodations.
3. The student will take NYSITELL to determine language proficiency level.
    a. If a student is identified as a Student with Interrupted/Inconsistent Formal Education (SIFE) then additional steps[12] will be taken described below.
        i. SIFE Oral Interview Questionnaire
        ii. Multilingual Literacy SIFE Screener
        iii. Writing Screener
4. The family will be notified via letter of their child's identification as an English Language Learner in the language spoken at home.

[11] New York State Education Department. Home Language Questionnaire in Forty-Three Languages
[12] New York State Education Department. (2022). Student with Interrupted/Inconsistent Formal Education (SIFE)

5. Family Orientation to English Language Learners will be provided by our certified English as a New Language (ENL) Teacher(s).

Approaches, Resources, and Personnel: The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings).

Personnel

Based on our targeted enrollment in year 1, we anticipate enrolling ten ELLs. By year 5, we expect ELLs will grow to 28 students in grades 6-12. In year 1, we anticipate hiring a 0.5 FTE ENL teacher, increasing to two certified ENL teachers by year 5 to meet the projected enrollment. The qualifications for our ENL teachers include a master's degree with appropriate certification, as described by the New York State Education Department[13]. The preferred professional experience will include working with ELL, collaborative teaching, and working in an urban school setting (see R-12b. Qualifications and Responsibilities). The Middle and High School Directors will oversee ENL program, then this responsibility will transition to our Middle and High School Associate Directors as hired.

Figure 08c.01. Projected English Language Learner Enrollment and Teachers Y1-Y5

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	10	14	19	24	28
ENL Teachers	0.5	1	1	1.5	2

Language Acquisition Plan

Urban Collegiate Academy will implement a comprehensive Language Acquisition Plan (LAP) to provide the targeted support ELLs need to achieve proficiency in English. Students' English proficiency will be evaluated using the NYSITELL or NYSELAT assessments, ensuring a precise understanding of their current language abilities. Based on these results, individualized learning goals will be developed to address each student's unique needs in speaking, listening, reading, and writing. The plan will also include regular progress monitoring and data-driven adjustments to instructional strategies, fostering continuous growth and success in language acquisition. ENL teachers and school counselors will ensure that families have access to and fully understand the Language Acquisition Plan (LAP). They will also share effective language acquisition strategies that families can implement at home to support their child's progress.

Instructional Approach

In accordance with the Commissioner of Education Regulations Part 154-2, ELLs will receive a minimum number of ENL instructional minutes per week[14],[15] as determined by their performance on the NYSITELL and the annual New York State English as a Second Language Achievement Test (NYSESLAT). Regardless of their proficiency level, all students can expect to

[13] New York State Education Department. (2021). ELL and ML Educator Certification.
[14] New York State Education Department. (2015). CR Part 154-2 (K-8)
[15] New York State Education Department. (2015). CR Part 154-2 (9-12)

receive integrated ENL support in a co-teach classroom setting with a certified content area teacher and a certified teacher of English to Speakers of Other Languages (ESOL). Additionally, students with English proficiency levels of entering or emerging will receive stand-alone ENL classes taught by an ESOL-certified teacher.

Sheltered Instruction Observation Protocol

Urban Collegiate Academy is committed to creating an inclusive and supportive learning environment that caters to the unique needs of ELLs. We will utilize the Sheltered Instruction Observation Protocol (SIOP)[16] as our primary instructional framework for ELLs. SIOP uniquely equips teachers with a comprehensive framework to develop and deliver classroom lessons that promote language acquisition and content knowledge. SIOP focuses on creating a language-rich environment that encourages active student engagement and the development of English proficiency. Kareva and Echevarria (2013) found that ELLs demonstrate significant improvement in achieving learning outcomes when the SIOP is the model of instruction[17]. The protocol is structured around eight interrelated components that guide teachers in designing and implementing instruction (Figure 08c.01).

Figure 08c.02. Brief Summary of the 8 SIOP Components	
SIOP Component	**SIOP Component Briefly Explained**
Lesson Preparation	Teachers plan lessons that integrate language with content objectives while ensuring alignment with academic standards and the students' language proficiency levels.
Building Background	Teachers activate students' prior knowledge and make connections between new content and their experiences to enhance comprehension and engagement.
Comprehensible Input	Teachers use strategies like visuals, gestures, and simplified language to make the content accessible and understandable for ELLs.
Strategies	Teachers employ various instructional strategies to facilitate learning, such as cooperative learning, graphic organizers, and hands-on activities, to promote active participation and comprehension.
Interaction	Teachers encourage meaningful interactions among students and between the teacher and students to practice and reinforce language skills.
Practice and Application	Teachers provide opportunities for students to apply their newly acquired language skills in meaningful and authentic ways, such as through discussions, writing assignments, or real-world projects.
Lesson Delivery	Teachers use effective instructional techniques, including clear explanations, modeling, and scaffolding, to ensure ELLs understand and engage with the content.
Review and Assessment	Teachers regularly assess students' progress and provide formal and informal feedback to monitor their language development and adjust instruction accordingly.

[16] Echevarria, J. (n.d.). Research Evidence for the SIOP Model.
[17] Kareva, V., & Echevarria, J. (2013). Using the SIOP Model for Effective Content Teaching with Second and Foreign Language Learners. *Journal of Education and Training Studies, 1*(2), 239-248. doi:http://dx.doi.org/10.11114/jets.v1i2.173

Pullout Support
Per the Part 154 Regulations of the Commissioner of Education, students with an English proficiency level of entering (beginning) or emerging (low intermediate) are to receive stand-alone ENL services and an integrated model. ELL students in a stand-alone program will receive English language instruction using the Get Ready! curriculum, which specializes in supporting secondary students who are beginner ELLs. Get Ready! provides ELLs with the appropriate instructional scaffolding, mastering language, and literacy through high-interest instructional content and developing language and writing skills[18].

Push-in Support
Research has consistently demonstrated that students develop language skills effectively through peer interactions[19]. A high-quality ENL program ensures that all ELLs benefit from an integrated ENL approach. At Urban Collegiate Academy, ENL teachers will provide push-in support (integrated model) for the minimum instructional minutes required per week, as outlined in Part 154 of the Commissioner of Education Regulations. Urban Collegiate Academy's ENL integration classrooms are designed to enable students to access grade-level content and skills while simultaneously developing their English proficiency. This is achieved through a collaborative learning process that fosters interaction between ELLs and their peers. Through intentional co-planning and preparation using SIOP and our equity-driven instructional practices, co-teachers (ENL teacher and a content area teacher) will create universally designed classrooms where ELLs receive high-quality instruction and equitable access to the content and skills necessary to meet the New York State Learning Standards and achieve English language proficiency.

Instructional Technology Integration
To support students and families in their English language development, Urban Collegiate Academy will maximize the benefits of its 1:1 technology integration. By incorporating technology into both classroom and home environments, we aim to enhance students' language acquisition while fostering a more engaging and interactive learning experience. Students will have access to a wide range of language resources, including language learning programs, online dictionaries, and interactive websites, all of which can aid in vocabulary development, language comprehension, and English proficiency. Furthermore, technology offers authentic language input through multimedia resources such as videos, audio recordings, and interactive simulations, helping ELLs improve their listening and speaking skills. By leveraging technology, Urban Collegiate Academy will create a personalized learning experience, enabling ENL teachers to tailor instruction to meet the unique needs of each ELL, thereby promoting English proficiency.

Coordination: The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs.

ENL teachers will follow flexible schedules to ensure adequate time for planning and collaboration with general education teachers. Instructional leaders will coordinate schedules if teachers identify a need for additional co-planning and preparation time. ENL teachers will

[18] Research Summary on the Effectiveness of Get Ready!
[19] Lowry, L. (2023). Just Being in the Same Classroom Is Not Enough: How to Promote Peer Interactions That Benefit Children's Language Skills.

participate in training sessions offered by the Center for Applied Linguistics, ensuring the effective implementation and application of the SIOP model, then turnkey that training to faculty and staff to ensure lesson delivery aligns with the needs of ELLs. Additionally, instructional leaders and ENL teachers will design continuous professional development programs, incorporating strategies from Teaching Academic Content and Literacy to English Language Learners in Elementary and Middle School[20]. Instructional leaders will also explore supplementary instructional and professional development resources from the Internationals Network for Public Schools and the Regional Bilingual Education Resource Network (RBERN) administered by the New York State Education Department.

Material Accessibility: How the school will make all necessary materials available to parents of ELLs in a language that they can understand.

In the Capital Region, Urban Collegiate Academy will utilize services to translate information and materials into the dominant languages of families. Our goal is to hire diverse staff members from Schenectady who can effectively communicate with families in their primary language. At Urban Collegiate Academy, language will not be a barrier to student success or meaningful family engagement. The Executive Director, Director of Youth and Family Development, and Family and Community Engagement Manager will ensure all materials are accessible to families in their dominant or preferred language.

Program Accessibility: How the school will make after-school and other extra-curricular programming accessible to ELLs.

All students will have equal opportunities to participate in extracurricular programming. To ensure accessibility, school leaders will distribute permission slips for these activities only after translation into each student's dominant language. Participation offers numerous academic and social-emotional benefits for ELLs, including enhanced language proficiency, improved academic performance, stronger social skills, increased self-confidence, and a greater sense of school connectedness[21]. ENL teachers will collaborate with the Youth and Family Development Division to develop strategies that fully integrate ELLs into all school activities.

Evaluation Of Program Efficacy: The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met.

Students receiving ENL instruction will be routinely assessed in reading, writing, speaking, and listening skills. The ENL teacher will use various data sources, including prior NYSESLAT results, i-Ready diagnostics, formative assessments, and exit tickets aligned with language goals, to evaluate students' progress in English proficiency. These assessments will measure the ENL program's effectiveness and guide necessary adjustments. The annual NYSESLAT exam will serve as the primary summative assessment. Urban Collegiate Academy will aim for measurable growth in ELLs' proficiency levels (e.g., from entering to emerging or emerging to transitioning). The Executive Director will provide the Academic Committee and/or Board of

[20] The Teaching Academic Content and Literacy to English Learners in Elementary and Middle School is recommended by What Works Clearinghouse.
[21] Cox, J. (2023). Benefits of ESL After-School Programs

Trustees with regular updates on ELL progress based on both formative and summative assessments. If data indicates a need, the Executive Director and instructional leaders will develop and implement remediation plans to address areas of concern.

R-08d. Gifted and Advanced

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted including:

- How the school will identify advanced and/or gifted and talented students; and,
- Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.

Urban Collegiate Academy will identify gifted and/or advanced students through a combination of i-Ready diagnostic and benchmark data, state assessment results, and classroom-based formative and summative assessments. Students who consistently perform two or more grade levels above their current grade, score within the top tenth percentile on i-Ready assessments or achieve a level 4 designation (exceeding in grade-level standards) will be identified as advanced or gifted.

To meet the needs of advanced and gifted students, Urban Collegiate Academy will adopt a variety of strategies within general education classrooms and other settings. Teachers will use our equity-driven instructional practices to create flexible learning environments that provide academically challenging content and assignments. Instructional practices will include differentiation, with more complex tasks, opportunities for independent research, and project-based learning tailored to students' strengths. Advanced students will have access to instructional materials and assessments that go beyond grade-level standards to promote deeper understanding and higher-order thinking skills.

Instructional technology will play a pivotal role in accelerating learning for advanced students. Teachers will integrate digital platforms and tools that offer advanced resources, such as interactive lessons, virtual simulations, and enriched reading materials. Technology will also enable self-paced learning and access to advanced coursework, including online classes in subjects like mathematics, science, and literature.

In a remote learning environment, Urban Collegiate Academy will leverage the flexibility of virtual platforms to enhance opportunities for advanced learners. Students can join virtual groups or specialized classes designed to align with their academic strengths. Remote settings will allow teachers to customize resources, group students by ability rather than physical location, and connect them with enrichment opportunities, such as guest lectures, virtual field trips, or competitions.

R-09ad – INSTRUCTIONAL LEADERSHIP

R-09a. Instructional Leadership Roles
Describe instructional leadership (i.e. individuals supervising implementation of the academic program) in the school over the first five years of operation including: ▪ Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school including a delineation of which instructional staff each instructional leader is responsible for supporting; ▪ The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and, ▪ How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance?

INSTRUCTIONAL LEADERSHIP ROLES AND RESPONSIBILITIES: Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school including a delineation of which instructional staff each instructional leader is responsible for supporting.

The instructional leadership team (Figure 09a.01) will consist of school leaders responsible for supervising faculty and other certificated employees. In Year 1, the instructional leadership team will include the Executive Director and Middle School Director. As our enrollment grows, the instructional leadership team will expand.

We anticipate adding a the following instructional leaders: Middle School Associate Director (Year 2), Director of Youth and Family Development and the High School Director (Year 4), and the High School Associate Director (Year 5).

Figure 09a.01: School Instructional Leadership Team Roles

Instructional Leadership Roles	Description of Instructional Leadership Role
Executive Director Year Hired: Planning Budget Line: R-21e Tab 8, Line 70	The Executive Director serves as the chief administrative officer of Urban Collegiate Academy, accountable to the Board of Trustees. Key responsibilities include, but are not limited to: ▪ Drive the development and execution of the school's strategic plan, ensuring alignment with its charter agreement and accountability framework. ▪ Allocate fiscal and operational resources strategically to enhance academic and youth development programs. ▪ Lead school operations to foster an environment that maximizes student success and promotes continuous improvement. ▪ Ensure unwavering compliance with educational regulations and proactively adapt to evolving standards.

	▪ Cultivate a strong, cohesive school community by engaging families, students, and staff to support sustained growth and achievement.
Middle School Director **High School** **Director**	The Middle School and High School Directors will serve as the primary instructional leaders for general education and academic elective faculty. Key responsibilities include, but are not limited to: ▪ Lead the implementation of equity-driven, standards-aligned instructional practices and curriculum to meet the needs of all learners. ▪ Conduct regular classroom observations, engage in intellectual preparation with faculty and staff, and provide actionable feedback to improve instructional quality and student outcomes. ▪ Oversee assessment administration and guide data-driven instructional planning to personalize learning and address individual student needs. ▪ Direct the schoolwide Multi-Tiered System of Support (MTSS), coordinating assessment, data analysis, and targeted interventions for struggling learners. ▪ Design and facilitate ongoing, high-impact professional development to enhance instructional strategies and foster continuous improvement. ▪ Ensure equitable support for special populations, including students with disabilities and English language learners, through tailored instruction and inclusive practices.
Middle School Associate Director **High School Associate Director**	The Associate Director will serve as the primary instructional leader for special education, English as a New Language (ENL), and academic elective faculty. Key responsibilities include, but are not limited to: ▪ Oversee the design, implementation, and evaluation of specialized curriculum for special education and English language learners, ensuring it meets individual student needs and aligns with school goals. ▪ Coordinate and collaborate with the Committee on Special Education to ensure timely evaluations, annual reviews, and appropriate placements for students with disabilities. ▪ Provide leadership and support for faculty in adapting instruction, creating inclusive classroom environments, and implementing accommodations and modifications for students with disabilities and English language learners. ▪ Lead the development and delivery of professional development programs focused on special education and English language learning best practices for teachers and staff.

	▪ Monitor student progress, analyze assessment data, and adjust instructional strategies to drive achievement for students with disabilities and English language learners. ▪ Conduct regular classroom observations, engage in intellectual preparation with faculty and staff, and provide actionable feedback to improve instructional quality and student outcomes.
Director of Youth and Family Development	Key responsibilities related to **Youth and Family Development Division** include, but are not limited to: ▪ Oversee youth development programs, including the Student Advisory Program, restorative practices, social-emotional learning curriculum, and out-of-school time opportunities (e.g., athletics and after-school programs), to promote student engagement and school connectedness. ▪ Manage school attendance and behavior support systems to ensure a positive, inclusive, and productive learning environment for all students. ▪ Lead and implement school counseling, social work, and health services to prioritize student well-being, mental health, and holistic support. ▪ Develop and maintain strategies for family engagement, ensuring strong communication and partnership between the school and families. ▪ Cultivate a positive school climate and culture by addressing student discipline, promoting restorative practices, and supporting the holistic growth and development of students.
Academic Coordinators Year Hired: Year 04 Budget Line: R-21e, Tab 8, Line 133 (additional stipend)	Academic Coordinators for English, Mathematics, Science, Social Studies, and Academic Electives will play a crucial role in ensuring cohesive and aligned curriculum and instruction. Key responsibilities include, but are not limited to: ▪ Lead or co-lead professional learning communities focused on implementing New York State Learning Standards, analyzing assessment data, and refining instructional practices. ▪ Support curriculum audits, revisions, and alignment with state standards to ensure effective and relevant curriculum implementation across content areas. ▪ Facilitate professional development on our equity-driven instructional practices, sharing resources and strategies to enhance teaching effectiveness and student achievement.

Criteria For Identify and Selecting Instructional Leaders: The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission.

Urban Collegiate Academy's instructional leaders are critical to ensuring our students have a high-quality secondary education experience. The instructional leaders will comprise educational professionals with a track record of student achievement. The founding team partnered with Kimoja Educational Consulting to develop the school's Instructional Leadership Interview Framework (Figure 09a.02) based on culturally responsive pedagogy and best practices in educational leadership. Kimoja Educational Consulting utilized the Culturally Responsive Instruction Observation Protocol (CRIOP)[1] as the culturally responsive pedagogical tool to aid in developing the Interview Framework. See R-23 – Supplemental Information for details of the Instructional Leadership Interview Framework.

Figure 09a.02: Instructional Leadership Interview Framework

Commitment to UCA's Mission	Influencing for Results	Driving for Results
Commitment to the Mission	a. Classroom Relationships b. Family Collaboration c. Impact and Fluence d. Team Leadership e. Developing Others f. Application of Professional Knowledge g. Pedagogy h. Student Ownership of Learning	a. Instructional Practices b. Assessment Practices c. Achievement d. Instructional Preparation and Reflection e. Initiative and Persistence f. Monitoring and Directness g. Planning Ahead h. Instructional Strategies i. Inclusive Practices
Creating a Positive School Environment for Results	**Problem Solving for Results**	**Show Confidence to Lead**
a. CRIOP: Discourse b. CRIOP: Critical Consciousness c. Classroom Environment and Behavioral Interventions d. Behavior Ownership e. Instructional Leadership	a. Analytical Thinking b. Conceptual Thinking c. Staff Accountability d. Instructional Leadership	a. Self-Confidence b. Teacher Collaboration c. Programmatic Leadership d. Self-Reflection

Below is a sample of questions from four domains of our Instructional Leaders Interview Framework (Figure 09a.03).

Figure 09a.03: Sample Questions from the Instructional Leaders Interview Framework

Influencing for Results	Driving for Results	Positive School Environment	Problem Solving for Results
Pedagogy	**Assessment**	**Discourse**	**Staff Accountability**
Describe specifically how you have adapted your instruction to meet the needs of	What would be your method(s) for discovering and/or amplifying student	Describe a time that you provided or fostered an environment in which	How would you address a situation where a teacher was struggling with, or

[1] Powell, R., Cantrell Chambers, S., Correll, P. K., Malo-Juvera, V. Culturally Responsive Instruction Observation Protocol.

diverse learners. How did you determine that instruction needed to be adapted and what were the results of that adaptation?	strengths and potential for learning?	students were able to converse with their peers and utilize the "power of their voice."	resistant to, new initiatives – and was discouraging others from participating?

Instructional Leadership Selection Process:

1. **Advertise Vacancy:** The Executive Director (or their designee) will post the vacancy on commonly used hiring platforms such as Indeed and the OnLine Application System (OLAS) to attract qualified candidates.
2. **Resume Review:** Candidates' resumes will be screened to ensure they meet the required qualifications, including a minimum of 5 years of successful teaching, student services, or non-for-profit experience in an urban school setting.
3. **Phone Screening:** Candidates will undergo a phone screening to discuss the school's mission, the position's responsibilities, and next steps in the interview process, as well as address any questions candidates may have about the role or the school.
4. **Panel Interview:** Shortlisted candidates will participate in a panel interview, where they will discuss their experience, knowledge, and skills, and respond to questions based on the Instructional Leadership Interview Framework.
5. **Performance-Based Task:** Candidates will be asked to complete a performance-based task designed by the Middle School Director or Executive Director to assess their practical instructional leadership abilities.
6. **Reference Checks:** The Executive Director or their designee will conduct thorough reference checks to verify the candidates' professional background and suitability for the role.
7. **Offer Extension:** Following a comprehensive review of all candidates, the Executive Director will extend an offer to the selected candidate, ensuring alignment with the school's vision and needs.

Monitoring Academic Program: How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

Urban Collegiate Academy is committed to continuously evaluating the effectiveness of our academic program to ensure it meets the needs of all learners, particularly those in historically underserved special populations. To achieve this, we will implement the following steps to monitor and enhance our program:

- **Integrated Data Dashboard.** The Instructional Leadership Team will develop a comprehensive data dashboard that consolidates key performance indicators, providing real-time access to critical information on academic performance, attendance, engagement, and social-emotional learning. This centralized system will present both aggregated and disaggregated data, allowing instructional leaders to identify overall trends as well as analyze performance within specific student subgroups. By examining both the broader picture and the nuances within subgroups, instructional leaders will be able to make swift, data-driven decisions that lead to targeted improvements in student outcomes.
- **Regular Data Analysis Workshops.** Instructional leaders and faculty will engage in regular data analysis workshops to collaboratively review assessment results and other

relevant metrics through the Data Cycle (see: R-06b. Data System). These workshops are designed to foster a culture of continuous improvement, enabling leaders and teachers to share insights, develop strategies for addressing challenges, particularly for vulnerable students, and refine instructional practices to meet diverse learning needs.

- **Student Focused Groups.** The Executive Director, followed by the Director of Youth and Family Development, will establish student focus groups to gather qualitative insights about students' experiences, challenges, and successes within the academic program. These qualitative findings will complement quantitative data, providing a holistic view of student performance and guiding the development of targeted strategies to improve teaching and learning.
- **Professional Development Alignment.** Instructional leaders will ensure that professional development opportunities for faculty are aligned with the findings from data reviews. This alignment will focus on addressing specific needs to drive improved student outcomes.
- **Family Engagement Initiatives.** Instructional leaders will strengthen family engagement by actively involving families in the monitoring process. Urban Collegiate Academy will provide regular updates on student performance, host workshops to support academic success at home, and offer opportunities for families to share feedback with school leadership (e.g., Board meetings, ED Greetings, and surveys).
- **Action Plan Implementation and Monitoring.** Instructional leaders will develop and implement clear action plans based on identified needs, incorporating specific, measurable goals and timelines. These plans will be regularly monitored and adjusted based on ongoing data analysis and feedback from teachers and stakeholders. The Board's Academic Committee will monitor the efficacy of our academic program.

R-09b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high-quality instructional planning and implementation. The response should include a clear outline of how and when specific school leaders will conduct their support of individual teachers explaining the frequency of different forms of support teachers can expect on a regular basis (e.g. the frequency of classroom observations and feedback, length and substance of other development meetings such as one-on-ones). This response differs from 10c in that this response should focus on supports individual teachers receive to foster their instructional development, as opposed to 10c which focuses on supports that all teachers or particular groups of teachers will receive.

Figure 09b.01: Instructional Support Opportunities

Instructional Support	Minimum Frequency	Instructional Leader
Intellectual Preparation and Planning	Daily	MS/HS Directors MS/HS Associate Directors Academic Coordinators Master Teachers
Classroom Walkthroughs	2x/weekly	MS/HS Directors MS/HS Associate Directors
Extended Observations	Twice per school year Fall and Spring	MS/HS Directors MS/HS Associate Directors
Teacher Mentorship	First 2 years of teaching, thereafter, as needed	MS/HS Directors MS/HS Associate Directors Academic Coordinators Master Teachers
Learning Walks	As needed	MS/HS Directors MS/HS Associate Directors Academic Coordinators Master Teachers
Professional Learning Communities	2x/Weekly	MS/HS Directors MS/HS Associate Directors Academic Coordinators

Intellectual Preparation and Planning

Dr. Eva Moskowitz[2], the founder and chief executive officer of Success Academy—the highest-performing charter school network in New York—wrote, *"High levels of student learning depend on adult mastery of content, the caliber of adult questioning, and the quality of the demands adults place on kids' thinking."* Teachers will engage in unit and lesson planning using the intellectual preparation and planning process—a structured approach that deepens content knowledge for both students and teachers, sharpens instructional focus through well-crafted questioning, and anticipates potential misconceptions. Through professional learning communities and targeted support from instructional leaders, teachers will co-plan and rehearse lessons, providing opportunities to refine strategies and align instruction to students' needs.

[2] Moskowitz, E. (2017). For high levels of student learning, intellectual prep for adults is key [Article]. LinkedIn. https://www.linkedin.com/pulse/high-levels-student-learning-intellectual-prep-adults-eva-moskowitz/

Classroom Walkthroughs
Instructional leaders at Urban Collegiate Academy will conduct classroom walkthroughs at least twice per week, lasting 5–10 minutes each, with a focused lens on improving instructional strategies and driving student achievement. Leaders will specifically look for evidence of co-planned lesson implementation, the use of equity-driven instructional approaches, strategic use of assessment data to inform instruction, and the delivery of high-quality, engaging lessons that promote rigorous learning for all students. During each walkthrough, leaders will assess the overall quality of teaching and learning, identifying both instructional strengths and areas for growth. Following observations, leaders will provide timely, actionable feedback that acknowledges effective practices and offers targeted next steps to refine instruction. These walkthroughs serve as a critical tool for monitoring instruction and, through a consistent cycle of observation and feedback, fostering a culture of continuous improvement, professional reflection, and instructional excellence across the school.

Extended Classroom Observations
Instructional leaders at Urban Collegiate Academy will incorporate extended classroom observations as a key strategy to enhance instructional practices and foster continuous improvement. These in-depth observations will provide leaders with a comprehensive understanding of teaching, student engagement, and instructional approaches—going beyond standard walkthroughs. By observing classrooms more extensively, leaders can assess the effectiveness of teaching strategies, classroom climate, student-teacher interactions, and assessment practices, gaining valuable insights into how the learning environment influences student motivation and achievement. This broader perspective will inform targeted strategies for improvement. Extended observations will include a pre-observation conference, the observation itself, and a post-observation conference.

Pre-Observation Conference. Teachers and instructional leaders will start the observation cycle with a pre-observation conference to promote open communication and reflective practice. In this meeting, leaders and teachers will discuss the upcoming lesson, focusing on instructional goals, strategies, and student needs, emphasizing how data guides teachers' decisions. Leaders will also examine how teachers create inclusive classrooms and differentiate instruction for students requiring additional support. By asking thoughtful questions, leaders will encourage teachers to reflect on their materials, engagement techniques, and assessment approaches.

Figure 09b.02. Sample Questions for the Pre-Observation Conference

1. What is the specific learning objective for this lesson, and how does it align with the relevant New York State Learning Standards to ensure students meet the required competencies?
2. How are you incorporating the schoolwide equity-driven instructional practices to ensure that this lesson is accessible and engaging for all learners?
3. In what ways will you differentiate instruction in this lesson to address the varying levels of readiness, learning styles, and needs of your students?
4. How does collaboration factor into your lesson plan, and what specific strategies will you use to foster meaningful opportunities for students to work together and learn from each other?

5. What data sources (e.g., formative assessments, student work, prior performance) have you analyzed to inform your instructional decisions for this lesson, and how will you use this data to shape your teaching approach?
6. How will you monitor student progress throughout the lesson, and what specific criteria or evidence will you use to gauge their understanding and mastery of the content?
7. How will you encourage students to engage in self-assessment and reflective practices during the lesson, and how will this contribute to their ownership of the learning process?
8. What strategies will you implement to adjust your lesson in real-time based on assessment data or student responses, ensuring that all students can achieve the learning objective by the end of the lesson?

Classroom Observation. Instructional leaders will conduct full-class observations to gain a comprehensive understanding of teaching and learning. During these observations, they will focus on key aspects of instruction, such as the clarity and alignment of learning objectives, the application of equity-driven instructional practices to ensure accessibility, differentiation strategies to meet diverse student needs, and the effectiveness of student engagement. Leaders will take detailed notes throughout the lesson, which will inform the evaluation of teaching performance using The Framework for Teaching by the Danielson Group.

Post-Observation. The post-observation conference is a key opportunity for professional growth. Instructional leaders will engage teachers in reflective, constructive discussions to highlight their strengths, identify areas for improvement, and provide actionable feedback based on the observation. These conversations will be collaborative, creating a supportive and open environment where teachers feel empowered to share their reflections and insights. By the end of the conference, teachers will receive specific, actionable feedback with goals to refine their instructional practices and drive positive academic outcomes for all students.

Figure 09b.03. Sample Questions for Post-Observation Conference

1. How effectively do you believe you implemented our equity-driven instructional practices to ensure accessibility for all students, and what evidence from the lesson supports your approach?
2. What specific data did you collect during the lesson to assess student understanding, and how did you use that data in real-time to adjust your instruction to meet students' needs?
3. How did you differentiate your instruction to support students at varying levels of readiness, and what strategies or resources did you find most effective in meeting their diverse learning needs?
4. What specific challenges did you encounter during the lesson, and how did you address them to ensure that all students remained engaged and supported?
5. Can you share examples of how you engaged students in self-assessment or reflection, and how did this process impact their ownership of learning and their overall engagement?
6. How did you provide tiered support to students requiring additional assistance, and what specific evidence do you have that these supports were effective in fostering student progress?

7. In what ways did student collaboration enhance the learning experience, and how did you facilitate these interactions to maximize student-to-student learning opportunities?
8. Based on the feedback and data from this observation, what specific adjustments would you make to future lessons to further enhance student learning outcomes?

Performance Opportunity Plan. Teachers who receive an unsatisfactory rating in one or more domains will be placed on a Performance Opportunity Plan (POP), a structured support system designed to drive measurable improvement. A POP may be initiated following extended observations or whenever significant concerns regarding instructional performance arise. The instructional leader will work collaboratively with the teacher to identify specific areas of concern, establish clear, measurable goals, and develop a targeted action plan aligned with best practices. This plan may include participation in relevant professional development, mentorship from high-performing peers, and opportunities for co-teaching. Regular progress monitoring meetings—held at least bi-weekly—will provide timely, actionable feedback and ongoing support to promote growth. The teachers' demonstrated progress on the POP will be a key factor in employment decisions and their continued role at Urban Collegiate Academy.

The Teacher Mentorship Program

Urban Collegiate Academy will implement a comprehensive Teacher Mentorship Program designed to cultivate professional growth and elevate instructional excellence. Novice and underperforming teachers will be strategically paired with experienced, high-impact mentors based on subject alignment, developmental needs, and professional compatibility to ensure personalized support. Mentors (aka Master Teachers) will receive targeted training from the instructional leadership team to equip them with effective coaching strategies and tools. The program will offer ongoing support through structured check-ins, collaborative goal setting, actionable feedback, classroom observations, and the modeling of best practices. Additionally, the mentorship experience will include resource sharing, co-planning sessions, and the promotion of reflective practice to drive continuous improvement and instructional efficacy.

Learning Walks

Learning Walks at Urban Collegiate Academy will serve as a collaborative, peer-driven initiative designed to promote continuous improvement and elevate instructional practice. Through these structured classroom visits, teachers will observe one another with a focused lens on key areas such as instructional strategies, assessment methods, student engagement, and classroom management. Observers will take reflective notes, analyze effective techniques, and participate in debrief discussions to identify actionable strategies for their own practice. These reflective conversations—conducted one-on-one, in small groups, or within professional learning communities—will be intentionally aligned with individual development goals and foster a culture of shared learning, trust, and professional growth.

Professional Learning Communities

Teachers at Urban Collegiate Academy will participate in professional learning communities (PLCs) twice weekly as a cornerstone of instructional excellence and student achievement. These collaborative sessions will center on the exchange of innovative strategies, data-driven analysis to inform instruction, and curriculum planning to ensure vertical alignment across grade levels. Educators will also engage in hands-on practice and peer feedback to refine instructional techniques. During the school's first three years, a school leader will facilitate PLCs

to model best practices and establish a strong collaborative culture. Beginning in year three, facilitation will transition to Academic Coordinators, ensuring sustainability and continued professional growth within a teacher-led model.

R-09c. Professional Development
Describe how the schoolwide professional development program (i.e. all staff PD sessions, specific group PD sessions such as planning meetings, new teacher trainings, etc.) will assist teachers in meeting all students' academic needs and school goals including: ▪ An overview of the frequency and format of professional development; ▪ Who will be responsible for leading and providing professional development; ▪ How the school will identify professional development topics; ▪ How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs; ▪ How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and, ▪ The process for evaluating the efficacy of the professional development program.

Professional development is critical to our success at Urban Collegiate Academy. While there is a structure to professional development, there is also flexibility to respond to the faculty's needs based on observations, student data, and feedback.

Figure 09c.01: Types of Professional Developments at UCA

Professional Development	Occurrence	Description
New Teacher Professional Development	August 2 Weeks	Newly hired teachers will learn the foundational teaching and youth development practices at Urban Collegiate Academy.
Comprehensive Professional Development	Monthly 50 minutes	Teachers will receive professional development tailored to data, which will inform and shape our comprehensive professional development offerings.
Professional Learning Communities (PLCs)	110 minutes 2x/Weekly	Teachers work within their departments to improve their teaching practices and increase student achievement through student data analysis, curriculum development, and instructional planning.
Cohort Community of Care	50 minutes Weekly	Teachers will meet weekly with a school counselor or social worker and the cohort's youth development coordinator to discuss student-specific concerns. Additionally, teachers will receive professional development on classroom management and student engagement strategies.
Staff Development Days	2x/Annually Nov, May	Staff Development Days are an opportunity to build a culture and relationships amongst school staff through activity building, presentations, and guest speakers. We have allocated funding within the school's proposed budget for speakers and other presenters to deliver

		best practices presentations on academics and youth development. (*See: R-21e, Tab 8, Line 133)* Additionally, teachers will have time to work on curriculum development and planning further ensuring vertical alignment.
Learning Walks	As needed	Learning walks allow teachers to observe and learn their colleagues' high-quality teaching practices by watching a master in action.

New Teacher Professional Development Series

The New Teacher Professional Development Series will provide two weeks of learning before the school year begins. All new faculty hired by the second week of August will participate in this professional development opportunity. Experienced, effective teachers may be exempt from attending to focus on instructional planning, engage in other professional development, or lead sessions for new teachers alongside instructional leaders. While the New Teacher Professional Development Series is structured (Figure 09c.02), teachers will also have time to meet within departments for curriculum and lesson planning, as well as within cohort communities to discuss youth and family engagement for Student Orientation, which takes place twice during the last week of August.

Figure 09c.02: Sample Pre-Service Professional Development Series Year 1		
Topic	**Brief Description**	**Leadership**
Mission, Vision & Core Values	Review Urban Collegiate Academy's mission, vision, and core values; faculty and staff will identify their why?	Executive Director
Schenectady: History, Culture, & Assets	The faculty and staff will learn about the history of Schenectady with an appreciation for its diversity and the assets the city contributes to the greater Capital District and New York State.	Executive Director
Anti-Racism in Education and Beyond	Equip teachers with foundational knowledge, skills, and strategies to actively address and challenge racism at and beyond UCA to create an inclusive and equitable learning space for all students.	Executive Director
Leveraging the Gradual Release of Responsibility Model	Designed to equip teachers with powerful strategies for cultivating student ownership of learning, participants will delve into the four phases of the gradual release – "I Do," "We Do," "You Do Together," and "You Do." Teachers will be provided with the foundation to establish a structured and supportive learning community that fosters student engagement, critical thinking, and autonomy.	Middle School Director

Foundations of Universal Design for Learning (UDL)	Teachers will gain a comprehensive understanding of the theoretical framework of Universal Design for Learning (UDL) and its practical application in the classroom. Through targeted training, they will learn how to design and deliver instruction that addresses the diverse needs of all learners, fosters meaningful engagement, and supports academic success. This session will emphasize strategies for creating inclusive learning environments that remove barriers, provide multiple means of representation, expression, and engagement, and empower students to reach their full potential.	Middle School Director
Multi-Tiered System of Support (MTSS)	Multi-Tiered System of Support (MTSS) framework for academics, emphasizing how to use data-driven decision-making to identify and support students at varying levels of academic need. Participants will learn how to implement Tier 1, Tier 2, and Tier 3 interventions to ensure all students receive high-quality, differentiated instruction aligned to their individual progress and performance.	Middle School Director
Intro to Unpacking Standards & Backwards Design	This introductory session will guide educators through the process of unpacking academic standards using the principles of backwards design. Teachers will learn how to identify key learning goals, determine acceptable evidence of student mastery, and plan aligned instructional activities that drive student achievement. The session emphasizes clarity, intentionality, and coherence in lesson and unit planning.	Middle School Director
English Language Learners	Teachers will receive practical, research-based strategies from the Sheltered Instructional Observation Protocol (SIOP) to enhance instruction for English Language Learners. These strategies will cover all aspects of lesson planning and delivery, including building background knowledge, providing language support, making content comprehensible, scaffolding learning, promoting student interaction, and utilizing regular, formative assessments to gauge progress. This session will also go	Middle School Director

	over best practices for co-planning and -teaching.	
Students with Disabilities	Teachers will use different co-teaching models they can implement in their classrooms. An overview of standard specially designed instruction (SDI), accommodations and modifications teachers should expect to use with students with disabilities. This session will also go over best practices for co-planning and -teaching.	Middle School Director
Engaging Student in Learning: Cognitive, Behavioral, Relational	Teachers will explore strategies to promote active thinking and problem-solving, foster a safe and supportive classroom environment, and build strong, positive relationships with students and their families. By the end of this professional development session, teachers will have 3-5 actionable strategies to create a dynamic and engaging learning environment that encourages academic rigor and maximizes student engagement.	Executive Director/ Middle School Director
An Introduction to Positive Youth Development	Teachers will receive an in-depth understanding of PYD at Urban Collegiate Academy, including Trauma-Responsive Care, Restorative Practices, and Social Emotional Learning strategies.	Executive Director
Trauma-Responsive Care	Introduces the core principles of trauma-responsive care, equipping educators with practical strategies to create safe, supportive, and healing-centered classrooms. Participants will explore the impact of trauma on student behavior and learning, and learn how to build strong, trust-based relationships that foster resilience and academic success.	Executive Director
Restorative Practices	An introduction to Restorative Practices as a proactive approach to building strong classroom communities and repairing harm. Participants will learn strategies to foster trust, accountability, and student voice through circles, affective statements, and relationship-centered discipline. The session emphasizes shifting from punishment to restoration to support a positive school climate.	Executive Director

Social-Emotional Development	Introduce educators to the core competencies of Social Emotional Learning (SEL) and its impact on student well-being and academic success. Participants will explore strategies for building a safe, inclusive classroom environment that supports students' emotional regulation, relationship skills, and responsible decision-making. The session will include practical tools and activities teachers can immediately integrate into daily instruction.	Executive Director
School Operations	Review of School Operations (i.e., Finance, Facilities, Nutrition, Transportation, Safety)	Operations Manager
Onboarding and Mandatory Trainings	Onboarding Trainings (i.e., SAVE, Bloodborne Pathogens, etc.)	Operations Manager

Comprehensive Professional Development Program

Urban Collegiate Academy will elevate the New Teacher Professional Development Series by launching a comprehensive, high-impact professional development program designed to address the evolving needs of our faculty and diverse student body. The program will begin with a needs assessment, leveraging multiple data sources such as surveys, classroom walkthroughs, extended observations, and student assessments. Based on these data gathered, instructional leaders will craft targeted, strategic professional development opportunities that align with and propel the goals set forth in our school's accountability plan. This proactive, data-driven approach ensures that our faculty receives the tools necessary to drive student success and fuel continuous, measurable improvement.

Evaluating the Efficacy of Professional Development: The process for evaluating the efficacy of the professional development program.

Urban Collegiate Academy will implement a systematic evaluation process for all professional development opportunities. Each session will begin with the establishment of clear, measurable objectives. Following the session, participants will complete surveys assessing the content, facilitator effectiveness, and relevance to instructional practices, supplemented by qualitative responses for deeper insight into their experiences. Recognizing that our investment in professional development is intended to enhance classroom instruction, instructional leaders will also collect additional data—such as surveys, classroom walkthroughs, extended observations, and student assessments—to evaluate its impact on student outcomes. The Middle School Director will be primarily responsible for monitoring the efficacy of professional development and reporting regularly to the Academic Committee.

R-09d. Teacher Evaluation and Accountability
Describe how the school will formally evaluate teachers and hold them accountable for student achievement. If established teacher evaluations systems (e.g., Danielson rubric) would be used, the response should explain how the particular system was chosen and how it aligns with the overall proposed mission and academic program. This response should also include: ▪ An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and, ▪ A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

Urban Collegiate Academy will utilize Danielson's Framework for Teaching[3] for teacher evaluation and accountability. Danielson's Framework is well-respected in the education profession because it is not a simple evaluative measure, it is an instrument to guide teacher to reflect on their practice and growth as an educator. Samantha James[4] describes Danielson's Framework as:

> *"Gone are the days of rigid checklists and one-size-fits-all evaluations. The Danielson Framework recognizes that teaching is a complex and dynamic profession requiring continuous growth and improvement. By emphasizing reflective practice, teachers are encouraged to critically analyze their own teaching strategies, identify areas for improvement, and develop action plans to enhance their instructional practices."*

Teachers are Urban Collegiate Academy will be asked to think critically about their teaching practices to drive student achievement. Danielson's Framework will be the tool used to have conversations about teaching and learning in the classroom. Figure 09d.01 provides an overview of the 22 components of Danielson's Framework for Teaching.

Figure 09d.01 Danielson's Framework for Teaching	
Domain 1. Planning and Preparation	**Domain 2. Learning Environments**
▪ 1a. Applying Knowledge of Content and Pedagogy ▪ 1b. Knowing and Valuing Students ▪ 1c. Setting Instructional Outcomes ▪ 1d. Using Resources Effectively ▪ 1e. Planning Coherent Instruct ▪ 1f. Designing and Analyzing Assessments	▪ 2a. Cultivating Respectful and Affirming Environments ▪ 2b. Fostering a Culture of Learning ▪ 2c. Maintaining Purposeful Environments ▪ 2d. Supporting Positive Student Behavior ▪ 2e. Organizing Spaces for Learning
Domain 3. Learning Experience	**Domain 4. Principled Teaching**
▪ 3a. Communicating About Purpose and Content ▪ 3b. Using Questioning and Discussion Techniques ▪ 3c. Engaging Students in Learning ▪ 3d. Using Assessment for Learning ▪ 3e. Responding Flexibility to Student Needs	▪ 4a. Engaging in Reflective Practice ▪ 4b. Documenting Student Progress ▪ 4c. Engaging Families and Communities ▪ 4d. Contributing to School Community and Culture ▪ 4e. Growing and Developing Professionally ▪ 4f. Acting in Service of Students

[3] Danielson was an approved teacher evaluation framework by NYSED. https://www.nysed.gov/educator-quality/approved-teacher-and-principal-practice-rubrics

[4] James, S. (2024). The Impact and Influence of Charlotte Danielson in Education

Clarifying the Evaluation Process: An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members.

The second habit of highly effective people, as outlined by Dr. Stephen R. Covey, is "Begin with the End in Mind." At Urban Collegiate Academy, we are committed to hiring and developing highly effective teachers who are dedicated to fostering student success from the outset of their teaching careers. The foundation for cultivating high-quality, effective educators begins with establishing clear, well-defined expectations for teaching and learning.

At the start of each school year, instructional leaders will conduct sessions to introduce and clarify The Framework for Teaching (The Framework) by the Danielson Group, which will serve as our schoolwide teacher evaluation rubric. These sessions will provide a comprehensive overview of the Framework's components, observation types (e.g., walkthroughs and extended observations), feedback mechanisms, and evaluation timelines. Teachers will have the opportunity to ask questions and gain clarity about the evaluation process and the support available to ensure their success. In addition, each teacher will receive a copy of The Framework to aid in ongoing self-reflection and professional growth. Throughout the year, instructional leaders will engage in continuous, collaborative discussions with teachers, maintaining a focus on instructional excellence. This structured, proactive approach ensures that high expectations are communicated, reinforced, and supported by actionable feedback aligned with The Framework, promoting the development of effective teaching practices.

Teacher Evaluation Process: A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

Urban Collegiate Academy employs a rigorous, multi-faceted evaluation process to ensure high-quality instruction and improved student outcomes. Teacher performance is assessed annually through a summative evaluation conducted in June, grounded in the Danielson Framework for Teaching, which provides a research-based structure for evaluating effectiveness across key instructional domains.
Evaluations incorporate multiple measures, including:

- **Student Academic Performance:** Growth and achievement data, drawn from both formative and summative assessments, serve as critical indicators of instructional impact.
- **Classroom Observations:** Teachers receive ongoing feedback through at least two formal evaluation checkpoints—one in the Fall (October–November) and one in the Spring (March–April)—complemented by regular informal walkthroughs and extended observations. These checkpoints promote continuous growth and reduce the likelihood of unexpected outcomes during the year-end review.
- **Professional Contributions:** Evaluators assess each teacher's involvement in professional development, collaborative planning, school initiatives, and family engagement as part of a holistic review.

The evaluation process is designed to foster continuous improvement through structured feedback, individualized coaching, and clearly defined performance expectations. The final summative evaluation reflects a comprehensive view of performance across the academic year.

Evaluation component weightings will be developed collaboratively with faculty and instructional leaders and are subject to approval by the Board of Trustees to ensure fairness and alignment with school priorities.

Teachers who do not demonstrate proficiency—despite receiving targeted support through Performance Opportunity Plans (POPs)—may not be eligible for continued employment. This approach ensures accountability for both professional practice and contributions to student achievement.

R-10a – SCHOOL CULTURE & DISCIPLINE

R-10a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school's general approach to school culture and rationale for this approach;
- Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection;
- Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection;
- How the school will maintain a safe and orderly environment; and,
- How the school will instill the culture and expectations with board members, staff, students, and families.

Positive Youth Development Approach: The school's general approach to school culture and rationale for this approach.

Principal Kyle Wagner[1] once wrote, "*Building a strong school culture helps breed student success.*" At Urban Collegiate Academy Charter School, we will be deeply committed to creating a strong school culture and a warm, inclusive climate, recognizing these as essential prerequisites for academic achievement. To fulfill our mission of academic excellence, we will leverage a Positive Youth Development (PYD) approach as our foundational framework.

PYD is embedded in Urban Collegiate Academy's mission, reflecting our dedication to understanding and addressing the unique developmental strengths and challenges of adolescence. By prioritizing PYD, we ensure that our strategies are responsive to the academic, social, and emotional needs of our students, empowering them to thrive during this critical phase of their lives. Urban Collegiate Academy's approach nurtures the potential and strengths of every student while promoting their overall well-being and success at school, at home, and within the community.

Through PYD programs and services, Urban Collegiate Academy intentionally provides students with opportunities to build meaningful relationships with both peers and adults. These relationships foster a sense of belonging and connection, which helps reduce risky behaviors such as substance use, truancy, unprotected sexual activity, and teenage parenting[2]. Additionally, PYD promotes the development of healthy, prosocial behaviors and a positive self-identity[3] – qualities that students can value and proudly share with the world.

As students engage in our PYD programs and services, they will enhance their social-emotional competencies, including social awareness, self-management, and responsible decision-making. These skills are vital for their growth into healthy, well-rounded young adults, capable of contributing to a thriving school community. Ultimately, all students at Urban Collegiate

[1] Wagner, K. (2016). A Principal's Perspective: The Importance of School Culture
[2] Centers for Disease Control and Prevention. (2022). Positive Youth Development
[3] Administration for Children & Families. (2017). Positive Youth Development

Academy will experience a school culture and climate that is safe, inclusive, and resilient — empowering them to transition into young adulthood with confidence and purpose.

Youth Development Programs & Services: Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection.

Collegiate Council

Student voice is essential to a thriving secondary school community. As Dr. Martin Luther King Jr. stated, "A riot is the language of the unheard." To foster a safe, supportive, and inclusive environment, Urban Collegiate Academy is committed to providing opportunities for students to actively shape and sustain a positive school culture and climate. To this end, Urban Collegiate Academy will establish a Collegiate Council for each academic program (e.g., middle and high school). Each homeroom class will elect a representative to serve as their Collegiate Council Member, ensuring every student's voice is heard. The Council will meet at least monthly with school leaders to address student concerns and develop actionable recommendations to improve school culture. The Collegiate Council will also play a key role in governance by appointing a junior or senior student as the student representative on the Board of Trustees with the consent of the Executive Director. Annually, the Council will retreat with the Board of Trustees, offering students a platform to engage with leadership on strategic priorities. Additionally, under the guidance of the Youth and Family Development Division, the Council will assist in planning schoolwide events that foster student leadership, collaboration, and ownership

Comprehensive School Counseling Program

Commissioner's Regulation §100.2(j) [4] requires a Comprehensive Developmental School Counseling/Guidance Program in public schools. To meet this mandate, Urban Collegiate Academy will develop a holistic Comprehensive School Counseling Program during its planning year. The program will focus on three key domains: academic counseling, social-emotional development, and college and career readiness. Led by the Executive Director, then the Director of Youth and Family Development, it will support the diverse needs of all students and align with the school's mission and goals. Following its development, the Youth and Family Development Division will conduct an annual review to ensure the program's continued effectiveness and relevance. Outcomes and progress will be presented to the Board of Trustees at their June meeting, ensuring accountability and transparency.

Additionally, the Commissioner's Regulations require that students in grades 6–12 have direct access to a school counselor for an annual individual progress review. Urban Collegiate Academy will exceed this requirement by conducting twice-per-semester individual progress reviews, with additional sessions provided as needed. These reviews will involve collaborative discussions between the school counselor, the student, and their family, covering the following:

- **Student Records.** Reviewing attendance, behavior, and academic progress reports to identify trends and plan for improvement.
- **Social-Emotional Development.** Discussing mental health, social experiences at school, and results from tools such as the Ripple Screener to support emotional well-being.

[4] New York State Education Department. (2023). 100.2 General School Requirements

- **Academic Skills.** Addressing non-cognitive skills such as goal setting, time management, and organizational strategies to help students succeed academically.
- **College and Career Readiness.** Exploring future aspirations, identifying postsecondary pathways, and building skills for lifelong success.

Out-of-School Time (OST) Opportunities

Positive Youth Development (PYD) has traditionally been linked to out-of-school programs that enrich students' lives, such as afterschool and summer initiatives. Urban Collegiate Academy embraces this evidence-based approach and has allocated fiscal resources (see: R-21e, Tab 8, Line 139) to support out-of-school opportunities that promote prosocial engagement, positive behaviors, and stronger connections to the school community. The founding team expects the school to manage its own out-of-school time programming unless it is more fiscally advantageous to contract it out. In line with our holistic approach to student well-being, we will ensure access to vital nutrition services through the New York State Department of Health's Child and Adult Care Food Program[5].

These initiatives offer a wide range of benefits, including[6]:

- **Improved Academic Performance.** Reinforcing learning and skill-building outside traditional classroom settings.
- **Enhanced Social-Emotional Skills.** Providing experiences that develop emotional intelligence, resilience, and interpersonal skills.
- **Promotion of Physical Health.** Encouraging physical activity and healthy lifestyle habits.
- **Reduction of Risky Behaviors.** Offering structured and supportive environments that deter harmful activities.
- **Safe and Supportive Spaces.** Creating inclusive environments where students feel valued and empowered to succeed.

Restorative Practices

When undesired behavior occurs, school leaders, faculty, and staff will respond with consistent consequences while empowering students to take responsibility for repairing harmed relationships. Urban Collegiate Academy is committed to fostering a culture of empathy, respect, and accountability, where students actively contribute to creating a positive environment. Through participation in community and restorative circles during the Student Advisory Program and in classrooms, students will help create a safe, supportive space that encourages open communication, reinforces positive behaviors, and upholds accountability.

Figure 10a.01: MTSS Restorative Practices[7]

Tier 1: Universal	Tier 2: Targeted	Tier 3: Intensive
Community Building Circle Talking/Issues Circle Celebration Circle Decision Making Circle	Family & Group Conference Conflict Resolution Circle	Support Circle Healing Circle Re-Entry/Welcome Circle

[5] Hunger Solutions New York. Afterschool Meals
[6] Youth.Gov (n.d.). Benefits for Youth, Families, and Communities
[7] Fix School Discipline. (2015). Types of Circles by Tier. Adapted from Oakland Unified School District

Social Emotional Learning Program

In New York State, approximately one-third of children are expected to experience at least one traumatic event[8], which can lead to significant adverse outcomes, including academic challenges (e.g., lower grades, exclusionary discipline), chronic health conditions (e.g., diabetes, heart disease), and increased involvement with child welfare and juvenile justice systems. Urban Collegiate Academy aims to address these challenges by prioritizing positive youth development to mitigate trauma and foster resilience. Faculty and staff will systematically teach, model, and reinforce social-emotional skills. Students will be empowered to regulate stress responses that could otherwise disrupt the learning environment.

Urban Collegiate Academy will implement Ripple Effects as its schoolwide social-emotional learning (SEL) curriculum across both middle and high school programs, incorporating it into the Student Advisory Program. Ripple Effects offers a comprehensive suite of over 300 lessons, designed for both whole-class instruction and individualized interventions. Urban Collegiate Academy will use this platform to create tailored SEL learning plans for students exhibiting challenging behaviors, providing a proactive, restorative alternative to exclusionary discipline.

Student Advisory Program

The Student Advisory Program is a dynamic, transformative experience designed to accelerate students' academic and personal growth through consistent, meaningful interactions with a dedicated advisor and a close-knit group of 12 peers. A core objective of the program is to cultivate a positive school culture and strengthen the sense of community[9] through authentic, personalized relationships. The advisor will employ the Ripple Effects social-emotional curriculum and restorative practices to actively support students' social-emotional development. Moreover, the Student Advisory Program will provide a supportive environment where students are celebrated, held accountable for their actions, and receive thoughtful guidance on navigating developmental challenges. School counselors and social workers will push-in to the advisories for targeted support when necessary and as described in the school counseling program.

Student Interscholastic Athletics Program

Urban Collegiate Academy is committed to launching a comprehensive athletic program, guided by community feedback. We have initiated discussions with other secondary charter schools to identify the most effective path for implementation. Athletics provide a powerful avenue to advance Urban Collegiate Academy's mission of academic excellence and positive youth development. The benefits of interscholastic athletics are far-reaching, including improved concentration, cognitive abilities, interpersonal skills, and self-esteem. Additionally, participation in athletics has been shown to enhance academic performance and expand access to financial aid for postsecondary education[10]. We are confident that a robust athletic program will further strengthen our commitment to academic success and holistic youth development. We also plan to apply for membership in the New York State Public High School Athletic Association to ensure a formal and structured athletic experience.

[8] Bump, B. (2017). Schenectady schools consider childhood trauma
[9] Enriching Students. (n.d.) High School Advisory Program Models.
[10] University of Bridgeport. (2024). How Do Sports Help Students Academically?

School Values Recognition Celebrations

Urban Collegiate Academy's core values are intrinsically aligned with the 6 Cs of positive youth development: competence, confidence, connection, character, caring, and contribution. Faculty and staff will proactively identify and celebrate moments when students exemplify these values. To foster a strong sense of community and recognition, students will participate in a monthly schoolwide celebration that honors their achievements and reinforces the importance of embodying these values. By consistently acknowledging and reinforcing behaviors that align with the school's values, we create a powerful feedback loop that encourages the continued practice of expected behaviors. We have budgeted $50 per student (see: R-21e, Tab 8, Line 131) for cohort activities that include school value recognition celebrations.

Figure 10a.02: Urban Collegiate Academy's School Culture Values

School Value	School Value Operationalized
Competence	Embracing competence means approaching challenges with curiosity and a growth mindset. Each experience becomes an opportunity to learn, improve, and develop the skills I need to succeed. By investing in my growth, I empower myself to make a meaningful impact within my school, community, and beyond.
Confidence	Confidence grows when I believe in my abilities and face challenges with courage. Each step forward strengthens my resilience and sense of self. With a positive outlook, I encourage myself and others to take risks, pursue our goals, and rise above setbacks.
Connection	Fostering connection means engaging authentically with those around me and valuing diverse voices. By building strong, respectful relationships, I help create a learning environment where everyone feels seen, heard, and supported.
Character	Character is reflected in the choices I make and the values I uphold. I strive to act with integrity, responsibility, and respect for others. Through my words and actions, I model the kind of leader and community member I aspire to be.
Caring	Caring is expressed through empathy, kindness, and compassion. By listening deeply and supporting others, I help create a school culture where everyone feels safe, valued, and loved.
Contribution	Making a contribution means using my time, talents, and ideas to improve our school community. Through active participation and collaboration, I help build a culture of excellence, support, and shared purpose.

Maintaining a Safe and Orderly Learning Environment: How the school will maintain a safe and orderly environment.

Cohort Community of Care Model

Urban Collegiate Academy will prioritize our Cohort Community of Care (C3) model, which fosters a supportive, interconnected environment for students and adults alike. A cohort is a dedicated group of individuals—students and educators—who actively engage with one another throughout the school day[11]. The C3 model at Urban Collegiate Academy will be structured by grade level, ensuring that each student is supported by a team of teachers and additional support staff, such as school counselors and youth development specialists, all focused on promoting their well-being and academic success. This cohort approach provides five key benefits for learning: collaboration, support, structure, diverse perspectives, and relationship-building[12]. C3 teams will meet weekly to identify and address the needs of students requiring additional support, using a multi-tiered approach that focuses on academic, behavioral, and social-emotional development. Working together as a unified team, these educators will provide holistic, multidisciplinary support tailored to each student's unique needs.

Engagement Referrals

When a student's behavior does not align with our School Community Agreements and requires an out-of-class intervention, they will receive an Engagement Referral. This referral process is designed not only to address the behavior but also to support the student's personal growth and ensure smooth reintegration into the classroom community. Students will be directed to a trusted adult—such as a school counselor, youth development specialist, or school leader—who is prepared to provide the necessary guidance and support. The trusted adult will work with the student to identify the root cause of the behavior, uncovering the underlying issues contributing to their actions and taking the necessary steps to address and resolve them. By addressing these causes directly, we aim to positively impact the student's performance, rather than relying on a punitive approach that often fails to yield lasting results[13].

Family University

The Family and Community Engagement manager will spearhead the implementation of the school's Family University (FAM U). Recognizing that students may face challenges at home or in their communities that impact their readiness to learn, Urban Collegiate Academy will partner with families through FAM U to strengthen their ability to support their children's academic, social, and emotional growth. Families will have opportunities to discuss challenges and share effective parenting strategies through both individualized support and group workshops. The Family and Community Engagement Coordinators will play a key role in fostering community partnerships to remove barriers that may impede a student's academic success, positive youth development, and the overall well-being of their family.

MTSS Attendance

The Schenectady City School District reported chronic absenteeism rates of 50.2% among elementary and middle school students and 51.8% among high school students. Chronic

[11] Robles, Y. (2020). What is a cohort and how will it help schools keep students safe?
[12] The Wharton School. Cohort vs. Self-Paced Learning
[13] National Institute of Justice. (2021). Student Suspensions Have Negative Outcomes, According to NYC Study

absenteeism, defined as students missing at least 10% of their enrolled school days, poses a significant barrier to academic success and overall development[14]." To address this critical issue, Urban Collegiate Academy will implement a comprehensive Multi-Tiered System of Support for Attendance (MTSS-ATT), providing students and families with proactive interventions and resources to promote consistent and positive school attendance.

Led by Director of Youth and Family Development and Dean of Youth Development in collaboration with Family and Community Engagement Coordinators, Youth Development Specialists, School Social Worker, and School Counselors, this Attendance Team will be responsible for implementing MTSS-ATT. The team will meet weekly to analyze attendance data, identify barriers to regular attendance, and develop action plans to improve schoolwide attendance. An early warning system will help prevent chronic absenteeism. While all staff share responsibility for attendance, those with flexible schedules will proactively communicate with students and families about concerns, identify barriers, and co-create Individualized Attendance Plans with strategies for improvement.

To strengthen this initiative, Urban Collegiate Academy will leverage resources and best practices from Attendance Works, a national organization that supports schools in improving attendance. The following are strategies with Urban Collegiate Academy's MTSS-ATT:

Tier 1: Universal Support - Urban Collegiate Academy will implement a schoolwide attendance strategy designed to promote positive attendance habits and foster a culture where regular attendance is integral to academic success. Strategies included in the universal attendance tier are as follows:

- Clear, concise, and consistent communication about schedules and expectations.
- Routines, rituals, and celebrations that emphasize attendance and engagement.
- Personalized, positive communication with families when students are absent.
- Recognition of good and improved attendance to motivate and encourage students.
- Community Building Circles to strengthen relationships and foster a sense of belonging.

Tier 2: Targeted Support - Urban Collegiate Academy will provide targeted support to students who have missed 4% of their enrolled days as part of an early detection system. The goal of this targeted attendance support is to prevent or reduce further absences. Strategies included in the targeted attendance tier are as follows:

- Student Attendance and Engagement Plan: Identifies home, school, and community barriers and outlines a concrete plan to address them.
- Family and Home Visits to build connections and address attendance challenges.
- Student & Family Support Circle to foster collaboration and understanding.
- Mentoring to provide guidance and encouragement for students.
- Check-In/Check-Out systems to monitor and support attendance daily.
- Small Group Counseling to address underlying issues impacting attendance.

Tier 3: Intensive Support - Urban Collegiate Academy will provide intensive interventions for students who have missed 7% of their enrolled days as identified by the early detection system. Strategies included in the intensive attendance tier are:

[14] New York State Education Department. (2016) Persistently Struggling and Struggling Schools Indicators.

- Individualized Learning and Success Plan focused on supporting the student's path to graduation.
- Interagency Collaboration and Case Management to address complex barriers through coordinated support.
- Student & Family Support Circle to foster open communication and shared problem-solving.
- Individual Counseling to address personal challenges impacting attendance.

MTSS Social-Emotional Development

Urban Collegiate Academy is fully committed to implementing a Multi-Tiered System of Support for Social-Emotional Development (MTSS-SED), a robust framework designed to address the diverse needs of all students through three tiers of targeted interventions. Grounded in data-driven decision-making, MTSS-SED engages C3 Teams and the Youth and Family Development Division to systematically analyze a variety of data sources—including the Ripple Effects screener, engagement referrals, attendance records, academic performance, and discipline data. This collaborative approach ensures the early identification of students who may require additional behavioral and social-emotional support, allowing for timely and effective interventions that promote the holistic well-being and success of every student.

Tier 1: Universal Support ensures all students receive universal support to enhance social-emotional skills and promote positive behavior. The school fosters an inclusive climate through the Ripple Effects curriculum, focusing on emotional regulation, problem-solving, and building empathy. Tier 1 interventions create a safe, supportive environment, preventing behavioral issues by teaching, modeling, and practicing expected behaviors aligned with the school's values.

Tier 2: Targeted Support provides students needing extra support are identified and provided with targeted assistance in small groups or individual sessions by appropriate school personnel. Interventions focus on specific social-emotional skills, such as social skills training, self-management, and conflict resolution. Progress is closely monitored, with adjustments made to ensure effectiveness. Faculty and staff will also re-teach, model, and engage students in practicing expected behaviors to reinforce skills for a positive learning environment.

Tier 3: Intensive Support is designed for students requiring the most intensive interventions due to significant social-emotional challenges, such as mental health issues, trauma, or other complex needs that impact their behavior and well-being. Intensive support may include individualized counseling with a school counselor, psychotherapy with a mental health professional, and collaboration with external agencies for comprehensive care. A tailored plan, such as a Behavior Intervention Plan (BIP) or Individualized Education Plan (IEP), may be developed to address specific needs and implement necessary interventions, ensuring each student receives the focused support required to thrive both academically and socially.

Figure 10a.03: MTSS Behavior Strategies		
Tier 1: Universal	**Tier 2: Targeted**	**Tier 3: Intensive**
- School Agreements - Classroom Behavior Plan - Tier 1 Restorative Practices	- Behavior Contract - Check & Connect - Check-In/Check-Out - Tier 2 Restorative Practices	- Function-Based Assessment & Behavior Plan - Tier 3 Restorative Practices

Figure 10a.04: MTSS Social-Emotional Development Strategies		
Tier 1: Universal	**Tier 2: Targeted**	**Tier 3: Intensive**
- Student Advisory - Ripple Effects - School Counseling Program	- Small Group Counseling; - Ripple Effects Intervention	- Individual School-Based Counseling - Referral to Mental or Behavioral Health Services

Urban Community Agreement

Urban Collegiate Academy's Urban Community Agreement is a vital resource co-created with students and families during school orientation, with guidance from faculty and staff. This agreement is designed to foster a safe and orderly school environment by clearly outlining the behavior expectations that all students, families, and staff are committed to upholding. Central to the agreement is the intentional focus on cultivating healthy relationships among all community members through meaningful conversations and a strong culture-setting approach. As Fernández[15] notes, "...agreements reflect relational values and a practice of collective learning," emphasizing their role in promoting compassionate interactions between students and teachers, while providing a structured guide for reflection, connection, and relationship-building.

We believe that co-creating these agreements fosters greater commitment and accountability among all stakeholders, ensuring shared responsibility for maintaining a positive learning environment. By actively involving students and families in the process, we empower them to take ownership of the values and behaviors that contribute to a unified school community. This collaborative approach strengthens our collective commitment to a positive school climate but also reinforces the essential role of a supportive and inclusive environment in the personal and academic growth of every student. The Urban Community Agreement will serve as a foundational tool that promotes mutual respect, understanding, and a shared vision for success at Urban Collegiate Academy.

Youth Development Specialist

Each grade level at Urban Collegiate Academy will have a dedicated Youth Development Specialist responsible for building strong, trusting relationships with students, families, and staff to foster school connectedness. The specialist will work with other staff to supervise non-instructional periods and coordinate non-academic activities based on student interests, focusing on student voice, engagement, social-emotional learning, and reducing risky behaviors. The specialist will implement restorative practices and positive behavior support strategies, monitor student attendance, and conduct regular classroom check-ins to ensure students and staff are thriving. When needed, they will refer students to a school specialist for mental and emotional health support. The specialist plays a key role in creating a positive

[15] Fernandez, J.S. (2023). Creating Classroom Community Agreements

educational experience for all students by fostering a safe, supportive environment and helping them develop resilience and the skills necessary for academic and personal success.

Supporting, Creating & Sustaining an Equitable School Culture: Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection.

In 2022, the New York State Education Department released the Social Emotional Learning Benchmarks – Equity Revision, which included adult indicators outlining the critical responsibilities of adults to support, teach, and model social-emotional learning for students. At Urban Collegiate Academy, we strongly believe that adults must first engage in their own social-emotional development in order to effectively support students in this area. To support this, our schoolwide social-emotional learning curriculum, Ripple Effects, incorporates Educator Ally, a component designed to help adults manage their own social-emotional needs. This, in turn, enhances both teaching and learning while fostering students' positive youth development. Educator Ally includes three units, 15 modules, and 120 multimedia lessons, all designed to empower educators to lead with emotional intelligence and resilience.

- **Unit 1: Strengthening Youth SEL Skills.** Helps educators leverage strengths, remedy weaknesses, bond with diverse students, build resilience to prevent burnout, make good decisions under pressure, command respect, and show it—to all persons.
- **Unit 2: Honing Effective Teaching Practices.** Helps educators distinguish learning issues from behavior, cultural, and health issues, and address each with technical skill, good judgment, and emotional intelligence.
- **Unit 3: Addressing Personal Stressors.** Helps educators address self-identified sources of stress and burnout, including school-based adult relationships, relationships outside of school, and private mental health issues.

Instilling School Culture in All Stakeholders: How the school will instill the culture and expectations with board members, staff, students, and families.

"Tell me and I forget. Teach me and I remember. Involve me and I learn," a powerful quote by one of our nation's founding fathers, Benjamin Franklin, encapsulates our approach to building a strong school culture. At Urban Collegiate Academy, we believe that a strong, values-driven school culture is essential to academic and personal success—and that this culture must be intentionally cultivated across every layer of the community. To ensure shared ownership of the school's mission, vision, and expectations, board members, staff, students, and families will all be actively engaged in the development and reinforcement of our core values and community norms.

Each stakeholder group will participate in ongoing professional development and orientation experiences tailored to their roles and responsibilities, with a consistent focus on the school's 6 C's core values: Competence, Confidence, Connection, Character, Caring, and Contribution. These sessions will not only introduce key cultural expectations but also provide practical strategies for modeling and supporting them in everyday interactions and decision-making.

To promote authentic relationship-building and mutual accountability, all stakeholder groups will participate in restorative circles throughout the year. These structured, community-based dialogues will serve as a tool for reflection, connection, and problem-solving, helping to build trust and deepen investment in the school's culture.

Culture will also be celebrated and reinforced through intentional recognition. Staff and board members will be acknowledged for living out the 6 C's during monthly faculty meetings and at the annual staff retreat in May, while students and families will be celebrated through assemblies, family events, and communications highlighting their positive contributions.

Stakeholder voice will be central to the school's ongoing cultural development. Through regular surveys, listening sessions, and restorative dialogue circles, all community members will have meaningful opportunities to provide feedback and co-create solutions. This commitment to inclusivity ensures that the culture at Urban Collegiate Academy is not only taught—but lived, owned, and continuously strengthened by the entire community.

R-10b - DISCIPLINE POLICY

R-10b. Discipline Policy
Provide the school's discipline policy for general education students. The policy must: ▪ Clearly specify (i) the substantive acts for which a child may be disciplined; (ii) the consequences resulting from committing each such act; (iii) the due process procedures the school will follow in applying its disciplinary policy (in accordance with federal law); and, (iv) the individuals responsible for carrying out the discipline policy and any appeals; ▪ Explain the procedures for providing alternative instruction to students who are suspended or expelled (whether in-school or out-of-school) in full compliance with state requirements; ▪ Include specific methods that comply with the federal Gun Free Schools Act, including reference to mandatory penalties required by the law; and, ▪ Set forth the 14th Amendment due process protections for both short-term suspension of 10 or fewer days and longer term suspensions of greater than 10 days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)).

Urban Collegiate Academy expects that most of our students will identify as Black, Indigenous, and People of Color (BIPOC). The founding team is committed to addressing the disproportionate opportunity gaps that our students and families face by confronting structural inequities. At Urban Collegiate Academy, we embrace anti-racism, actively educating ourselves on historical injustices that have perpetuated poverty and trauma while striving to avoid replicating harmful practices.

Our mission includes creating opportunities to level the playing field for BIPOC individuals and communities through high-quality education and positive youth development. We consistently apply an anti-racism lens to identify and challenge harmful policies and practices that have historically marginalized communities. Together with our students and families, we aim to co-create an educational institution designed to support their success. While we emphasize anti-racism, the founding team acknowledges the intersectionality of our students' and staff's identities. We are committed to fostering a comprehensive anti-ism school culture that promotes inclusivity and equity for all members of our community.

Discipline Policy[1]: Clearly specify (i) the substantive acts for which a child may be disciplined; (ii) the consequences resulting from committing each such act; (iii) the due process procedures the school will follow in applying its disciplinary policy (in accordance with federal law); and, (iv) the individuals responsible for carrying out the discipline policy and any appeals.

Figure 10b.01. Progressive Infraction Levels

Level I	Level II	Level III	Level IV
Classroom support and student support team	Targeted support staff and appropriate administration	In-School Suspension	Out of School Suspension or Expulsion Request

[1] Urban Collegiate Academy's disciplinary policy is heavily informed by the SUNY approved BRICK Buffalo Academy Charter School.

May be appropriate when the behavior is a minor infraction, the student has no prior incidents, and/or interventions have not been put in place.	May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the students and others.	May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating.	May be appropriate when behavior is illegal, presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process.

Figure 10b.02. School-Based Interventions and Responses

Level	Classroom and Cohort Level Interventions and Responses	School Leadership Level Interventions and Responses
Level I	▪ Positive directions that state expectations ▪ Positive and specific feedback/positive narration ▪ Reteaching and rehearsal of skills or procedure ▪ Increased opportunity to respond during instruction ▪ Increase teacher proximity ▪ Verbal prompt, redirection and/or correction ▪ Reminders and redirections ▪ Student/teacher conference ▪ Use of restorative conference ▪ Develop relationship with families ▪ Call/note home ▪ Family conference ▪ Temporarily assignment to classroom reflection space ▪ Daily progress sheet on behavior ▪ Create a classroom check-in plan ▪ Assign a reflection activity ▪ Issue a reset pass for a brief reset with a trusted adult or in another space (10 minutes or less) ▪ Restitution/restoration strategies ▪ Referral to Dignity Act Coordinator ▪ Other evidence-based student specific strategies.	▪ Reflection activity ▪ Check in with school leadership ▪ Mentoring ▪ Peer mediation ▪ Mediation conflict resolution conference ▪ Referral to school-based health or mental health providers ▪ Service to the school community ▪ Restitution plan ▪ Referral to supportive community organizations ▪ Utilize support staff to support student
Level II	▪ All level I strategies ▪ Collaborate with family	▪ All level I strategies

	▪ Collect progress monitoring data about the behavior and interventions attempted ▪ Student-Teacher conference ▪ Referral to the Dignity Act Coordinator ▪ Records review ▪ Collaborate with the cohort and school leadership team to identify instructional and behavior strategies to build on student strengths ▪ Issue an Engagement Referral for the student to reset with a trusted adult or in another space (for no longer than 20 minutes) ▪ Monitor student plans and reevaluate every two weeks ▪ Peer mediation ▪ Collaborative family conference ▪ Conflict resolution	▪ Utilize support staff to assist with a root cause assessment/trauma assessment ▪ Conflict mediation ▪ Leadership and/or student support team conference ▪ Mentoring/coaching ▪ Individualized case management for students with 504 plans or IEPs ▪ Referral and coordination of community-based supports ▪ Referral to school social worker or school counselor for behavior skill building interventions ▪ Seat or class change ▪ Loss of privilege ▪ Transportation suspension up to 3 days ▪ In-School Suspension up to 2 days and Family/Guardian notification of due process rights
Level III	▪ All level I and II ▪ Initiate restorative practices tier 2 or 3 circles ▪ Create, implement, and monitor a transition plan for student returning to the classroom, including a restorative circle ▪ Create a plan to support classmates as the student returns to class	▪ All level I and II strategies ▪ Referral to school counselor or outside provider for ongoing behavior skills building interventions ▪ Schedule or classroom change ▪ After school detention for up to 5 days (requires family notification and due process rights) ▪ Out of school suspension for up to 20 days
Level IV	▪ All level I, II, and III strategies	▪ Request for Cohort Team meeting to plan for successful reintegration of a student after an explosive/violent incident. ▪ Develop a behavior support plan. ▪ Out of school for greater than 10 school days (requires a hearing and family notification or due process rights) ▪ Expulsion/Expulsion Request

DISCIPLINARY CONSEQUENCES FOR VIOLATION OF SCHOOL'S CODE OF CONDUCT

ABSENCES				
	Level I	**Level II**	**Level III**	**Level IV**
Occasional refusal to attend class	X	X		
Unexcused absent from class or school	X	X		
Persistent absence from class or school	X	X		
Chronic absenteeism	X	X		
Notes: Teachers are required to communicate with their Youth Development Counselor and the School Counselor to follow up on excessive absences.				

ACADEMIC DISHONESTY				
	Level I	**Level II**	**Level III**	**Level IV**
Plagiarism, copying another's work, cheating or altering records	X	X		
Notes: Students may receive a failing grade for the assignment and/or course. Students may be asked to recomplete assignment with adult supervision.				

ALCOHOL				
	Level I	**Level II**	**Level III**	**Level IV**
Under the influence		X		
Using or possessing alcohol on campus		X	X	
Distributing or selling alcohol on campus			X	X
Notes: School staff is required to refer students to the appropriate counseling opportunities, and alert law environment as required by State law. School nurse and school social worker or counselor must be notified immediately for appropriate intervention to keep student(s) safe.				

ARSONS				
	Level I	**Level II**	**Level III**	**Level IV**
Starting a fire			X	X
Starting a fire causing destruction of property				X
Notes: New York State Uniform Fire Prevention Building Code 401.3 requires building leadership to contact the fire department for any and all unwanted fires[2]. School leaders must complete the Fire Incident Report Form 2019 by NYSED Office of Facilities Planning[3].				

[2] 2020 Fire Code of New York State
[3] Public School Fire Incident Report Form (Revised 06/28/2019)

ATTACK ON STUDENT				
	Level I	**Level II**	**Level III**	**Level IV**
Attack on student with injury			X	X
Attack on student with serious bodily injury (hitting, kicking, or punching another student)				X
Two or more persons intentionally attacking a student with injury			X	X
Two or more persons intentionally attacking a student with serious bodily injury				X
Notes: A Dignity Act investigation may ensue. The school nurse will be consulted regarding student injuries and will assist student with getting help from other medical professionals if needed.				

BOMB THREAT				
	Level I	**Level II**	**Level III**	**Level IV**
Making threats or providing false information about the presence of explosive materials or device on school property.			X	X

BULLYING – VERBAL, PHYSICAL AND ELECTRONIC				
	Level I	**Level II**	**Level III**	**Level IV**
Intentional conduct (including verbal, physical or written) or electronic communication that is threatening.	X	X		
Persistent and repeated incidents of bullying targeted at same person or group		X	X	
Very serious incidents that are seriously harmful or personally damaging to the person who is targeted.				X
Notes: A Dignity Act investigation is required.				

CLASSROOM DISTRACTION				
	Level I	**Level II**	**Level III**	**Level IV**
Does not work silently or independently without disturbing others	X	X		
Throws objects without physically injuring others	X	X		
Talking out in class or talking out of turn	X	X		

Make excessive, distracting, or disruptive movements or noises.	X	X		

Damage to Personal or School Property				
	Level I	**Level II**	**Level III**	**Level IV**
Minor Damage (less than $50)	X	X		
Damage to another person's or school property (less than $50 to $500)	X	X		
Damage to another person's or school property (over $500)	X	X		
Notes: Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a schoolwork project.				

Drugs				
	Level I	**Level II**	**Level III**	**Level IV**
Under the influence		X		
Using or possessing drugs on campus		X	X	
Distributing or selling drugs on campus			X	X
Notes: School staff is required to refer students to the appropriate counseling opportunities, and alert law environment as required by State law. School nurse and school social worker or counselor must be notified immediately for appropriate intervention to keep student(s) safe.				

Electronic Devices				
	Level I	**Level II**	**Level III**	**Level IV**
Use of cell phones, handheld mobile devices, electronic game devices, and other similar items	X	X		
Use of electronic devices that lead to the threat of harm to another person		X	X	
Recording or publishing a physical altercation		X	X	
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person			X	X
Notes: Possession and/or transmission of child pornography is subjected to prosecution and must be reported to the police. Students may use electronic devices only with when teaching faculty permission for education purposes.				

Emotional Outburst or Rage				
	Level I	**Level II**	**Level III**	**Level IV**
Emotional outburst or rage which causes harm		X	X	
Notes:				

Extortion				
	Level I	**Level II**	**Level III**	**Level IV**
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm			X	X
Notes:				

False Activation of Fire Alarm				
	Level I	**Level II**	**Level III**	**Level IV**
Intentional false activation of fire alarm			X	X
Notes: If the fire alarm is activated, the Fire Department must be notified and they have jurisdiction until the event/source is investigated.				

Fighting				
	Level I	**Level II**	**Level III**	**Level IV**
Physical aggression with another student		X	X	
Fighting which causes the school leader to initiate emergency procedures and prevents large numbers of students from moving through the hallways, disrupts the educational process for large numbers of students across the school, and poses a serious and grave threat to the safety of large numbers of students, such as a threat of substantially bodily harm to students				X
Fighting with serious bodily injury				X
Fighting that continues without change, even after the documented implementation of interventions have been given ample time to be effective				X
Notes: A Dignity Act investigation may be necessary. Documentation of emergency procedures must be submitted to the Executive Director.				

Gambling				
	Level I	**Level II**	**Level III**	**Level IV**
Gambling with money or exchangeable goods	X	X		
Notes: Student may be referred to appropriate counseling services.				

Hallway Misbehavior				
	Level I	**Level II**	**Level III**	**Level IV**
Running, making excessive noise, loitering, or persistent hall-walking	X	X		
Notes: Student may be referred to appropriate counseling services or behavior support.				

Harassment: Race, Ethnicity, Gender/Gender Identity/Gender Expression, Sexual Orientation, Disability or Religion (including cyber-harassment) against members of the school community				
	Level I	**Level II**	**Level III**	**Level IV**
Minor harassment	X	X		
Serious harassment		X	X	
Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted				X
Notes: The Dignity Act investigation is warranted.				

Inhalants				
	Level I	**Level II**	**Level III**	**Level IV**
Under the influence		X		
Using or possessing inhalants on campus		X	X	
Distributing or selling inhalants on campus			X	X
Notes: School staff is required to refer students to appropriate counseling opportunities, and alert law environment as required by State law. School nurse and school social worker or counselor must be notified immediately for appropriate intervention to keep student(s) safe.				

Leaving classroom or school without permission				
	Level I	**Level II**	**Level III**	**Level IV**
Leaving classroom or school without permission	X	X		
Notes: Students who leave the school without permission must have their family notified.				

Non-Compliance				
	Level I	**Level II**	**Level III**	**Level IV**
Failure to comply with school rules, regulations, policies, or procedures	X	X		
Failure to follow directions	X	X		
Failure to respond to school staff directives, questions, or requests	X	X		
Misleading or giving false information to school staff	X	X	X	
Notes: This section applies to nonviolent/nonphysical instances of non-compliance.				

Physical Contact				
	Level I	**Level II**	**Level III**	**Level IV**
Unintended physical contact as a result of unsafe behavior	X	X		
Unintentional striking a staff member of is intervening in a physical altercation or other aggressive behavior		X	X	
Unsafe or aggressive behavior that results in injury to a staff member		X	X	X
Intentional physical attack on school personnel			X	X
Offensive touching, poking, pushing, shoving or physical intimidation of school personnel or student		X	X	
Notes: In certain instances, school leader should consider the developmental and biopsychosocial needs of the students when determining the consequence.				

Public Space Misconduct				
	Level I	**Level II**	**Level III**	**Level IV**
Minor public space misconduct		X		
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption			X	X
Using an electronic device to bring others to initiate or engage in a disturbance			X	X
Notes: A large disruption is defined as a disruption which disturbs the learning environment for more than just a single class, including significant misbehavior at school wide assemblies, on field trips, or at large student gatherings, like lunch.				

Robbery				
	Level I	**Level II**	**Level III**	**Level IV**
Taking money or property from another by force.			X	X
Notes:				

Sexual Assault				
	Level I	**Level II**	**Level III**	**Level IV**
Sexual harassment (for example, inappropriate verbal or written conduct of a sexual nature)			X	X
Sexual harassment (for example, inappropriate physical conduct of a sexual nature)			X	X
Sexual misconduct			X	X
Notes: School staff is required to refer students to appropriate counseling, including the school social worker or counselor. Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.				

Tardiness				
	Level I	**Level II**	**Level III**	**Level IV**
Excessive tardiness to class or school	X	X		
Notes: Teachers are required to communicate their Youth Development Counselor and the School Counselor for follow up on excessive tardiness.				

Technology Acceptance Use Policy Violation				
	Level I	**Level II**	**Level III**	**Level IV**
Violence of the school's technology acceptable use policy	X	X		
Notes: Refer to the policy posted on the school's website. Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.				

Theft				
	Level I	**Level II**	**Level III**	**Level IV**
Under $500		X	X	
Over $500			X	X
Notes: Restitution is permitted in lieu of suspension; restitution may be in form of monetary restitution or the student's assignment to a schoolwork project.				

Threat				
	Level I	**Level II**	**Level III**	**Level IV**

Verbal or written threat against school personnel or school community			X	X

Tobacco				
	Level I	**Level II**	**Level III**	**Level IV**
Use or possession of tobacco	X	X		
Notes: School staff is required to refer students to the appropriate counseling opportunities.				

Verbal Aggression				
	Level I	**Level II**	**Level III**	**Level IV**
Name calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language		X	X	
Confrontational or aggressive language		X	X	
Confrontational or aggressive arguing that repeatedly impacts the school environment and persists after interventions have been put in place			X	X
Notes: A documented intervention must occur.				

Weapon, Firearms, Explosives				
	Level I	**Level II**	**Level III**	**Level IV**
Verbal or written threat involving weapons against school community (i.e., no weapon present)			X	X
Firearms (possessions of firearm as defined in 18 USC 921 of the federal code; e.g., handgun, rifle, shotguns, and bombs)				X
Other guns (possession of any gun or any kind, loaded or unloaded, operable or inoperable including BB guns and pellets guns, etc.)				X
Possession of weapons (i.e., knife, mace)				X
Instruments or objects used as weapons with intent to cause injury				X
Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device			X	X

including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combinations of substance or articles, other than a firearm)				
Notes: Expulsion for no less than one calendar year is mandated by state law for firearms violations but can be modified on a case-by-case basis by the Executive Director. Law enforcement must be contacted when a weapon, firearm, or explosive is involved.				

Alternative Instruction: Explain the procedures for providing alternative instruction to students who are suspended or expelled (whether in-school or out-of-school) in full compliance with state requirements.

Urban Collegiate Academy plans to comply with Education Law §3214, which requires schools to provide alternative instruction for students who are suspended. Students in grade 6 are entitled to 10 hours of weekly instruction, while students in grades 7–12 are entitled to 15 hours per week. Urban Collegiate Academy will offer remote instruction to students suspended from school, allowing them to participate in their scheduled classes without being on campus. Or students may participate in an afterschool tutoring program that complies with the instructional requirements of Education Law §3214. The student's school counselor or youth development counselor will collaborate with the classroom teacher to ensure the student has all necessary academic materials to continue learning.

Per our technology budget, Urban Collegiate Academy anticipates that students will have access to a computer device. For students on long-term suspension, if they do not have internet access, the school will reimburse the family up to $50 for internet costs. For students on short-term suspension, arrangements will be made to provide an internet hotspot device or transportation to the local library to access the internet, enabling them to participate in their classes remotely.

Firearm Violations: Include specific methods that comply with the federal Gun Free Schools Act, including reference to mandatory penalties required by the law.

Federal and New York law mandates the expulsion of any student who is determined to have brought a firearm to school or possessed a firearm on school grounds for a minimum period of one year. However, the Executive Director may modify this expulsion requirement on a case-by-case basis, provided such modifications are documented in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). For the purposes of this law, a "weapon" refers specifically to a "firearm," as defined under 18 U.S.C. § 921, and includes both firearms and explosives. New York Education Law §3214 incorporates these federal provisions. The Executive Director is required to refer students under the age of sixteen, determined to have brought a weapon or firearm to school, to an agency for a juvenile delinquency proceeding in accordance with Article 3 of the Family Court Act. However, students aged fourteen or fifteen who qualify for juvenile offender status under Criminal Procedure Law § 1.20(42) will be referred accordingly. Students qualifying as juvenile offenders under Criminal Procedure Law § 1.20(42), who are determined to have brought a weapon or firearm to school, must be referred to the appropriate law enforcement authorities by the Executive Director.

Due Process: Set forth the 14th Amendment due process protections for both short-term suspension of 10 or fewer days and longer term suspensions of greater than 10 days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)).

Short-Term Suspensions

Initiating a Short-Term Suspension. A school leader may impose a short-term suspension (5 days or fewer) and shall follow due process procedures consistent with case law pursuant to Goss v. Lopez (419 U.S. 565). Prior to imposing a short-term suspension, or other, less serious discipline, the school leader shall provide notice to inform the student of the violations aligned to our school's code of conduct, and if the denies the charges, an explanation of the evidence against the student.

Written Notice. Written notice will be provided when the decision to suspend is made and must be delivered personally, via express mail, or through other reliable means to ensure receipt within 24 hours at the student's last known address. If possible, notification will also be made by telephone using the family's contact information on file. The notice must include a description of the incident leading to the suspension, the specific violation(s) of the school's code of conduct, and the family's rights under Education Law §3214. Additionally, the notice must be provided in the family's primary language. The family may request an informal conference with the school leader who initiated the suspension prior to the suspension, unless the school leader has determined that, for safety reasons, the student must be suspended before the informal conference can take place.

Informal Conference. Prior to the imposition of a short-term suspension (five days or less), the student and their family will be notified of the proposed suspension and the specific charges. They shall also be provided with the opportunity for an informal conference with suspending authority. During this conference, the student and their family may present the student's version of the events, respond to the allegations, and ask questions of the complaining witnesses if they are present. This process ensures that the student's right to due process is protected and that all parties are heard before disciplinary action is finalized.

Appeal Process. The appeal from a student and/or their family must be submitted to the Executive Director. The Executive Director will render a decision within 3 days of receiving the notice of the appeal. If the family is dissatisfied with the Executive Director's decision, they may appeal to the Board of Trustees. The appeal from a student and/or their family will be submitted to the Chair of the Board. The Board will select at least three trustees to review the appeal. At the discretion of the designated trustees, an appeal hearing may be held to allow the student, family, and school leadership to present their case for up to 30 minutes. The trustees will render their decision within three (3) days of reviewing the appeal or holding the appeal hearing. If the decision is to uphold the suspension, the family will be informed of their right to file a complaint with the SUNY Charter Schools Institute.

Long-Term Suspensions/Expulsions

Initiating a Long-Term Suspension. The Executive Director, or their designee, may impose a long-term suspension only after the student has been found guilty at a formal suspension hearing. In severe cases, the Board of Trustees may consider expulsion. When a student's actions warrant a potential long-term suspension, the Executive Director will notify the student and their family in writing, explaining the suspension and the underlying reasons.

Written Notice. Written notice will be delivered personally, via express mail, or through other reliable means to ensure receipt within 24 hours at the student's last known address. If possible, notification will also be made by telephone using the family's contact information on file. The notice must include a description of the incident leading to the suspension, the specific violation(s) related to the school's code of conduct, the family's rights pursuant to Education Law §3214, and the date and time of the formal hearing. Additionally, the notice must be provided in the family's primary language.

Formal Hearing. During the formal hearing, the student has the right to be represented by counsel, question witnesses, and present evidence. If the Executive Director initiates the suspension proceedings, they will either personally conduct the hearing and determine the outcome or appoint a hearing officer to oversee the process. The hearing officer's findings will be advisory, and the Executive Director may accept or reject all or part of the report. Upon the decision of the Executive Director, a student and their family will be provided with notice of their right to appeal to the Board of Trustees within five (5) days of the decision. If they need assistance with filing an appeal, their program's Family Engagement Associate will provide support.

Appeal Process. The appeal from a student and/or their family will be submitted to the Chair of the Board. The Board will select at least three trustees to review the appeal. At the discretion of the designated trustees, an appeal hearing may be held to allow the student, family, and Executive Director to present their case for up to 30 minutes. The trustees will render their decision within three (3) days of reviewing the appeal or holding the appeal hearing. If the decision is to uphold the suspension, the family will be informed of their right to file a complaint with the SUNY Charter Schools Institute.

Length: Urban Collegiate Academy believes that long-term suspensions should be limited to no more than 20 school days. We will make every effort to keep suspensions within this limit, except where federal or state laws require a specific length of suspension.

If the Executive Director is directly involved in the incidents leading to the suspension or expulsion, the Middle School or High School Director will be appointed to handle the investigation, hearing, and determination of the case.

Expulsions

Expulsion requires Board approval. Violations of the following infractions will be grounds for immediate action by the Board of Trustees and may result in expulsion:

1. Selling, using, or possessing weapons, fireworks, or other dangerous instruments
2. Selling or transferring cigarettes, alcohol, drugs, other controlled substances, or drug paraphernalia
3. Assault or repeated incidents of threats, bullying, or use of force
4. Commission of a felony
5. Conduct that poses an immediate or ongoing danger to the health and welfare of students and/or faculty
6. Sexual harassment or abuse

7. Ongoing incidents of misconduct that persist despite repeated interventions by school staff, represent a pattern, and are damaging to the school community (e.g., fighting, stealing, and vandalism)
8. Any other act that school officials reasonably determine warrants expulsion

Expulsion Procedure

1. The Executive Director or their designee will investigate and document the incident. Suspension procedures will be followed, and in some cases, the family will be contacted to immediately pick up the student.
2. The Executive Director or their designee will evaluate the circumstances to determine whether the conduct warrants expulsion. If expulsion proceedings are initiated, the Executive Director will notify the student's parents or guardians in writing (via certified letter) within 24 hours. This notice will include:
    a. A copy of the expulsion policy
    b. The date, time, and location of the hearing
    c. A statement of charges
    d. Information about the family's due process rights, including the right to:
        i. Legal counsel
        ii. Question and present witnesses
        iii. Provide evidence
        iv. Request interpreter services
3. The Executive Director will convene a formal hearing to decide whether to recommend expulsion to the Board of Trustees.
4. The Board of Trustees will determine whether to expel the student. Families who disagree with the Board's decision may appeal to the SUNY Charter Schools Institute.

R-10c – DISCIPLINE POLICY – STUDENTS WITH DISABILITIES

R-10c. Discipline Policy – Students with Disabilities
Provide the school's discipline policy for students with disabilities with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations. The policy should address topics such as the discipline of students who have a behavioral intervention plan ("BIP") in their IEP and detail how classroom teachers would be knowledgeable about such plans.

Urban Collegiate Academy Charter School's Discipline Policy for Students with Disabilities[1] conforms with the federal Individuals with Disabilities Education Act (IDEA) and its regulations. In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities:

- A student not specifically identified as having a disability, but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, may request to be disciplined in accordance with these provisions. Urban Collegiate Academy shall comply with Sections 300.530-300.536 of the Code of Federal Regulations ("CFR") and the following procedures, except when the following procedures are inconsistent with federal law and regulations, in which case, such federal laws and regulations shall apply.
- The school shall maintain written records of all suspensions and expulsions of students with a disability, including the student's name, a description of the behavior, the disciplinary action taken, and a record of the number of days the student has been suspended or removed for disciplinary reasons.
- For infractions that do not entail a change in placement or that entail a change in placement of 10 days or less (cumulative), students with disabilities shall be subject to the same disciplinary policy as students without disabilities. Suspended students will receive the same legally required compensatory education as other students, although they are not required to receive their IEP services.
- If a student identified as having a disability is suspended during the school year for a total of more than 10 days, such a student will be referred immediately to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for more than 10 days during the school year without specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, as such suspensions may be viewed as a change in placement.
- In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its usual policies with respect to parental notification and involvement. The CSE will be notified in the event of:
    1. The commission of an infraction by a student with a disability who previously has been suspended for the maximum allowable number of days.
    2. The commission of any infraction resulting from the student's disability.

[1] This policy is heavily informed by the SUNY approved BRICK Buffalo Academy Charter School.

3. The commission of any infraction by a disabled student, regardless of whether the student previously has been suspended during the school year if, had such an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of ten days.

- When a student's suspension or removal results in a disciplinary change of placement, the Executive Director will immediately notify the CSE so they can meet the requirement obligations to:
    1. Convene a CSE meeting within ten school days to make a manifestation determination.
    2. Convene a CSE meeting within ten business days to develop a plan to conduct a functional behavior assessment or review an existing functional behavior assessment or intervention plan.
    3. Provide the student's families with a copy of their procedural due process rights.
    4. Work closely with the CSE of the student's district of residence to determine education services or the interim alternative educational setting that is consistent with FAPE requirements.

CSE Meetings

Urban Collegiate Academy will collaborate with a student's CSE from their home school district to develop a behavior intervention plan or, if the student already has one, to review the plan as required when:

1. The student has been removed from their current placement for more than ten days in a school year.
2. A removal is being initiated that constitutes a change in placement.

The student's special education teacher, a general education teacher, the school counselor, and the Middle School and High School Directors or Associate Directors will attend all meetings regarding the student initiated by the CSE of their home school district.

If other removals occur that do not constitute a change in placement, Urban Collegiate Academy will collaborate with the CSE of the student's home school district to review the student's intervention plan and its implementation data to determine if modifications are necessary. If one or more members of the CSE believe modifications are needed, the CSE is expected to convene a meeting to adjust the plan and/or its implementation accordingly.

Provision of Services During Removal

Those students removed for a period of fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed because of such suspension. The school also shall provide additional alternative instruction within the 10 days and appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days during the school year, but does not entail a change in placement, services must be provided to the extent determined necessary to enable the child to progress appropriately

in the general curriculum and achieve his or her IEP's goals. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the child to progress appropriately in the general curriculum and achieve his or her IEP's goals. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that entails a change in placement, but in which the behavior is not a manifestation of the disability, services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and achieve his or her IEP's goals. The CSE of the student's district of residence will make the service determination.

Due Process
If discipline that would entail a change in placement is contemplated for any student with an IEP, the following steps shall be taken:

1. No later than the date on which the decision to take such action is made, the families of the student with a disability shall be notified by the school that made this decision and provided with the procedural safeguards notice described in 34 CFR §300.504 and 530(h); and
2. the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to the CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Families may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and Urban Collegiate Academy agree otherwise.

R-10d – DRESS CODE POLICY

R-10d. Dress Code Policy
If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

The founding team strongly believes school uniforms must serve an educational purpose besides compliance. Additionally, in secondary school, students are at a stage in their development where they experiment and try to develop their identities. We know this occurs in a myriad of ways, including through clothing. Urban Collegiate Academy wants to ensure we are balancing the developmentally appropriate process with safe guardrails.

Urban Collegiate Academy students will be expected to wear a school uniform polo shirt with the school's logo. This is an intentional choice to support and maintain a positive school culture. School uniforms positively influence a school's culture[1]. School uniforms promote school safety, pride, unity, and are responsive to the socio-economic needs of our scholars and their families. Urban Academy expects students to wear uniforms every full school day unless otherwise communicated to students and families. We understand the importance of individual expression, so we've designated Fridays and special occasions, such as dress-down days, events, or activities that do not necessitate the school uniform, as exceptions to the uniform policy.

Out of Uniform

A student not in the required uniform will have their family contacted to bring in the uniform polo shirt. School personnel will try to provide the student with the appropriate attire if a family cannot bring the required uniform. If a child borrows a polo shirt, they must wash it and return it within three school days. If a student is out of uniform for multiple school days, our youth development team will reach out to the family to identify any barriers that prevent a student from wearing the school uniform.

If a student is out of uniform but wearing a polo shirt, preferably gray, black, white, or navy blue, without a school logo, the school will accept this as the uniform expectations should not impede the student's access to teaching and learning.

Subsidize Uniform Cost

At Urban Collegiate Academy, we are committed to supporting our families in adhering to the uniform policy. We have allocated $50 per student per school year to purchase the required polo shirt (see: R-21e, Tab 8, Line 131). We understand that financial circumstances may vary, and we want to ensure that all our students can participate fully in our school community, regardless of their economic background.

[1] Nevada Today (2013). College of Education researchers conduct study on impacts of school uniforms

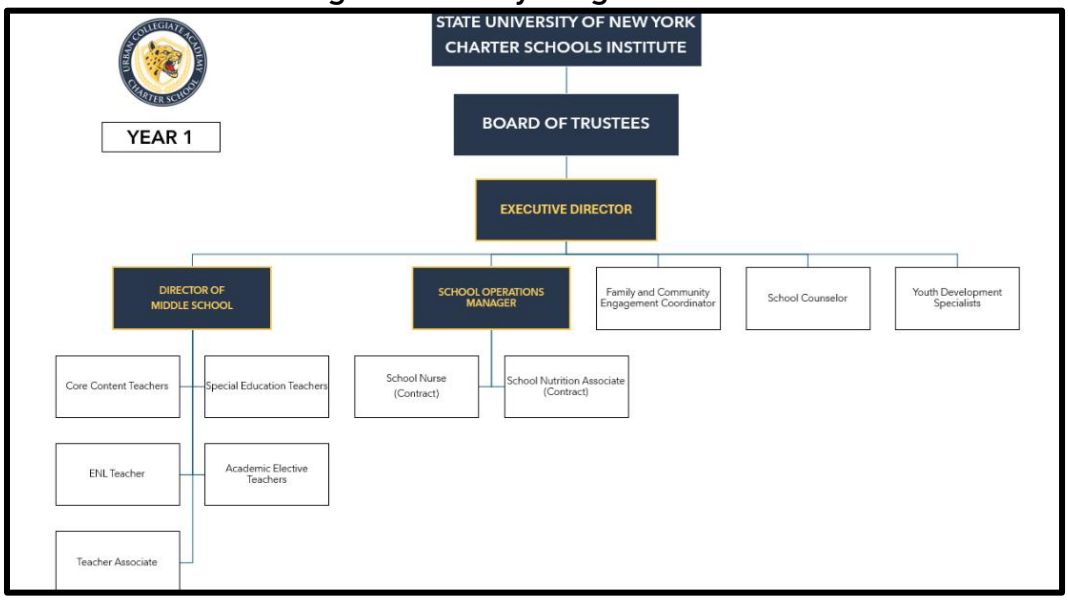
Figure 10d.01. Sample School Uniform Polo Shirts

R-11ab – SCHOOL MANAGEMENT AND LEADERSHIP

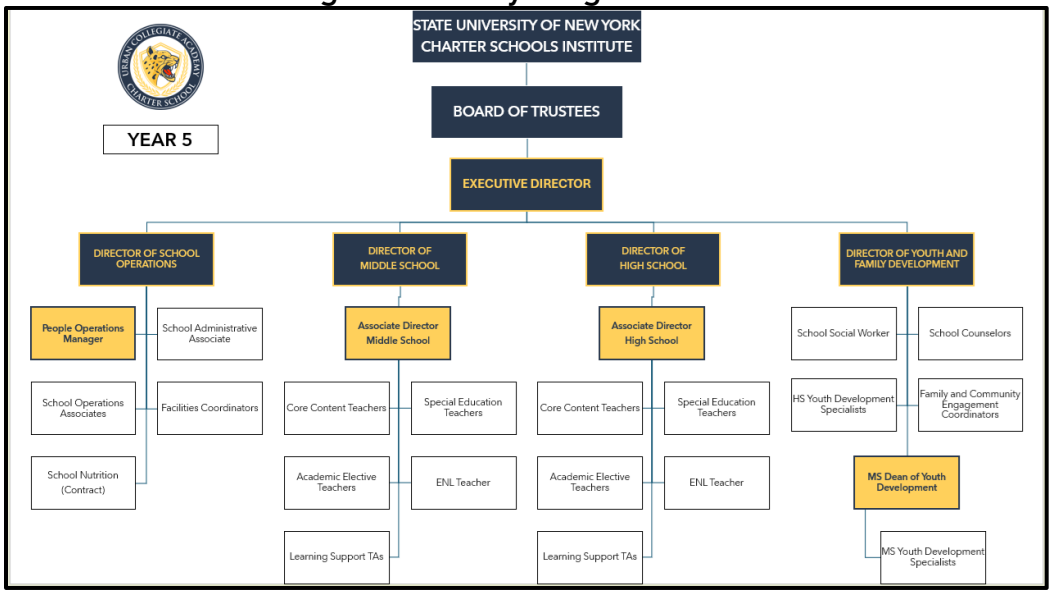
R-11a. Organization Chart

Provide organizational charts for both the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

Urban Collegiate Academy's Organization Chart Year 1



Urban Collegiate Academy's Organization Chart Year 5



R-11b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- Describe the management practices and procedures (e.g., how the school will set priorities and make key organizational decisions);
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
  - The process and criteria the school will use to select the school leader;
  - Who has been or will be involved in the selection process; and,
  - The role of any CMO or partner organization (if any) in the selection process.

Lines of Reporting And Accountability: Describe the management practices and procedures (e.g., how the school will set priorities and make key organizational decisions).

Board of Trustees

The Board of Trustees of Urban Collegiate Academy Charter School serves as the governing body, responsible for overseeing the school's academic, fiscal, legal, and regulatory compliance, as well as its overall operational integrity. Accountable to the State University of New York, the Board ensures the school adheres to its charter and maintains the highest standards of educational excellence. Through regular monitoring via committee and full board meetings, the Board rigorously assesses academic performance, youth development initiatives, fiscal health, and operational effectiveness, taking proactive steps to address challenges and ensure long-term sustainability. Additionally, the Board is tasked with appointing, supervising, and evaluating the Executive Director as they effectively manage the day-to-day operations.

Executive Director/Head of School

The **Executive Director** will serve as the organizational leader of Urban Collegiate Academy, responsible for managing the school's daily operations while working closely with the Board of Trustees to ensure alignment with the school's mission, key design elements, and accountability plan. In this pivotal role, the Executive Director will collaborate with the Board to develop a comprehensive strategic plan that sets clear academic, youth development, fiscal, and operational priorities critical to the school's long-term sustainability. The approved strategic plan will guide decision-making and ensure that the school remains focused on its core values while driving student achievement, positive youth development, and community engagement.

To maintain transparency and accountability, the Executive Director will provide monthly reports to the Board and relevant committees, offering updates on academic performance, youth development initiatives, fiscal health, and overall operational status. These reports, submitted at least three days prior to each Board meeting, will include an academic dashboard with key performance indicators and a financial report prepared by the contracted fiscal services provider. Operating independently of a charter management organization, the Executive Director will have the autonomy, with Board approval, to make decisions that align directly with the school's mission and needs, fostering innovation and responsiveness. Through strong leadership and strategic oversight, the Executive Director will be committed to advancing Urban Collegiate Academy toward its vision of educational excellence.

Teaching, Learning, and Assessment Division
The **Middle/High School Directors** will be the key leader responsible for overseeing all aspects of instructional programming and practices at Urban Collegiate Academy. This vital role will encompass a broad range of responsibilities, including the development, implementation, evaluation, and revision of the curriculum to ensure it meets the diverse needs of the student body. The director will focus on advancing our schoolwide equity-driven instructional practices, managing the implementation of a comprehensive assessment program that facilitates data-driven instructional decisions, and establishing and enhancing a multi-tiered system of support for academics. Additionally, the director will lead professional development initiatives and evaluations for instructional faculty and staff, ensuring they are equipped with the necessary skills and resources to excel in their roles. The director will also be laser-focused on supplemental academic services for struggling students, as well as effective programming for special education and English as a New Language (ENL) students.

To further strengthen the instructional leadership at Urban Collegiate Academy, we anticipate hiring a **Middle School Associate Director** and a **High School Associate Directors**

School Operations Division
The **Director of School Operations** will be instrumental in ensuring the seamless and effective functioning of Urban Collegiate Academy's daily operations. This role will encompass a wide array of administrative responsibilities, including facilities management, information technology and data systems, student nutrition, safety and security, student transportation, people operations, procurement, and school office services. The OM will oversee the hiring, supervision, and evaluation of all personnel within the School Operations Division, which includes the People Operations Manager, School Administrative Associate, School Operations Associate, and Facilities Coordinator. Furthermore, the Director will actively participate in the request for proposal process for contracted providers (e.g., nursing, student nutrition) and directly supervise contracts related to school operations.

It is anticipated that the Director will join Urban Collegiate Academy in year 4, while a **School Operations Manager** will be employed in years 1-3, supervised by the Executive Director.

Youth and Family Development Division (Student Support Services)
The **Director of Youth and Family Development** will play a pivotal role in implementing a wide range of schoolwide programs and services aimed at enhancing the educational and developmental experience for students and their families. Key areas of focus will include school attendance, positive behavior support, social-emotional learning, school counseling, and school social work services. Additionally, the Director will work to cultivate a positive school climate and culture, responsible for student discipline, and create ample youth development opportunities through advisory programming and out-of-school time activities. To ensure the highest quality of student support, this leader will also spearhead professional development for school counselors, school social workers, and youth development specialists.

The Executive Director will be responsible for supervising the **Middle School Dean of Youth Development**.

School Leadership Evaluation: Outline the evaluation procedures for staff in management positions.

Executive Director's Evaluation

The Board of Trustees will evaluate the Executive Director using the Marzano District Leadership Evaluation Model[1]. The Marzano District Leadership Evaluation Model is a well-regarded, evidence-based evaluation system aligned with Every Student Succeeds Act (ESSA)[2]. The district leader evaluation tool allows for assessment and feedback. The model includes six domains:

- Domain 1: A Data-Driven Focus to Support Student Achievement
- Domain 2: Continuous Support for Improvement of Instruction
- Domain 3: Continuous Support for Guaranteed and Viable Curriculum
- Domain 4: Community of Care and Collaboration
- Domain 5: District Core Values
- Domain 6: Resource Allocation Management

Figure 11b.01: Sample District Leadership Evaluation Domains and Elements

A Data-Driven Focus to Support Student Achievement	Continuous Support for Improvement of Instruction	Continuous Support for Guaranteed and Viable Curriculum
Element 3: The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.	**Element 2:** The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.	**Element 1:** The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.
Community of Care and Collaboration	**District Core Values**	**Resource Allocation Management**
Element 1: The district leader ensures that constituents (e.g., school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.	**Element 1:** The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.	**Element 3:** The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

Executive Director's Evaluation Procedure.

The Executive Director will undergo a comprehensive annual evaluation conducted by the Board of Trustees, utilizing the Marzano District Leadership Evaluation Model as a summative assessment tool. This process will rigorously assess the Executive Director's performance in alignment with Urban Collegiate Academy's Accountability Plan, long-term strategic goals, and overall mission. The evaluation will incorporate multiple sources of evidence, including the

[1] Learning Sciences Marzano Center (2018). Marzano District Leader Evaluation Model – 2018 Update
[2] Herman, R. et al. (2017). School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review

Executive Director's self-assessment, feedback from staff, students, and community stakeholders, as well as quantitative and qualitative data on student performance, academic outcomes, and school climate. This multi-faceted approach ensures a holistic and data-driven review of leadership effectiveness.

School Leadership Evaluation

The directors and associate directors will be evaluated using The Marzano School Leadership Evaluation Model to be aligned with ESSA[3]. The Marzano School Leadership Evaluation Model includes six domains:

- Domain 1: A Data-Driven Focus on School Improvement
- Domain 2: Instruction of a Viable and Guaranteed Curriculum
- Domain 3: Continuous Development of Teachers and Staff
- Domain 4: Community of Care and Collaboration
- Domain 5: Core Values
- Domain 6: Resource Management

Figure 11b.02: Sample School Leadership Evaluation Domains and Elements		
A Data-Driven Focus on School Improvement	**Instruction of a Viable and Guaranteed Curriculum**	**Continuous Development of Teachers and Staff**
Element 1: The school leader ensures the appropriate use of data to develop critical groups focused on improving student achievement at the school.	**Element 1:** The school leader ensures the school curriculum and accompanying assessments align with state and district standards.	**Element 3:** The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.
Community of Care and Collaboration	**Core Values**	**Resource Management**
Element 1: The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.	**Element 3:** The school leader ensures that the school is perceived as safe and culturally responsive.	**Element 1:** The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

School Leadership Evaluation Procedure

The directors and associate directors will be evaluated annually through a similar evaluation process as the Executive Director, however, based on the Marzano School Leadership Evaluation Model.

[3] Carbaugh, B. G., & Marzano, R. J. (2018). 2018 Update: The Marzano Focused School Leader Evaluation Model

Executive Director Recruitment: Describe recruitment plans for the school leader including: The process and criteria the school will use to select the school leader; Who has been or will be involved in the selection process.

The Executive Director, serving as the Head of School, is responsible for articulating and implementing a strategic vision to ensure the success of Urban Collegiate Academy. The Executive Director will oversee academics, operations, fiscal management, regulatory compliance, and youth development, in collaboration with the Board of Trustees. The Executive Director works with the Board to develop and execute policies and strategic goals aligned with the school's mission and philosophy. Additionally, the Executive Director serves as the primary liaison to families, community partners, and educational organizations, fostering strong external relationships. This role will require a dynamic leader capable of addressing complex challenges while championing student and staff needs, ensuring Urban Collegiate Academy achieves its mission of academic achievement and positive youth development.

Qualifications

- A strong commitment to the mission and vision of Urban Collegiate Academy Charter School, with a passion for fostering student success and community engagement.
- Master's degree is required.
- 3-5 years of proven leadership experience in coaching, supervision, or consulting within a school-based, not-for-profit organization, or school network environment.
- Extensive experience leading professional development for teachers, teaching assistants, school counselors, and other educators, focusing on improving instructional practices and student outcomes.
- Strong knowledge of school finances and operations, including effective management of a Financial Service Provider to ensure fiscal responsibility and sustainability.
- In-depth understanding of federal and state laws governing public charter schools, ensuring compliance and promoting best practices in governance.
- Demonstrated expertise in teaching and learning, student support services, or school operations, fostering an inclusive and effective educational environment for diverse student needs.

Selection Process

1. The Governance Committee will review and approve the Executive Director job description to ensure it accurately reflects the responsibilities and qualifications needed for effective leadership at Urban Collegiate Academy Charter School.
2. The Board Chair will direct the operations leader (e.g., Operations Manager or Director of School Operations) to advertise the Executive Director position across various networks and platforms to attract a diverse and highly qualified candidate pool.
3. The Board Chair and Governance Committee Chair will review resumes using a board-approved rubric to assess candidates against the academy's established qualifications and needs.
4. Candidates meeting the minimum qualifications will participate in an initial screening interview with the Board Chair and Governance Committee Chair to evaluate their fit for the role.
5. Candidates who pass the screening will advance to a formal interview with the full Board of Trustees for a comprehensive evaluation of their leadership potential.

6. Selected candidates will participate in a "Day in the Life of the Executive Director" at Urban Collegiate Academy, engaging with stakeholders such as students, teachers, staff, and families. Stakeholders will provide feedback through a survey on the candidates' interactions and suitability.
7. The Board of Trustees will extend a conditional offer to the preferred candidate, pending successful completion of background and reference checks, to finalize the appointment.

There is no charter management organization.

R-12ac – PERSONNEL

R-12a. Staffing Chart and Rationale

Complete the table provided in the budget template to list every position (both instructional and non-instructional and including part-time positions) during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). Please note all positions outlined within the application should be reflected in the staffing chart.

MISSION DRIVEN

The founding team reviewed Urban Collegiate Academy's mission statement to determine the necessary staff members required to achieve our mission. Our students will be at a unique psychosocial developmental stage where they begin making choices independently of their families, experience increased peer influence, and may have an impulsive desire to engage in risky behaviors. Additionally, we anticipate that most students enrolled will perform below grade-level expectations. The founding team designed a school model that balances academic achievement and positive youth development. Most of our staff will align with one of the two core components of our mission.

Personnel Salaries Narrative: Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location).

Urban Collegiate Academy is committed to offering salaries that are competitive with those in the local school district and surrounding public and private schools in the Capital Region.

The Executive Director serves as the school's chief administrative officer, similar in scope to a Superintendent of Schools. However, unlike a Superintendent—who typically oversees multiple schools, the Executive Director at Urban Collegiate Academy will lead a single school housing two distinct programs. To determine an appropriate salary for this role, we reviewed the Schenectady Administrators Association (SAA) contract. According to the SAA, principal salaries range from $102,000 to $148,000. In addition, we examined salary data from KIPP Capital Region and found that $115,000 aligns closely with the compensation of KIPP principal. Based on this analysis, $115,000 was identified as a competitive and appropriate salary for the Executive Director.

We also used the SAA contract as a benchmark for determining salaries for Directors and Associate Directors. Director positions will begin at $102,000—equivalent to the starting salary for a principal—while Associate Directors will begin at $90,000, comparable to an assistant principal salary. Salaries for Managers and Coordinators were guided by the Middle Managers Association contract, with equivalent roles and responsibilities used to identify appropriate compensation levels.

For instructional staff, we referenced the Schenectady Federation of Teachers (SFT) collective bargaining agreement (CBA). While Urban Collegiate Academy's average starting salary for

teachers is $58,000, we aligned starting salaries with the SFT CBA: $54,000 for teachers with a bachelor's degree and $56,000 for those with a master's degree. We also recognize and value prior teaching experience and will factor it into compensation offers.

Specialist roles at Urban Collegiate Academy are equivalent to teaching assistant positions in the school district. Based on the SFT Paraprofessional Unit CBA, the average starting salary for a teaching assistant is approximately $35,000 per school year. To attract and retain high-quality candidates, we increased this base by $10,000.

Finally, the School Administrative and Operations Associate positions are comparable to a school secretary role within the district. These positions, represented by the Civil Service Employees Association (CSEA), have a starting salary range of $35,000 with no prior experience to $39,000 with three years of experience. We used this range to provide compensation for administrative support staff.

Staffing Chart: Complete the table provided in the budget template to list every position (both instructional and non-instructional including part-time positions) during the first five years of operation and include a copy of the table in this response.

CSI Budget Template Staff Category		2026-27	2027-28	2028-29	2029-30	2030-31
ADMINISTRATIVE PERSONNEL - FTE		Year 1	Year 2	Year 3	Year 4	Year 5
Executive Management	Executive Director/Head of School	1	1	1	1	1
Instructional Management	Director of Urban Collegiate Academy Middle School	1	1	1	1	1
	Director of Youth and Family Development	-	-	-	1	1
	Director of Urban Collegiate Academy High School	-	-	-	1	1
Deans, Directors, & Coordinators	Associate Director, Middle School	-	-	1	1	1
	Dean of Youth Development, Middle School	-	-	1	1	1
	Associate Director, High School	-	-	-	-	1
	Director of School Operations	-	-	-	1	1
Operations/Business Manager	School Operations Manager	1	1	1	-	-
	People Operations Manager	-	-	-	1	1
Administrative Staff	School Administrative Associate	-	1	1	1	1
	Operations Associate, Middle School	-	-	1	1	1
	Operations Associate, High School	-	-	-	-	1
		3	4	7	10	12
INSTRUCTIONAL PERSONNEL - FTE						
Teachers - Regular	English Teacher	1	2	3	4	5
	Mathematic Teacher	1	2	3	4	5
	Science Teacher	1	2	3	4	5
	Social Studies Teacher	1	2	3	4	6
	Fifth Grade Teacher	2	2	2	2	2
Teachers - SPED	Special Education Teacher	2	3	4	5	6
Teaching Assistants	Teaching Associates	1	2	2	3	3
Speciality Teachers	English as a New Language Teacher	1	1	1	1	2
	Learning Lab Teacher - 6th Grade	1	1	1	1	1
	MS Themes in CTE Teacher	-	-	1	1	1
	Music Teacher	-	-	1	1	1
	Physical Education Teacher	1	1	1	2	2
	Technology Teacher	-	1	1	1	1
	Visual Arts Teacher	1	1	1	2	3
	World Language Teacher	-	1	1	2	2
Therapists & Counselors	School Counselor	1	1	2	3	4
	School Social Worker	-	1	1	1	1
Other	Youth Development Coordinator	2	3	4	5	6
		16	26	35	46	56
NON-INSTRUCTIONAL PERSONNEL - FTE						
Custodian	MS Facilities Coordinator	-	1	1	1	1
	HS Facilities Coordinator	-	-	-	1	1
Other	MS Family and Community Engagement Coordinator	1	1	1	1	1
	HS Family and Community Engagement Coordinator	-	-	-	1	1
		1	2	2	4	4

R-12b. Qualifications and Responsibilities
Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

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School Operations Associate	21

POSITIONS	KEY RESPONSIBILITIES	MINIMUM QUALIFICATIONS
Executive Director **Salary:** $115,000	▪ Provide visionary leadership to ensure the academic, operational, and financial success of Urban Collegiate Academy Charter School in alignment with its mission and charter. ▪ Oversee the implementation of rigorous, standard-aligned instructional programming and ensure continuous improvement in student achievement and school performance. ▪ Manage all aspects of school operations, including compliance with all local, state, and federal regulations, as well as charter authorizer requirements. ▪ Cultivate a strong, inclusive school culture rooted in high expectations, equity, and student-centered practices that promote the success of every learner. ▪ Recruit, supervise, and develop a high-performing leadership team and staff, fostering a professional environment of collaboration, accountability, and growth. ▪ Lead strategic planning and resource development efforts, including fundraising, community engagement, and building partnerships with families, local organizations, and stakeholders. ▪ Prepare and present reports and data analysis to the Board of Trustees and external partners, maintaining transparency and driving informed decision-making. ▪ Serve as the primary ambassador of the school, effectively communicating its vision and priorities to internal and external audiences to advance its goals and reputation.	▪ **Education:** Master's degree is required. ▪ **Certification:** School building or district leadership preferred, not required. Willingness to obtain within a specified timeframe. ▪ **Experience:** Minimum of 5 years of successful non-profit, educational, instructional, or clinical leadership experience is required.
Middle School Director **Salary:** $105,000	▪ Serve as the instructional leader for the middle school, driving academic excellence through data-informed	▪ **Education:** Master's degree in education, educational leadership, or related field.

	planning, rigorous curriculum implementation, and high-quality teaching practices. ▪ Oversee the development, execution, and continuous improvement of instructional programs aligned to New York State Learning Standards and Urban Collegiate Academy's academic vision. ▪ Coach and evaluate teachers through regular classroom observations, feedback cycles, and professional development aligned to instructional best practices and student achievement goals. ▪ Lead the analysis of student performance data to identify trends, close achievement gaps, and guide academic interventions and enrichment opportunities. ▪ Build and sustain a positive, structured, and inclusive school culture that promotes high expectations for academic performance and student behavior. ▪ Collaborate with the Executive Director and other leadership team members to align instructional priorities with schoolwide goals and accountability measures. ▪ Facilitate regular professional learning communities and grade-level team meetings to promote collaboration, curriculum alignment, and teacher leadership. ▪ Engage families and caregivers as essential partners in student learning by maintaining consistent communication and supporting academic success at home and school	▪ **Certification:** School building or district leadership preferred, not required. Willingness to obtain within a specified timeframe. ▪ **Experience:** Minimum of 5 years of teaching experience is required. Experience in instructional leadership as a department chair, instructional coach, or administrator, is highly desirable.
High School Director **Salary:** $105,000	▪ Serve as the instructional leader for the middle school, driving academic excellence through data-informed planning, rigorous curriculum implementation, and high-quality teaching practices. ▪ Oversee the development, execution, and continuous improvement of instructional programs aligned to	▪ **Education:** Master's degree in education, educational leadership, or related field. ▪ **Certification:** School building or district leadership preferred, not required. Willingness to

	New York State Learning Standards and Urban Collegiate Academy's academic vision. ▪ Coach and evaluate teachers through regular classroom observations, feedback cycles, and professional development aligned to instructional best practices and student achievement goals. ▪ Lead the analysis of student performance data to identify trends, close achievement gaps, and guide academic interventions and enrichment opportunities. ▪ Build and sustain a positive, structured, and inclusive school culture that promotes high expectations for academic performance and student behavior. ▪ Collaborate with the Executive Director and other leadership team members to align instructional priorities with schoolwide goals and accountability measures. ▪ Facilitate regular professional learning communities and grade-level team meetings to promote collaboration, curriculum alignment, and teacher leadership. ▪ Engage families and caregivers as essential partners in student learning by maintaining consistent communication and supporting academic success at home and school	obtain within a specified timeframe. ▪ **Experience:** Minimum of 5 years of teaching experience is required. Experience in instructional leadership as a department chair, instructional coach, or administrator, is highly desirable.
Director of School Operations **Salary:** $95,000	▪ Manage the daily non-academic operations of Urban Collegiate Academy Charter School, including facilities, safety, transportation, food services, and technology systems. ▪ Ensure operational compliance with all applicable local, state, and federal regulations, as well as charter authorizer requirements and internal policies. ▪ Develop and maintain efficient operational systems and procedures that support a high-functioning	▪ **Education:** Master's degree in education, educational leadership, business management, or related field is preferred; Bachelor's degree required. ▪ **Certification:** School building or district leadership preferred, not required. Willingness to

	learning environment and minimize disruptions to instruction. ▪ Oversee vendor contracts and relationships, ensuring high-quality service delivery, cost-effectiveness, and timely procurement of goods and services. ▪ Supervise and evaluate operations staff, including custodial, front office, and support teams, fostering a culture of excellence, accountability, and customer service. ▪ Partner with the Executive Director and finance team to manage the school's budget, track expenditures, and ensure alignment of resources with strategic priorities. ▪ Lead emergency preparedness and school safety efforts, including the development and implementation of protocols, drills, and crisis response plans. ▪ Support school-wide events, testing logistics, and special projects, ensuring seamless coordination and execution of all non-instructional activities.	obtain within a specified timeframe. ▪ **Experience:** Minimum of 3 years of successful school operations or educational leadership experience is required.
Director of Youth and Family Development **Salary:** $105,000	▪ Design, implement, and evaluate comprehensive student support services that promote the academic, social-emotional, and behavioral success of all students. ▪ Lead the development and execution of high-quality out-of-school time programming, including afterschool, weekend, and summer enrichment activities aligned to the school's mission. ▪ Build strong relationships with students and families to foster trust, engagement, and a shared commitment to student success and well-being. ▪ Coordinate wraparound services, including mental health support, mentoring, counseling, and external	▪ **Education:** Master's degree in education, counseling, social work, or related field. ▪ **Certification:** School building or district leadership preferred, not required. Willingness to obtain within a specified timeframe. ▪ **Experience:** Minimum of 3 years of teaching or student services experience is required. Experience in instructional or clinical leadership as a is highly desirable.

	referrals, ensuring timely and effective delivery of supports. ▪ Collaborate with school leadership, instructional staff, and community partners to integrate youth development practices into the school's culture and daily operations. ▪ Oversee systems for monitoring student attendance, behavior, and engagement data, using insights to design responsive interventions and promote equity. ▪ Facilitate family engagement initiatives such as workshops, home visits, and family advisory groups to strengthen school-home partnerships and empower caregivers. ▪ Manage program staff and budgets, ensuring compliance with all grants, regulatory, and safety requirements while delivering high-impact programming.	
Middle School Associate Director **Salary:** $90,000	▪ Provide instructional leadership for academic support, English as a New Language (ENL), and special education programs to ensure all students receive equitable, high-quality instruction. ▪ Oversee the implementation and alignment of intervention services, differentiated instruction, and targeted supports to accelerate learning and close achievement gaps. ▪ Support teachers in delivering rigorous, standards-based instruction through coaching, modeling, and professional development focused on inclusive and culturally responsive practices. ▪ Ensure compliance with all federal and state mandates related to special education and ENL, including IEP development, service delivery, progress monitoring, and parent engagement.	▪ **Education:** Master's degree in special education, educational leadership, or related field. ▪ **Certification:** School building or district leadership preferred, not required. Willingness to obtain within a specified timeframe. ▪ **Experience:** Minimum of 3-5 years of teaching experience is required. Experience in instructional leadership as a department chair, instructional coach, or administrator, is highly desirable.

	▪ Collaborate with general education and specialized staff to design and monitor co-teaching models, push-in/pull-out supports, and scaffolding strategies that promote student success. ▪ Analyze academic and behavioral data to identify trends, inform decision-making, and drive continuous improvement in support services and instructional practices. ▪ Lead the coordination of Multi-Tiered Systems of Support (MTSS), Response to Intervention (RTI), and other school-wide frameworks that promote early intervention and equity. ▪ Serve as a key member of the school leadership team, contributing to strategic planning, professional learning initiatives, and the development of a positive, inclusive school culture.	
High School Associate Director **Salary:** $90,000	▪ Provide instructional leadership for academic support, English as a New Language (ENL), and special education programs to ensure all students receive equitable, high-quality instruction. ▪ Oversee the implementation and alignment of intervention services, differentiated instruction, and targeted supports to accelerate learning and close achievement gaps. ▪ Support teachers in delivering rigorous, standards-based instruction through coaching, modeling, and professional development focused on inclusive and culturally responsive practices. ▪ Ensure compliance with all federal and state mandates related to special education and ENL, including IEP development, service delivery, progress monitoring, and parent engagement. ▪ Collaborate with general education and specialized staff to design and monitor co-teaching models, push-	▪ **Education:** Master's degree in special education, educational leadership, or related field. ▪ **Certification:** School building or district leadership preferred, not required. Willingness to obtain within a specified timeframe. ▪ **Experience:** Minimum of 3-5 years of teaching experience is required. Experience in instructional leadership as a department chair, instructional coach, or administrator, is highly desirable.

	in/pull-out supports, and scaffolding strategies that promote student success. ▪ Analyze academic and behavioral data to identify trends, inform decision-making, and drive continuous improvement in support services and instructional practices. ▪ Lead the coordination of Multi-Tiered Systems of Support (MTSS), Response to Intervention (RTI), and other school-wide frameworks that promote early intervention and equity. ▪ Serve as a key member of the school leadership team, contributing to strategic planning, professional learning initiatives, and the development of a positive, inclusive school culture.	
Middle School Dean of Youth Development **Salary:** $72,000	▪ Establish and enforce school-wide behavior expectations, discipline policies, and safety protocols, ensuring equity, consistency, and accountability. ▪ Implement restorative practices, including circles, mediations, and conferences, to resolve conflicts, repair relationships, and build community trust. ▪ Develop and monitor individualized behavior support plans in collaboration with teachers, families, and staff. ▪ Supervise school safety procedures during non-academic times and daily transitions, while fostering a positive, engaging environment through strong student relationships. ▪ Lead initiatives to celebrate achievements, promote positive behaviors, and cultivate a culture of belonging and inclusivity. ▪ Analyze data on behavior, attendance, safety, and counseling to inform interventions and improve school-wide outcomes.	▪ **Education:** Bachelor's degree is required. ▪ **Certification:** School building or district leadership preferred, not required. Willingness to obtain is necessary. ▪ **Experience:** Minimum 3 years professional experience in education or youth development.

	▪ Manage the advisory program, ensuring alignment with academic, social-emotional, and character development goals. ▪ Train and coach staff on restorative practices, mental health awareness, and classroom management strategies. ▪ Engage families and community partners to provide additional resources and support for student success. ▪ Maintain accurate records and collaborate with school leadership to refine systems and practices related to student discipline, safety, mental health, and culture.	
General Education Teachers **Salary:** $55,000 (starting)	▪ Deliver exceptional learning experiences aligned with the prescribed school curriculum, ensuring rigorous and engaging instruction. ▪ Design and implement the school's equity-driven instructional strategies to address the diverse needs of all students. ▪ Differentiate instruction through personalized learning experiences, providing equitable access to the curriculum for every student. ▪ Foster a supportive and inclusive classroom community rooted in trust, respect, and meaningful relationships, with clear expectations for students and staff. ▪ Continuously assess students' academic progress and social-emotional development using a combination of nationally normed assessments (e.g., i-Ready) and teacher-created evaluations (e.g., quizzes, unit tests, and projects). ▪ Analyze assessment data to make informed decisions about content delivery, pacing, and student groupings. ▪ Apply a Multi-Tiered System of Supports (MTSS) framework to identify students in need of additional	▪ **Education:** Bachelor's degree in education or subject areas is required. ▪ **Certification:** Teacher certification is required. ▪ **Experience:** Both new and experienced teachers are welcome to apply.

	support, implement evidence-based interventions, and monitor progress to ensure effectiveness. ▪ Communicate consistently and effectively with families about students' academic progress, behavior, and overall performance through calls, conferences, and home visits, fostering a strong partnership in support of student success. ▪ Uphold high expectations for student achievement and behavior while providing appropriate supports to help all students thrive academically and socially.	
Special Education Teachers **Salary:** $55,000 (starting)	▪ Deliver high-quality, individualized instruction aligned with students' Individualized Education Programs (IEPs) goals in inclusive, resource, and/or self-contained settings to ensure academic and social-emotional growth. ▪ Develop, implement, and monitor IEPs in compliance with federal, state, and local regulations, ensuring meaningful access to the general education curriculum. ▪ Collaborate closely with general education teachers to plan and deliver differentiated, co-taught lessons that support diverse learning needs and promote student success. ▪ Uses data-driven instructional strategies and progress monitoring tools to assess student growth and adjust interventions to meet evolving needs. ▪ Facilitate IEP meetings and actively engages families as partners in the special education process, maintaining clear, respectful, and consistent communication. ▪ Create a structured, supportive, and inclusive learning environment that fosters independence, confidence, and self-advocacy among students with disabilities.	▪ **Education:** Bachelor's degree in especial education. ▪ **Certification:** Teacher certification is required. ▪ **Experience:** Both new and experienced teachers are welcome to apply.

	▪ Participate in school-based support teams, Response to Intervention (RTI), and Multi-Tiered Systems of Support (MTSS) to identify and address student needs early and effectively. ▪ Engage in ongoing professional development to stay current on best practices in special education, instructional strategies, legal compliance, and culturally responsive teaching.	
Academic Elective Teachers **Salary:** $55,000 (starting)	▪ Design and deliver engaging, standards-aligned elective courses that foster creativity, critical thinking, and real-world application across diverse disciplines such as the arts, physical education, technology, and more. ▪ Build a classroom environment that supports student exploration, self-expression, and a growth mindset, while maintaining high expectations for behavior and achievement. ▪ Collaborate with core academic teachers and school leadership to integrate elective content with interdisciplinary learning and whole-child development initiatives. ▪ Develop and implement assessments that measure student growth, skill development, and mastery of content in alignment with course objectives. ▪ Create inclusive, culturally responsive curricula that reflect students' identities, interests, and experiences while exposing them to new ideas and perspectives. ▪ Support school-wide events, showcases, and extracurricular activities that celebrate student talents and deepen engagement in elective content areas. ▪ Participate actively in professional development and collaborative planning to continuously refine instructional practices and contribute to the school's mission.	▪ **Education:** Bachelor's degree in especial education. ▪ **Certification:** Teacher certification is required. ▪ **Experience:** Both new and experienced teachers are welcome to apply.

	▪ Maintain accurate records of student progress and communicate regularly with families about student performance, goals, and opportunities for growth.	
Teaching Associates **Salary:** $48,000	▪ Support lead teachers in delivering high-quality, standards-aligned instruction by providing small group instruction, individualized support, and classroom management assistance. ▪ Assist in the preparation of instructional materials, classroom displays, and learning activities that enhance student engagement and understanding. ▪ Work directly with students to reinforce learning objectives, support academic interventions, and promote mastery of key skills across content areas. ▪ Collaborate with instructional staff to implement accommodations and modifications for students with diverse learning needs, including English Language Learners and students with IEPs. ▪ Monitor student behavior and engagement, supporting a safe, structured, and inclusive classroom environment that aligns with school-wide expectations. ▪ Participate in data collection, progress monitoring, and reflection processes to inform instructional decisions and improve student outcomes. ▪ Engage in ongoing professional development and coaching to build instructional skills, deepen content knowledge, and grow toward a potential lead teaching role. ▪ Contribute to school events, enrichment activities, and a positive school culture by fostering strong relationships with students, families, and colleagues.	▪ **Education:** High School Diploma or GED is required, college credits preferred. ▪ **Certification:** Teacher assistant certification, or willingness to pursue. ▪ **Experience:** Minimum 2 years of experience working in urban education or community-based organization.
School Counselors **Salary:** $58,000 (starting)	▪ Provide counseling sessions to help students navigate personal, social, or emotional challenges. Use active listening skills to identify students' concerns, provide	▪ **Education:** Master's degree in school counseling is required.

	guidance, and teach students strategies to help them overcome obstacles and improve their well-being. ▪ Assess students' strengths, weaknesses, interests, and aptitudes through various methods such as interviews, surveys, or standardized tests. Identify areas where students need additional support or guidance and provide responsive school counseling services. ▪ Design and implement programs that promote students' academic success, career exploration, and personal growth. Organize workshops, presentations, or activities to address topics like study skills, college planning, bullying prevention, or mental health awareness. ▪ Collaborate with teachers, school leaders, and families to address students' needs. Communicate with teachers to gather information about students' progress or challenges and collaborate on strategies to support their academic success. Support families in addressing concerns and providing resources or referrals when needed. ▪ Provide immediate crisis support and intervention to students. Assess crises, offer counseling or referral services, and collaborate with other professionals or agencies to ensure students' safety and well-being. ▪ Advocate for students' needs and rights within the school. Serve on the Student Support Team and Committee on Special Education and attend other meetings when warranted to ensure students receive the support and services they need to succeed. ▪ Engage in continuous professional development to stay updated on their field's best practices, counseling techniques, and resources. Attend workshops, conferences, or training sessions to enhance their skills and knowledge.	▪ **Certification:** School counseling certification is required. ▪ **Experience:** Both new and experienced school counselors are welcome to apply.

School Social Worker **Salary:** $58,000 (starting)	▪ Provide direct counseling services to students to support their social-emotional development, mental health, and overall well-being, using trauma-informed and culturally responsive practices. ▪ Collaborate with families, teachers, and school leaders to develop and implement individualized support plans that address barriers to academic and behavioral success. ▪ Conduct risk assessments, crisis interventions, and safety planning for students experiencing mental health challenges, family instability, or other high-need situations. ▪ Facilitate social skills groups, restorative circles, and targeted interventions that build resilience, conflict resolution, and peer relationships. ▪ Connect students and families to community-based resources, including mental health providers, housing services, and other critical supports, to address non-academic needs. ▪ Lead or contribute to the development of school-wide systems for social-emotional learning (SEL), Multi-Tiered Systems of Support (MTSS), and positive behavior interventions. ▪ Participate in IEP and 504 meetings as needed, contributing to the development and implementation of appropriate accommodation and modifications. ▪ Maintain accurate, confidential documentation and comply with all legal and ethical guidelines related to student records, mandated reporting, and professional practice.	▪ **Education:** Master's degree in social work is required. ▪ **Certification:** Licensed Master Social Worker and School Social Work certification are required. ▪ **Experience:** Both new and experienced school social workers are welcome to apply.
Youth Development Specialist **Salary:** $48,000 (starting)	▪ Supervise students during non-academic times such as breakfast, lunch, and class transitions to ensure safety, structure, and positive interactions.	▪ **Education:** High School Diploma or GED required. College credits or degree is highly preferred.

	▪ Provide individualized and group support to students exhibiting behavioral challenges, aligned with the school's multi-tiered system of support (MTSS). ▪ Maintain a targeted caseload of students for regular check-ins to promote positive behavior, attendance, and overall engagement. ▪ Collaborate with staff and administrators to identify barriers to student engagement and implement restorative practices that support relationship-building and conflict resolution. ▪ Support a positive, inclusive school culture by promoting student voice, leadership, and belonging in daily routines and decision-making processes. ▪ Design and implement strategies that increase student engagement, motivation, and participation across academic and extracurricular settings. ▪ Assist in planning and executing schoolwide events such as assemblies, pep rallies, spirit weeks, and fundraisers to strengthen the school community and pride. ▪ Collect and analyze data on student engagement to assess the impact of interventions, programs, and initiatives, informing continuous improvement efforts.	▪ **Certification:** Teacher assistant certification, or willingness to pursue. ▪ **Experience:** Minimum 2 years of experience working in urban communities with youth and families preferred.
Family and Community Engagement Coordinators **Salary:** $50,000	▪ Lead student outreach, recruitment, and enrollment efforts by cultivating relationships with families, community organizations, and local partners to promote the school's mission and programs. ▪ Coordinate and execute family-centered events and campaigns to support robust enrollment and re-enrollment across all grade levels. ▪ Monitor student attendance data in collaboration with school staff and implement targeted family outreach and interventions to improve daily attendance and reduce chronic absenteeism.	• **Education:** High School or GED diploma degree is required. • **Certification:** N/A • **Experience:** Minimum 2 years of experience working in urban communities with youth and families preferred.

	▪ Serve as a key liaison between families and the school, ensuring consistent, culturally responsive communication and providing individualized support as needed. ▪ Develop and facilitate family engagement initiatives such as FAM U (Family University), workshops, and training that empower families to support their child's academic and social-emotional success. ▪ Support the development and coordination of the Family-School Association, foster leadership, collaboration, and advocacy among caregivers. ▪ Manage the operations of Family Wellness Centers, connecting families to essential services, resources, and community-based supports. ▪ Collaborate with school leadership to ensure that family and community engagement strategies are aligned with the school's vision and contribute to a welcoming, inclusive school culture.	
School Operations Manager **Salary:** $70,000	▪ Oversee daily non-instructional operations of the school, ensuring systems run efficiently and support a safe, organized, and student-centered environment. ▪ Manage all school logistics, including facilities, food service, transportation, technology, and supplies, ensuring timely and cost-effective service delivery. ▪ Lead student information systems and enrollment processes, maintaining accurate records and ensuring compliance with state, district, and charter authorizer requirements. ▪ Coordinate procurement, vendor relationships, and inventory management to support instructional and operational needs across the school. ▪ Oversee compliance-related activities, including health and safety protocols, facility inspections, reporting deadlines, and audit preparedness.	• **Education:** Bachelor's degree is required. • **Certification:** N/A • **Experience:** Minimum 3 years of experience in school operations.

	▪ Collaborate with school leadership to implement and refine operational systems that support instructional priorities and strategic goals. ▪ Manage school budgets, tracks expenses, and provide financial reporting and analysis to school leaders and the Board of Trustees. ▪ Supervise and support operations staff, fostering a culture of accountability, service, and continuous improvement across all non-academic functions.	
People Operations Manager **Salary:** $70,000	▪ Develop and execute innovative, mission-aligned recruitment strategies to attract a diverse and high-quality talent pool across all school roles. ▪ Manage the full recruitment lifecycle—including job postings, candidate screening, interviews, and selection—to ensure an efficient and equitable hiring process. ▪ Facilitate comprehensive onboarding experiences that support new hires in acclimating to the school culture and expectations, promoting long-term retention and success. ▪ Serve as the primary point of contact for HR policies, procedures, and benefits, providing timely and clear guidance to staff while ensuring legal compliance. ▪ Address employee concerns, mediates workplace conflicts, and fosters an inclusive, collaborative environment that supports staff well-being and engagement. ▪ Oversee performance management systems, including goal setting, evaluations, and feedback processes, to drive professional growth and accountability. ▪ Design and implement professional development and training opportunities in collaboration with school	▪ **Education:** Bachelor's degree is required. ▪ **Certification:** Professional in Human Resources certification preferred. ▪ **Experience:** Minimum 2 years of human resources experience required.

	leadership to meet organizational and individual staff needs. ▪ Maintain accurate employee records, HR metrics, and compliance documentation, preparing reports that inform strategic planning and decision-making.	
Facilities Coordinator **Salary:** $50,000	▪ Maintain a clean, safe, and orderly school building and campus daily to support a high-quality learning environment for students and staff. ▪ Perform routine cleaning tasks including sweeping, mopping, vacuuming, dusting, and sanitizing classrooms, restrooms, offices, and common areas. ▪ Conduct regular inspections to identify maintenance needs, safety concerns, and cleanliness issues, addressing or reporting them promptly. ▪ Complete basic repairs and maintenance tasks such as changing light bulbs, unclogging drains, assembling furniture, and making minor fixture adjustments. ▪ Monitor inventory of cleaning supplies and equipment, communicating restocking needs to the Director of School Operations in a timely manner. ▪ Assist with the setup and breakdown of furniture and equipment for school events, programs, and meetings, ensuring spaces are prepared and functional. ▪ Maintain the exterior grounds by removing trash, performing basic landscaping, and ensuring safe access during inclement weather through snow and ice removal. ▪ Follow all safety and security procedures, including proper disposal of waste, equipment storage, and securing the building during opening and closing routines.	▪ **Education:** High School or GED Diploma required. ▪ **Certification:** Building Maintenance certification preferred. ▪ **Experience:** Minimum 1 years of facilities or school operations experience preferred.

School Administrative Associate **Salary:** $40,000	▪ Manage front office operations by greeting visitors, answering calls, and responding to inquiries professionally. ▪ Maintain accurate student records, enrollment documents, and registration updates. ▪ Coordinate scheduling for meetings, events, and calendars to ensure smooth logistics. ▪ Draft, edit, and manage official correspondence for school leadership. ▪ Order and organize office supplies, textbooks, and materials to support daily operations. ▪ Process invoices, track expenses, and assist with basic budget management. ▪ Help plan and execute school events, including conferences, fundraisers, and field trips. ▪ Handle sensitive information with discretion, always maintaining confidentiality.	▪ **Education:** High School or GED Diploma is required. ▪ **Certification:** N/A ▪ **Experience:** Administrative experience is highly preferred. Experience in urban education or community-based organization is preferred.
School Operations Associate **Salary:** $40,000	▪ Support the daily operations of the school to ensure a safe, clean, and efficient environment for students, staff, and visitors. ▪ Monitor building entry and exit procedures to uphold security protocols and always maintain a safe campus. ▪ Greeting and assist students, families, and guests at the front desk with professionalism, warmth, and efficiency. ▪ Implement and reinforce school safety protocols, including emergency drills, incident reporting, and adherence to the school's safety plan. ▪ Conduct regular walkthroughs of the building and campus to identify and report safety hazards, maintenance issues, or operational concerns. ▪ Assist with student supervision during arrival, dismissal, transitions, lunch, and recess to ensure safety and positive behavior throughout the day.	▪ **Education:** High School Diploma or GED is required. ▪ **Certification:** N/A ▪ **Experience:** School operations experience is highly preferred. Experience in urban education or community-based organization is preferred.

	▪ Maintain accurate and up-to-date records including attendance logs, visitor check-ins, incident reports, and student movement tracking. ▪ Provide administrative and logistical support for school events, assessments, staff professional development, and day-to-day operational needs.	

R-12c. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high-quality teachers including:

- Processes, policies, and strategies the school would implement to ensure hiring processes for teachers and staff are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities;
- Description of processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area; and,
- Description of strategies for retaining high-quality teachers.

Recruitment & Hiring Process: Processes, policies, and strategies the school would implement to ensure hiring processes for teachers and staff are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities. Description of processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability to talent in the proposed geographic area.

The greatest contribution to academic achievement in school is the quality of a teacher[1]. The recruitment, selection, and retention of high-quality teachers are top priorities for the founding team and proposed Board of Trustees. We recognize that Urban Collegiate Academy will compete with public district and charter schools, as well as private schools in the Capital Region, for teachers. For this reason, we understand that we must offer something both similar to and distinct from other schools vying for the same pool of teachers. Our starting salary for teachers ranges between $55,000 and $62,000, which is comparable to the Schenectady City School District's teacher union contract. We intend to offer a generous health benefits package and a 3% retirement match for each employee (see: R-21e. Budget Template). Moreover, we plan to incentivize employees who choose to advance their education (see: R-21e. Budget Template, Line 133), beginning in year 3.

Here are some examples that will be used by Urban Collegiate Academy to hire a diverse and competent workforce to serve the children of Schenectady:

1. Advertise available positions on the school's website, social media platforms, and known job boards (i.e., OLAS, Indeed, Linkedin, etc.).
2. Ensure Schenectady community-based workforce organizations know the positions available at Urban Collegiate Academy. Establish a process for interviewing candidates referred.
3. Post available positions at the Career Centers of local colleges and universities and establish a process for interviewing candidates referred
4. Participate in career fairs hosted in Schenectady throughout the Capital Region
5. Referral bonuses and incentives, budget permitting
6. Professional networks of Urban Collegiate Academy employees and the Board of Trustees

The Executive Director will be responsible for creating job postings and marketing material. Urban Collegiate Academy will ensure the recruitment of diverse professionals by ensuring we make it clear we are an equal-opportunity employer. Furthermore, we will have an explicit

[1] Opper, I. M. (2019). Teachers Matter: Understanding Teachers' Impact on Student Achievement.

statement reassuring people of our intent to hire a diverse pool of applications, and this process will be free from any forms of discrimination.

Urban Collegiate Academy will implement the following hiring process.

1. Submission of Letter of Interests and Resume
2. Resume Review by School Leader
3. Initial Phone Screening
4. Interview with School Leadership (or Hiring Committee)
5. Performance Task Completion
6. Reference Check
7. Offer or Denial Letter with Opportunity for Feedback

Retention Strategies: Description of strategies for retaining high-quality teachers.

Urban Collegiate Academy is unwavering to attract and retain high quality teaching professionals. Teacher turnover is approximately 16% nationally and could, and between 25% to 54% consider leaving the profession[2]. There are several interpersonal factors including compensation, expectations, well-being, leadership, and workplace flexibility that have contributed to high teacher turnover.

Turnover Reason	UCA Retention Strategies
Compensation	▪ Urban Collegiate Academy's compensation is equivalent to the local school district with flexibility based on education and experience. ▪ Annual salary increases of 3%. ▪ Higher education incentive for faculty and staff
Expectations	▪ A minimum of 55 minutes for planning and preparation daily to reduce (or eliminate) any work out of school and improve work-life balance. ▪ Manageable class size of 18-20 students per classrooms. ▪ Supportive leadership structure and continuous professional development to ensure teacher success.
Well-being	▪ Intentional school leadership structure designed to develop supportive relationships with staff members. ▪ Teacher Mentorship opportunity for during their first two years, and one cycle for teachers beyond year four and beyond. ▪ Cohort structure to allow teachers to focus on teaching and learning, and work in partnership to solve problems and reduce isolation.
Leadership	▪ Established school leadership pathways for faculty (e.g., Academic Coordinators). ▪ Opportunity to lead or co-lead professional development.
Workplace Flexibility	▪ Clear reporting structure to foster open communication.

[2] Perna, M. (2022). Flexibility or Else: Teacher Retention In the Brave New World of Education.

	▪ People Relations Committee consisting of school leadership, faculty and staff, and at least one trustee to improve workplace culture, salaries, and benefits.

R-12d – PERSONNEL POLICIES

Submit a copy of the proposed education corporation's personnel policies. The policies should include Act requirements for personnel such as fingerprint supported criminal background checks and receipt of the Code of Ethics, Conflict of Interest Policy (if separate), and Whistleblower Policy, and ensure compliance with applicable state and federal employment laws and regulations.

PERSONNEL HANDBOOK[1]

2026-2027

[1] This handbook is heavily informed by Northside Charter High School in Brooklyn, NY.

MISSION STATEMENT

Empowering and preparing students for college and career opportunities by cultivating a learning environment conducive to academic achievement and positive youth development.

AN URBAN COMMITMENT TO DIVERSITY, EQUITY, INCLUSION, ANTI-RACISM, AND BELONGING

Urban Collegiate Academy Charter School is deeply committed to promoting diversity, equity, inclusion, anti-racism, and a sense of belonging among our students, staff, and community. We believe that every individual deserves to be treated with respect and dignity, regardless of their race, ethnicity, gender, sexual orientation, ability, or any other characteristic. In order to fulfill this commitment, we have implemented a number of initiatives and practices within our school. These include:

1. Teaching and Learning: We strive to provide a curriculum that is inclusive and representative of diverse perspectives and experiences. Our teachers incorporate diverse voices, histories, and cultures into their lessons to ensure that all students feel seen, heard, and valued.
2. Professional Development: We provide ongoing professional development opportunities for our staff to deepen their understanding of diversity, equity, inclusion, anti-racism, and belonging. This enables them to create a supportive and inclusive learning environment for all students.
3. Safe and Inclusive Spaces: We are dedicated to creating safe and inclusive spaces where all members of our school community feel welcome and respected. We have implemented policies and procedures to address bias, discrimination, and harassment, and we have designated staff members who serve as resources and advocates for students.
4. Community Engagement: We actively engage with our local community to foster partnerships and collaborations that promote diversity, equity, inclusion, anti-racism, and belonging. We believe that by working together, we can create a more equitable and just society.
5. Youth Development Services: We provide comprehensive support services to address the diverse needs of our students. This includes counseling, mentoring, and resources to ensure that all students have the opportunity to thrive academically, socially, and emotionally. By prioritizing diversity, equity, inclusion, anti-racism, and belonging, Urban Collegiate Academy Charter School aims to create a learning environment that prepares our students to be compassionate, empathetic, and responsible citizens in a global society. We strive to provide an education that empowers our students to challenge injustice, embrace diversity, and advocate for equity and inclusion in all aspects of their lives.

WELCOME TO URBAN COLLEGIATE ACADEMY

The Board of Trustees and Urban Collegiate Academy Leadership Team welcome you to Urban Collegiate Academy Charter School. It is our intention to create a warm teaching and learning environment for everyone that chooses Urban Collegiate Academy. Now that you are part of the family, it is important that we stress that you are valued, your voice matters, and we want to engage in discourse that will improve the teaching and learning experience at Urban Collegiate Academy.

Introduction to the Urban Collegiate Academy Handbook

The information in this Personnel Handbook ("Handbook") is important to all staff that Urban Collegiate Academy Charter School ("Urban Collegiate Academy"). This Handbook is be used as a guide to promote a cooperative and healthy working environment. It sets forth of the policies regarding hours, wages, and conditions of employment. However, possession of this Handbook does not make employees eligible for various benefits described herein. Employees must satisfy certain eligibility requirements before obtaining coverage. In some instances, state and federal laws may impose certain requirements in addition to those stated as School or service provider policy. In any situation where insurance or other benefit plans care concerned, the official plan document(s) and insurance contract(s) prevail over statements contained in this Handbook.

This document is for information purposes only and is not an attempt to provide a complete reference to applicable law, employee rights, or regulations of the New York State Education Department, or other application state or federal regulatory agencies. Any specific questions should be directed to your immediate supervisor, or the Executive Director or their designee.

Introduction to Charter Schools

Charter schools are bound by the New York State health and safety, civil rights, and student assessment requirements as other public schools. Charter schools is subject to federal and New York State laws, New York State Charter Act, the requirements of the compulsory education laws and student performance standards adopted by the Board of Regents.

In 1998, New York State adopted the Charter School Act, which established public charter schools within the State of New York with the following criteria in mind: "Charter schools put children before bureaucracy and innovation ahead of regulation. They strengthen public education, by creating alternatives to the existing system, giving parents real choices, and creating a competitive atmosphere so all children can improve."

In New York State, charter schools are often viewed as having four distinguishing characteristics that provide guidance regarding the objective of Urban Collegiate Academy:

I. They are public schools, funded with public dollars, and fully accountable to public oversight. Schools that fail to meet their stated goals for academic achievement and fiscal responsibility can be closed.
II. They are created by parents, educators, or civic or community groups who meet qualifications and agree to reach specific pupil achievement goals.
III. They operate free from bureaucracy that frequently stifles innovation and cripples learning. They invite innovation while demanding results.
IV. They foster competition, which will improve education for all children.

Urban Collegiate Academy reserves the right to modify, rescind, delete, or supplement provision of this Handbook, or add provisions to this Handbook without notice. Therefore, before relying on an item in this Handbook, employees should consult with Executive Director or their designee as to whether the item is current. Additionally, policies may be created by the Board of Trustees of Urban Collegiate Academy. Employees are bound by the policies contained herein, as well as by all other policies created by the Board of Trustees.

EMPLOYMENT AT URBAN COLLEGIATE ACADEMY

EMPLOYEE PROFESSIONAL CONDUCT

The mission of the Urban Collegiate Academy requires employees to develop relationship of collegiality. Employees must maintain a high degree of mutual, professional and personal respect and a high level of mutual support.

AT-WILL EMPLOYMENT

All employees at Urban Collegiate Academy are employees "at-will" meaning that school or the employee may terminate the employment relationship at any time, with or without reason, and with or without notice.

This Handbook **does not** constitute a contract for employment between Urban Collegiate Academy and any employee.

An employee must refer to their agreement letter for all terms pertaining to the employee's employment with Urban Collegiate Academy.

EQUAL OPPORTUNITY EMPLOYER

Urban Collegiate Academy is committed to equal employment opportunity.

Urban Collegiate does not discriminate in employment opportunities or practices on the basis race, color, religion, gender/gender identity, sexual orientation, ethnicity, national origin, age, marital status, veteran's status, disability, or any other characteristic protected by law.

Employment decisions will be made in a non-discriminatory manner and are based solely on qualifications and merit. This policy governs all aspects of employment at Urban Collegiate Academy including hiring, assignments, training, promotion, demotion, transfer, lay-off termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

Any questions or concerns about any type of discrimination must be brought to the attention of your immediate supervisor at Urban Collegiate Academy, the Executive Director or their designee. If a supervisor or any employee at Urban Collegiate Academy is involved in the reported conduct, or the employee feels uncomfortable about making a report to Urban Collegiate Academy leadership, the employee shall report the incident directly to the Chairperson of the Board of Trustees of Urban Collegiate Academy Charter School.

Urban Collegiate Academy shall comply with Title IX of the Education Amendments of 1972, as amended, and shall not knowingly discriminate against individuals on the basis of gender.

Urban Collegiate Academy's Title IX Coordinator is the Executive Director or their designee.

The Title IX Coordinator may be used for all discrimination complaints. In the event a complaint concerns the Title IX Coordinator, the Executive Director should be contacted.

Important: Any person found to be engaging in any type of discrimination would be subject to disciplinary action, up to and including termination of employment.

NO HARASSMENT POLICY

Urban Collegiate Academy is committed to providing an environment that is free from harassment and coercion, where all employees can work comfortably and productively.

Harassment is illegal and is prohibited at Urban Collegiate Academy Charter School or any school related functions.

Urban Collegiate Academy **prohibits** all types of harassment, including, but not limited to: verbal harassment, based on an employee's sex, gender, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation, gender identity, or any other basis prohibited by federal, state, or local law.

This prohibition applies in relationships with all other employees, students, families, visitors, and guests. Likewise, Urban Collegiate Academy **will not tolerate** retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint.

SEXUAL HARASSMENT

As sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is treated separately here.

Urban Collegiate Academy is committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. All employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of the Urban Collegiate Academy's commitment to a discrimination-free work environment. Sexual harassment is against the 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 a complaint internally with the Executive Director or their designee. Employees can also file a complaint with a government agency or in court under federal, state or local anti-discrimination laws.

1. **Policy**
    a. This Sexual Harassment Policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business, regardless of immigration status, with Urban Collegiate Academy. In the remainder of this Sexual Harassment Policy, the term "employees" refers to this collective group.
    b. **Sexual harassment will not be tolerated.** Any employee or individual covered by this Sexual Harassment Policy who engages in sexual harassment or

retaliation will be subject to disciplinary action up to an including termination of employment.

c. Retaliation Prohibition: No person covered by this Sexual Harassment Policy shall be subject to adverse action because the employee reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. Urban Collegiate Academy will not tolerate such retaliation against anyone who, in good faith, reports or provides information about suspected sexual harassment. Any employee, paid or unpaid interns, or non-employees working in the workplace who believe they have been subject to such retaliation should inform the Executive Director or their designee. All employees, paid or unpaid interns or non-employees who believe they have been a target of such retaliation may also seek relief in other available forums, as explained below in the section on Legal Protections.
d. Sexual harassment is offensive, is a violation of our policies, is unlawful, and may subject Urban Collegiate Academy to liability for harm to targets of sexual harassment. Harassers may also be individually subject to liability. Employees of every level who engage in sexual harassment, including supervisors who engage in sexual harassment or who allow such behavior to continue, will be penalized for such misconduct.
e. Urban Collegiate Academy will conduct a prompt and thorough investigation that ensures due process for all parties, whenever the Executive Director or their designee receives a complaint about sexual harassment, or otherwise knows of possible sexual harassment occurring. Urban Collegiate Academy will keep the investigation confidential to the extent possible. Effective corrective action will be taken whenever sexual harassment is found to have occurred. All employees, including supervisors, are required to cooperate with any internal investigation of sexual harassment.
f. All employees are encouraged to report any harassment or behaviors that violate this policy. Urban Collegiate Academy will provide all employees a complaint form for employees who report harassment and file complaints.
g. Supervisors are required to report any complaint that they receive, or any harassment that they observe or become aware of, to the Executive Director or their designee.
h. This Sexual Harassment Policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy. This policy must be provided to all employees and should be posted prominently in all work locations to the extent practicable and be provided to employees upon hiring.

2. What is Sexual Harassment?

a. Sexual Harassment is a form of sex discrimination and is unlawful under federal, state, and local law. Sexual harassment includes harassment based on sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender.
b. 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:
    i. 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;

ii. Such conduct is made either explicitly or implicitly a term or condition of employment; or

iii. Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

c. A sexually harassing 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, which interfere with the recipient's job performance.

d. Sexual harassment also occurs when a person of authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called "quid pro quo" harassment.

e. Any employee who feels harassed should report so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

f. Examples of Sexual Harassment: The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

i. Physical acts of sexual nature, such as:

ii. Touching, pinching, patting, kissing, hugging, grabbing, brushing against another employee's body or poking another employee's body;

iii. Rape, sexual battery, molestation or attempts to commit these assaults.

iv. Unwanted sexual advances or propositions, such as:

v. Requests for sexual favors accompanies by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits or detriments;

vi. Subtle or obvious pressure for unwelcome sexual activities.

vii. Sexually oriented gestures, noises, remarks or jokes, or comments about a person's sexuality or sexual experience, which create a hostile work environment.

viii. 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.

ix. Sexual discriminatory displays or publications anywhere in the workplace, such as:

1. 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.

2. Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity and the status of being transgender, such as:
3. Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
4. Sabotaging an individual's work;
5. Bullying, yelling, name-calling.

g. **Who can be a target of sexual harassment?** Sexual harassment can occur between any individuals, regardless of their sex or gender. New York Law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace. Harassers can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, customer or visitor.

h. **Where can sexual harassment occur?** Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from workplace premises, on personal devices or during non-work hours.

3. **Retaliation:** Unlawful retaliation can be any action that could discourage a worker from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation (e.g., threats of physical violence outside of work hours). Such retaliation is unlawful under federal, state, and local law.
    a. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:
        i. made a complaint of sexual harassment, either internally or with any anti-discrimination agency;
        ii. testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
        iii. opposed sexual harassment by making a verbal or informal complaint to supervisors, or by simply informing a supervisor of harassment;
        iv. reported that another employee has been sexually harassed; or
        v. encouraged a fellow employee to report harassment.
    b. 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.

4. Reporting Sexual Harassment

a. Preventing sexual harassment is everyone's responsibility. Urban Collegiate Academy 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 is encouraged to report such behavior to a supervisor, the Executive Director or their designee. Members of

Leadership and supervisors who are aware of any sexual harassment are to inform the Executive Director or their designee immediately. Anyone who knowingly allows or tolerates sexual harassment or retaliation and does not report it will be in direct violation of this policy.

b. Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint will be provided, and all employees are encouraged to use this complaint form. Employees who are reporting sexual harassment on behalf of other employees should use the complaint form and note that it is on another employee's behalf.
c. Employees, paid or unpaid interns or non-employees 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.

5. Supervisory Responsibilities

a. All supervisors who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to the Executive Director or their designee.
b. In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.
c. Supervisors will also be subject to discipline for engaging in any retaliation.

6. Complaint and Investigation of Sexual Harassment

a. All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner and will be confidential to the extent that it does not interfere with the integrity of the investigation.
b. 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.
c. Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. Urban Collegiate Academy will not tolerate retaliation against employees who file complaints, support another's complaint or participate in an investigation regarding a violation of this policy.
d. While the process may vary from case to case, investigations should be done in accordance with the following steps:
    i. Upon receipt of complaint, the Executive Director or their designee Officer will conduct an immediate review of the allegations, and take any interim actions (e.g., instructing the respondent to refrain from communications with the complainant), as appropriate. If the complaint is verbal, the complainant will be encouraged to complete the "Complaint Form" in writing. If they refuse, the Executive Director or their designee is to prepare a Complaint Form based on the verbal reporting.

ii. If documents, emails or phone records are relevant to the investigation, the Executive Director or their designee will take steps to obtain and preserve them.
iii. Request and review all relevant documents, including all electronic communications.
iv. Interview all parties involved, including any relevant witnesses.
v. Create a written documentation of the investigation (such as a letter, memo, or email), which contains the following:
    1. A list of all documents reviewed, along with a detailed summary of relevant documents;
    2. A list of names of those interviewed, along with a detailed summary of their statements;
    3. A timeline of events;
    4. A summary of prior relevant incidents, report or unreported; and
    5. The basis of the decision and final resolution of the complaint, together with any corrective actions(s).
vi. Keep the written documentation and associated documents in a secure and confidential location.
vii. Promptly notify the individual who reported and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
viii. Inform the individual who reported the right to file a complaint or charge externally as outlined in the next section.

7. Legal Protections and External Remedies

a. Sexual harassment is not only prohibited by Urban Collegiate Academy but is also prohibited by state, federal and local law.
b. Aside from the internal process at Urban Collegiate Academy, employees may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, employees may seek the legal advice of an attorney.
c. In addition to those outlined below, employees' industries may have additional legal protection.

NEW YORK STATE HUMAN RIGHTS LAW (NYSHRL)

The New York State Human Rights Law (NYSHRL), codified as N.Y. Executive Law, art. 15 §290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. A complaint alleging violation of the NYS HRL may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed at any time within one year of the harassment. If an individual did not file at DHR, they can sue directly in state court under the NYSHRL, within three years of the alleged sexual harassment. An individual may not file with the DHR if they have already filed a NYS HRL complaint in state court.

Complaining internally to Urban Collegiate Academy does not extend the time to file with DHR or in court. The one year or three years is counted from the date of the most recent incident of harassment.

Individuals do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate the complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.

DHR's main office contact information is:
NYS Division of Human Rights
Agency Building 1, 2nd Floor
Empire State Plaza
Albany, NY 10458.
Individuals may call (518)-474-2705/2707 or visit: www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

CIVIL RIGHTS ACT OF 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. §2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

CONTACT THE LOCAL POLICE DEPARTMENT

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

ANNUAL ANTI-SEXUAL HARASSMENT TRAINING

Pursuant to New York State law, every employer in New York State is required to provide their employees with sexual harassment prevention training. The training must:

- Be interactive
- Include an explanation of sexual harassment consistent with guidance issued by the Department of Labor in consultation with the Division of Human Rights
- Include examples of conduct that would constitute unlawful sexual harassment
- Include information concerning the federal and state statutory provisions concerning sexual harassment and remedies available to victims of sexual harassment
- Include information concerning employees' rights of redress and all available forums for adjudicating complaints
- Include information addressing conduct by supervisors and any additional responsibilities for such supervisors

Each employee must receive training on an annual basis.

Urban Collegiate Academy prohibits sexual harassment at any time of any employee, student, parent/guardian, visitor, or guest.

Sexual harassment is a form of sex discrimination in violation of federal, state and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or 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.

No employee shall be forced to submit to such conduct as a basis for any employment decision. Urban Collegiate Academy will strive to keep its workplace free of any conduct, which creates an intimidating, hostile, or offensive work environment.

Sexual harassment applies to:

- The conduct in the workplace of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, families, visitor, or guest.
- Sexual harassment applies to conduct in any work-related setting outside the workplace as well as at work.
- The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances.
- Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made.

School employees are prohibited from engaging in any form of sexual harassment.

OTHER HARASSMENT

Other prohibited harassment consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual because of their race, color, religion/creed, gender, national origin, age, disability, citizenship, marital status, veteran's status, or other prohibited basis, and which interferes with the individual's work performance or creates an intimidating, hostile, or offensive work environment. Such harassment is prohibited in the workplace or in any work-related setting outside the workplace. The same prohibition applies in relationships to students, families, visitors and guests. Urban Collegiate Academy will not take or permit any retaliatory action against an individual who reports a possible violation of the anti-harassment policy or participates in the investigation of an alleged violation.

GENERAL COMPLAINT PROCESS

All complaints by an individual or group should follow the standard escalation procedure:

- Your direct supervisor;
- Your direct supervisor's supervisor (if applicable);
- the Executive Director

Any individual or group may bring complaints to the Urban Collegiate Academy Board of Trustees. Complaints may be submitted to the Board of Trustees at least one week prior to the regular Board meeting at which time the complaint will be officially addressed. Complaints submitted less than one week prior to the next regular Board meeting will be addressed at the subsequent Board meeting.

Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may order Urban Collegiate Academy Leadership Team, or another responsible party to investigate and/or act upon the complaint and submit a written report to the Board. The Board shall create a written response, with appropriate determinations and rationales, to every complaint submitted in writing.

The manner in which the Urban Collegiate Academy Board of Trustees documents, manages, and responds to complaints is determined by the NYS Charter School Law §2855(4), which established a three-phase complaint process.

First, if an individual or a group has a complaint about the Leadership or operation of Urban Collegiate Academy or about a possible violation of the Urban Collegiate Academy charter, or the NYS Charter School Law, the complainant may present the complaint in writing to the Urban Collegiate Academy Board of Trustees.

Second, if the complainant believes the Board has not adequately addressed the complaint, the complainant may then appeal to the charter entity, the State University of New York (SUNY). Upon receiving such a complaint SUNY is required to investigate and respond.

An individual or group may present their concerns to the Board via USPS or via email. The Board Chair will respond with confirmation the Board has received the complaint, and

confirm a comprehensive investigation process; convey the maximum amount of time that the Board will require to respond to an officially recognized complaint; outline the form of the Board's response to a complaint; and disclose the method(s) the Board will use to share the results of their investigation.

As in the case with harassment complaints, there shall be no retaliation against any employee or group of employees, and all concerns will be handled among the concerned parties in full confidentiality.

INVESTIGATION AND RESPONSE

Urban Collegiate Academy will thoroughly investigate any harassment report and will take any and all corrective action that is deemed necessary and proper, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation.

All employees must cooperate reasonably in Urban Collegiate Academy's investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation may be grounds for disciplinary action, including but not limited to, termination.

Urban Collegiate Academy will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about harassment at Urban Collegiate Academy.

CONFIDENTIALITY

Confidentiality will be maintained to the extent practical and appropriate under the circumstances. Urban Collegiate Academy will maintain confidential records of all complaints and how each was investigated and resolved.

SUMMARY OF RESPONSIBILITIES REGARDING HARASSMENT

Employees

- Refrain from all conduct which might be considered discrimination or harassment.
- Report complaints to Urban Collegiate Academy, who will treat such information with sensitivity due to its confidential nature.
- Cooperate reasonably in any investigation conducted by Urban Collegiate Academy or its agent.

Supervisors

- Maintain a workplace free of discrimination, harassment, and intimidation.
- Report all complaints of discrimination and harassment to Urban Collegiate Academy or the Board of Trustees.
- Promptly investigate each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, up to and including termination.
- Be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
- Not retaliate against any employee for bringing a complaint.
- Properly document each incident and its resolution.

Urban Collegiate Academy

- Educate and train employees on Urban Collegiate Academy's policies pertaining to discrimination, harassment and intimidation. Accordingly, Urban Collegiate will ensure that all supervisors and employees are apprised of their responsibilities hereunder.
- Urban Collegiate Academy shall assist supervisors in their investigation of complaints, including training all investigators on proper investigative procedures and safeguards. Where complaints are lodged directly with Urban Collegiate Academy, it shall investigate promptly and report findings to the appropriate supervisor or level of Leadership with recommendations concerning corrective action where appropriate.

RECRUITMENT

Urban Collegiate Academy selects applicants for employment on the basis of such factors as experience, alignment with our mission and philosophy, necessary credentials, and ability to perform their required duties. Urban Collegiate Academy is committed to evaluating each applicant on the basis of skill and merit.

Urban Collegiate Academy will take all appropriate steps to verify the information provided on an employment application. These steps may take place before commencement of employment. Any misrepresentation, falsification, or omission of any information or date on any employment application or resume may result in exclusion from further consideration for employment and/or termination of employment. Urban Collegiate Academy uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists, including job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, and other resources.

ELIGIBILITY FOR EMPLOYMENT IN A CHARTER SCHOOL

Charter school staff members are employees of the charter school, not Urban Collegiate Academy district in which it is located. Urban Collegiate Academy, as all charter schools, is required to request fingerprint clearance of prospective employees for purposes of determining whether or not the prospective employee has a criminal history, which could prevent him/her from working in a public school. Instructional employees should be certified and "Highly Qualified", in accordance with requirements applicable to other charter schools. If the status of an employee changes during their time at Urban Collegiate Academy, a decision will be made by the Executive Director regarding whether the person can remain employed at Urban Collegiate Academy.

EMPLOYMENT CATEGORIES

Each employee is categories as full-time, part-time, temporary, or consultant:

- **Full-time Employees** – Full-time regular (exempt or non-exempt) employees work a minimum of 35 hours per week.
- **Part-time Employees** – Part-time regular (exempt or non-exempt) employees work below of 30 hours per week are not eligible for benefits.
- **Temporary Employees** – Temporary employees are hired for short-term periods and are not eligible for benefits.
- **Consultants** – These independent contractors work under a consultancy agreement, have no employee status, and are not eligible for benefits.

Exempt Positions: Exempt employees are excluded from overtime eligibility under federal and state wage and hour law. Positions which meet the tests for exemption under the Fair Labor Standards Act and any other applicable law will be classified as "Exempt". Individuals in this classification will be paid on a salary basis. As exempt employees are expected to work whatever hours are necessary for them to properly perform their job duties; they do not receive overtime pay.

Non-Exempt Positions: Certain staff positions are classified as "non-exempt". Non-Exempt employees are entitled to overtime pay under the specific provisions of federal and state laws. Non-exempt employees will be paid straight-time for all hours worked in excess of their regularly-scheduled hours up to forty (40) hours, exclusive of sick, personal, vacation, snow, holiday and emergency closing time. Non-exempt employees will be paid time and a half for all hours worked over forty (40), exclusive of sick, personal, vacation, snow, holiday and emergency closing time. Urban Collegiate Academy will notify employees if they are non-exempt, and therefore entitled to overtime pay. Please note that Urban Collegiate Academy requires advance supervisor permission from any overtime.

INTELLECTUAL PROPERTY

Urban Collegiate Academy shall own all rights, ideas, and information around lessons, curriculum, and any other content and materials authored, created, contributed to, made or conceived or reduced to practice, in whole or in part, by you during the period in which you are employed by or affiliated with Urban Collegiate Academy. All materials, including but not limited to lesson plans, curriculum, and other related content, created by you during the period in which you are employed by or affiliated with Urban Collegiate Academy or in the scope of your employment shall be deemed to be "works made for hire" within the meaning of the Copyright Act.

TERMINATION OF EMPLOYMENT

Return of School Property

Immediately upon termination or resignation, employees must return all books, files, keys, laptops, records, supplies, or any other school property in their possession. Employees are not authorized to keep copies of School property, files, or other electronic data, and must delete any such property stored on personal devices upon termination or resignation.

Unauthorized Absence

An employee is deemed to be on "unauthorized leave" when the employee is absent from required duties. This absence includes non-performance, unauthorized use of sick leave, unauthorized use of other leave benefits, non-attendance at required meetings and failure to perform supervisory functions at School-sponsored activities.

An employee who is absent for a period of at least three (3) days without notifying Urban Collegiate Academy will be considered to have resigned, with such resignation effective on the initial date of absence. Urban Collegiate Academy will make the determination of unauthorized absence.

VERIFICATION OF ABSENCE

Urban Collegiate Academy may require verification of an employee's claimed reason for an absence at any time. If verification is requested, the employee shall provide the verification to Urban Collegiate Academy within five (5) working days of the absence.

PERSONNEL RECORDS AND FILES

The following information may be included in any employee's file:

- employment application and resume
- reference checks
- transcript(s)
- certification(s)
- job description(s)
- performance evaluation(s)
- disciplinary notice(s) or document(s)
- emergency contact form(s)
- professional development record(s)
- termination(s)
- exit interview note(s)

Urban Collegiate Academy keeps medical records in a file separate from the personnel file.

Access to the information in personnel and medical records is restricted.
An employee's supervisor(s) may review the employee's files only for a legitimate reason. An employee may review their files. If an employee wishes to review their file, they must provide reasonable advance notice, and will have the right to review their personnel file or medical file in School offices and in the presence of an individual appointed to maintain the files. An employee has the right to copy information and to submit a written statement to their file.

An employee must immediately notify their supervisor, in writing, of any changes in personal data such as changes to:

- Home address
- Home telephone number and, if available, cell phone number
- Number of dependents
- Name of individual to notify in case of an emergency
- Change in marital status
- Change in citizenship, permanent resident, or alien status
- Military status

Failure to report the correct information may adversely affect the benefits to which the Employee is entitled. Providing false information may result in disciplinary action, including termination of employment.

Employees can also make a written Freedom of Information Law (FOIL) request for the contents of their personnel files, which may be redacted in accordance with FOIL.

Urban Collegiate Academy's Records Access Officer is the Executive Director or their designee.

Urban Collegiate Academy will not release any information about any employee to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by the Employee. Urban Collegiate Academy will provide information to any particular company or individual only upon receipt of a written request and explicit authorization specifying the information to be provided and to whom it should be provided.

NEPOTISM

No individual may be hired if s/he has an immediate family member on the Urban Collegiate Academy Board of Trustees or in an administrative capacity or in a supervisory capacity that exercises authority over the position sought. Any action that can be viewed as or gives the appearance of nepotism is not allowed. For the purpose of this section immediate family is defined as spouse, siblings, parents, grandparents, children, "in-laws", and grandchildren.

EMPLOYEE PRIMARY GOALS AND RESPONSIBILITIES

1. Employees are to promote the health and safety of the students in the employee's charge and any other students from Urban Collegiate Academy when they are in the employee's proximity. An employee must always be alert to any safety hazard and be attentive while supervising students.
2. Employees are required to promote the development of each student's potential (social-emotional, physical and intellectual) as well as the development of good work habits and positive attitudes.
3. Employees are to maintain communication between parents, teachers and administrators. Every Employee must conduct themselves in such a way that, at a minimum, parents do not have to worry about their child's safety, mental health, happiness or development as a person. Beyond that, parents may count on the Employee's support, encouragement, and help in the difficult job of raising a child in today's world, as they cope with the challenge of meeting their career goals and personal fulfillment needs.
4. Employees must be non-judgmental towards people with different lifestyles and towards families who are from different ethnic groups and cultures, who have different goals and expectations for their children and themselves and who may be dealing with the issues of changing lifestyles and family patterns in different ways. Families are subjected to different stresses and have varying capacities for tolerating stress and organizing their lives.
5. All employees have a serious responsibility towards Urban Collegiate Academy, its reputation, and its success as a high-achieving educational institution.
6. All employees have a responsibility to society as an educational institution by helping young students become caring people with high standards and goals; people who are well-organized, wise and competent.

By creating a carefully designed and equipped environment (social and physical environment), students will be provided with the most effective education. It is expected that teachers will provide an educational program and that they will cooperate fully with Urban Collegiate and their direct educational supervisor in matters of curriculum, pedagogy, and all other classroom matters.

RESPONSIBILITY WITH OUR SCHOOL COMMUNITY

It is important to realize that Urban Collegiate Academy exists to fulfill the needs of the community to have an alternative approach and philosophy in educating the students we serve. Impressions are constantly changed and formed by all contact families have with Urban Collegiate Academy. Every interaction and publication regarding Urban Collegiate Academy strengthen or changes their perceptions of Urban Collegiate Academy.

When parents send their children to Urban Collegiate Academy, they have great expectations and a very positive impression of our School and its Mission. It is up to all employees to fulfill these expectations and build a lasting impression; therefore, every action and statement must be delivered with the utmost quality and professionalism. Urban Collegiate Academy's success rests upon its reputation and relentless commitment toward education.

EMPLOYEE CHILDREN ON CAMPUS

From time to time in special or emergency situations it may be necessary for an employee to bring their child to campus during the work day. The employee must obtain supervisor approval prior to bringing the child to Urban Collegiate Academy and must ensure that the child is well and is always supervised. The child's presence cannot in any way interfere with the employee's duties.

WORKDAYS AND WORK HOURS

All employees are expected to work the established work week as determined by their supervisor. Additionally, classroom instructional staff is expected to work such hours that ensure the timely start of Urban Collegiate Academy day, an orderly process for ending Urban Collegiate Academy day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of Urban Collegiate Academy. Hours below may be changed at the discretion of the School Leadership Team or Board of Trustees, and all employees are expected to comply with such changes in hours.

Employees who need to engage in personal business during a break period must receive prior approval from their supervisor or their designee. All employees are required to be present in the building by 7:45 AM to prepare for the start of school (8:00 AM). If employees are teaching remotely they are required to be online or ready for meetings with their supervisors or other school leadership personnel by 7:45 AM.

Working hours to be set by the School Leadership Team. Working hours may be adjusted/modified as needed to meet the needs of Urban Collegiate Academy.

NOTICE OF ABSENCE

Failure to provide notice of absence and lateness:

- 1st verbal warning
- 2nd written warning
- 3rd written with potentially 1 day loss of wages

LATENESS

All Urban Collegiate Academy staff members must arrive on time following the work hours as set by Urban Collegiate Academy Leadership Team.

An employee will be considered late if they arrive five (5) or more minutes after their assigned time. If an employee is late three (3) or more times in a calendar month, they will meet with their direct supervisor and/or a member of the School Leadership Team to discuss the reasons for the incidents of lateness. Together, they will set goals to ensure that the employee is no longer late to work. Consequences for further incidents of lateness will also be discussed. A letter detailing the meeting, the goals, and the consequences of any future incidents of lateness will be signed by the employee and their supervisor and placed in the employee's personnel file.

Lateness deemed by Urban Collegiate Academy to be caused by unforeseen circumstances beyond the tardy employee's control shall be excused at the sole discretion of Urban Collegiate Academy. The tardy employee may be required to furnish proof of the cause of lateness.

PAY PERIOD AND PAYCHECKS

Pay periods are semi-monthly. The first pay period is from the 1st day of the month up to and including the 15th day of the month. The second pay period of the month is from the 16th day of the month up to and including the last day of the month. If a payday falls on a holiday or a weekend, checks may be distributed at the discretion of the Urban Collegiate Academy a business day earlier. The Executive Director or their designee will notify employees of the specific pay dates.

Eligible employees have the option to have their pay directly deposited into their checking or savings account:

1. Employees must complete the necessary paperwork in order to use direct deposit.
2. On payday, employees using direct deposit will receive a pay stub/report, instead of a paycheck.
3. Contact the Executive Director or their designee

In the event of a lost paycheck, the Executive Director or their designee must be notified in writing as soon as possible before a replacement check can be issued. In the event the lost paycheck is recovered, and the Executive Director or their designee identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check within twenty-four (24) hours, and further consequences may be imposed on the employee by Urban Collegiate Academy as Urban Collegiate Academy deems proper.

EMPLOYEE PAY

Urban Collegiate Academy operates on a July 1st through June 30th fiscal year. All salaries are calculated annually based on the Urban Collegiate Academy fiscal year calendar.

PAY DEDUCTIONS AND GARNISHMENTS

The only deductions from an employee's paycheck are those required by law or authorized in writing by them. The check stub identifies each deduction and should be kept as a permanent record.

Pay deductions may also be taken by the Urban Collegiate Academy in response to a garnishment notice received from a court or other legal authority.

PAID AND UNPAID LEAVE

Weather Days and Other Closings

When there is a snowstorm, or other weather emergency, Urban Collegiate Academy will issue an alert to inform Urban Collegiate Academy community of decisions regarding school closure or delayed opening.

At the discretion of the Executive Director, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of Urban Collegiate Academy year.

Note: Given the ability to conduct remote learning; most instances of school closure due to inclement weather will result in a fully-remote learning day. All staff are required to work/teach remotely.

SICK AND PERSONAL DAYS

Employees of Urban Collegiate Academy classified as full-time will be granted 1 sick day per month and 5 personal days per school year for 10 months employees and 6 for 12-month employees.

COMMUNITY SICK LEAVE BANK

Urban Collegiate Academy has established a program that allows employees to donate Personal/Sick leave on a voluntary basis to a Community Sick Leave Bank. The Community Sick Leave Bank will be available to eligible employees who have suffered a catastrophic illness or injury and who have exhausted all their Personal/Sick time.

BEREAVEMENT

If an employee has been employed by Urban Collegiate Academy continuously for ninety (90) days or more, bereavement leave is available. An employee who suffers the loss of an immediate family member is entitled to bereavement pay for up to five (5) consecutive days. The employee may be granted additional time without pay or may use earned, unused personal days for additional bereavement leave. The Employee should notify the School Organizational Leadership Team and their supervisor as soon as possible for the reason for and expected length of absence. As used in this paragraph, "immediate family member" means a spouse, partner, father, mother, child, stepchild, brother, sister, grandparent or grandchild of the employee, or any other person as defined by the Executive Director. Within a reasonable period of time (no later than 2 weeks), the employee should provide verification (obituary, death certificate, etc.).

MILITARY DUTY

If an employee is a member of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service, they will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

FAMILY AND MEDICAL LEAVE ACT ("FMLA")

It is the policy of Urban Collegiate Academy to encourage employees to balance their work and family life by taking reasonable unpaid leave for certain circumstances that affect the family.

If an employee has been an employee of Urban Collegiate Academy for a total of at least twelve (12) months (not necessarily consecutive) and has worked at least one thousand, two-hundred and fifty (1250) hours over the immediately preceding twelve (12) months, they may be eligible for FMLA leave. Urban Collegiate Academy will grant an eligible employee up to a total of twelve (12) workweeks of leave during any twelve (12)-month period (measured backward from the date an FMLA leave commences) for one or more qualifying reasons. Urban Collegiate Academy will require, where applicable, that paid leave be applied towards the FMLA twelve (12)-week limit. Paid leave includes short term disability, paid time off (if any), care leave, parental leave, and workers compensation leave. Any paid leave used for an FMLA qualifying reason will be charged against an employee's entitlement to FMLA leave, provided that the leave is for an FMLA qualifying purpose. The substitution of paid leave for unpaid leave will not extend the twelve (12)-workweek leave period provided by the FMLA. To the extent the employee does not have available paid leave, the FMLA leave will be unpaid.

FMLA leave may be taken for any one, or for a combination of, the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent. An eligible employee who is a covered service member's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the servicemember with a serious injury or illness.

DEFINITION OF SERIOUS HEALTH CONDITION

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

MILITARY FAMILY LEAVE ENTITLEMENTS

Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active-duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is:

1. 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 (Note: The FMLA definitions of "serious injury or illness" for current service members and veterans are distinct from the FMLA definition of "serious health condition".); or
2. a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

BENEFITS CONTINUATION WHILE ON FMLA LEAVE

The employee's current group insurance plan benefits will continue during the FMLA leave on the same basis as if they had been continuously employed during that time, including any applicable employee contribution to the cost of those benefits. To the extent that your FMLA leave is paid, the employee's portion of health insurance premiums, if any, will be deducted from their salary. Employees on unpaid leave must submit their portion of the health insurance premiums to the Executive Director or their designee by the first day of the month. While on unpaid FMLA leave, if the employee falls more than thirty (30) days in arrears for required employee contributions (i.e., those contributions which would otherwise be deducted from pay), if any, coverage will be canceled retroactive to the beginning of the month in which the delinquency occurred. Urban Collegiate Academy will attempt to provide the employee with notice prior to discontinuing their health insurance coverage.

An employee will not accrue vacation or Schoolity during FMLA leave. FMLA leave time will count toward eligibility and vesting service under the Urban Collegiate Academy's retirement plan, if any.

RETURN FROM FMLA

Subject to limitations specified below, upon return from FMLA leave, Urban Collegiate Academy will reinstate the employee in the same position they held before the leave or an equivalent position with equivalent pay, benefits and other employment terms.

LIMITATIONS ON REINSTATEMENT

All employees are entitled to reinstatement following return from FMLA leave only if they would have continued to be employed had FMLA leave not been taken. Thus, an employee is not entitled to reinstatement if, because of a layoff, reduction in force or other reason, they would not be employed at the time job restoration is sought.

FAILURE TO RETURN TO WORK FOLLOWING FMLA LEAVE

If an employee does not return to work following the conclusion of FMLA leave, the employee will be considered to have voluntarily resigned. Urban Collegiate Academy may recover health insurance premiums that Urban Collegiate Academy paid on the employee's behalf during any unpaid FMLA leave except that Urban Collegiate Academy's share of such premiums may not be recovered if they fail to return to work because of their serious health

condition or their family member's serious health condition or because of other circumstances beyond their control. In such cases, Urban Collegiate Academy may require the employee to provide medical certification of his/her serious health condition or his/her family member's serious health condition.

REQUEST FOR FMLA

To request FMLA leave, the employee must complete the Employee's Request for Leave form and submit it to the Executive Director or Human Resources Director. When leave is foreseeable for childbirth, placement of a child or planned medical treatment for the employee's serious health condition or his/her family member's serious health condition, the employee must provide Urban Collegiate Academy with at least thirty (30) days advance notice. When the timing of the leave is not foreseeable, the employee must provide Urban Collegiate Academy with notice of the need for leave as soon as possible (i.e., within one (1) or two (2) business days of learning of the need for the leave).

REQUIRED DOCUMENTATION

When leave is taken to care for a family member, Urban Collegiate Academy may require the employee to provide documentation or statement of family relationship (e.g., birth certificate or court or government document).

The employee may be required to submit medical certification from a health care provider to support a request for FMLA leave for his/her serious health condition or his/her family member's serious health condition. Medical certification forms are available from the Executive Director or Human Resources Director.

If Urban Collegiate has reason to doubt the employee's initial certification, Urban Collegiate Academy may: (i) with the employee's permission, have a designated health care provider contact the employee's health care provider in an effort to clarify or authenticate the initial certification; and/or (ii) require the employee to obtain a second opinion by an independent school-designated provider at the expense of Urban Collegiate Academy. If the initial and second certifications differ, Urban Collegiate Academy may, at its expense, require the employee to obtain a third, final and binding certification from a jointly selected health care provider.

During FMLA leave, Urban Collegiate Academy may request that the employee provide recertification of a serious health condition at intervals in accordance with the FMLA.

In addition, during FMLA leave, the employee must provide Urban Collegiate Academy with periodic reports regarding current status and intent to return to work. If the anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide Urban Collegiate Academy with reasonable notice (i.e., within two (2) business days) of the changed circumstances and new return to work date. If the employee gives Urban Collegiate Academy notice of their intent not to return to work, the employee will be considered to have voluntarily resigned.

Before the employee returns to work from FMLA leave for their own serious health condition, they may be required to submit a fitness for duty certification from their health care provider,

with respect to the condition for which the leave was taken, stating that they are able to resume work.

FMLA leave or return to work may be delayed or denied if the appropriate documentation is not provided in a timely manner. Also, a failure to provide requested documentation of the reason for an absence from work may lead to termination of employment.

ADDITIONAL INFORMATION

For further information or clarification about FMLA leave, please contact the Executive Director or their designee.

NYS PAID FAMILY LEAVE

In addition to FMLA, the State of New York requires most employers to provide Paid Family Leave. On January 1, 2018, nearly all private employees in New York State are eligible for this leave. This entitles Urban Collegiate Academy employees to:

- Paid time off for 8 weeks,
- Job protection upon return from Paid Family Leave, and
- Continuation of health insurance while out on paid leave.

Eligibility

- Employees with a regular work schedule of 20 or more hours per week are eligible after 26 consecutive weeks of employment.
- Employees with a regular work schedule of less than 20 hours per week are eligible after 175 days worked.

For more detailed information about NYS Paid Family Leave visit: https://www.ny.gov/new-york-state-paid-family-leave/paid-family-leave-information-employees

LACTATION ACCOMMODATION POLICY

Urban Collegiate Academy provides reasonable accommodations for lactation. Before an employee returns from parental leave, Urban Collegiate Academy will seek to discuss with the employee whether the employee needs reasonable accommodation to express breast milk at work.

Urban Collegiate Academy will not tolerate discrimination or harassment against any employee based on the request for or usage of lactation accommodations. Any discrimination, harassment, or other violations of this policy can be reported to the Executive Director or their designee.

Multi-Purpose Space Available for Use for Lactation

- Urban Collegiate Academy will designate a private room as a lactation room when employees are using the room to express breast milk. Urban Collegiate Academy will notify other employees that the room will be prioritized as a lactation room and may only be used for expressing breast milk during the time[s] when employees need the space and will post proper signage to ensure that it is free from intrusion and shielded from view of others while being used as a lactation room.

- The employees who need the room for pumping will be given priority use of the room and their pumping needs will determine the availability of the room for other purposes.
- Urban Collegiate Academy will ensure that the multi-purpose room can be locked from the inside so that the employee pumping can do so without intrusion.
- Urban Collegiate Academy will ensure that the multi-purpose room is clean, free from intrusion, and meets as many of the following requirements as possible: contains at least one electrical outlet, a surface to place a pump and other personal items, and a chair; and is near running water and a refrigerator to store breast milk.
- When more than one employee needs to use the multi-purpose room to express breast milk, Urban Collegiate Academy will discuss alternative options with all employees who use the shared space to determine what arrangement addresses their needs. Options may include: finding an alternative space; sharing the space among multiple users with screens, curtains, or other privacy measures; or creating a schedule for use.
- If the multi-purpose room is unavailable for use as a lactation room when an employee needs it, Urban Collegiate Academy will provide an alternative space for temporary use as a lactation room.
- Even if a multi-purpose room is available, an employee who wishes to pump at their usual workspace will be permitted to do this so long as it does not create undue hardship for Urban Collegiate Academy.

Urban Collegiate Academy will provide a reasonable amount of time for an employee to express breast milk and will not unreasonably limit the amount of time or the frequency that an employee expresses breast milk. Urban Collegiate Academy will speak with the employee to determine a schedule of breaks that reasonably accommodates the pumping needs of the employee.

Urban Collegiate Academy does not require the employee to work while pumping. However, if the employee works while pumping, the employee will be paid at their regular rate for that time.

LACTATION ACCOMMODATION REQUEST PROCESS

Before an employee returns from parental leave, Urban Collegiate Academy will resend this policy to the employee in writing (electronically or by mail) and request information from the employee regarding the need for reasonable accommodation to express breast milk at work.

Employees may also independently request a lactation accommodation by contacting Human Resources. A request may be made orally or in writing to the Executive Director or their designee and should indicate that the employee will need accommodations for expressing breast milk at work.

Urban Collegiate Academy will respond to a request for a lactation accommodation as quickly as possible. Under no circumstances will this amount of time exceed five (5) business days. During the time it takes to respond to a request and/or engage in a cooperative dialogue to determine the accommodation, Urban Collegiate Academy will provide a temporary accommodation to the employee so that the employee can pump in a manner that

meets the employee's immediate needs, unless that poses an undue hardship for the employer.

Urban Collegiate Academy recognizes that employees' lactation accommodation needs may change over time. Employees may request changes to their existing lactation accommodation at any point.

UNDUE HARDSHIP

If Urban Collegiate Academy believes that the lactation accommodation requested poses an undue hardship, Urban Collegiate Academy will discuss reasonable alternatives with the employee to accommodate the employees' needs, initiating a cooperative dialogue as quickly as possible, but absolutely no later than five (5) business days from the date of the request. The conversation between Urban Collegiate Academy and the employee will be in good faith, may occur orally or in writing, and will conclude with a final written determination of the accommodation granted or denied. This process gives the employee an opportunity to have an open discussion with Urban Collegiate Academy about their needs, and Urban Collegiate Academy has an opportunity to hear its employees and work with them to come up with appropriate accommodation for the employee.

For example, if Urban Collegiate Academy believes the length of time an employee needs to pump is an undue hardship for Urban Collegiate Academy to accommodate, Urban Collegiate Academy will engage in a cooperative dialogue with the employee to determine if there is an accommodation, such as an adjusted pumping schedule, or more frequent pumping breaks for shorter periods of time, that addresses Urban Collegiate Academy's concerns and the employee's needs.

During the time it takes to respond to a request and/or engage in a cooperative dialogue to determine the accommodation, Urban Collegiate Academy will provide a temporary accommodation to the employee so that the employee can pump in a manner that meets the employee's immediate needs unless doing so poses an undue hardship.

JURY DUTY AND WITNESS SUBPOENA

Employees will be granted jury duty leave when summoned for jury duty. Urban Collegiate Academy will pay full-time employees for the difference between jury duty pay and normal straight-time pay, up to a maximum of two (2) weeks (ten (10) workdays) for actual time served on jury duty. All employees are required to report to work whenever the court schedule permits.

Every employee must report anticipated jury duty to the Executive Director or their designee and their supervisor immediately upon receipt of the summons. Upon completion of jury duty service, an employee must provide a copy of your "Completion of Jury Duty'' notice to their supervisor who will forward a copy to the Executive Director or their designee for inclusion in their personnel file.

Urban Collegiate Academy encourages employees to fulfill their civic responsibility to serve jury duty. Employees will continue to earn all benefits and, if applicable, vacation, during jury duty leave.

If an employee receives a duly issued subpoena to appear as a witness during work time, they must immediately notify the Executive Director or their designee and their supervisor. All subpoenas involving possible testimony about Urban Collegiate Academy and employment at Urban Collegiate Academy, must also be immediately reported to the Executive Director.

VOTING LEAVE

Employees who do not have sufficient time outside of their working hours to vote may be granted time off from work to vote, including up to two hours of paid time off. If you need time off to vote, you must request voting leave from your supervisor between two (2) and ten (10) days before the election. Retaliation against an employee who requests leave under this policy is strictly prohibited.

BACKGROUND CHECKS AND EMPLOYEE VERIFICATION

New York State Education Law and Regulation of the Commissioner of Education require charter schools to fingerprint prospective employees for the purposes of a criminal history background check. Urban Collegiate Academy, at its own discretion, may also conduct an independent background check. Employees who will work with children or be present in schools when students are present will have to undergo a criminal background check supported by fingerprints or hand scans through the New York State Education Department (NYSED) in accordance with NY Education Law §§ 2854(3)(a-2) and 3035.

Until Urban Collegiate Academy receives the fingerprint clearance from NYSED, the employee must sign the required forms to receive a conditional clearance from the Board of Trustees of its designee and follow the supervisory policy for employees who have not received clearance. Such conditional clearances must be updated in accordance with NY Education Law. Employees who have been previously fingerprinted by the New York City Department of Education or NYSED must file a "Request for Clearance," which can be obtained from the Executive Director or his or her designee.

Urban Collegiate Academy will also perform various background checks, including but not limited to:

- Education
- Certification
- References

Urban Collegiate Academy reserves the right to withdraw an offer of employment if it receives a report on any prospective employee that is less than satisfactory.

Federal law requires all employers to verify each new employee's identity and legal authorization to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three (3) days of the employee's hire date. Failure to provide the appropriate documentation will be grounds for termination. Should an employee subsequently become unauthorized to work, the law requires that he or she be discharged pending receipt of additional documentation demonstrating an extension of the authorization to work in the United States.

BENEFITS: INSURANCE/HEALTH

MEDICAL AND DENTAL INSURANCE

Urban Collegiate Academy will select medical and dental insurance plans to cover full-time, regular employees. Employee contributions for medical, dental and vision coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual, individual plus spouse, family, etc.). Employee contributions for elected coverages will be automatically withheld from employees' paychecks in an amount in accordance with a schedule maintained by Urban Collegiate Academy.

Medical, dental and vision benefits are effective first of the month following thirty days of hire, provided that all required paperwork is submitted to Urban Collegiate Academy in a timely manner. Employees may elect to change their plan coverage once each year during Urban Collegiate Academy's open enrollment period or when a life-changing qualifying event occurs. Part-time employees who work fewer than 30 hours per week are not eligible for medical, dental or vision benefits.

List of qualifying events:

- Change in legal marital status, including marriage, death of a spouse, divorce, legal separation and annulment.
- A change in the number of dependents, including birth, death, adoption, and placement for adoption.
- A change in employment status of the employee, or the employee's spouse or dependent, including termination.
- A change in coverage of a spouse or dependent under another employer's plan.

SHORT-TERM DISABILITY

Urban Collegiate Academy provides short-term disability insurance to all eligible employees. Short-term disability insurance allows payment to employees in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace that result in the employee's inability to perform the regular duties of his/her employment, including disability caused by pregnancy. Short-term disability insurance payments commence after the seventh (7th) consecutive days of absence due to a disability. Under New York State law, employees on short-term disability leave will receive fifty percent (50%) of their salary up to a maximum of one hundred seventy dollars ($170) per week, for a maximum of twenty-six (26) weeks, regardless of years of employment. Any employee wishing to claim disability pay must complete appropriate forms with the Executive Director. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Employees may opt to purchase additional short-term disability insurance coverage. Please see the Executive Director for more information.

DECLINATION OF BENEFITS

Any employee who wishes to not accept any of the insurance benefits offered by Urban Collegiate Academy is required to select the appropriate declination of coverage options.

RESERVATION OF RIGHTS

Urban Collegiate Academy reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any modification to the benefits package in a timely fashion.

ADDITIONAL BENEFITS

DEFERRED COMPENSATION

Urban Collegiate Academy may, subject to approval by the Board of Trustees, offer a deferred compensation 403(b) program to all eligible employees. Under such a program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by Urban Collegiate Academy.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

Any contributions to the 403(b) Program are at the sole discretion of Urban Collegiate Academy and shall be paid to the employees account on a semi-monthly basis.

WORKERS' COMPENSATION

Urban Collegiate Academy provides Workers' Compensation coverage to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses should inform their supervisor and the Executive Director or their designee as soon as is practicable after the injury.

UNEMPLOYMENT COMPENSATION

Urban Collegiate Academy contributes to the Unemployment Compensation plan administered by the State of New York.

BENEFITS CONTINUATION-COBRA

The Federal Consolidated Omnibus Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the Urban Collegiate Academy health plan for at least eighteen (18) months when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or a leave of absence, an employee's divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary typically pays the full cost of coverage at the Urban Collegiate Academy group rates, plus an administration fee (Under the Obama Administration, there may be some assistance in helping terminated employees pay for their coverage under COBRA. Please see the Executive Director or their designee for more information).

EVALUATION PROCEDURES

EVALUATION, OBSERVATIONS, AND JOB REQUIREMENTS

The performance of each employee is critical to the overall success of Urban Collegiate Academy and the accomplishment of our Urban Collegiate Academy mission. Formal Evaluations are conducted throughout the academic year.

The Evaluation process provides an objective, consistent, and fair way to assess each employee's job effectiveness. It also provides an opportunity for the supervisor and the employee to develop strategies for improving future performance.

Evaluations provide both the employee and their supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Evaluations are meant to encourage reflection and lead to improvements in and out of the classroom.

Evaluations will be in writing and employees shall sign their evaluation forms to acknowledge having received and reviewed it. Evaluations, together with any employee written comments, become a part of each employee's personnel file and may have a bearing on any personnel decisions involving the employee.

Urban Collegiate Academy School Leadership Team works closely with all employees to help them perform to the best of their abilities. The frequency and method of performance evaluation varies, depending on your position. An employee's supervisor will discuss the means by which their job performance will be evaluated.

Urban Collegiate Academy does not recognize the concepts of probationary appointments or tenured appointments. Rather, it views each employee as a professional and accepts the obligation of assisting each employee in maximizing their professional potential.

Urban Collegiate Academy School Leadership Team and Board of Trustees of Urban Collegiate Academy is committed to maximizing the educational experience of its pedagogical and professional staff. To that end, observations, reviews and evaluations, will be made with the objective of enhancing the experience and abilities of all staff.

Annually, employees may be eligible for a salary increase based on their Annual Evaluation rating. In the event an employee does not meet the Urban Collegiate Academy mission and standards, any merit increase consideration may not be granted.

PROBLEM/CONFLICT RESOLUTIONS

An employee with a complaint, dispute, issue, or problem with personnel, students, or parents should always try to settle it in a professional manner with the parties involved. If a positive conclusion is not reached, please use the following guidelines to resolve the situation:

1. The Employee should present the complaint, dispute, issue or problem to their immediate supervisor in a timely manner after such arises. In the event the complaint, dispute, issue or problem is with the Employee's supervisor, the Employee should contact the Executive Director or their designee.
2. The Employee and their supervisor shall set a time to meet, which can be immediate upon presentation of the issue. The Employee and their supervisor will act in good faith and cooperate fully to resolve the issue. During the meeting the Employee and their supervisor will:
    a. Identify the problem.
    b. Determine possible solutions.
    c. Determine a resolution.
    d. Set the course of action by which to achieve the resolution including the process and timeline in which it will be done.
    e. Schedule a follow up meeting for a time after the resolution process has been implemented.
    f. The Employee and their supervisor shall submit notes from the meeting and a written description of the process to be implemented to the Employee's file.
    g. If the issue is not resolved after a good faith attempt as outlined above, the Employee may submit a written complaint to Urban Collegiate Academy Leadership. The Leadership will follow the steps outlined in step 2 above in a timely manner. In the event the complaint is against the Leadership or the Employee's immediate supervisor is an administrator, the Employee may submit a written complaint to the Board of Trustees in accordance with the Grievance Policy and Complaint Procedure.
    h. If the issue was not resolved by any of the steps above, the Employee may submit a written complaint to the Board of Trustees in accordance with the Grievance Policy and Complaint Procedure.

WORKPLACE REGULATIONS

During employment at Urban Collegiate Academy, employees may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students or applicants. Every employee must exercise the highest degree of care not to disclose any such information, advertently or inadvertently, to any unauthorized person in or outside of Urban Collegiate Academy. Confidential information includes, but is not limited to:

- Student records
- Financial information
- Personnel records and information
- Payroll records
- Computer programs, codes, processes and passwords
- Personal information regarding the Urban Collegiate Academy parents and students

Employees of Urban Collegiate Academy shall not, in any way, release any confidential and/or privileged information about Urban Collegiate Academy or its activities, or the activities of its personnel, students or parents except as reasonably required by their duties, expressly permitted by Urban Collegiate Academy, and in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act,

the Health Insurance Portability and Accountability Act, and any other applicable federal, state, or local law.

If an employee believes confidential information must be disclosed to a third party, they must consult with Urban Collegiate Academy prior to the disclosure. Unauthorized disclosure of confidential and/or privileged information is strictly prohibited. Failure to follow this policy will result in disciplinary action.
No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this School, unless otherwise authorized by Urban Collegiate Academy in writing. Any document or other material containing such information must be returned to Urban Collegiate Academy upon an employee's termination or resignation.

Obligations under this policy continue after your termination of employment.

PERSONNEL INQUIRIES

The School Leadership Team, or their designee are the only people that may provide reference letters, answer telephone calls, or respond to other inquiries from third parties about School employees. It is Urban Collegiate Academy's policy to provide only neutral letters of reference. All other employees are prohibited from responding to personnel inquiries. Unauthorized responses of this nature are grounds for termination.

PROFESSIONAL APPEARANCE AND DRESS CODE

Our School requires students to wear a uniform shirt. The uniform is intended to inspire self-esteem in our young adults, prevent conflict related to clothing, and create an environment that is equitable and focused on academics. It is important that the faculty and staff working with our young adults show support for the uniform policy. While a staff uniform is not required at this time, professional attire (e.g., business casual) is to be worn Monday and through Friday and at all school events (exceptions can be granted by the School Leadership Team).

The key point to sustaining an appropriate but relaxed work attire program is the use of common sense and good judgment. If you question the appropriateness of the attire, it probably is not appropriate. If an employee has a question, requests for advice, or requires assistance in administering or interpreting this guideline, he/she should contact his/her direct supervisor.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA affords parents and students over 18 years of age certain rights with respect to the student's education records. Please review the Urban Collegiate Academy FERPA Policy located in the office of the Principal.

CAMERA POLICY

Urban Collegiate Academy prohibits employee use of cameras in the workplace, including camera phones, as a preventative step believed necessary to secure employee privacy, student confidentiality and trade secrets and other school information. In addition, cameras

shall not be used in any matter inconsistent with the Urban Collegiate Academy social media policy, or in any other manner that portrays Urban Collegiate Academy in a negative light.

Cameras and camera cell phones or PDAs may not be used in the workplace, except by an employee who is specifically required to take a photograph or make a video. Anyone improperly using these electronic devices during school hours may be subject to disciplinary action. However, the mere possession of a cell phone with a camera will not subject an employee to disciplinary action.

RELATIONSHIPS WITH STUDENTS

School employees are strictly prohibited from engaging in personal relationships with students, which are outside the scope of a professional adult/student relationship or which may give the appearance of being outside the scope of a professional adult/student relationship. This prohibition applies both on and off School grounds.

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 will be made to law enforcement and/or a child abuse report will be made for violation of this policy. In addition, the parents of the student involved will be notified of the situation and the actions taken by Urban Collegiate Academy.

POST-EMPLOYMENT INQUIRIES

Urban Collegiate Academy does not respond to oral requests for references. In the event your employment with Urban Collegiate Academy is terminated, either voluntarily or involuntarily, Urban Collegiate Academy will provide only dates of employment, job titles and compensation in response to a written request. Your supervisor may be able to provide a reference to potential employers only if you have completed and signed a release form.

As an employee of Urban Collegiate Academy, do not under any circumstances respond to any requests for information regarding another employee unless it is part of your assigned job responsibilities. If it is not, please forward the information request to your supervisor.

GIFTS AND GRATUITIES

Employees of the Urban Collegiate Academy are prohibited from accepting gifts, money or gratuities in any form from persons receiving benefits or services from Urban Collegiate Academy or from persons performing services under contract to the organization, or otherwise in a position to benefit from an employee action.

School employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars 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 Urban Collegiate Academy; 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 Urban Collegiate Academy Principal or his/her designee, including instances where such gifts intended for and will be used by Urban Collegiate Academy. Offers of such gifts in excess of fifty dollars, even when refused, must be

communicated immediately by the employee receiving such an offer to Urban Collegiate Academy Principal or his/her designee.

SOLICITATION

In the interest of efficiency and security, the Urban Collegiate Academy general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees are prohibited from soliciting or distributing literature in work areas or during work time. Employees who violate this policy may be subject to disciplinary action, up to and including termination of employment. Solicitation or distribution of literature of any kind by non-employees is not permitted on Urban Collegiate Academy premises at any time.

In addition, the use of school resources (such as stationery, e-mail, voice-mail, bulletin boards, and meeting facilities) for non-school solicitation is prohibited. Commercial ventures that wish to solicit the faculty, staff, students, or parent body of Urban Collegiate Academy may only do so if they have the express written consent of the Executive Director, in accordance with Urban Collegiate Academy's Board policies which also apply. .Executive Director is encouraged to present any proposals for such solicitation to the Board of Trustees for recommendation.

VIOLENCE IN THE WORKPLACE

Urban Collegiate Academy is committed to preventing workplace violence. Given the increasing violence in society in general, Urban Collegiate Academy has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. Employees are prohibited from bringing firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of Urban Collegiate Academy.

Urban Collegiate Academy prohibits conduct that threatens, intimidates, or coerces another employee, a student, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's gender, race, age, or any characteristic protected by federal, state, or local law. (Please see the Urban Collegiate Academy No Harassment Policy).

Employees must immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

Urban Collegiate Academy will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practically reasonable. In order to maintain workplace safety and the integrity of its investigation, Urban Collegiate Academy may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action up to and including termination of employment.

Urban Collegiate Academy encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or Urban Collegiate Academy, before the situation escalates into potential violence. Urban Collegiate Academy shall assist in the resolution of employee disputes, and will not discipline an employee for raising such concerns.

CODE OF ETHICS AND STANDARDS OF CONDUCT

All employees are responsible for observing rules of behavior and conduct. The purpose of these rules is not to restrict employee rights, but rather to provide a safe and nurturing environment.

The following list is not exhaustive of all unacceptable behavior in the workplace. The following are some examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of records, including timekeeping and others
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Insubordination or other disrespectful conduct (including refusal to follow a supervisor's lawful directives)
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this Handbook. Other misconduct will be evaluated based on the specific facts and circumstances.

DRUG AND ALCOHOL-FREE WORKPLACE

Alcohol and illegal drugs in the workplace are a danger to all. They impair safety and health, promote crime, lower productivity and quality, and undermine public confidence in the quality of education provided. Employees who work while under the influence of alcohol or

drugs present a safety hazard to themselves, co-workers and students, and threaten the reputation and integrity of Urban Collegiate Academy.

It is the policy of Urban Collegiate Academy to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises (such as at a parent's home) is strictly prohibited.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy.

Employees convicted of controlled-substance-related violations, including pleas of nolo contendere (i.e., no contest), must inform Urban Collegiate Academy within five (5) days of such conviction or plea.

Any employee who violates any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, Urban Collegiate Academy may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

SMOKING

The New York State Education Law prohibits tobacco use on school grounds. "School grounds" means any building, structure and surrounding outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school. In the interest of safety and health, Urban Collegiate Academy endorses and incorporates this prohibition. Any employee found using tobacco on school grounds will be subject to discipline.

USE OF FACILITIES, TELEPHONES AND COMPUTERS

This policy establishes rules governing employee use of Urban Collegiate Academy computer network, electronic mail ("e-mail"), internet access and telephone message handling ("voicemail"). Urban Collegiate Academy has developed these rules to ensure that everyone understands how these options function and the limits which properly apply.

All School equipment, including desks, telephones, computers and computer systems, computer software, e-mail, voicemail and other physical and electronic items are for business use only.

All communications and information transmitted by, received from, or stored in these systems are School records and property of Urban Collegiate Academy. Employees have no right of personal privacy in any matter stored in, created, received, or sent over Urban Collegiate Academy computer, email, internet, or voicemail system.

Urban Collegiate Academy at all times retains the right, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages, internet access logs and any other electronic transmissions contained in or used in conjunction with Urban Collegiate Academy computer, e-mail, voicemail and internet access systems and equipment.

Computer, e-mail and voicemail messages you delete or erase may remain stored in Urban Collegiate Academy computer server or telephone system. By placing information on Urban Collegiate Academy computer system, employees give Urban Collegiate Academy the right to edit, delete, copy, republish and distribute such information.

The Urban Collegiate Academy Harassment policy and Confidential Information policy apply to all forms of communication, including information conveyed in writing or via e-mail and/or voicemail.
All School systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of School policy. Every employee should make every effort to safeguard his/her password.

Sharing network access with other users is strictly prohibited.

If Urban Collegiate Academy provides an employee access to an internet service such as web-browsing, such access is to be used for business use only. This restriction includes any internet service which is accessed on or from School premises using the Urban Collegiate Academy computer equipment or via School-paid access methods and/or used in a manner that identifies the Employee with Urban Collegiate Academy.

Note: Employees must take the necessary computer anti-virus precautions before downloading or copying any file. Every employee must notify his/her supervisor and/or the technology department personnel of any potential computer viruses.

The following guidelines have been established to help ensure responsible and productive internet usage. Employees are strictly prohibited from using School-provided computer, e-mail, voicemail and internet access services in a manner contrary to the following ("Prohibited Activities"):

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore, all information must be accurate, appropriate, ethical and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any student, employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.
- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of Urban Collegiate Academy is prohibited as is the use of School computer resources to create or propagate computer viruses, cause damage to School computer files or to disrupt computer services.

- Making changes to computer configurations without permission from the Technology Department is strictly prohibited and is a violation of School policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.

Urban Collegiate Academy purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation. Therefore, Urban Collegiate Academy does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. Urban Collegiate Academy expressly prohibits the illegal duplication of software and its related documentation.

Any employee who violates this policy is subject to discipline, up to and including termination of employment. Any employee who uses the Urban Collegiate Academy technology for defamatory, illegal or fraudulent purposes may also be subject to civil liability and criminal prosecution.

Employees have no right to privacy with respect to any of activities using School-provided email or voicemail or while using internet access and services at Urban Collegiate Academy. Urban Collegiate Academy reserves the right to review or otherwise monitor any files, messages, or communications sent, received or stored in the Urban Collegiate Academy computer or telephone systems.

USE OF COPIES, MAIL AND FAX SYSTEMS

Employees may not use photocopiers for personal purposes. Employees may not use the Urban Collegiate Academy postage meters and fax machines for personal use. Employees may not receive personal mail at Urban Collegiate Academy.

COMMUNICATION POLICY

This policy has been developed in effort to ensure Urban Collegiate Academy communicates clearly and consistently and whenever possible, avoids conflicts. These policies are not intended to limit creativity but to support faculty and staff through efficient systems and prevent overlap, confusion or gaps.

FAMILY COMMUNICATION

Communication in person, over the phone or via email with any family members should be professional in tone. Whenever appropriate or requested, families should be provided with an interpreter so they can communicate and advocate in the language they prefer. All requests for interpreters should be made to the Executive Director or their designee in writing two or more business days in advance of the meeting.

All parent contact should be recorded (logged) in PowerSchool as designated. Please note all communication with parents as well as records of communication are subject to collection at any time by Urban Collegiate Academy Leadership Team and may be subpoenaed by a court of law.

All documents produced for the purpose of mass distribution externally must be forwarded to the Employee's immediate supervisor and approved by a member of the School Leadership Team in advance of distribution. This includes the following materials:

- Letters to families of more than 15 students
- Letters to students of a group greater than one class

The mailings include a Bulletin by school/grade and any additional items as approved by the School Leadership Team. All items to be included in regular mailings must be sent to the School Leadership Team (for faculty) for approval at least two weeks in advance of the mailing. A schedule of intended mailings will be shared. To find out when the next mailing will be sent, please contact the School Leadership Team as appropriate.

DIGITAL COMMUNICATION

With increasing use of email and other mediums, all faculty and staff should be mindful of their tone, timing and content. All emails to School Leadership and supervisors will be responded to within one (1) business day. If the answer is not readily available, confirmation of receipt of the email will be sent along with a timeline for the expected response.

The use of School computers and mobile devices are intended for work use only. During lunch hours, planning periods, and before and after school-hours faculty and staff must limit use of this equipment for personal business, using discretion regarding content. During work/classroom time, personal use of cell phones is strictly prohibited. Excessive use of personal email, phone or communication will be grounds for progressive discipline up to and including termination.

Internet-access filters are in place. Any websites or content blocked by these filters deemed necessary for instruction should be reported to the Executive Director or their designee.

All emails should contain subjects so they can be easily filed and relocated if necessary. Email use is not a substitute for face-to-face meetings with colleagues, and this should be kept in mind when chosen as a medium.

EMPLOYEE LAPTOPS, DESKTOPS, AND PERSONAL DEVICES

With the approval from the Executive Director or their designee, employees may install software on their assigned laptops or desktop computers or install personal devices such as PDA, provided, however, that no employee may install any School-owned or leased software on their personal computer systems or electronic devices, and no employee may install any of their own or others' software on the Urban Collegiate Academy systems or devices, without obtaining the express written approval of the Executive Director or their designee, subject to the requirements below.

INSTALLING SOFTWARE

Employees are free to install software on the machine provided they:

- Have received the expressed written approval of the Executive Director or their designee
- Have purchased the software and it is registered and licensed to themselves;

- Provide a copy of the licensing agreement and proof of purchase to the Technology Department;
- Do not illegally distribute this or any other software to others;
- Understand the software will not be supported by any member of the Technology Department; and
- Understand the Technology Department may determine that software they have purchased and installed is interfering with the operation of School required software programs and may require that the employee's personally purchased software be removed.

BROKEN PARKS

Repairs generally covered by warranty will be made at no cost. For non-warranty repairs, Urban Collegiate Academy will contribute, per incident, $150 or the cost of repair, whichever is less. The employee will be required to pay for the remaining repair or replacement costs, including any labor.

LOSS/THEFT OF LAPTOP OR ACCESSORIES

Employees are responsible for always keeping laptops in a secure place or in their presence. Employees should report immediately the loss or theft of the computer to Urban Collegiate Academy Leadership Team and Security. Urban Collegiate Academy will cover the loss of a computer that is stolen from campus or while on official school business. In all other cases, the Employee is responsible for the replacement cost of the computer. It is the Employee's responsibility to investigate and purchase, if deemed necessary, insurance to cover this potential loss and that, if the Employee chooses to insure, the cost of insurance is to be paid solely by the Employee.

Copies of the license and proof of purchase or laptop will be maintained and filed with the Technology Department. If, at any time, any employee's laptop is found to contain unlicensed software, or software that does not have this proof of license, the technology staff will remove the software and install a security policy that will prevent future software installation.

BORROWING EQUIPMENT

Urban Collegiate Academy does not lend technology equipment such as computers, projectors, or any other devices to other schools, or to for-profit or not-for-profit charter school organizations. Employees that wish to borrow technology equipment for use off campus must complete the Equipment Request Form to get permission from the Executive Director or their designee.

ALLOWING OTHERS TO USE SCHOOL-ISSUED LAPTOP

The laptop remains the property of Urban Collegiate Academy and is being made available for employee's use only. Employees may not loan this laptop to other parties such as family or friends.

RETURNING ASSIGNED LAPTOP

The laptop is to be used while employed at Urban Collegiate Academy. An employee may keep this laptop over the summer break as long as they have been invited to return for the following academic year and have signed the letter indicating intent to stay. Urban Collegiate Academy reserves the right to request that a laptop be returned to the technology

department for periodic check-ups and servicing. Furthermore, if the laptop cannot be found, is returned with damage, or accessories are missing, the appropriate policies governing these areas will be enforced at that time.

TRAVELING WITH SCHOOL-ISSUED LAPTOP

Other than school-issued laptops, Chromebooks, or hotspots, employees are strictly prohibited from traveling with school-issued technology. All technology items must always remain on site or prior written consent is required by the Executive Director or their designee.

EMPLOYEE OWNED PROPERTY

Other than school-issued laptops, Chromebooks, or hotspots, employees are strictly prohibited from traveling with school-issued technology. All technology items must always remain on site or prior written consent is required by the Executive Director or their designee.

ACADEMIC YEAR ENDS

Unless an employee receives express authorization from the School Leadership Team, all computer equipment assigned to an employee must be returned by their last day on campus unless otherwise stipulated by the Urban Collegiate Academy Leadership Team. Network and email accounts for any employee leaving before the end of Urban Collegiate Academy year are terminated on the Employee's last day.

PRESS/BLOGS

All faculty and staff are protected by the First Amendment and therefore may speak freely to the press or participate in their personal time in any online blogs or social network sites. However, any publicly available communication that negatively impacts or reflects on students or staff or Urban Collegiate Academy will be grounds for progressive discipline and possible termination and legal action.

All calls from members of the press should be forwarded immediately to the Executive Director regardless of content. For this purpose, Press includes all written, broadcast, and web-based media.

SOCIAL MEDIA

Urban Collegiate Academy provides employees with access to the Internet, however employees are prohibited from reading, writing or otherwise contributing to blogs, chat rooms, online message boards, or online discussion groups during work hours or from using any School-provided equipment or systems unless such activity is directly related to and necessary for an employee to perform his or her job.

Urban Collegiate Academy recognizes that blogging or participating in online forums is a personal activity, and therefore only seeks to regulate such activity when it impacts Urban Collegiate Academy and/or employees of Urban Collegiate Academy. When you are away from the office, on your own time and equipment, you may choose to read or contribute to blogs, maintain a personal blog, or participate in an online chat room, message board, or discussion group. If you do so, Urban Collegiate Academy simply asks that you understand

and respect certain guidelines for responsible blogging or other online participation. Do not identify, "friend", or otherwise connect with students on social media platforms.

Staff should not identify Urban Collegiate Academy, Leadership, co-workers or students, or discuss Urban Collegiate Academy or individuals in a manner that could disparage Urban Collegiate Academy or its students, defame any individual associated with Urban Collegiate Academy or any student, or damage the reputation of anyone associated with Urban Collegiate Academy or any student. If your blog post concerns your job, you should prominently post a disclaimer stating that you are expressing only personal opinions that are not endorsed by and do not represent the opinion or viewpoints of Urban Collegiate Academy. Pictures or descriptions of conduct that would subject a teacher to school discipline could be detrimental to that teacher's status as an educator and could impact negatively on the academic process. It is important to remember that communications to the public that undermine confidence in individual School employees may make it more difficult to manage and motivate students.

If an employee posts something favorable about the services of Urban Collegiate Academy using any type of social media (i.e., a blog or an online message board), the employee must disclose that he or she is employed by Urban Collegiate Academy.

Any employee engaging in social networking or blogging for legitimate business purposes (i.e., on a school-sponsored blog or media site) must get express approval of all content prior to posting. Employees engaged in such school-authorized social networking or blogging are responsible for complying with all School policies.

Staff may not disseminate any Urban Collegiate Academy information that could be considered proprietary, confidential, or intellectual property. Staff may not use the Urban Collegiate Academy logo, graphics, trademarks, trade names, or corporate slogans except on school-sponsored media sites or blogs. It is critical to maintain the confidentiality of nonpublic School information.

Please remember that Urban Collegiate Academy may monitor blogs or School-related chat rooms. If you fail to abide by the above guidelines or the Urban Collegiate Academy policies, you may be subject to legal or disciplinary action by Urban Collegiate Academy and others. If you have any questions or concerns about this Policy, please contact the Executive Director or their designee.

MEETING, EVENTS, AND INVITATIONS

All events/meetings scheduled for engaging or informing families or community members must be scheduled through Urban Collegiate Academy Leadership Team. This includes meetings, workshops and social events (This does not apply to events that are for students only). All events and documents should work to include translation and interpretation into the most commonly spoken languages in each school. For this reason, all require advance preparation. Except in the case of emergency, all documents and events must be prepared for at least 2 weeks in advance through Urban Collegiate Academy Leadership Team. Please ensure draft documents are written in language that can accommodate swift and clear translation (no jargon or colloquialisms). An employee should contact their supervisor to

initiate scheduling an event before reaching out to Urban Collegiate Academy Leadership Team for support.

FRATERNIZATION POLICY

Staff at Urban Collegiate Academy form deep, lasting friendships with colleagues or members of the community, and, on occasion, more intimate social relationships may evolve. While Urban Collegiate Academy does not strictly forbid dating or intimate relationships among consenting adults, we prohibit any intimate involvements in which one person may have undue influence over the other, particularly, when there is direct reporting or direct supervision between individuals or if the relationship could impact our service to our students. All relationships with students beyond appropriate academic or counseling interactions are strictly prohibited. Upon discovery, any such relationship will result in immediate termination and criminal prosecution if outside age of consent or other illegal issues exist.

Examples of relationships that might be prohibited include, but are not limited to, the following:

- Teacher and Member of School Leadership team
- Supervisors and direct report
- Personnel responsible for admissions and parents of potential students

If an employee develops an intimate relationship with another employee or member of the Urban Collegiate Academy community, it is very important that the relationship:

- Be disclosed immediately to the Executive Director and/or Board Chair;
- Does not involve direct report or supervision between intimately involved individuals;
- Is and continues to be completely voluntary and consensual;
- Is unrelated to and does not impact or interfere with professional responsibilities and duties; and
- Does not make others uncomfortable or affect their professional responsibilities.

Should a situation arise where individuals in a direct report relationship become intimately involved, we require immediate disclosure. When such situations are reported in a timely manner, Urban Collegiate Academy will make every effort to retain both parties through appropriate and available action. In the event a suitable arrangement cannot be made, Urban Collegiate Academy reserves the right to dismiss one or both parties at its discretion, subject to the policies and procedures governing employee dismissal. Failure to disclose such a relationship shall result in disciplinary action for any involved staff member(s).

VISITORS IN THE WORKPLACE

All visitors for the day will be listed on the daily security manifest and be required to have a security-issued ID at all times.

LEAVING CAMPUS

During planning periods, teaching periods, professional development time and lunch hours, all staff must be accounted for safety reasons. To that end, all staff must sign out when leaving and sign back in when returning to the building. Staff must also alert the Executive Director or their designee so that an accurate count is available in case of emergency.

STAFF LEAVING CAMPUS TO ATTEND STUDENTS GAMES/FUNCTIONS

Employees wishing to attend students' games and activities that take place outside of the building must alert their supervisor and Executive Director or their designee via email by 1pm the day of such events.

Please note that attending the students' games and activities should not interfere with any of the employees' classes and other responsibilities per their domain.

Supervisors are responsible for monitoring and enforcing all personnel policies. If there is questionable action or performance in relation to any personnel policies or procedures the respective supervisor/manager will hold a personal, private discussion with the employee to advise and counsel the employee regarding the issue and method for improvement and the timeline for review.

FIRE DRILL/LOCKDOWN DRILL RESPONSIBILITIES

- Faculty: evacuate building, go to assigned location, report in, & assist with role
- Staff: evacuate building, go to assigned area, & report in
- Students: evacuate building, to assigned area, & line up in alphabetical order
- For Lockdown Drills, follow instructions to remain out of sight in classrooms, quietly with students until the drill has ended

It is important that everyone take drills seriously and remain quiet during the drill.

CELLULAR TELEPHONE AND ELECTRONIC DEVICE USAGE

Urban Collegiate Academy is aware that employees utilize their personal, school issued cellular telephones and other electronic devices for business purposes and for personal reasons. The use of these devices is a distraction in the workplace, causing disruptions during working time and leading to human errors and delays.

Therefore, we ask that personal use of these devices be kept to a minimum. It is best that personal telephone calls be made or received before or after working time, during lunch and/or prep time and made in a private space to ensure privacy of the matter and to avoid instructional interruptions.

Employees must make all efforts possible to avoid using their electronic devices in a public space.

Also, due to the potential for issues such as invasion of privacy, sexual harassment, and loss of productivity, no employee may operate a camera phone on Urban Collegiate Academy's property or while performing work.

This Cellular Telephone and Electronic Device Usage policy applies to any electronic device that makes or receives phone calls, leaves messages, sends text messages, surfs the Internet, or downloads and allows for the reading of and responding to email whether the device was supplied by Urban Collegiate Academy or personally owned.

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 Urban Collegiate Academy. This will be kept in the file of each employee. No employee may use work time, property or materials of Urban Collegiate Academy to try to affect proposed legislation. Urban Collegiate Academy may respond to requests for information from local, state and federal officials. All such responses shall be issued from the Executive Director. Should an employee be invited to testify at a hearing or other activity, permission shall be obtained from the Executive Director prior to such participation and testimony.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act provides civil rights protection to individuals with disabilities like those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodation, employment, transportation, state and local government services, and telecommunications.

Urban Collegiate Academy will comply with the requirement to provide reasonable accommodation(s) to any qualified employee or applicant with a known disability to the extent required by law.

Individuals who believe they need accommodation to perform the essential functions of their jobs should submit a written request to the Executive Director or their designee with appropriate medical documentation to support their request. Employees requesting accommodation may be required to provide medical certification from the employee's health care provider that includes: (1) identification of the health care provider; (2) the health care provider's diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations. Consideration of a request for accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner.

Occupational Safety and Health Act (OSHA)

Consistent with federal Occupational Safety and Health Act (OSHA) requirements and to protect the well-being of employees, Urban Collegiate Academy recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials could result in infection, illness or death of employees. The Health Safety policy covers all employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If an employee's job duties may put them into this category, Urban Collegiate Academy will provide that employee with appropriate information.

WHISTLEBLOWER POLICY

GENERAL

Urban Collegiate Academy requires its employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. Employees and representatives of Urban Collegiate Academy must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the Urban Collegiate Academy assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations. Violations of the Urban Collegiate Academy applicable human resources policies, problems with co-workers or supervisors, or issues related to alleged employment discrimination or sexual harassment, or any other form of unlawful harassment, should be dealt with in accordance with other sections of this Handbook, as it is those policies and procedures that are applicable to such matters.

REPORTING RESPONSIBILITY

It is the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

NO RETALIATION

No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequences because of such a report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline, up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within Urban Collegiate Academy prior to seeking resolution outside Urban Collegiate Academy.

REPORTING VIOLATIONS

Employees with questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should complete a complaint form and submit it to the Urban Collegiate Academy Board of Trustees. The Members of the Board of Trustees are responsible for investigating and resolving all reported Violations and shall advise the Chair of the Urban Collegiate Academy Board of Trustees, and the Finance Committee of all reported complaints and allegations of Violations.

ACCOUNTING AND AUDITING CONCERNS

Employees with questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should complete a complaint form and submit it to the Urban Collegiate Academy Board of Trustees. The Members of the Board of Trustees are responsible for investigating and resolving all reported Violations and shall advise the Chair of the Urban Collegiate Academy Board of Trustees, and the Finance Committee of all reported complaints and allegations of Violations.

INVESTIGATIONS

The Board of Trustees may delegate the responsibility to investigate a reported Violation, whether relating to accounting and auditing matters or otherwise, to one or more employees

of Urban Collegiate Academy or to any other individual, including persons not employed by Urban Collegiate Academy selected by the Board of Trustees; provided that the Board of Trustees may not delegate such responsibility to an employee or other individual who is the subject of the reported Violation or in a manner that would compromise either the identity of an employee who reported the Violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Violation shall be determined by the Finance Committee in its sole discretion and Urban Collegiate Academy and its employees will cooperate as necessary in connection with any such investigation.

CONFIDENTIALITY

In making a complaint or submission, an employee of Urban Collegiate Academy may request that such complaint be treated in a confidential manner (including that Urban Collegiate Academy take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). Urban Collegiate Academy takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a Violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

ACTING IN GOOD FAITH

Anyone filing a complaint concerning a Violation must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

HANDLING OF REPORTED VIOLATIONS

The Board Chair or their designee will notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated, the scope of any such investigation being within the sole discretion of the Finance Committee, and appropriate corrective action will be taken if warranted by the investigation.

RECORDS

The Finance Committee will retain on a strictly confidential basis for a period of seven years (or otherwise as required under the Urban Collegiate Academy record retention policies in effect from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records shall be considered privileged and confidential.

Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between Urban Collegiate Academy and its employees, nor does it change the fact that employees of Urban Collegiate Academy are employees at-will. Nothing contained herein provides any director, officer, or employee of Urban Collegiate Academy with any additional rights or causes of action, other than those provided by the Sarbanes-Oxley Act of 2002.

ETHICS/CONFLICT OF INTERESTS

Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for them, for a relative, or for anyone else who has a close personal relationship with the employee as a result of School business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if an employee has any influence on transactions involving purchases, contracts, or supplies, the employee must disclose that relationship to Urban Collegiate Academy immediately so that safeguards can be established to protect all parties.

Common conflicts which employees should avoid include, but are not limited to:

- Using proprietary or confidential information for personal gain or to the Urban Collegiate Academy detriment;
- Directly or indirectly accepting gifts, loans, services, entertainment, etc., of more than a minimal value from a vendor or someone seeking to do business with Urban Collegiate Academy (as noted in the Ban on Acceptance of Gifts section);
- Using the Urban Collegiate Academy assets or labor for personal use; and
- Instances where an employee or an employee's relative, or someone with a close personal relationship, has a significant ownership in the vendor or firm with which Urban Collegiate Academy does business.

If Urban Collegiate Academy finds that any employee has engaged in any conduct, which presents a conflict of interest with Urban Collegiate Academy, such employee is subject to discipline, up to and including termination of employment.

All employees will receive and be responsible for compliance with the Urban Collegiate Academy Code of Ethics and Conflict of Interest Policy.

CHILD ABUSE & NEGLECT

CHILD ABUSE OR MALTREATMENT
PURSUANT TO §411 ET. SEQ. OF THE SOCIAL SERVICES LAW

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline number is 1-800-635-1522.

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or personal legally responsible) knowingly allowed another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, cause the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a school official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment:

- If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his/her parent or person legally responsible for the student's care, the employee must report the situation to Urban Collegiate Academy immediately. It should be reported to the employee's supervisor, the student's school counselor, and any leader on the School Leadership Team.
- If, based on the employee's report, Urban Collegiate Academy reasonably believes that abuse or maltreatment has occurred, Urban Collegiate Academy must immediately call the SCR hotline at 1-800-635-1522 and make a verbal report.
- Urban Collegiate Academy should ask the SCR representative his or her name and the "Call I.D."
- Within 24 hours of the Urban Collegiate Academy verbal report to the SCR hotline, he/she must complete and submit to SCR mandated reporter form "LDSS-2221A". Form LDSS-2221A may be obtained from the Executive Director or their designee's office, or from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 472-0971.
- If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.
- Urban Collegiate Academy shall document for his/her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him/her to make a report to SCR.
- All information relating to reports of child abuse or maltreatment shall be strictly confidential.

CHILD ABUSE IN THE EDUCATIONAL SETTING
PURSUANT TO EDUCATION LAW ARTICLE 23-B

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other

school personnel required to hold a teacher or administrator license or certificate, as well as a licensed and registered physical therapist, licensed and registered occupational therapist, licensed and registered speech-language pathologist, teacher aide or school resource officer, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

- The full name of the child alleged to be abused.
- The name of the child's parent.
- The identity of the person making the allegation and their relationship to the alleged child victim.
- The name of the employee or volunteer against whom the allegation is made.
- A listing of the specific allegations.

The report must immediately be given to Urban Collegiate Academy Leadership Team. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person is a class A misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

- If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law §1131.
- If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
- If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement.
- If a public school administrator received the written report alleging abuse, the administrator must promptly provide the superintendent with a copy of the report as well.
- A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
- Urban Collegiate Academy shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.
- Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five (5) years or at such earlier time that Urban Collegiate Academy determines.

If the alleged abuse was by an employee or volunteer of a school other than one within Urban Collegiate Academy district of the child's attendance, the report must be forwarded promptly to the superintendent of the other district.

Moreover, at least annually, Urban Collegiate Academy shall provide training to all mandated reporters, including all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting. Such training programs shall be in compliance with Education Law Article 23-B and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)).

CERTIFICATION OF RECEIPT OF PERSONNEL HANDBOOK

I have received a copy of the Urban Collegiate Academy Charter Urban Collegiate Academy (the "School") Personnel Handbook and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in the Handbook represents Leadership guidelines only, which may be modified from time to time. I understand that neither the Handbook's policies, nor any representations made by a Leadership representative at the time of hire, or subsequently, are to be interpreted as a contract between Urban Collegiate Academy and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that Urban Collegiate Academy may terminate the employment relationship at any time, for any reason or no reason at all, with or without cause, and with or without notice.

Print Name:

Signature:

Date

R-13a – PARTNER ORGANIZATION(S)

Describe any partner organization(s) that will have a significant relationship with the proposed school. Explain the due diligence process used to select the partner(s) and its role in the development of this proposal. Include the following information in relation to the partner organization:

- The name of the partner organization(s);
- The name, address, phone number, and e-mail of a contact person(s);
- A description of the nature and purpose of the relationship;
- Names of proposed school board members affiliated with the organization(s); and,
- Evidence of the organization's ability to do business in New York.

Request is not applicable at this time.

R-13b – PARTNER COMMITMENT

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the proposed school.

If the school would provide compensation to the partner(s) for any goods or services (e.g., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services will be provided to the school at or below fair market value.

Request is not applicable at this time.

R-14ad – GOVERNANCE

R-14a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. The response should describe the process applicants used and will use to recruit well qualified proposed board members who bring relevant experience that will support effective governance and should also describe steps that were taken and will be taken to recruit board members who are representative of the interests of the students and families the school proposes to serve. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Treasurer," "CMO Representative," "Parent Representative," etc.
- Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g., "Academic Committee," "Finance Committee," etc.).

Board Recruitment and Select Board Members

When Mr. Rose endeavored to create a secondary charter school in Schenectady, NY, he sought to secure board members who embodied the mission of Urban Collegiate Academy. Mr. Rose made an inquiry to the neighboring charter schools regarding board recruitment strategies. Taking this advice, Mr. Rose made attempts to recruit board members with diverse expertise. Additionally, Mr. Rose tapped into his professional network to recruit and select board members. While all selected board members have a range of professional skills they bring to Urban Collegiate Academy, they also have experiences that is invaluable to helping the school achieve its mission.

Trustee Name	Position on the Board	Committee Affiliations (if any)	Expertise and/or Role at School	Voting	Ex-Officio
Victor Rose	Board Chair	Governance Academic (Chair) Finance Executive	Academics, Special Education, ELLs, Not-for-profit Management, Youth Development, School Finance, Education Policy	Yes	No
Denise Edwards	Board Treasure	Academic Finance (Chair) Executive	Non-Profit Board, Human Resources, Finance, Operations, Special Education, Small School of Choice Model	Yes	No
Brandon Lee	Secretary	Finance Governance Executive	Technology, Non-Profit, Grants Management, Fundraising, Government Advocacy, Small School	Yes	No

			of Choice Model, Youth Development		
Shavonne Sanders	Trustee	Governance Academic Finance Executive	Not-for-Profit Management, Finance, Special Education, Board Governance, Real Estate	Yes	No
Seante Watts	Trustee	Academic Governance Executive	Family/Community Engagement, Youth Development,	Yes	No
TBD	Parent Representative			No	Yes

R-14b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- Selecting school leader(s) (and partner or management organizations, if any);
- Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meetings its mission, accountability, fiscal, and operations goals; and,
- Evaluating school leaders (and partner or management organizations including CMOs, if any) and holding them accountable for the achievement of the school's mission and goals.

The Board of Trustees of Urban Collegiate Academy will provide:

- **Leadership and Oversight:** Appoint, evaluate, support, and, if necessary, terminate the Executive Director. Collaborate with the Executive Director to develop, implement, and monitor the school's strategic plan to ensure mission alignment and organizational effectiveness.
- **Governance:** Establish and uphold Urban Collegiate Academy's mission, key design elements, and goals. The Board will develop, review, and approve policies and procedures that guide the school's operations and ensure ethical and effective governance.
- **Fiscal Management:** Approve the annual budget and long-term fiscal plans. The Board will act as responsible fiduciaries, ensuring the sound management of the school's financial resources, assets, and overall financial health.
- **Academic Oversight:** Monitor and evaluate Urban Collegiate Academy's academic outcomes, ensuring alignment with accountability metrics. The Board will set academic goals, track progress, and support strategies that drive continuous improvement and student achievement.
- **Compliance:** Ensure that Urban Collegiate Academy complies with all applicable local, state, and federal laws, regulations, and charter requirements. The Board will oversee adherence to legal, operational, and financial obligations.
- **Advocacy:** Serve as ambassadors for Urban Collegiate Academy, promoting the school's mission, key design elements, and accomplishments within the community. Board members will engage with stakeholders, build partnerships, and advocate for policies and resources that advance educational equity and excellence for all students.

Monitoring Fiscal Performance: Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meetings its mission, accountability, fiscal, and operations goals.

The Board of Trustees is responsible for monitoring Urban Collegiate Academy's financial performance to ensure sound fiscal management, accountability, and alignment with the school's mission and operational goals. This responsibility includes the following key areas:

1. **Budget Approval:** The Board will review and approve Urban Collegiate Academy's annual budget and fiscal plans. This process includes evaluating the proposed budget's alignment with the school's academic, youth development and operational priorities and making necessary revisions to ensure the efficient allocation of resources.
2. **Financial Oversight:** On a monthly basis, the Board—primarily through its Finance Committee—will review detailed financial statements and reports prepared by our Financial Service Provider. This includes analysis of revenues, expenditures, cash flow,

and reserves to monitor the Urban Collegiate Academy's financial health and ensure fiscal stability and sustainability.

3. **Audits and Internal Controls:** The Board will ensure that Urban Collegiate Academy undergoes an annual, independent financial audits in compliance with our charter agreement and statutory requirements. Audit findings will be reviewed and addressed, with oversight to strengthen internal controls and correct any identified deficiencies.
4. **Compliance with Laws and Regulations:** The Board is committed to ensuring full compliance with all applicable local, state, and federal financial regulations. This includes oversight of required filings, financial reporting, procurement practices, and adherence to sound financial management standards.
5. **Risk Management:** The Board will evaluate financial risks on an ongoing basis and implement internal policies and procedures to mitigate potential threats. This includes strategies to protect assets, prevent fraud/waste/abuse, and manage liabilities effectively.
6. **Revenue Generation and Diversification:** The Board may support the Urban Collegiate Academy's efforts to diversify revenue sources beyond public funding. This could include fundraising, grants, partnerships, or other development efforts to enhance the school's financial capacity and resilience.
7. **Transparency and Accountability:** The Board promotes financial transparency by ensuring stakeholders—including families, staff, authorizers, and the public—have access to clear and accurate financial information. Key documents such as budgets, audits, and monthly financial updates will be shared regularly to build trust and demonstrate accountability.
8. **Long-Term Financial Planning:** The Board will engage in strategic, long-term financial planning to secure Urban Collegiate Academy's future. This includes reviewing enrollment trends, facility planning, staffing projections, and future funding opportunities to support the school's growth and sustainability.

Evaluating the Executive Director: Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meetings its mission, accountability, fiscal, and operations goals.

The Board of Trustees of Urban Collegiate Academy is committed to ensuring that school leadership is held accountable for achieving the mission, key design elements, and goals of the school. The Board will implement a structured and transparent system to evaluate the performance of the Executive Director and other senior school leaders, grounded in student outcomes, organizational health, and alignment with the school's core values.

Annual Performance Evaluation

The Executive Director will be evaluated annually by the Board of Trustees using a comprehensive framework aligned to:

- Student academic achievement and growth
- Progress toward the school's charter goals and accountability benchmarks
- Effective staffing, professional development, and retention strategies
- Financial management and operational efficiency
- School climate and culture, including family and community engagement

- Strategic plan implementation and long-term sustainability

The evaluation will incorporate both quantitative data (e.g., state test results, attendance, budget adherence) and qualitative measures (e.g., leadership effectiveness, stakeholder feedback, responsiveness to challenges).

Regular Oversight and Monitoring

Beyond the annual evaluation, the Board will maintain continuous oversight of school leadership through:

- Monthly Board meetings with formal updates from the Executive Director
- Academic and operational dashboards shared at regular intervals
- Reports from instructional and administrative teams
- Site visits and engagement with school stakeholders
- Review of strategic initiatives and progress toward stated goals

This ongoing engagement allows the Board to monitor leadership effectiveness in real time, identify areas for growth, and provide timely support or course correction when needed.

Clear Expectations and Goal Setting

Each year, the Board and the Executive Director will collaboratively set clear, measurable performance goals that are directly aligned with Urban Collegiate Academy's mission and priorities. These goals will serve as the foundation for performance reviews and help ensure accountability to both short- and long-term objectives.

Leadership Development and Succession Planning

The Board is also committed to supporting leadership development. This includes identifying professional growth opportunities for the Executive Director and other key leaders, as well as engaging in succession planning to ensure leadership continuity and institutional stability.

Through consistent monitoring, evaluation, and support, the Board of Trustees ensures that school leaders remain mission-driven, results-oriented, and accountable for providing all students at Urban Collegiate Academy with a high-quality, equitable education.

R-14c. Education Corporation Board Design
Describe the rationale for the proposed design of the education corporation's board of trustees including: ▪ Ex-officio members (voting and non-voting); ▪ Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable; ▪ New trustee orientation process; and, ▪ Board/trustee training and development including the self-evaluation tool the board intends to use.

The Board of Trustees will have at minimum five and no more than 15 voting members. The founding Board currently has five members with a goal of adding members if authorized.

Board Committees

The Board of Trustees will have four standing committees to enable the Board to effectively have an oversight of Urban Collegiate Academy.

- The **Executive Committee**, chaired by the Board Chairperson, provides oversight of urgent matters, strategic planning, and high-level decision-making between full board meetings, as specifically authorized. The committee ensures that the board's directives are implemented efficiently, offers guidance to the school's leadership, and may act on behalf of the board when immediate decisions are required. Additionally, the committee is responsible for evaluating the Executive Director and setting their annual compensation.
- The **Governance Committee**, chaired by the Board Chairperson, is responsible for board member recruitment, new member orientation, ongoing professional development, and the annual evaluation of the Board. The committee also establishes governance policies, ensures compliance with bylaws, and promotes best practices for board functioning. Additionally, it works to build board capacity and maintain a pipeline of qualified individuals to support the school's long-term success.
- The **Finance Committee**, chaired by the Board Treasurer, oversees the school's financial health by drafting and monitoring budgets, financial policies, and long-term fiscal planning. The committee ensures compliance with legal and regulatory requirements while promoting transparency and accountability in financial decision-making. Additionally, the committee oversees the completion of the annual fiscal audit.
- The **Academic Committee** will oversee Urban Collegiate Academy's academic performance, ensuring student achievement aligns with the school's mission and accountability goal. The committee will review curriculum, instructional practices, and assessment data to support continuous improvement and compliance

Ex-officio: Ex-officio members (voting and non-voting).

There are no plans to include ex-officio members on the Board of Trustees.

Reporting to the Board: Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable.

The Executive Director will serve as the primary liaison between the Board of Trustees and the broader Urban Collegiate Academy community, ensuring that the Board receives timely, relevant, and accurate information to fulfill its oversight and governance responsibilities. The Executive Director will provide regular reports to the Board on academic performance, operational efficiency, student enrollment and attendance, financial health, compliance matters, and strategic initiatives. These reports will be supplemented by input and data from school leadership, key staff, and external contractors as appropriate. The reporting structure will include:

- **Monthly Executive Director's Report:** A comprehensive update to the Board at each scheduled meeting, covering academic performance, student data, staffing, facilities, and progress on key initiatives.
- **Academic and Operational Dashboards**: Regular data dashboards shared with the Board to provide insights into student achievement, attendance, behavior trends, teacher performance, and other academic metrics.
- **Finance and Compliance Reports:** Prepared by the Financial Service Provider and reviewed by the Executive Director prior to Board submission, these reports will ensure fiscal transparency and accountability.
- **Committee Reports:** The Executive Director will support Board committees (e.g., Finance, Academic, Governance) by preparing detailed reports or presentations in collaboration with school leaders or external consultants.
- **Ad Hoc Updates:** In the event of urgent or significant developments (e.g., legal matters, health and safety incidents, facility emergencies), the Executive Director will promptly notify the Board Chair and provide updates as needed.

New Trustee Orientation: New trustee orientation process.

All newly appointed trustees of Urban Collegiate Academy are required to participate in a comprehensive orientation process to ensure they are well-equipped to fulfill their governance responsibilities. This orientation mirrors the foundational training received by current trustees and emphasizes three critical areas essential to effective school oversight:

1. **Governance:** New trustees will be introduced to the roles and responsibilities of charter school boards, including legal obligations, ethical standards, conflict of interest policies, and best practices in nonprofit governance.
2. **School Finance:** Trustees will receive training on public charter school funding mechanisms, budgeting processes, financial oversight, audit requirements, and their fiduciary responsibilities to ensure fiscal integrity and sustainability.
- **Academic and Youth Development:** Orientation will include an overview of the school's academic model, accountability goals, student performance metrics, and approaches to social-emotional learning, equity, and holistic youth development.

Through this structured onboarding process, new trustees will gain the knowledge and confidence needed to contribute meaningfully to the governance of Urban Collegiate Academy and to uphold its mission and accountability commitments. The Board Chair will oversee the orientation process and ensure it is aligned with the school's governance framework. In addition, each new trustee will be paired with an experienced board member

who will serve as a mentor, providing guidance, support, and insight to help the new trustee navigate their responsibilities and succeed in their role.

Board Training and Development: Board/trustee training and development including the self-evaluation tool the board intends to use.

The Board Chair will oversee and coordinate the ongoing training and professional development of all Board members. To support this, the Board may engage the school's attorney, consultants, or external organizations—such as the National Charter Schools Institute or the New York State Charter Schools Association—to deliver targeted training sessions. Furthermore, the Board may seek support from organizations associated with developing the NY-RISE trainings administered by the New York State Education Department to stay abreast of best practices and regulatory requirements.

In addition, individual Board members are encouraged to participate in external professional development opportunities and subsequently share their learnings through turnkey trainings with the full Board.

The Board will also receive training from school leadership and/or external vendors on the school's assessment systems (e.g., i-Ready) and an academic dashboard to ensure members are prepared to analyze student performance data and make informed decisions that drive academic outcomes. Furthermore, the Financial Service Provider will provide training to ensure the Board understands the school's financial system and reporting dashboards, enabling them to fulfill their fiduciary responsibilities with confidence.

To promote accountability and continuous improvement, the Board will implement an annual self-evaluation using a standardized self-assessment tool aligned with best practices in charter school governance. The Board will use the *BoardOnTrack* Self-Evaluation, which enables comprehensive analysis of Board performance, tracks year-over-year growth, and includes features specifically designed for charter schools. This tool evaluates the Board's effectiveness in key areas such as strategic leadership, financial oversight, academic accountability, governance operations, stakeholder engagement, and fidelity to the school's mission and charter.

R-14d. Education Corporation Board Design

Explain how the board will effectively collaborate with parents, the community, and school staff in the governance of the educational corporation.

The Board of Trustees is committed to fostering strong, transparent, and inclusive relationships with students, families, school staff, and the broader Schenectady community. Effective collaboration with these stakeholders is essential to informed governance and to advancing the mission of the educational corporation. To that end, the Board will engage in several key strategies:

The Collegiate Council. As described in R-10a – Culture and Discipline, the Board will hold an annual retreat with the student-led Collegiate Council to hear directly from students about their experiences, insights, and recommendations regarding school culture, instruction, and leadership. This direct engagement ensures that student voice plays a meaningful role in the governance of the school.

Support for the Family-School Association (FSA). The Board will encourage and support the development and sustainability of a robust Family-School Association. This body will provide a structured forum for ongoing dialogue between families and school leadership. Board members will periodically attend FSA meetings to hear directly from families, gather feedback, and identify themes that may inform governance priorities and decisions.

Family Representation on the Board. To further elevate family voice, the Board will reserve at least one trustee seat for a parent or caregiver of a currently enrolled student. This ensures that family perspectives are directly represented in Board-level deliberations and decision-making processes.

Empowering the Executive Director to Cultivate Community Partnerships. The Board will empower the Executive Director to build and maintain strategic partnerships with local community-based organizations, service providers, and civic leaders. These partnerships will enhance the school's ability to provide wraparound services and holistic support to students and families. The Board will receive regular updates on partnership development and will invite community partners to engage directly with the Board during meetings—sharing how they are supporting students, offering recommendations, and providing insight into the needs of the City of Schenectady.

Public Comment and Transparent Communication. The Board will provide opportunities for public comment during all regular meetings, creating a space for students, families, staff, and community members to share their perspectives and concerns. This process promotes transparency and responsiveness and helps ensure that the Board remains attuned to the evolving needs of the school community.

Board-Administered Community Surveys. To gather data on stakeholder satisfaction and identify emerging needs, the Board will periodically administer surveys to students, families, and staff. Results will be reviewed and analyzed by the Board to inform strategic planning, policy decisions, and school improvement initiatives. Additionally, the Board may survey the

broader Schenectady community to better understand how the school can serve as a valued educational institution and community partner.

Board Participation on the People Relations Committee. At least one trustee will serve on the school's People Relations Committee—a body focused on promoting positive school culture, strengthening relationships, and enhancing communication among school leaders, faculty, and staff.

R-14e - BYLAWS

Provide a draft of the proposed education corporation's governing bylaws. Applicants should reference the Institute's Board Governance Guide in developing bylaws

ARTICLE I: NAME

The name of the Corporation is Urban Collegiate Academy Charter School (hereinafter "the School").

ARTICLE II: MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the directors of the School (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers.

The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences

of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.

B. Number of Trustees

The number of Trustees of the School shall be not fewer than five (5) and shall not exceed eleven (11). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the By-laws.

C. Election of Trustees

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the charter entity.
2. Eligibility. The Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.
3. No person serving on the Board will be designated as an interested person. An "interested person" is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin, or cousin-in-law of any such person
4. Term of Office. The initial term for each Trustee shall begin on the day of his or her election to the Board and last for three (3) years, excluding any period of formal leave from the board. Following expiration of the initial term, and every three (3) year term thereafter, the Board must vote to reelect the Trustee to an additional term of office. Such reelection process will be subject to the same rules as those governing initial elections of Trustees.
5. Time of Elections. The Board shall elect Trustees whose terms begin on September a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees

The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week's notice of the proposed action to the accused and to each Trustee. See clause E. for dealing with Trustees who fail to attend the required minimum number of meetings.

E. Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The

acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

F. Vacancies
A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees
Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV: OFFICES

The School's principal office shall be located at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings
Board Meetings shall be held at the School's primary location or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings
An Annual Meeting shall be held in the month of July of each year for the purpose of electing Trustees, making, and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings
Regular Meetings shall be held at least twelve times per year on dates determined by the Board. For this purpose, the Annual Meeting shall count as a Regular Meeting.

D. Special Meetings
A Special Meeting shall be held at any time called by the Chair, or in his or her absence by the senior Trustee, upon written request of three Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

E. Adjournment
A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notice to Trustees
Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time and place of such meetings. In the event that the date of an Annual Meeting or Regular Meeting is changed, written notice of the new meeting date will be provided as soon as possible in advance of the meeting.
2. Special Meetings shall be held upon four days' notice by e-mail and formal announcement on the School's website.

The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

G. Waiver of Notice
Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents, and approvals into the minutes of the meeting.

H. Public Notice
Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

I. Meeting Attendance

1. In person. All the meetings held under the authority of these bylaws are designed to be attended by the Trustees in person, except that committee meetings may be conducted through a Conference call. Given the recent pandemic and the closure and prohibition of group gatherings, board meetings will be conduct virtually, with access information provided to the public through the public notice.
2. Excused Absences. The Trustees are expected to attend ALL the meetings as stipulated by the Board of Trustees. However, there are situations where a particular Trustee may not be able to attend a meeting. In such situations, the member shall inform the Chairperson of the Board at least 24 hours before the scheduled meeting and request for an Excused Absence.
3. Unexcused Absence. If a Trustee fails to inform the Chairperson for his/her absence from the Board Meeting, such absence shall be counted as an Unexcused Absence. If a Trustee earns such Unexcused Absences counting to three, or attends less than 75% of the Board Meetings, whichever is higher, may be subject to removal from the Board. Such removal proceedings may be initiated by the Board Chair and brought to the Trustees for vote on an appropriate action.
4. Leave of Absence. All Trustees are eligible for one (1) leave of absence, only in the event of extenuating circumstances as determined upon a request made to the Board Chair. Such leave shall be for a period of no greater than six (6) months, with time requested for the leave to be consecutive. A Trustee requesting a leave of absence shall submit such request to the Board Chair for his or her approval. During the leave

of absence, the Trustee will be exempt from attending regular meetings of Board. Upon the end of the period of the leave of absence, the Trustee must notify the Board Chair of his or her intent to return. Failure to do so shall constitute a voluntary resignation of his or her position on the Board.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum

Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. Trustee-elects shall not count toward quorum until the 45-day period required for Authorizer approval of new Trustees has passed.

B. Action by the Board

1. Actions Taken at Board Meetings. Any business may be transacted, and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these By-laws. Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen, and observe, and the location of such site shall be included in the public notice of the meeting. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. Committees

1. Appointment of Committees. The Board may create committees for any purpose. The Chair of the Board shall appoint members to and designate the chairs of such committees, with the consent of the Board. A Board committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.
2. Standing Committees. The Board shall have the following standing committees: an Executive Committee (chaired by the Board Chair), a Finance Committee (Chaired by the Treasurer), a Governance Committee and an Academic Committee. Additional Chairs and committee members of these standing committees shall be elected by a

majority vote of the Board. The Executive Committee shall have no less than four (4) members and the Finance, Governance and Education Committees shall each have no less than three (3) members.

3. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
    a. The election of Trustees
    b. Filling vacancies on the Board or any committee which has the authority of the Board;
    c. The amendment or repeal of the By-laws or the adoption of new By-laws; and
    d. The appointment of other committees of the Board, or the members of the committees.
4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted. In the absence of such prescription, a Board committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are subject to the provisions of these By-laws and the Open Meetings Law with respect to the calling and notice of meetings.

D. Standard of Care

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
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 statements and other financial data, presented or prepared by:
    a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
    b. Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
    c. A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long- and short-term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is

conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting
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; (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 then present.

G. Duty to Maintain Board Confidences
Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

VII. OFFICERS

A. Officers
The "Officers" of the School consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Treasurer. The School also may have such other Officers as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the School, and such other powers and duties as the Board and these By-laws may prescribe. If present, the Chair shall preside at Board meetings. Serve as chairperson of the executive and governance committees.
2. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principal location or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's charter and By-laws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe.
3. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any Officer in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the School's debts, liabilities, or other obligations.

ARTICLE IX: SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Law (including such applicable provisions of the General Municipal Law, Education Law and Not-For-Profit Corporation Law). "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 ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the School begins on July 1 of each year and ends June 30.

B. Execution of Instruments

Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes
Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the School Leader, Treasurer, or any Trustee designated for that purpose. In the instance that the School utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of $5,000.00 or greater must be signed by two (2) of these individuals.

D. Construction and Definitions
Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a School and a natural person. The captions and headings in these By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest
The Board shall adopt a Conflict of Interest Policy which will be an addendum to these bylaws.

F. Interpretation of Charter
To the extent of any conflict between any provision of these By-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the By-laws is in conflict with the provisions of the charter, the provisions of the charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend, or repeal these By-laws subject to approval by the charter entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education School duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

_____ _____

Secretary Date

R-14f – CODE OF ETHICS AND CONFLICT OF INTEREST POLICY

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees but also to officers and employees of the school in conformity with N.Y. General Municipal Law. Please see the Board Governance Guide for more details.

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
Code of Ethics[1]

As a member of the Urban Collegiate Academy Charter School board of trustees, I am committing to improving student achievement in the Central Islip community, and to that end I will:

1. Attend all regularly scheduled board meetings insofar as possible, having read all relevant materials ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the executive director of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the executive director is the board's advisor and should be present at all meetings, except when the board is considering the executive director's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper school leaders while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a grievance panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about board decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;

[1] This policy is informed by the SUNY approved South Shore Charter School

13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as school staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of school operations to the executive director, not to a board meeting;
15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken in accordance with the Urban Collegiate Academy Charter School Conflict of Interest Policy, and
16. Remember always that my first and greatest concern must be the educational welfare of the students attending Urban Collegiate Academy Charter School.

Trustee's Signature: _____ Date: _____

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
Conflict of Interest Policy[2]

Article I. Purpose
The purpose of the conflict of interest policy is to protect Urban Collegiate Academy Charter School, (the "Organization")'s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a trustee or director of the Organization or might result in a possible excess benefit transaction.

This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II. Definitions
1. Interested Person: Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. 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, other than de minimis, 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, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III. Procedures
1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. 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 only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

[2] This policy is informed by the SUNY approved South Shore Charter School

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from the Organization to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

3. Procedures for Addressing a Conflict of Interest:
    a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
    b. The chairperson of the governing board 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 governing board 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 governing board 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. Violations of the Conflicts of Interest Policy:
    a. If the governing board or committee has reasonable cause to believe 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.
    b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV. Records of Proceedings

1. The minutes of the governing board and all committees with board delegated powers shall contain:
    a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
    b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V. Compensation

1. A voting member of the governing board 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. A voting member of the governing board 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 VI. Annual Statements

1. Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms 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

Article VII. Period Reviews

1. 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, 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 VIII. Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

R-14g – COMPLAINT POLICY

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the Guidelines for Complaint Policies and Procedures available on our website.

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
Complaint Policy and Procedure[1]

Purpose and Scope
This policy pertains to certain complaints about instructional materials, personnel, emergency or urgent facilities conditions that pose a threat to health and safety to students or staff, and teacher vacancies or missed assignments.

This policy is to comply with applicable state laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate.

Urban Collegiate Academy Charter School Charter School shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter Schools Institute, New York State Department of Education, and the mission, charter, and philosophy of Urban Collegiate Academy Charter School. In addition, Urban Collegiate Academy Charter School maintains that this policy will serve as a uniform complaint procedure for investigating complaints of:

1. discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and
2. complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services

The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance. Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirements and are governed by state and/or federal authority. Neither of these complaint procedures, however, is intended to govern every type of complaint about a school. To the contrary, these complaint procedures address only those complaints that fall within the policy's specified scope.

Urban Collegiate Academy Charter School encourages informal and formal resolution to complaints whenever possible. Any issues are best resolved through communication between

[1] This policy is informed by the SUNY approved South Shore Charter School.

the parties most immediately involved. Family, Employee, Individual, or Organization Concerns raised by families, employees, individuals, or organizations should be resolved as quickly as possible. Therefore, all parties are urged to fill out a complaint form and discuss their concerns directly with the school's leadership team when concerns surface. Complaint forms are available at the main office and will be forwarded to the Executive Director. The Executive Director will seek the assistance of other managers, staff, and/or student(s) in identifying specifics in order to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint.

To aid in a timely investigation, monitoring, and logging of complaints, it is important that Urban Collegiate Academy Charter School distribute the complaint policy and complaint form to staff via the employee handbook, to families via the family handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Executive Director shall provide a copy of the disposition to the Board of Trustees if and when a complaint resolution/decision has not satisfied the complainant, and an appeals process has been initiated. A complaint about problems beyond the authority of the Executive Director shall be forwarded to the Board of Trustees in a timely manner, but not to exceed ten (10) working days for resolution. Nonetheless, the school will maintain a complaint log when complaints are received.

Procedures
Complainants or a student of complainant shall not be subject to retaliation as a result of the filing of a complaint. Complaints shall be processed in accordance with the steps below. In addition, any Title 1 complaints received shall be processed, resolved, and tracked in accordance with the steps below and will be identified as a Title 1 parent complaint.

- **Step 1: Filing a Complaint**
  Complaints are registered on the complaint form by Complainant. Complaints may also be verbally communicated with the Executive Director and/or appropriate management member(s); however, a record of a complaint must be in written form as indicated.

  If for any reason a complainant is unable to put a complaint in writing, the appropriate management member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or translated and affirmed by the complainant.

  Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as he/she feels is necessary to explain the complaint.

  The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one. If the complaint is about the Executive Director, the complainant should proceed directly to the Board in filing the complaint.

- **Step 2: Investigating the Complaint**
  The Executive Director and/or appropriate management member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not be limited to, interviews with the complainant and/or complainant's representative and any other person(s) believed to have relevant knowledge concerning the complaint. Should the complaint be about the Executive Director, and the complaint is brought to the Board, these steps will be conducted by the Board.

- **Step 3: Response and Final Decision**
  The Executive Director and/or appropriate management member(s) shall remedy a valid complaint within a reasonable time but not to exceed ten (10) working days from the date the complaint was received.

  The Executive Director or appropriate management member, or Board Chair if complaint addresses the Executive Director, shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy of the complaint log in the teacher/student file, if applicable.

  The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law. The complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process
Urban Collegiate Academy Charter School has provided the above as a procedure for resolving complaints brought by Urban Collegiate Academy Charter School families/staff/school community. However, Urban Collegiate Academy Charter School understands that any individual or group may bring a complaint to the Board of Trustees of the Urban Collegiate Academy Charter School alleging a violation of the provisions of Article of Education Law (i.e. the New York State Charter Schools Act), the school's charter or any other provision of law relating to the management or operations of the charter school.

If a complaint is not able to be brought to resolution by the Urban Collegiate Academy Charter School management, then the complainant(s) has/have the right to bring the complaints to the Board of Trustees during a regularly scheduled Board Meeting. In this case, the complainant(s) has the right to file a written appeal to the Board of Trustees within fifteen (15) days of receiving the decision that had been rendered by the Urban Collegiate Academy Charter School management.

Complaints received at least five business days in advance of a Board meeting will be addressed at the next Board meeting. Those complaints not received within that time period will be addressed at the next regularly scheduled Board meeting.

Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board of Trustees, as necessary, shall direct the

Executive Director and/or other responsible party to act upon the complaint and report to the Board.

The Board shall render a determination in writing, as necessary. If, after presentation of complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter Schools Institute, which shall investigate and respond, if so, determined by them. If, after presentation of complaint to SUNY Charter Schools Institute, the individual or group determines that SUNY Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the SUNY Board of Trustees which shall investigate and respond, if so determined by them. SUNY Charter Schools Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

R-14h – BOARD MEMBER RESUMES

Submit current resumes for all board members that include each board member's professional experience and educational background.

VICTOR ROSE, LCSW

[redacted]

[redacted]

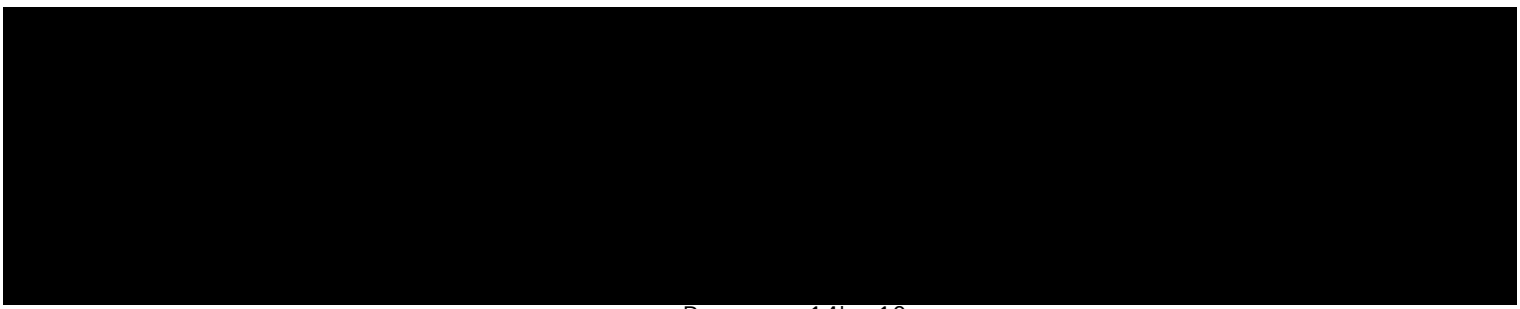
DENISE EDWARDS

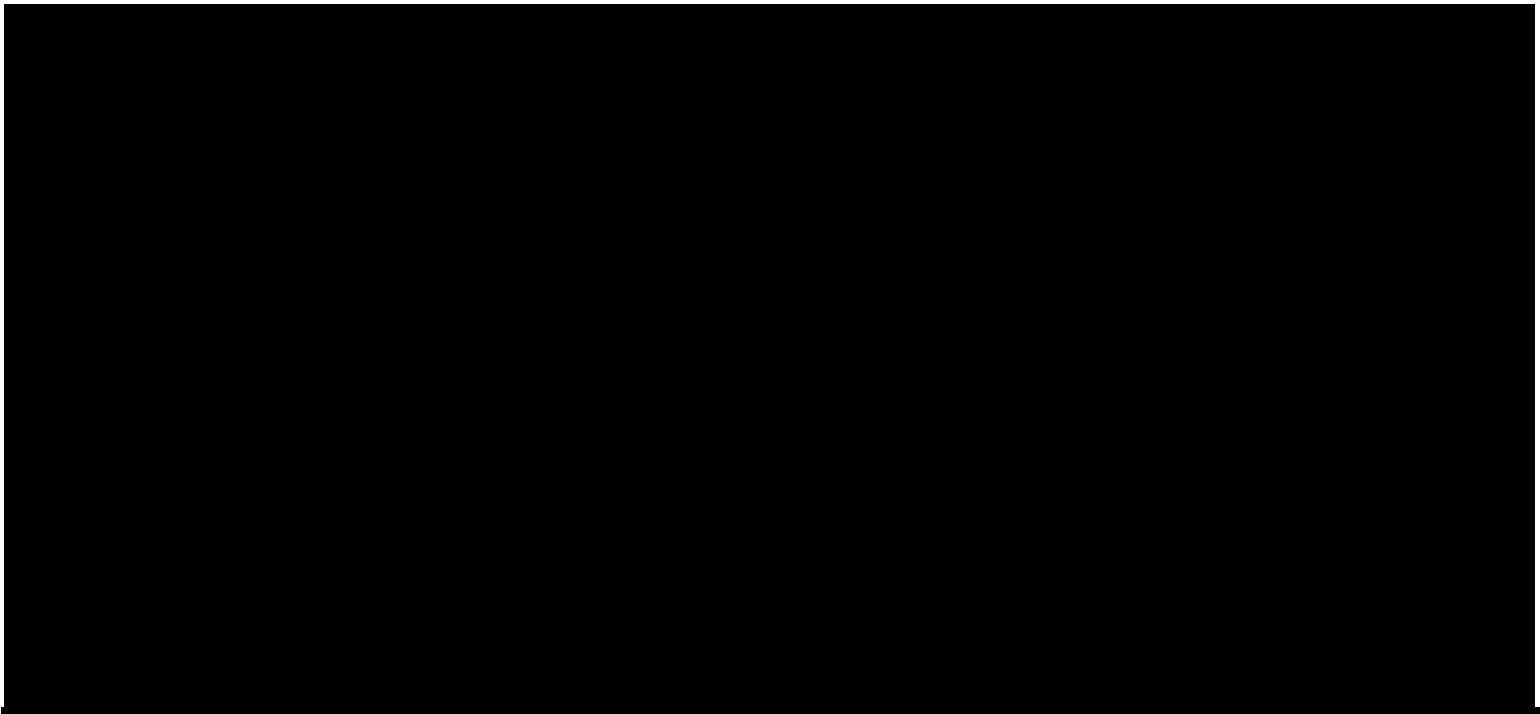
[redacted]

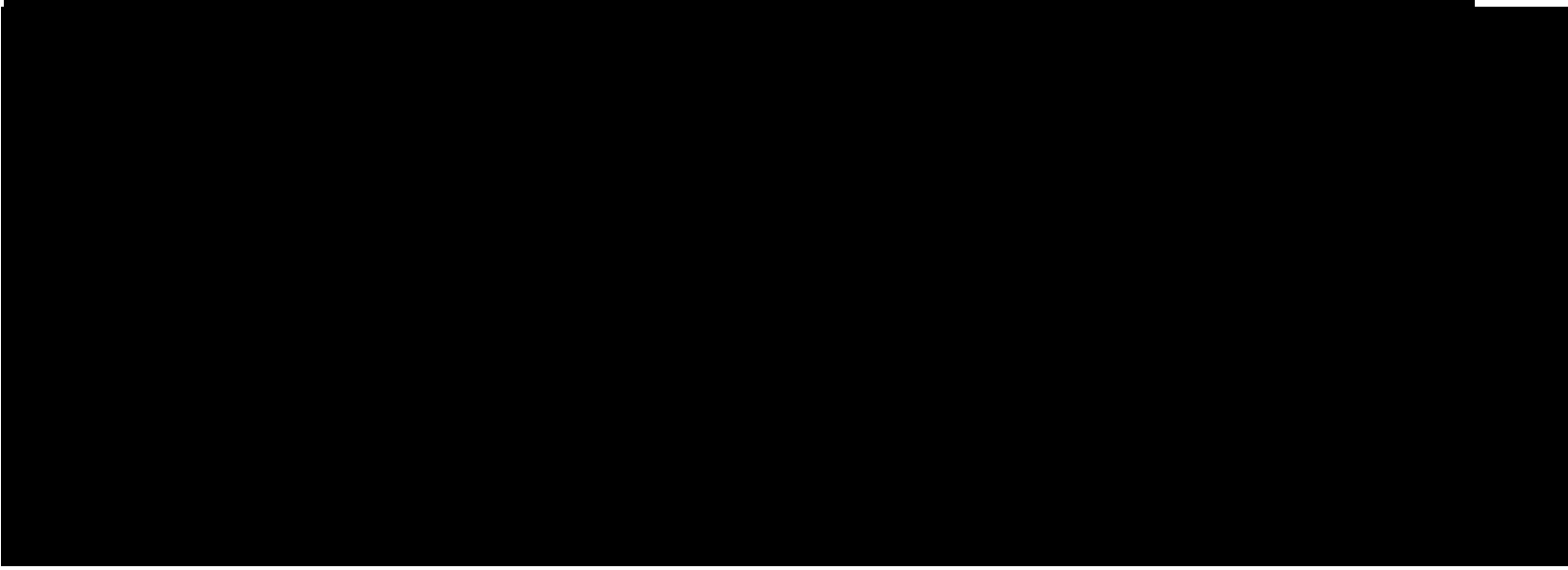
SEANTE WATTS

[redacted]

SHAVONNE SANDERS







R-14i – BOARD MEMBER RFI FORMS

Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees ("RFI") form available on the Institute's website.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Urban Collegiate Academy Charter School

2. Full name: Victor Rose Jr.

[redacted]

3. A brief educational and employment history (or you may attach a resume):
☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

1

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

- Contact the Board Chair regarding matter.
- Discuss in Executive Session.
- Push for independent investigation.
- Have mentor receive [illegible] from vote
- Consult legal counsel.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

[redacted]

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Urban Collegiate Academy Charter School
2. Full name: Denise Edwards

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☒ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☒ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☒ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☒ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☒ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☒ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☒ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would inform the board ~~Chair~~ Chair or Governance Committee. I would recommend engaging in independent legal counsel, and if necessary notify the Schools authorizer to ensure transparency and accountability. Corrective actions, including recusal or removal of the trustee, would be pursued to uphold ethical Governance.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

[redacted]

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Urban Collegiate Academy Charter School
2. Full name: Brandon Lawrence-Martin Lee
   [redacted]
3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. The Best Way I would handle this situation is

- Informing the Board chair or governance committee (unless they are upset!)
- Engage with Legal Counsel Independently and Notify the School Authorizer if necessary
- have the Trustee removed or removal & Corrective actions to pursued to uphold Ethical governance

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Urban Collegiate Academy Charter School
2. Full name: Seanté Watts

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.
   ~~Bachelors - Criminal Justice~~

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

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☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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☐ I / we have no such interest.

☐ Yes.

Details:

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☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would inform the Board Chair or ~~Other leadership~~ Governance Committee. I would recommend engaging independent legal counsel. I would recommend corrective actions take place including recusal or removal of the trustee.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

[redacted]

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
URBAN COLLEGIATE ACADEMY CHARTER SCHOOL

2. Full name: Shavonne Sanders
[redacted]

3. A brief educational and employment history (or you may attach a resume).
☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

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☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

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☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Upon discovering a board member's misconduct, I'd call a meeting, present evidence, allow their explanation, and propose a vote for removal and further action.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. None.

[redacted]

R-15 – DISTRICT AND SCHOOL RELATIONS

R-15a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges. Include any evidence of efforts taken to establish a relationship with the district and the results of such outreach.

The founding team attempted to contact the current superintendent of the Schenectady City School District via email to notify him of our intention to respond to the SUNY Charter Schools Institute's request for proposals. However, we received no response. Urban Collegiate Academy is fully committed to exploring every opportunity to partner with the Schenectady City School District and foster a collegial relationship. Numerous opportunities for collaboration exist, including teaching and learning strategies, professional development, college pathways, and positive youth development opportunities (e.g., out-of-school time activities, My Brother's Keeper, etc.).

Based on the founding team's previous experience, opposition within the school district to public charter schools is common, often due to concerns about perceived lack of accountability and the fiscal impact on district finances. As outlined in R-05ac-Enrollment, we have developed a specific plan to meet our enrollment targets and ensure we educate all students. Furthermore, as described in R-01c. Fiscal Impact, Urban Collegiate Academy is projected to have a fiscal impact is 2.1% on the Schenectady City School District's budget, despite serving approximately 3.4% of the student population.

R-15b. School Partnerships

Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations.

Urban Collegiate Academy is deeply committed to advancing high-quality education for all students in Schenectady. According to the New York State Education Department, of the grades 3-8 students statewide tested in Spring 2023, 48% were proficient in English Language Arts (ELA) and 52% were proficient in Mathematics. The chronic absenteeism rate for elementary and middle school students was 26%. Figures 15a.01 and 15a.02 show no elementary or middle school demonstrate proficiency on par with the state's average. Moreover, all elementary and middle schools were above the state's average for chronic absenteeism.

Figure 15a.01. Schenectady Elementary School Proficiency on State Exams

Schenectady Elementary Schools	2024 ELA Proficiency	2024 Math Proficiency	2023 Chronic Absenteeism
Hamilton Elementary School	13%	8%	65%
Howe Elementary School	24%	24%	70%
Keane Elementary	17%	15%	58%
Lincoln Elementary School	16%	14%	53%
Dr. Martin Luther King Jr. Elementary School	24%	19%	65%
Paige Elementary School	28%	29%	50%
Pleasant Valley Elementary School	16%	19%	63%
Van Corlaer Elementary School	21%	26%	56%
Woodlawn Elementary School	26%	33%	58%
Yates Elementary School	26%	37%	45%
Zoller Elementary School	37%	41%	67%

Figure 15a.02. Schenectady Middle School Proficiency on State Exams			
Schenectady Middle Schools	**2024 ELA Proficiency**	**2024 Math Proficiency**	**2023 Chronic Absenteeism**
Central Park Middle School	22%	19%	34%
Mont Pleasant Middle School	13%	9%	32%
Oneida Middle School	30%	17%	47%

The founding team reviewed various data points for Schenectady High School for the 2023-2024 school year, including proficiency rates on the English and Algebra I Regents exams, the graduation rate, and the chronic absenteeism rate. Among Schenectady students who took the New York State English Regents Exam during the 2023–2024 school year, 65% demonstrated proficiency, compared to the state average of 79%. On the Algebra I Regents Exam, 24% of Schenectady students demonstrated proficiency in the August 2023 and January 2024 administrations, compared to the New York State average of 31%. In the June 2024 administration, 33% of Schenectady students were proficient, compared to the state average of 62%. The statewide graduation rate was 86%, and the chronic absenteeism rate was 34%. While the graduate rate for Schenectady High School was 76% and chronic absenteeism rate was 53%.

Urban Collegiate Academy is committed to partnering with Schenectady City Schools to support improved outcomes. First, we aim to promote consistent attendance for all Schenectady students through universal messaging and attendance campaigns designed to reduce chronic absenteeism. Second, both Urban Collegiate Academy and Schenectady City Schools are deeply committed to implementing a Multi-Tiered System of Supports (MTSS) framework. Urban Collegiate Academy will engage in shared professional development and collaborative implementation of MTSS practices. Finally, our core academic program—ELA, Math, Science, and Social Studies—is modeled on high-performing public schools across New York State. Urban Collegiate Academy is eager to both share and learn successful instructional practices in collaboration with Schenectady City Schools, ensuring that all students in Schenectady academically thrive.

R-16ac – FACILITIES

Locating a suitable school facility is a critical and significant task. The Institute encourages all applicants to consult the following resources as you develop your responses to each portion of Request 16:

- NYSED'S Facilities Planning Website
- The Institute's Facilities Planning Webpage and Reporting Guidance
- NYC Charter Center's Guide to the Facility Access Process for Co-location and Private Space (for NYC applicant groups)

R-16a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter term including any unique features necessary to implement the school design and academic program including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;
- Space requirements for administrative functions, food services, a nurse's office, and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program including overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

Urban Collegiate Academy will need to acquire a facility of approximately 25,000 square feet to comfortably serve students in grades 5-8. We recognize that there may not be a single space available in the City of Schenectady capable of accommodating a school for 310 students. Therefore, we may need to explore securing at least two spaces to house the to our middle school program.

Figure 16a.01 outlines the approximate square footage necessary to safely accommodate the projected enrollment, calculated at 75 square feet per student, over the first charter term. Figure 16a.02 identifies the required classrooms and additional spaces needed to meet the needs of the projected populations during the first charter term.

Figure 16a.01: Facility Square Footage Needs Years 1-5

Year	Grades	Number of Students*	Approximate Square Footage Needed
1	6-7	130	9,750sqft
2	6-8	220	16,500sqft
3	5-8	310	23,250sqft
4	5-8	410	30,750sqft
5	5-8	500	37,500sqft

*The number of students is based on the projected enrollment for the first charter term.

Figure 16a.02: Urban Collegiate Academy Charter School by Room						
Required Rooms	**Year 1 26-27**	**Year 2 27-28**	**Year 3 28-29**	**Year 4 29-30**	**Year 5 30-31**	**Notes**
Standard Classrooms	8	12	14	18	22	18-20 students
Science Classrooms (With or near water supply)	2	3	3	4	5	18-20 students
Elective Classrooms	3	6	6	9	9	18-20 students: *Art, Music, Technology, Learning Lab, CTE, WL*
Resource Rooms	1	1	2	4	5	Small Group Instruction: SPED, ENL, MTSS
Main Office	1	1	1	2	2	Space to hold the Operations team members
Leadership Offices	2	3	4	6	7	School Leaders
Counseling Offices	1	2	3	4	5	Space to hold individual and group sessions
Youth Development Office	2	3	4	5	6	Possibly shared space for Youth Development coaches
Nurse's Office	1	1	1	2	2	Nurse
Faculty Room/Lounge	1	1	1	2	2	Faculty Rooms
Multipurpose (Cafeteria/Gym)	1	1	2	2	2	Kitchen required w/ refridgators and warming tables.
Student Restrooms	2	2	3	4	5	ADA Compliance *Multiple stalls*
Adult Restrooms	1	2	2	3	4	ADA Compliance

R-16b. Facility Selection
Describe the efforts to date to secure a facility for the school including: ▪ If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; ▪ How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation; ▪ If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs; ▪ If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained; ▪ If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and, ▪ If another organization is assisting the applicants in obtaining facilities, provide information about the organization.

EFFORTS TO SECURE A FACILITY

The founding team is committed to securing a location that supports the school's mission and key design elements. We gathered information through web searches and outreach to real estate agents and companies. We also held discussions with the Catholic Diocese of Albany and finance partners with a history of supporting charter schools in the Capital Region. The lead applicant has made several inquiries about available spaces in Schenectady and has visited the following locations:

- St. Adalbert School – 570 Lansing Street, Schenectady, NY 12303
- St. Paul School – 16 Van Zandt Street, Schenectady, NY 12304
- Mixed Use Space – 192 Erie Blvd., Schenectady, NY 12305

Potential School Building: If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use. How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation.

We were fortunate to consult with experts in the facilities market, including individuals from Charter Capital, Level Field Partners, and Highmark Schools. These facilities experts, who work with charter schools on long-range planning, generously shared their advice to support Urban Collegiate Academy in reaching the long-range planning phase. Alex Shawe of Level Field Partners, who has led $190 million in new campus developments nationwide and served on the boards of KIPP Baltimore and KIPP DC, provided valuable advice for a new charter school. He recommended keeping facilities costs around 15% to 20% of the total school budget and suggested locating a school building that is underutilized for the first few years of the school's operation. Urban Collegiate Academy has followed this advice.

The Founding Team has begun discussions with the Catholic Diocese of Albany about renting two locations: St. Adalbert School (570 Lansing Street) and St. Paul School (16 Van Zandt Street) for the entirety of the school's first term to house the middle school program. If approved, we aggressively pursue these Schenectady locations as our Trustees are familiar with these locations for our middle school grades. The Board and the Executive Director will seek to secure a facility that meets the school's long-term programmatic and financial needs. The Board may retain a consultant familiar with school facilities planning in New York State to ensure that the physical location complies with relevant state and federal laws and regulations, including NYSED regulations, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.

Public School & Co-Location: If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained. If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested.

Urban Collegiate Academy does not intend to be co-located with a public school.

Assistance In Securing Facilities: If another organization is assisting the applicants in obtaining facilities, provide information about the organization.

Currently, Urban Collegiate Academy has not selected an organization to assist with identifying, selecting, and planning for a facility. The Board will engage a real estate consultant to help secure a facility that meets Urban Collegiate Academy's long-term needs. The Board's Finance Committee and the Executive Director will be responsible for securing a facility, subject to approval by the full Board.

R-16c. Facility-Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

Urban Collegiate Academy does not anticipate any conflicts of interest related to the facility lease or purchase. The trustees and employees will adhere to the school's Conflict of Interest Policy (see: R-14f. Code of Ethics). To prevent potential conflicts, trustees are required to disclose any relevant interests and recuse themselves from discussions involving the relationship between Urban Collegiate Academy and any real estate transactions in which the school may engage. Trustees will also recuse themselves from any vote where a conflict of interest exists.

R-16d – ADDITIONAL FACILITY INFORMATION

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.), to use a particular facility, as part of this response.

NOTE: If the applicant has identified a facility, include certification from an architect that the proposed facility meets NYSED or NYC specifications, as applicable, by the date the school would commence instruction and the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed startup budget.

Request is not applicable at this time.

R-17 – FOOD SERVICES

Describe the plans for food services the school will provide. Indicate if the school will participate in the Federal school lunch and/or breakfast program. While food service plans are at the discretion of the school, please note that many school districts allow charter schools to participate in district food service contracts or programs.

Approximately 80% of the children and youth in Schenectady qualify for free or reduced lunch. In 2021, the Schenectady Inner City Ministry served over 54,000 meals to children, particularly during non-school days[1]. Ensuring that our students have access to healthy breakfast, lunch, and snacks will be a priority at Urban Collegiate Academy. Research indicates that access to school meals improves students' academic performance[2]. Compounding this issue is the lack of accessible supermarkets in communities that need them the most[3].

Urban Collegiate Academy's goal is to provide nutritious meals to all students. Urban Collegiate Academy will apply to become its own food authority. We have begun identifying former school locations with kitchens that have adequate space for proper meal preparation and storage (see: R-16b. Facility Selection). The cost of food services has been accounted for in the school budget (Figure 17.01).

Figure 17.01: School Food Services Budget

School Years	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Per Student	$6.50	$6.70	$6.90	$7.11	$7.32
Total Budget	$153,790	$265,320	$385,020	$524,718	$658,800

The Operations Manager will have direct oversight of school nutrition services. If approved, Urban Collegiate Academy will seek a qualified and experienced food service vendor, following the recommended practice for new charter schools.

Urban Collegiate Academy will participate in the federal Free and Reduced-Price Lunch Program administered by the United States Department of Agriculture (USDA). We will adhere to all applicable requirements of the program, including but not limited to meal pricing, determination of eligibility, nutritional standards, and reporting requirements. All food service subsidy revenues received from federal and state meal programs will be used exclusively for providing meals to eligible students and for no prohibited purposes.

We plan to apply for the Community Eligibility Provision (CEP) of the USDA[4] based on our first year of school data. We anticipate that by Year 2, all students will be eligible for free meals. The Executive Director, Operations Manager and Family and Community Engagement Coordinator will ensure that all families complete the School Meals Application Form, regardless of our participation in CEP.

In the unfortunate event that, Urban Collegiate Academy is unable to physically serve meals due to a health crisis or unforeseen circumstance, families will be able to pick up meals from

[1] SiCM Schenectady Community Ministries (2023). https://www.sicm.us/what-we-do/summer-meals/
[2] The Maxwell School at SYR University (2019). Let Them Eat Lunch: The Impact of Universal Free Meals on Student Performance
[3] Arnold, C. (2022). Grocery store may soon be coming to Schenectady's Hamilton Hill, Vale neighborhoods.
[4] USDA (2023). Community Eligibility Provision

the school in the morning. Students residing in temporary housing outside the City of Schenectady will have meals delivered by a member of the school leadership, student support services, family engagement, or operations team.

R-18-HEALTH SERVICES

Describe the plans for health services the school will provide including provision for a school nurse, medical space and equipment, procedures for proper collection and storage of immunization and medical records, immunization records checks, and procedures for provision of medication to students who require it within applicable law. Applicants may wish to refer to NYSED's School Health Services information in developing this response

Urban Collegiate Academy will provide health services similar to those offered by district public schools. We anticipate that most of the cost for health services will be covered by the local school district in accordance with New York State law[1].

School Nurse

The school nurse will be a registered nurse with a valid New York State license. It will be the responsibility of the school nurse to provide the following services:

- Responsive emergency care for ill or injured students and staff.
- Securely store and dispense medication for students with a provider's order.
- Comply with and enforce mandatory immunization requirements.
- Provide ongoing monitoring of students' health.
- Promote health prevention through individual advisement and classroom presentations.

General Policy

Urban Collegiate Academy will implement a comprehensive set of health, safety, and risk management policies, approved by our insurance provider and subsequently by the school's Board of Trustees. These policies will include, at a minimum, the following:

- Planned responses to natural disasters and emergencies, including severe weather events.
- A requirement that all staff receive emergency response training.
- Rules for the distribution of prescription drugs to students whose providers prescribe their administration during school hours.
- Mandated immediate reporting of child abuse, acts of violence, or other improprieties, in accordance with New York State Social Services Law §413[2] and §421[3], and training for staff on their legal responsibilities and reporting procedures.
- Compliance with all health and safety laws and regulations, including those related to food services, transportation, custodial services, pest management, and hazardous materials.

School Health Records

With support from the operations team and the Executive Director will oversee health services, including maintaining emergency contacts, immunization records, and students' health records. These records will be kept in a locked file, accessible only to the school nurse, school leadership, and operations personnel as necessary to meet students' health and safety needs.

[1] Education Law 912
[2] Section 413: Persons and officials required to report cases of suspected child abuse or maltreatment
[3] Section 421: Responsibilities of the office

The school nurse will log students' visits for health services and maintain the records in a secure file cabinet, in accordance with applicable state and federal laws.

Immunizations
In accordance with Public Health Law 2164[4] and New York Codes, Rules and Regulations Title 10, Subpart 66-1[5], every student must be immunized against Diphtheria, Tetanus, and Pertussis (DTaP: 3 doses); Tetanus, Diphtheria, and Pertussis booster (Tdap: 1 dose); Polio (IPV or OPV: 3-4 doses depending on age); Measles, Mumps, and Rubella (MMR: 2 doses of measles and mumps, and 1 dose of rubella); Hepatitis B (3 doses or 2 doses of adult Hep B); Varicella (2 doses, administered at least 3 months apart); Meningococcal conjugate (MenACWY); Haemophilus influenzae type b conjugate (Hib); and Pneumococcal conjugate (PCV). While the COVID-19 and flu vaccines are not required, Urban Collegiate Academy strongly encourages families to have their children vaccinated when available.

The school nurse will ensure that students enrolled at Urban Collegiate Academy have the appropriate documentation of the required immunizations throughout their enrollment. Additionally, the Executive Director and school nurse will establish partnerships with external health organizations in the area to address students' immunization and health needs.

Medical Space & Equipment
The school nurse will have adequate space in a private and secure office, equipped with access to a sink and refrigeration for medication. The office will include a desk, computer with internet access, printer, telephone, at least one cot, and a secure cabinet for students' health records. The school will also maintain the appropriate equipment for an on-site Automated External Defibrillator (AED), in compliance with §917 of Education Law[6]. The school nurse, all school leadership, and at least two staff members per program will be trained and certified in cardiopulmonary resuscitation (CPR) and First Aid, as well as in the use of the AED equipment.

Medications
Medication policies and procedures for administering medication will be provided to students, families, and staff at the beginning of each school year. To receive medication while at school, a student must have a provider's order and a family authorization form on file with the school. The nurse must administer medications that require delivery through the following methods:

- Oral medication
- Topical medication
- Inhaling medication
- Rectal administration
- Intramuscular administration
- Subcutaneous administration
- Pumps, tubes, or nebulizers

Over the counter (OTC) medications must also be prescribed by a licensed prescriber directly to the student before the administration at school.

[4] Public Health Law 2164
[5] Title: SubPart 66-1 – School Immunization Requirements
[6] Section 917: On-site cardiac automated external defibrillator

Storage of Medications
Once written permission is received from the family and a licensed healthcare provider, all medications must be clearly labeled in their original packaging and must include the following:

- Name and date of birth of the student
- Name and dosage of the medication
- Route, frequency, and time of administration
- Required conditions for administration
- Date of prescription
- Expiration date
- Provider's name, title, and signature
- Provider's phone number
- Name of pharmacy and pharmacy number
- Number of refills

Urban Collegiate Academy may also request additional information, such as potential side effects and detailed administration instructions. The required documentation for administering medications at school must be updated annually.

Medications will need to remain at the school to ensure safe storage and accurate dispensing records. Families will be expected to provide an adequate supply of medication for their students. If a student misses a dose or does not have the appropriate medication at school, the school nurse or another appropriate staff member will contact the family and the provider (with appropriate consent) on record to identify any barriers to accessing medication and to develop an appropriate plan moving forward. If a student does not have their medication at school, the school nurse will document this daily and file it in the student's record. Students may carry and self-administer prescribed medication related to asthma or allergies under the following conditions:

- Written and requested by provider's orders
- Requested by the family
- The student is capable of self-administering
- The student is responsible enough to administer their medication.

Under no circumstances will a student be allowed to bring medication to the building without a prescription.

R-19 – TRANSPORTATION

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also, describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation that does not align with district options including days when the proposed school would be in session but the district schools would not be in session. This response should also include discussion of how the school would communicate the requirement that parents of students seeking transportation services must submit a written request no later than April 1st to the school district in which they reside, including how this would be ensured in light of the identified admissions lottery date from Response 5.

Urban Collegiate Academy is committed to ensuring all students have safe and reliable transportation to and from school. Under New York State Education Law §3635, Schenectady City School District will provide transportation as described in Figure 19.01. We intend to align our school calendar with the Schenectady City School District to ensure continuity in transportation services. As part of the enrollment process, we will give families a notice outlining the requirement to request transportation by April 1st and a copy of the necessary documentation they must submit to the school district. We will provide families with resources (i.e., computer, fax, etc.) to prepare their transportation request. The Family and Community Engagement Manager will support families in submitting them by the April 1st deadline. This process remains the same if Urban Collegiate Academy must hold a lottery.

Figure 19.01 Transportation Eligibility Provided by the SCSD[1]

Grades	Distance to School Campus from Residence	Service Provider
6th – 12th Grades	More than 1.5 miles but less than 5.5 miles	SCSD provided transportation (e.g., Yellow Bus)

Urban Collegiate Academy will work with the Schenectady City School District to provide transportation for students identified as residents of temporary housing under the McKinney-Vento Homeless Education Assistance Act, as well as for students who require special transportation accommodations as identified in their Individualized Education Program (IEP) or 504 Plan.

[1] https://www.schenectadyschools.org/page/transportation-eligibility

R-20 – INSURANCE

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, personal injury, and any school-owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Urban Collegiate Academy will obtain insurance coverage for general liability, property loss, and personal injury for students, staff, and board members. Additionally, the Board will seek the advice of an insurance broker knowledgeable about charter school insurance to identify any additional coverage necessary to protect the school, its students, staff, and board members. The Board may choose to competitively bid for insurance policies or select a provider that is well-known and respected among charter schools in the area. The lead application has been in communication with First Fidelity Brokerage regarding potential coverage if approved by SUNY given their expertise with charter schools in New York State.

We anticipate the minimum coverage to include:

General Liability	Up to $3,000,000 aggregated
Worker's Compensation	Up to statutory limitations
Education's Legal Liability	Up to $1,000,000
Property	Up to $250,000 per occurrence
Excess Liability	Up to $10,000,000
Crime	Up to $1,000,000 per occurrence
Accident Insurance/Special Risk	Up to $1,250,000

R-21ad – FISCAL SOUNDNESS

R-21a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

Due to ongoing uncertainty of economic conditions and enrollment pattern shifts, the Institute encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies. Discussion of these and any other safeguards should be included in this response.

Urban Collegiate Academy Charter School has projected a five-year budget that prioritizes the fulfillment of our mission of providing a learning environment conducive to academic achievement and positive youth development.

Figure 21ad.01. Five-Year Financial Forecast

	Year 0 2025-2026	Year 1 2026-2027	Year 2 2027-2028	Year 3 2028-2029	Year 4 2029-2030	Year 5 2030-2031
Enrollment	-	130	220	310	410	500
Revenue	$300,000	$2,711,277	$4,298,629	$5,750,564	$7,788,016	$9,754,687
Expenses	$201,664	$2,568,262	$4,056,707	$5,322,115	$7,541,906	$9,305,989
Net Income	$93,356	$143,015	$241,922	$428,450	$246,111	$458,797
Beginning Fund Balance	$0.00	$93,356	$241,371	$483,292	$911,742	$1,157,853
Ending Fund Balance	$93,356	$241,371	$483,292	$911,742	$1,157,853	$1,616,650
% of Net Income	31.1%	5.2%	5.6%%	7.4%	3.1%	4.7%
% of Ending Fund Balance	31.1%	8.9%	11.2%	15.85%	14.86%	16.57%
Total Revenue Per Student	n/a	$20,856	$19,539	$18,550	$18,995	$19,530
Total Expense Per Student	n/a	$19,756	$18,440	$17,168	$18,395	$18,612

PRE-OPENING YEAR REVENUE NARRATIVE

Upon approval by the Board of Trustees of the State University of New York, Urban Collegiate Academy plans to immediately apply for the Charter School Program Planning and Implementation Grant. Based on information provided by the New York State Education Department, schools may apply for up to $2 million in funding. While Urban Collegiate Academy intends to apply for the maximum award, we anticipate receiving $1 million over the course of three years. For the pre-opening year, we project a budget of $300,000 supported by grant funds.

PRE-OPENING YEAR EXPENSES NARRATIVE

The greatest expense in the pre-opening year is personnel, with the Executive Director and Family and Community Engagement Coordinator beginning in January, and the Middle School Director hired by May. We anticipate total personnel expenses, including payroll taxes (11.75% of personnel costs) and insurance (10% of personnel costs), to amount to $118,705. Contracted services—including external audits, legal retainer, payroll, and the Financial Service Provider—are projected to total $15,700. School operations costs are estimated at $53,650, with the largest expense being $40,000 for student recruitment. Finally, facilities costs include $7,500 for liability insurance.

REVENUE NARRATIVE: URBAN COLLEGIATE ACADEMY FIVE-YEAR BUDGET ASSUMPTIONS

Per-Pupil Tuition: Urban Collegiate Academy's 2026–2027 budget will be based on the 2024–2025 per-pupil tuition rate established by the New York State Education Department, adjusted by a projected 3% increase to account for inflation and funding trends. This will result in a per-pupil basic tuition allocation of $15,477.81. With a projected enrollment of 130 students, the Academy anticipates generating approximately $2,012,115 in tuition revenue. By the final year of the charter term (2030–2031), we anticipate a minimum 12% budget increase, resulting in a per-pupil rate of $16,918.93. With projected enrollment, this will generate approximately $8,458,966 in tuition revenue.

Special Education Revenue: Based on the SUNY Charter Institute's enrollment and retention calculator, Urban Collegiate Academy projects enrolling 20 students who will receive special education services. Based on updated calculations from the New York State Education Department, we expect to receive $6,101 per student accessing at least 20% of special education services, resulting in $122,020 in special education revenue. While we anticipate that the per-student special education aid will remain flat at $6,101, we project the number of students identified for services will increase to 91, resulting in revenue of $555,191.

IDEA Special Needs Funding: Federal funding through the Individuals with Disabilities Education Act (IDEA) is expected to support our special education services. We project receiving $900 per student for 20 students, totaling $18,000 in IDEA allocations. IDEA funding is projected to remain at a level at $900 per student; for 91 students, this will total $81,900 in federal revenue.

Title Funding: Urban Collegiate Academy will participate in federal Title funding programs. We expect to receive $250 per student in Title I funds and $40 per student through other Title allocations (e.g., Title II, Part A). These funds will apply to students qualifying for free or reduced-price lunch, generating an estimated $28,420 in federal Title revenue. The school will continue participating in Title programs throughout the charter term, and with increased enrollment, these funds are expected to generate approximately $108,750 by 2030–2031.

School Food Service Reimbursements: Urban Collegiate Academy will participate in the federally funded School Breakfast and Lunch Programs. Based on projected student participation, we estimate receiving $130,722 in meal reimbursements, covering approximately 85% of meals served. By Year 5, the school will participate in the Community Eligibility Program under the National School Breakfast

and Lunch Programs, with an anticipated 85% reimbursement rate, resulting in projected revenue of $559,980.

Charter School Program (CSP) Grant: As part of our start-up year funding, Urban Collegiate Academy anticipates receiving a CSP Grant in the amount of $400,000 to support infrastructure and program development in Year 1, and $300,000 in Year 2.

Total Revenue Projection: The total projected revenue for Urban Collegiate Academy's first year of operation is $2,711,277. By the 2030–2031 school year, total projected revenue is expected to reach $9,764,787.

EXPENSE NARRATIVE: URBAN COLLEGIATE ACADEMY FIVE-YEAR BUDGET ASSUMPTIONS

Personnel Costs: Urban Collegiate Academy's largest expense category in the 2026–2027 budget is personnel, which accounts for 57% of total expenditures, or **$1,544,405**. This includes $1,238,000 allocated to salaries for instructional and non-instructional staff. Payroll taxes are calculated at a combined rate of 11.75%, covering 6.2% for Social Security, 4.1% for unemployment insurance, and 1.45% for Medicare, totaling $145,465. Health insurance and other employee benefits are projected at 10% of salaries, resulting in an estimated cost of $123,800. Additionally, Urban Collegiate Academy plans to offer a 3% employer-matching contribution toward staff retirement savings, amounting to $37,140. By year 5, we expect personnel costs will increase to **$5,759,297** accounting for 59% of the budget. This includes $4,616,671 in total personnel salaries. Payroll taxes are calculated at a combined rate of 11.75%, which includes 6.2% for Social Security, 4.1% for unemployment benefits, and 1.45% for Medicare, totaling $542,459. Health insurance and other employee benefits are projected at 10% of salaries, resulting in a cost of $461,667. Additionally, Urban Collegiate Academy will offer a 3% salary match for employee retirement contributions, bringing the total matching expense to $138,500.

School Operations: The second largest expense category is school operations, comprising 22% of the overall budget—**$589,990** in Year 1—and growing to **$1,912,345** by Year 5. This category includes costs for teaching and learning supplies, technology supplies and infrastructure, furniture, school meals, student supports (e.g., uniforms), and out-of-school time activities. Funding for school operations is calculated on a per-student basis. Below is a breakdown of the largest expenses in this category over the five-year period:

- **School Meals:** We anticipate spending $6.50 per student per day in Year 1, totaling approximately $153,790 based on projected enrollment and number of school days. By Year 5, we estimate an increase to $7.32 per student per day, totaling approximately $658,800.
- **Out-of-School Time Activities:** In Year 1, we budget $750 per student for out-of-school time activities, as only after-school programming will be offered. From Years 2 through 5, we increase this to $1,000 per student to account for a full range of offerings, including after-school programs, summer engagement, summer school, and athletics. The increase in total cost is driven by both the expanded programming and rising student enrollment.
- **Teaching and Learning Supplies:** The cost for teaching and learning supplies, including student assessments, remains constant at $700 per student over the five years. However, overall expenditures increase as student enrollment grows.

Facilities: Facility operations and maintenance represent Urban Collegiate Academy's third major expense category, totaling **$328,625** in Year 1, increasing to **$1,388,184** by Year 5. The largest cost within this category is facility rental, budgeted at $243,750, which is calculated at $25 per square foot for 75 square feet per student based on an enrollment of 130 students. Our middle school facility costs are expected to increase significantly in Year 2, followed by a projected 3% annual increase in subsequent years. By Year 5, we anticipate rental costs will rise to $464,272.

In Years 4 and 5, we project the high school facility costs will be calculated at $45 per square foot for 75 square feet per student, based on enrollment figures, resulting in rental expenses of $337,500 in Year 4 and $641,250 in Year 5. These figures assume that renovation costs will be amortized into the monthly rental payments as specified in the lease agreement.

Utilities costs are estimated at 12% of the facility rental amount, reflecting typical usage and service rates. Finally, liability insurance is projected at $200 per student, remaining flat over the years. While insurance premiums tend to rise annually, our experience shows that the cost per student often decreases as enrollment increases and coverage scales.

Contracted Services: This budget category includes the cost of our Financial Service Provider, calculated at 2% of basic tuition revenue. While the percentage remains constant, the total cost increases in proportion to student enrollment growth. We also budget for legal services and external auditors, with projected annual increases of 5%. Additionally, payroll services are calculated at $500 per staff member annually, with 3% annual increases. In Year 1, we budget **$80,242** for contracted services, increasing to **$246,163** by Year 5.

Escrow: Urban Collegiate Academy budget increases $25,000 in Year 1-3, for a total of $75,000 to be set aside for dissolution as required.

Net Income: Under the proposed budget, Urban Collegiate Academy projects a net income each year of the charter term as follows: $140,015 in Year 1, $241,922 in Year 2, $428,450 in Year 3, $246,111 in Year 4, and $458,797 in Year 5.

MITIGATION STRATEGIES

Urban Collegiate Academy is committed to fiscal sustainability to achieve our mission of academic achievement and positive youth development. While there has been a significant investment in education over the past few years, the founding team recognizes that funding landscapes can change rapidly. Additionally, given that charter schools' primary revenue source is per-student enrollment, we are aware that there could be future challenges in meeting and sustaining enrollment targets. Urban Collegiate Academy is fortunate to have a proposed board with deep experience in nonprofit and business leadership—many of whom have successfully navigated funding reductions and made difficult decisions to sustain their organizations.

First, Urban Collegiate Academy's operating budget does not include philanthropic support, which we fully intend to pursue as a not-for-profit organization. Second, we have prioritized the role of the

Family and Community Engagement Coordinators to lead and coordinate outreach, recruitment, and retention efforts to ensure we meet our enrollment projections. If necessary, we are prepared to leverage the expertise and networks of our board members and key personnel to assist directly with enrollment outreach and community engagement.

The Founding Team is firmly committed to maintaining a fiscally sound operation regardless of unforeseen revenue shortfalls. To that end, we have identified the following mitigation strategies that allow us to adjust our school design while preserving the integrity of our instructional model and support services:

- Reduction in Staffing: We would consider adjusting staffing levels in non-instructional or non-essential areas as our enrollment would not support the need for this personnel.
- Benefits Reduction: We may reduce or temporarily suspend or reduce the school's retirement contribution to preserve instructional programming.
- Instructional Materials: We would reduce spending on curriculum materials by utilizing high-quality, open-source resources or proven materials from high-performing charter networks such as Achievement First, Uncommon Schools, and New Visions for Public Schools that meet the New York State Learning Standards.
- Salary Reduction: Reduce the 4% cost of living adjustment as needed.

Our first priority with any mitigation strategy is to safeguard the core instructional programming and student support services that reflect our mission and Key Design Elements. Urban Collegiate Academy will remain agile, student-centered, and fiscally responsible to ensure the long-term success of our school community.

R-21b. Financial Planning
Explain the process the school will use to develop its annual budget including: ▪ Who will be involved; ▪ How needs will be identified and weighed; ▪ The timeline for creating and approving budgets; and, ▪ Procedures for monitoring and modifying budgets and on what interval.

Each school year, beginning in December[1], the Executive Director will begin the budgeting process. The following is the budget planning process that will be used to develop Urban Collegiate Academy's annual budget.

Month	Budget Action	Lead
December	The Family Engagement and Student Enrollment Team will meet with the Executive Director to identify enrollment priorities and review the marketing and outreach plan for the upcoming school year to ensure enrollment targets are met.	Executive Director
January	School leaders will identify academic and youth development priorities for the upcoming school year to begin budgeting. This process will include meeting with staff, students, and families to assess their needs and preferences.	Executive Director School Leaders
February	The Executive Director and the Finance Service Provider (FSP) will prepare the draft budget to be submitted to the Finance Committee. The Finance Committee will review and revise the draft budget and return it to the Executive Director.	Executive Director FSP Finance Chair
March	The Executive Director and Finance Service Provider will prepare a second draft of the budget incorporating revisions suggested by the Finance Committee. The Finance Committee will then review and approve the draft budget.	Executive Director FSP Finance Chair
April	The Executive Director will prepare a finalized budget for the Board based on enrollment. The Board will analyze the budget during its public meeting. If the Board requests revisions, the budget will be returned to the Finance Committee.	Board Chairperson Executive Director FSP
May	The Board will review, approve, and vote on the final budget.	Board Chairperson
June	The Executive Director will be responsible for submitting the final annual budget to the SUNY Charter Schools Institute, on behalf of the Board of Trustees.	Executive Director

[1] Influenced by the SUNY approved South Shore Charter School 21b. Financial Planning

R-21c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Urban Collegiate Academy will engage an independent fiscal audit annually using a state-approved firm with experience working with New York State charter schools. As required, we will contract with a certified public accountant or accounting firm licensed in New York State. The Finance Committee will oversee the identification and selection of the independent auditor and present a recommendation for full Board approval. Upon approval by the Board, the Finance Chair, Executive Director, and Financial Service Provider will ensure the auditor is granted full access to all requested financial documentation in compliance with state and federal laws, as well as the conditions set forth by the SUNY Charter Schools Institute or other authorizing bodies. The auditor will prepare a report for the Board of Trustees, which will be submitted to SUNY and the New York State Education Department, as required.

Urban Collegiate Academy will also utilize the audit firm for any additional required financial reporting, including—but not limited to—the initial statement on internal controls for newly approved SUNY charters, CSP agreed-upon procedures for grant recipients, A-133 audits for charter schools expending more than $750,000 in federal funds within a fiscal year, and the annual filing of Form 990 with the IRS. The projected costs for the audit and Form 990 filing are based on current expenses within the New York charter school sector.

R-21d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Applicants should refer to and incorporate elements of the Institute's Closure Plan, in developing this response. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

If Urban Collegiate Academy Charter School were to dissolve, in accordance with Education Law §2851(2)(t), the Board of Trustees will delegate the Executive Director and the Director of School Operations the responsibility for managing the dissolution process. The process will begin with notification to all stakeholders, including students and families. The Executive Director will communicate with the Superintendent of the Schenectady City School District regarding the dissolution of Urban Collegiate Academy and submit an enrollment roster. The Director of School Operations will be responsible for transferring educational records to the Schenectady City School District.

Urban Collegiate Academy will transfer all unrestricted assets to another charter school within the school district or directly to the Schenectady City School District in accordance with Education Law §220, after all debts and liabilities have been resolved.

Urban Collegiate Academy has included a line item of $25,000 each year for the first three years to be set aside and maintained in an escrow fund for the express purpose of dissolution proceedings. These funds will be set aside in perpetuity and will only be used in the event of dissolution or closure, specifically to cover legal and audit expenses associated with dissolution, as well as any unpaid financial obligations and liabilities.

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

Urban Collegiate Academy Charter School

Contact Name:	Victor Rose
Contact Title:	Lead Applicant
Contact Email:	rose@ucacs.org
Contact Phone:	347-556-3882

First Academic Year:	2026-27
Pre-Opening Period:	July 1, 2025 - June 30, 2026

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
2026-27 through 2030-31

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	*Middle School*	40	40	40	40	40	10-11
6th Grade	Middle School	90	90	90	90	90	11-12
7th Grade	Middle School		90	90	90	90	12-13
8th Grade	Middle School			90	90	90	13-14
9th Grade	High School				100	100	14-15
10th Grade	High School					90	15-16
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		130	220	310	410	500	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Middle School	2	2	2	2	2
6th Grade	Middle School	5	5	5	5	5
7th Grade	Middle School		5	5	5	5
8th Grade	Middle School			5	5	5
9th Grade	High School				5	5
10th Grade	High School					5
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		7	12	17	22	27

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	Middle School	20	20	20	20	20
6th Grade	Middle School	18	18	18	18	18
7th Grade	Middle School	0	18	18	18	18
8th Grade	Middle School	0	0	18	18	18
9th Grade	High School	0	0	0	20	20
10th Grade	High School	0	0	0	0	18
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	130	220	310	310	310
Total High School Enrollment	-	-	-	100	190
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**130**	**220**	**310**	**410**	**500**
Change in Net Enrollment from Prior Year (Count)	130	90	90	100	90
Change in Net Enrollment from Prior Year (Percent)	100.0%	69.2%	40.9%	32.3%	22.0%
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	130	220	310	410	500
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	Schenectady City School District	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 277,731,769	$ 277,731,769	$ 277,731,769	$ 277,731,769	$ 277,731,769
ENROLLMENT (*Charter School*)		130	220	310	410	500
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://www.schenectadyschools.org/page/2024-2025-budget-development				

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)						

URBAN COLLEGIATE ACADEMY CHARTER 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	5-6	5-7	5-8	5-9	5-10
	Enrollment	130	220	310	410	500

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	3.0	3.0
Deans, Directors & Coordinators	0.0	0.0	1.8	1.8	2.8
CFO / Director of Finance	0.0	0.0	0.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	0.0	1.0	2.0	2.0	3.0
TOTAL ADMINISTRATIVE STAFF	3.0	4.0	6.8	9.8	11.8

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	10.0	14.0	18.0	23.0
Teachers - SPED	2.0	3.0	4.0	5.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	2.0	2.0	3.0	3.0
Specialty Teachers	4.0	7.0	8.0	11.0	13.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	2.0	3.0	4.0	5.0
Other	2.0	3.0	4.0	5.0	6.0
TOTAL INSTRUCTIONAL	16.0	27.0	35.0	46.0	56.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	1.0	1.0	2.0	2.0
Security	0.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	2.0	2.0
TOTAL NON-INSTRUCTIONAL	1.0	2.0	2.0	4.0	4.0

TOTAL PERSONNEL SERVICE FTE	20.0	33.0	43.8	59.8	71.8

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL

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	5-6	5-7	5-8	5-9	5-10
	Enrollment	130.00	220.00	310.00	410.00	500.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	$ 115,000	$ 115,000	$ 118,450	$ 122,004	$ 125,664	$ 129,434
Instructional Management	$ 105,000	$ 105,000	$ 108,150	$ 111,395	$ 324,736	$ 334,478
Deans, Directors & Coordinators	$ 90,000	$ -	$ -	$ 162,000	$ 166,860	$ 261,866
CFO / Director of Finance	$ 95,000	$ -	$ -	$ -	$ 95,000	$ 97,850
Operation / Business Manager	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Administrative Staff	$ 40,000	$ -	$ 40,000	$ 81,200	$ 83,636	$ 126,145
TOTAL ADMINISTRATIVE STAFF		$ 290,000	$ 338,700	$ 550,861	$ 872,387	$ 1,028,558
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 58,000	$ 348,000	$ 590,440	$ 840,153	$ 1,097,358	$ 1,420,279
Teachers - SPED	$ 58,000	$ 116,000	$ 177,480	$ 240,804	$ 306,029	$ 373,209
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistants	$ 48,000	$ 48,000	$ 97,440	$ 100,363	$ 151,374	$ 155,915
Specialty Teachers	$ 58,000	$ 232,000	$ 412,960	$ 483,349	$ 671,849	$ 808,005
Aides	$ -	$ -	$ -	$ -	$ -	$ -
Therapists & Counselors	$ 58,000	$ 58,000	$ 117,740	$ 179,272	$ 242,650	$ 307,930
Other	$ 48,000	$ 96,000	$ 146,880	$ 199,286	$ 253,265	$ 308,863
TOTAL INSTRUCTIONAL		$ 898,000	$ 1,542,940	$ 2,043,228	$ 2,722,525	$ 3,374,201
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ 50,000	$ -	$ 50,000	$ 51,500	$ 103,045	$ 106,136
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ 50,000	$ 50,000	$ 51,500	$ 53,045	$ 104,636	$ 107,775
TOTAL NON-INSTRUCTIONAL		$ 50,000	$ 101,500	$ 104,545	$ 207,681	$ 213,912
TOTAL PERSONNEL SERVICE WAGES		$ 1,238,000	$ 1,983,140	$ 2,698,634	$ 3,802,593	$ 4,616,671

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions
Y1-5: 1 FTE Executive Director
Y1-5 - 1 FTE: Middle School Director Y4-5 - 1 FTE: Director of Youth and Family Development Y4-5 - 1 FTE: High School Director
Y2-5 - 1 FTE: Middle School Associate Director Y3-5 - 1 FTE: Middle School Dean (Salary of .8 of category) Y5 - 1 FTE: High School Director
Y4-5 - 1 FTE: Director of School Operations
Y1-3 - 1 FTE: School Operations Manager Y4-5 - 1 FTE: People Operations Manager
Y2-5 - 1 FTE: School Administrative Associate Y3-5 - 1 FTE: School Operations Associate Y5 - 1 FTE: School Operations Associate

See detailed staffing chart in R-12ac - Personnel
See detailed staffing chart in R-12ac - Personnel
See detailed staffing chart in R-12ac - Personnel
See detailed staffing chart in R-12ac - Personnel
See detailed staffing chart in R-12ac - Personnel
See detailed staffing chart in R-12ac - Personnel

Outsourced
Facilities Coordinators
Family and Community Engagement Coordinators

***NOTE:** *Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions
Assumes COLA of 3% annually
Estimates based on regional and compariable charter school salaries
Estimates based on regional and compariable charter school salaries
Estimates based on regional and compariable charter school salaries
Estimates based on regional and compariable charter school salaries
Estimates based on regional and compariable charter school salaries
Estimates based on regional and compariable charter school salaries

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Estimates based on regional and compariable charter school salaries
Estimates based on regional and compariable charter school salaries
Estimates based on regional and compariable charter school salaries

Outsourced
Estimates based on regional and compariable charter school salaries
Estimates based on regional and compariable charter school salaries

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**300,000**
Total Expenses	**195,555**
Net Income	**104,445**

	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	300,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**300,000**
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**-**
TOTAL REVENUE	**300,000**

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**300,000**
Total Expenses	**195,555**
Net Income	**104,445**

	START-UP PERIOD
EXPENSES	
	FTE No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	1.00	55,000
Instructional Management	1.00	17,500
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	**2.00**	72,500
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	**-**	**-**
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	1.00	25,000
TOTAL NON-INSTRUCTIONAL	1.00	**25,000**
SUBTOTAL PERSONNEL SERVICE COSTS	**3.00**	**97,500**
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		11,457
Fringe / Employee Benefits		9,749
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		**21,205**
TOTAL PERSONNEL SERVICE COSTS	**3.00**	**118,705**
CONTRACTED SERVICES		
Accounting / Audit		5,000
Legal		5,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		700
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		5,000
TOTAL CONTRACTED SERVICES		**15,700**

URBAN COLLEGIATE ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**300,000**
Total Expenses	**195,555**
Net Income	**104,445**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	600
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	1,050
Technology	3,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	9,000
Student Recruitment / Marketing	40,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**53,650**
FACILITY OPERATION & MAINTENANCE	
Insurance	7,500
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	**7,500**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**195,555**
NET INCOME	**104,445**

URBAN COLLEGIATE ACADEMY CI
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2025 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	Assumes CSP Grant
Total Expenses	
Net Income	
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	Assumes CSP Grant
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	

URBAN COLLEGIATE ACADEMY CI
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2025 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		Assumes CSP Grant
Total Expenses		
Net Income		

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	1 FTE Executive Director (Jan - June)
Instructional Management	1.00	1 FTE Middle School Director (May/June)
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	**2.00**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	1.00	1 FTE Family & Comm. Eng. Coordinator (Jan-June)
TOTAL NON-INSTRUCTIONAL	1.00	
SUBTOTAL PERSONNEL SERVICE COSTS	**3.00**	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		Assumes 11.75% of personnel costs
Fringe / Employee Benefits		Assumes 10% of personnel costs
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	**3.00**	
CONTRACTED SERVICES		
Accounting / Audit		Asssumes cost of external auditor
Legal		Assumes cost of legal retainer
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		Assumes cost of payroll
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		Assumes cost of Financial Service Provider
TOTAL CONTRACTED SERVICES		

URBAN COLLEGIATE ACADEMY CI
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2025 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	Assumes CSP Grant
Total Expenses	
Net Income	

SCHOOL OPERATIONS	
Board Expenses	Assumes $100/monthly for Board Expenses
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	Assumes cost of cellphone reimbursement
Technology	Assumes costs of laptops for staff
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	Assumes cost of recruitment
Student Recruitment / Marketing	Assumes cost of student recruitment
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	Assumes cost of liability insurance
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	URBAN COLLEGIATE ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**300,000**
Total Expenses	-	-	-	-	-	-	**40,583**	**27,583**	**34,583**	**27,583**	**31,861**	**33,361**	**195,555**
Net Income	-	-	-	-	-	-	**9,417**	**22,417**	**15,417**	**22,417**	**18,139**	**16,639**	**104,445**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	-
Net Income	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	**104,445**	**104,445**

	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	-	-	-	-	-	-	50,000	50,000	50,000	50,000	50,000	50,000	300,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	50,000	50,000	50,000	50,000	50,000	50,000	300,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**-**	**-**	**-**	**-**	**-**	**-**	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**300,000**

PRE-OPENING CASH FLOW 1-YEAR	URBAN COLLEGIATE ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**300,000**
Total Expenses	-	-	-	-	-	-	**40,583**	**27,583**	**34,583**	**27,583**	**31,861**	**33,361**	**195,555**
Net Income	-	-	-	-	-	-	**9,417**	**22,417**	**15,417**	**22,417**	**18,139**	**16,639**	**104,445**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	-
Net Income	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	**104,445**	**104,445**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	1.00	-	-	-	-	-	-	9,167	9,167	9,167	9,167	9,167	9,167	55,000
Instructional Management	1.00	-	-	-	-	-	-	-	-	-	-	8,750	8,750	17,500
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	-	-	-	-	-	-	9,167	9,167	9,167	9,167	17,917	17,917	72,500
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.00	-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	4,167	25,000
TOTAL NON-INSTRUCTIONAL	1.00	-	-	-	-	-	-	4,167	4,167	4,167	4,167	4,167	4,167	25,000
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	-	-	-	-	-	-	13,334	13,334	13,333	13,333	22,083	22,083	97,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	1,567	1,567	1,567	1,567	2,595	2,595	11,457
Fringe / Employee Benefits		-	-	-	-	-	-	1,333	1,333	1,333	1,333	2,208	2,208	9,749
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	2,900	2,900	2,900	2,900	4,803	4,803	21,205
TOTAL PERSONNEL SERVICE COSTS	3.00	-	-	-	-	-	-	16,233	16,233	16,233	16,233	26,886	26,886	118,705
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
Legal		-	-	-	-	-	-	5,000	-	-	-	-	-	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	100	100	100	100	150	150	700
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	5,000
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	5,100	1,100	1,100	1,100	1,150	6,150	15,700

PRE-OPENING CASH FLOW 1-YEAR	URBAN COLLEGIATE ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**300,000**
Total Expenses	-	-	-	-	-	-	**40,583**	**27,583**	**34,583**	**27,583**	**31,861**	**33,361**	**195,555**
Net Income	-	-	-	-	-	-	**9,417**	**22,417**	**15,417**	**22,417**	**18,139**	**16,639**	**104,445**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	-
Net Income	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	**104,445**	**104,445**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	100	100	100	100	100	100	600
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	150	150	150	150	225	225	1,050
Technology	-	-	-	-	-	-	2,000	-	-	-	1,000	-	3,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	4,500	-	4,500	-	-	-	9,000
Student Recruitment / Marketing	-	-	-	-	-	-	10,000	10,000	10,000	10,000	-	-	40,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	16,750	10,250	14,750	10,250	1,325	325	53,650
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	2,500	-	2,500	-	2,500	-	7,500
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	2,500	-	2,500	-	2,500	-	7,500
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	**40,583**	**27,583**	**34,583**	**27,583**	**31,861**	**33,361**	195,555
NET INCOME	-	-	-	-	-	-	**9,417**	**22,417**	**15,417**	**22,417**	**18,139**	**16,639**	**104,445**

PRE-OPENING CASH FLOW 1-YEAR	URBAN COLLEGIATE ACADEMY CHARTER SCHOOL												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**50,000**	**300,000**
Total Expenses	-	-	-	-	-	-	**40,583**	**27,583**	**34,583**	**27,583**	**31,861**	**33,361**	**195,555**
Net Income	-	-	-	-	-	-	**9,417**	**22,417**	**15,417**	**22,417**	**18,139**	**16,639**	**104,445**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	-
Net Income	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	**104,445**	**104,445**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	**9,417**	**22,417**	**15,417**	**22,417**	**18,139**	**16,639**	**104,445**
Beginning Cash Balance	-	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	-
ENDING CASH BALANCE	-	-	-	-	-	-	**9,417**	**31,833**	**47,250**	**69,667**	**87,806**	**104,445**	**104,445**

YEAR 1 BUDGET AND ASSUMPTION			URBAN COLLEGIATE ACADEMY CHARTER 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			**2,012,115**	**168,440**	**530,722**	**-**	**-**	**2,711,277**	
Total Expenses			**1,728,320**	**144,710**	**97,500**	**-**	**597,732**	**2,568,262**	
Net Income			**283,795**	**23,730**	**433,222**	**-**	**(597,732)**	**143,015**	
Budgeted Student Enrollment			**130**	**-**				**130**	
			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:	Schenectady City School District	15,027	2,012,115					2,012,115	
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.)	15,027	2,012,115					2,012,115	
Special Education Revenue				122,020				122,020	Assumes $6,101 per SWD receiving 20% or more of special education services
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,012,115	122,020	-	-	-	2,134,135	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	18,000	-			18,000	Assumes $900 per SWD
Title I			-	24,500	-			24,500	Assumes $250 per student w/ FRL
Title Funding - Other			-	3,920	-			3,920	Assumes $40 per student w/ FRL
School Food Service (Free Lunch)			-	-	130,722			130,722	Assumes 85% reimbursement of school meals
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	400,000	-	-	400,000	Assumes $1M CSP grant - Year 2
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			-	46,420	530,722	-	-	577,142	
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			**2,012,115**	**168,440**	**530,722**	**-**	**-**	**2,711,277**	

YEAR 1 BUDGET AND ASSUMPTION		URBAN COLLEGIATE ACADEMY CHARTER 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		**2,012,115**	**168,440**	**530,722**	**-**	**-**	**2,711,277**	
Total Expenses		**1,728,320**	**144,710**	**97,500**	**-**	**597,732**	**2,568,262**	
Net Income		**283,795**	**23,730**	**433,222**	**-**	**(597,732)**	**143,015**	
Budgeted Student Enrollment		**130**	**-**				**130**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	115,000	-	-	-	-	115,000	1 FTE Executive Director
Instructional Management	1.00	105,000	-	-	-	-	105,000	1 FTE Middle School Director
Deans, Directors & Coordinators	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	70,000	-	-	-	-	70,000	1 FTE School Operations Manager
Administrative Staff	-	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	3.00	290,000	-	-	-	-	290,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	6.00	348,000	-	-	-	-	348,000	6 FTEs (2 Gen Ed, 1 Eng, 1 Math, 1 Sci, 1 SS)
Teachers - SPED	2.00	-	116,000	-	-	-	116,000	2 SPED (1 per grade)
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	1.00	48,000	-	-	-	-	48,000	1 FTE Teaching Associate
Specialty Teachers	4.00	232,000	-	-	-	-	232,000	4 FTEs (1 PE, 1 Art, 1 ENL, 1 Learning Lab)
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	58,000	-	-	-	-	58,000	1 FTE School Counselor
Other	2.00	96,000	-	-	-	-	96,000	2 FTE Youth Development Specialists
TOTAL INSTRUCTIONAL	16.00	782,000	116,000	-	-	-	898,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	Outsourced
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	Outsourced
Security	-	-	-	-	-	-	-	
Other	1.00	50,000	-	-	-	-	50,000	Family and Community Engagement Coordinator
TOTAL NON-INSTRUCTIONAL	1.00	50,000	-	-	-	-	50,000	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	1,122,000.00	116,000	-	-	-	1,238,000	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		131,835	13,630	-	-	-	145,465	11.75% of total personnel costs for SS, Med, UI
Fringe / Employee Benefits		112,200	11,600	-	-	-	123,800	10% of total personnel costs
Retirement / Pension		33,660	3,480	-	-	-	37,140	3% employer contribution to 403B
TOTAL PAYROLL TAXES AND BENEFITS		277,695	28,710	-	-	-	306,405	
TOTAL PERSONNEL SERVICE COSTS	20.00	1,399,695	144,710	-	-	-	1,544,405	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	15,000	15,000	Assumes cost for independent fiscal audit
Legal		-	-	-	-	15,000	15,000	Assumes cost for retainer for school attorney
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	10,000	10,000	Assumes $500 annually per employee
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	40,242	40,242	Assumes 2% of per pupil tuition
TOTAL CONTRACTED SERVICES		-	-	-	-	80,242	80,242	

YEAR 1 BUDGET AND ASSUMPTION	URBAN COLLEGIATE ACADEMY CHARTER 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	**2,012,115**	**168,440**	**530,722**	**-**	**-**	**2,711,277**	
Total Expenses	**1,728,320**	**144,710**	**97,500**	**-**	**597,732**	**2,568,262**	
Net Income	**283,795**	**23,730**	**433,222**	**-**	**(597,732)**	**143,015**	
Budgeted Student Enrollment	**130**	**-**				**130**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	16,200	16,200	Assumes $100 per month in board expenses; $15K for facilities consultant
Classroom / Teaching Supplies & Materials	-	-	-	-	32,000	32,000	Assumes $250 per students
Special Ed Supplies & Materials	-	-	-	-	3,000	3,000	Assumes $150 per SWD
Textbooks / Workbooks	-	-	-	-	26,000	26,000	Assumes $200 per student
Supplies & Materials other	-	-	-	-	13,000	13,000	Assumes $100 per student
Equipment / Furniture	-	-	-	-	65,000	65,000	Assumes $500 per student
Telephone	-	-	-	-	12,000	12,000	Assumes $1K monthly
Technology	-	-	-	-	65,000	65,000	Assumes $500 per student
Student Testing & Assessment	-	-	-	-	19,500	19,500	Assumes $150 per student
Field Trips	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	-	-	-	28,000	28,000	Assumes per student $50 for uniforms, $50 for culture activities, $15K for SEL curriculum
Office Expense	-	-	-	-	12,000	12,000	Assumes $1K monthly
Staff Development	-	-	-	-	11,000	11,000	Assumes $500 per employee
Staff Recruitment	-	-	-	-	11,000	11,000	Asssumes costs for employee recruitment
Student Recruitment / Marketing	-	-	-	-	25,000	25,000	Assumes costs for student recruitment
School Meals / Lunch	-	-	-	-	153,790	153,790	Assumes $6.5 per student x 182 days
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	-	97,500	-	-	97,500	Assumes $750 per student for out-of-school time
TOTAL SCHOOL OPERATIONS	-	-	97,500	-	492,490	589,990	
FACILITY OPERATION & MAINTENANCE							
Insurance	26,000	-	-	-	-	26,000	Assumes $200 per student
Janitorial	14,625	-	-	-	-	14,625	Assumes $1.5sqft x 75sq x # of students
Building and Land Rent / Lease / Facility Finance Interest	243,750	-	-	-	-	243,750	Assumes $25sqft x 75sq x # of students
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	15,000	-	-	-	-	15,000	Assumes costs of security system
Utilities	29,250	-	-	-	-	29,250	Assumes 12% of rental costs
TOTAL FACILITY OPERATION & MAINTENANCE	328,625	-	-	-	-	328,625	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	First year installment in Escrow
TOTAL EXPENSES	**1,728,320**	**144,710**	**97,500**	**-**	**597,732**	**2,568,262**	
NET INCOME	**283,795**	**23,730**	**433,222**	**-**	**(597,732)**	**143,015**	

YEAR 1 BUDGET AND ASSUMPTION	URBAN COLLEGIATE ACADEMY CHARTER 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	**2,012,115**	**168,440**	**530,722**	**-**	**-**	**2,711,277**	
Total Expenses	**1,728,320**	**144,710**	**97,500**	**-**	**597,732**	**2,568,262**	
Net Income	**283,795**	**23,730**	**433,222**	**-**	**(597,732)**	**143,015**	
Budgeted Student Enrollment	**130**	**-**				**130**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: Schenectady City School District	130					130	
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	**130**					**130**	
REVENUE PER PUPIL	**15,478**					**20,856**	
EXPENSES PER PUPIL	**13,295**					**19,756**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			URBAN COLLEGIATE ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue			**100,000**	**410,353**	**11,605**	**374,281**	**89,525**	**385,886**	**14,525**	**449,281**	**26,130**	**374,281**	**89,525**	**385,886**	**2,711,277**
Total Expenses			**99,799**	**234,299**	**215,166**	**223,500**	**228,000**	**211,500**	**214,500**	**230,000**	**211,500**	**214,500**	**228,000**	**257,500**	**2,568,262**
Net Income			**201**	**176,053**	**(203,561)**	**150,781**	**(138,475)**	**174,386**	**(199,975)**	**219,281**	**(185,370)**	**159,781**	**(138,475)**	**128,386**	**143,015**
Cash Flow Adjustments			-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance			**104,445**	**104,646**	**280,699**	**77,138**	**227,919**	**89,444**	**263,831**	**63,855**	**283,137**	**97,767**	**257,548**	**119,073**	**104,445**
Ending Cash Balance			**104,646**	**280,699**	**77,138**	**227,919**	**89,444**	**263,831**	**63,855**	**283,137**	**97,767**	**257,548**	**119,073**	**247,460**	**247,460**
			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:	Schenectady City School District	15,027	-	335,353	-	335,353	-	335,353	-	335,353	-	335,353	-	335,353	2,012,115
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.)	15,027	-	335,353	-	335,353	-	335,353	-	335,353	-	335,353	-	335,353	2,012,115
Special Education Revenue			-	-	-	24,404	-	24,404	-	24,404	-	24,404	-	24,404	122,020
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			-	335,353	-	359,757	-	359,757	-	359,757	-	359,757	-	359,757	2,134,135
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	4,500	-	-	4,500	-	-	4,500	-	-	4,500	18,000
Title I			-	-	6,125	-	-	6,125	-	-	6,125	-	-	6,125	24,500
Title Funding - Other			-	-	980	-	-	980	-	-	980	-	-	980	3,920
School Food Service (Free Lunch)			-	-	-	14,525	14,525	14,525	14,525	14,525	14,525	14,525	14,525	14,525	130,722
Grants															
Charter School Program (CSP) Planning & Implementation			100,000	75,000	-	-	75,000	-	-	75,000	-	-	75,000	-	400,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			100,000	75,000	11,605	14,525	89,525	26,130	14,525	89,525	26,130	14,525	89,525	26,130	577,142
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE			**100,000**	**410,353**	**11,605**	**374,281**	**89,525**	**385,886**	**14,525**	**449,281**	**26,130**	**374,281**	**89,525**	**385,886**	**2,711,277**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	URBAN COLLEGIATE ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	**100,000**	**410,353**	**11,605**	**374,281**	**89,525**	**385,886**	**14,525**	**449,281**	**26,130**	**374,281**	**89,525**	**385,886**	**2,711,277**
Total Expenses	**99,799**	**234,299**	**215,166**	**223,500**	**228,000**	**211,500**	**214,500**	**230,000**	**211,500**	**214,500**	**228,000**	**257,500**	**2,568,262**
Net Income	**201**	**176,053**	**(203,561)**	**150,781**	**(138,475)**	**174,386**	**(199,975)**	**219,281**	**(185,370)**	**159,781**	**(138,475)**	**128,386**	**143,015**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	**104,445**	**104,646**	**280,699**	**77,138**	**227,919**	**89,444**	**263,831**	**63,855**	**283,137**	**97,767**	**257,548**	**119,073**	**104,445**
Ending Cash Balance	**104,646**	**280,699**	**77,138**	**227,919**	**89,444**	**263,831**	**63,855**	**283,137**	**97,767**	**257,548**	**119,073**	**247,460**	**247,460**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000
Instructional Management	1.00	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	105,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	24,167	24,167	24,167	24,167	24,167	24,167	24,167	24,167	24,167	24,167	24,167	24,167	290,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00	-	-	34,800	34,800	34,800	34,800	34,800	34,800	34,800	34,800	34,800	34,800	348,000
Teachers - SPED	2.00	-	-	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	116,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	1.00	-	-	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	4,800	48,000
Specialty Teachers	4.00	-	-	23,200	23,200	23,200	23,200	23,200	23,200	23,200	23,200	23,200	23,200	232,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	-	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	58,000
Other	2.00	-	-	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	96,000
TOTAL INSTRUCTIONAL	16.00	-	-	89,800	89,800	89,800	89,800	89,800	89,800	89,800	89,800	89,800	89,800	898,000
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
TOTAL NON-INSTRUCTIONAL	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	28,333	28,333	118,133	118,133	118,133	118,133	118,133	118,133	118,133	118,133	118,133	118,133	1,238,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		3,329	3,329	13,881	13,881	13,881	13,881	13,881	13,881	13,881	13,881	13,881	13,881	145,465
Fringe / Employee Benefits		2,833	2,833	11,813	11,813	11,813	11,813	11,813	11,813	11,813	11,813	11,813	11,813	123,800
Retirement / Pension		850	850	3,544	3,544	3,544	3,544	3,544	3,544	3,544	3,544	3,544	3,544	37,140
TOTAL PAYROLL TAXES AND BENEFITS		7,012	7,012	29,238	29,238	29,238	29,238	29,238	29,238	29,238	29,238	29,238	29,238	306,405
TOTAL PERSONNEL SERVICE COSTS	20.00	35,346	35,346	147,371	147,371	147,371	147,371	147,371	147,371	147,371	147,371	147,371	147,371	1,544,405
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Legal		15,000	-	-	-	-	-	-	-	-	-	-	-	15,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch			-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	40,242
TOTAL CONTRACTED SERVICES		19,187	4,187	4,187	4,187	4,187	4,187	4,187	4,187	4,187	4,187	4,187	19,187	80,242

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	URBAN COLLEGIATE ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	**100,000**	**410,353**	**11,605**	**374,281**	**89,525**	**385,886**	**14,525**	**449,281**	**26,130**	**374,281**	**89,525**	**385,886**	**2,711,277**
Total Expenses	**99,799**	**234,299**	**215,166**	**223,500**	**228,000**	**211,500**	**214,500**	**230,000**	**211,500**	**214,500**	**228,000**	**257,500**	**2,568,262**
Net Income	**201**	**176,053**	**(203,561)**	**150,781**	**(138,475)**	**174,386**	**(199,975)**	**219,281**	**(185,370)**	**159,781**	**(138,475)**	**128,386**	**143,015**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	**104,445**	**104,646**	**280,699**	**77,138**	**227,919**	**89,444**	**263,831**	**63,855**	**283,137**	**97,767**	**257,548**	**119,073**	**104,445**
Ending Cash Balance	**104,646**	**280,699**	**77,138**	**227,919**	**89,444**	**263,831**	**63,855**	**283,137**	**97,767**	**257,548**	**119,073**	**247,460**	**247,460**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
SCHOOL OPERATIONS													
Board Expenses	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	16,200
Classroom / Teaching Supplies & Materials	-	8,000	-	-	8,000	-	-	8,000	-	-	8,000	-	32,000
Special Ed Supplies & Materials	-	750	-	-	750	-	-	750	-	-	750	-	3,000
Textbooks / Workbooks	-	6,500	-	-	6,500	-	-	6,500	-	-	6,500	-	26,000
Supplies & Materials other	-	3,250	-	-	3,250	-	-	3,250	-	-	3,250	-	13,000
Equipment / Furniture	-	65,000	-	-	-	-	-	-	-	-	-	-	65,000
Telephone	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Technology	-	65,000	-	-	-	-	-	-	-	-	-	-	65,000
Student Testing & Assessment	-	-	19,500	-	-	-	-	-	-	-	-	-	19,500
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	14,000	-	14,000	-	-	-	-	-	-	-	-	28,000
Office Expense	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-	-	12,000
Staff Development	-	5,000	-	-	3,000	-	-	-	-	-	3,000	-	11,000
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	11,000	11,000
Student Recruitment / Marketing	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	-	-	25,000
School Meals / Lunch	-	-	15,379	15,379	15,379	15,379	15,379	15,379	15,379	15,379	15,379	15,379	153,790
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	97,500
TOTAL SCHOOL OPERATIONS	5,350	169,850	37,229	45,562	50,062	33,562	36,562	52,062	33,562	36,562	50,062	39,562	589,990
FACILITY OPERATION & MAINTENANCE													
Insurance	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	26,000
Janitorial	-	-	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	14,625
Building and Land Rent / Lease / Facility Finance Interest	20,313	20,313	20,313	20,313	20,313	20,313	20,313	20,313	20,313	20,313	20,313	20,313	243,750
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000
Utilities	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	29,250
TOTAL FACILITY OPERATION & MAINTENANCE	39,917	24,917	26,379	26,379	26,379	26,379	26,379	26,379	26,379	26,379	26,379	26,379	328,625
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	**99,799**	**234,299**	**215,166**	**223,500**	**228,000**	**211,500**	**214,500**	**230,000**	**211,500**	**214,500**	**228,000**	**257,500**	2,568,262
NET INCOME	**201**	**176,053**	**(203,561)**	**150,781**	**(138,475)**	**174,386**	**(199,975)**	**219,281**	**(185,370)**	**159,781**	**(138,475)**	**128,386**	**143,015**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**201**	**176,053**	**(203,561)**	**150,781**	**(138,475)**	**174,386**	**(199,975)**	**219,281**	**(185,370)**	**159,781**	**(138,475)**	**128,386**	**143,015**
Beginning Cash Balance	**104,445**	**104,646**	**280,699**	**77,138**	**227,919**	**89,444**	**263,831**	**63,855**	**283,137**	**97,767**	**257,548**	**119,073**	**104,445**
ENDING CASH BALANCE	**104,646**	**280,699**	**77,138**	**227,919**	**89,444**	**263,831**	**63,855**	**283,137**	**97,767**	**257,548**	**119,073**	**247,460**	**247,460**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		URBAN COLLEGIATE ACADEMY CHARTER 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			**2,711,277**	**4,298,629**	**5,750,564**	**7,788,016**	**9,764,787**	
Total Expenses			**2,568,262**	**4,056,707**	**5,322,115**	**7,541,906**	**9,305,989**	
Net Income (Before Cash Flow Adjustments)			**143,015**	**241,922**	**428,450**	**246,111**	**458,797**	
Budgeted Student Enrollment			**130**	**220**	**310**	**410**	**500**	
			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			**3.0%**	**2.0%**	**2.0%**	**2.0%**	**3.0%**	Assumes 12% increase over 5 years
Per Pupil Revenue		Basic Tuition (2024-25)						
PRIMARY School District:	Schenectady City School District	15,027	2,012,115	3,473,221	4,991,965	6,734,322	8,458,966	
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.)	15,027	2,012,115	3,473,221	4,991,965	6,734,322	8,458,966	
Special Education Revenue			122,020	219,636	317,252	451,474	555,191	Assumes .41% based on the 2024-25 tuition remains flat
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,134,135	3,692,857	5,309,217	7,185,796	9,014,157	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			18,000	32,400	46,800	66,600	81,900	Assumes $900 per SWD remains flat
Title I			24,500	41,250	58,000	77,250	93,750	Assumes $250 per student w/ FRL remains flat
Title Funding - Other			3,920	6,600	9,280	12,360	15,000	Assumes $40 per student w/ FRL remains flat
School Food Service (Free Lunch)			130,722	225,522	327,267	446,010	559,980	Assumes 85% of school nutrition costs
Grants								
Charter School Program (CSP) Planning & Implementation			400,000	300,000	-	-	-	Assumes $1M CSP grant over three years
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			577,142	605,772	441,347	602,220	750,630	
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			**2,711,277**	**4,298,629**	**5,750,564**	**7,788,016**	**9,764,787**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		URBAN COLLEGIATE ACADEMY CHARTER 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		**2,711,277**	**4,298,629**	**5,750,564**	**7,788,016**	**9,764,787**	
Total Expenses		**2,568,262**	**4,056,707**	**5,322,115**	**7,541,906**	**9,305,989**	
Net Income (Before Cash Flow Adjustments)		**143,015**	**241,922**	**428,450**	**246,111**	**458,797**	
Budgeted Student Enrollment		**130**	**220**	**310**	**410**	**500**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	1.00	115,000	118,450	122,004	125,664	129,434	Y1-5: 1 FTE Executive Director
Instructional Management	1.00	105,000	108,150	111,395	324,736	334,478	Y1-5 - 1 FTE: Middle School Director Y4-5 - 1 FTE: Director of Youth and Family Development Y4-5 - 1 FTE: High School Director
Deans, Directors & Coordinators	-	-	-	162,000	166,860	261,866	Y2-5 - 1 FTE: Middle School Associate Director Y3-5 - 1 FTE: Middle School Dean (Salary of .8 of category) Y5 - 1 FTE: High School Director
CFO / Director of Finance	-	-	-	-	95,000	97,850	Y4-5 - 1 FTE: Director of School Operations
Operation / Business Manager	1.00	70,000	72,100	74,263	76,491	78,786	Y1-3 - 1 FTE: School Operations Manager Y4-5 - 1 FTE: People Operations Manager
Administrative Staff	-	-	40,000	81,200	83,636	126,145	Y2-5 - 1 FTE: School Administrative Associate Y3-5 - 1 FTE: School Operations Associate Y5 - 1 FTE: School Operations Associate
TOTAL ADMINISTRATIVE STAFF	3.00	290,000	338,700	550,861	872,387	1,028,558	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	348,000	590,440	840,153	1,097,358	1,420,279	See detailed staffing chart in R-12ac - Personnel
Teachers - SPED	2.00	116,000	177,480	240,804	306,029	373,209	See detailed staffing chart in R-12ac - Personnel
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	1.00	48,000	97,440	100,363	151,374	155,915	See detailed staffing chart in R-12ac - Personnel
Specialty Teachers	4.00	232,000	412,960	483,349	671,849	808,005	See detailed staffing chart in R-12ac - Personnel
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	58,000	117,740	179,272	242,650	307,930	See detailed staffing chart in R-12ac - Personnel
Other	2.00	96,000	146,880	199,286	253,265	308,863	See detailed staffing chart in R-12ac - Personnel
TOTAL INSTRUCTIONAL	16.00	898,000	1,542,940	2,043,228	2,722,525	3,374,201	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	50,000	51,500	103,045	106,136	See detailed staffing chart in R-12ac - Personnel
Security	-	-	-	-	-	-	
Other	1.00	50,000	51,500	53,045	104,636	107,775	See detailed staffing chart in R-12ac - Personnel
TOTAL NON-INSTRUCTIONAL	1.00	50,000	101,500	104,545	207,681	213,912	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	1,238,000	1,983,140	2,698,634	3,802,593	4,616,671	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		145,465	233,019	317,090	446,805	542,459	Assumes 11.75% of total personnel costs for SS, Med, UI
Fringe / Employee Benefits		123,800	198,314	269,863	380,259	461,667	Assumes 10% of total personnel costs
Retirement / Pension		37,140	59,494	80,959	114,078	138,500	Assumes 3% employer contribution to 403B
TOTAL PAYROLL TAXES AND BENEFITS		306,405	490,827	667,912	941,142	1,142,626	
TOTAL PERSONNEL SERVICE COSTS	20.00	1,544,405	2,473,967	3,366,546	4,743,735	5,759,297	
CONTRACTED SERVICES							
Accounting / Audit		15,000	15,750	16,538	17,365	18,233	Assumes $15K with 5% increases annually
Legal		15,000	15,750	16,538	17,365	18,233	Assumes $15K with 5% increases annually
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		10,000	16,995	23,340	32,782	40,518	$500 per staff annually, w/ 3% increase
Special Ed Services		-	-	-	-	-	`
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		40,242	69,464	99,839	134,686	169,179	Assumes cost of Financial Service Provider at 2% of tuition
TOTAL CONTRACTED SERVICES		80,242	117,959	156,255	202,198	246,163	

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.*	URBAN COLLEGIATE ACADEMY CHARTER 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.*
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Budgeted Student Enrollment	**130**	**220**	**310**	**410**	**500**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
SCHOOL OPERATIONS						
Board Expenses	16,200	16,200	16,200	1,200	1,200	Assumes $100/monthly for Board expenses; Y1-Y3: $15K facilities consultant
Classroom / Teaching Supplies & Materials	32,000	55,000	77,500	102,500	125,000	Assumes $250 per student
Special Ed Supplies & Materials	3,000	5,400	7,800	11,100	13,650	Assumes $150 per SWD
Textbooks / Workbooks	26,000	44,000	62,000	82,000	100,000	Assumes $200 per student
Supplies & Materials other	13,000	22,000	31,000	41,000	50,000	Assumes $100 per student
Equipment / Furniture	65,000	47,250	49,500	60,000	60,000	Assumes $500 per student with 5% increases
Telephone	12,000	24,000	24,720	36,000	37,080	Assumes costs of internets and telephone
Technology	65,000	47,250	49,500	60,000	60,000	Assumes $500 per student with 5% increases
Student Testing & Assessment	19,500	33,750	46,500	61,500	75,000	Assumes $150 per student
Field Trips	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	
Student Services - other	28,000	37,750	$47,537.50	$61,000	75,000	Assumes per student $50 for uniforms, $50 for culture activities Y1=Y5, and SEL curriculum: Y1: $15K w/ 5% increase in Y2 & Y3, and Y4: $20K and 5% increase in Y5
Office Expense	12,000	18,000	24,000	30,000	36,000	Assumes cost of office expenses at $6K per grade
Staff Development	11,000	16,500	22,500	75,115	80,615	Assumes $500 per employee for staff development activities; Y4-Y5: Stipend $20,115 for 6 academic coordinators and $25K for higher education incentive
Staff Recruitment	11,000	15,000	15,000	15,000	15,000	Assumes staff recruitment cots
Student Recruitment / Marketing	25,000	22,500	22,500	25,000	25,000	Assumes student recruitment costs
School Meals / Lunch	153,790	265,320	385,020	524,718	658,800	Assumes year 1 of $6.50 with 3% increase annually
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	97,500	220,000	310,000	410,000	500,000	Assumes costs for out-of-school activities, summer school, and athletics: Y1: $750 & Y2-Y5: $1K per student
TOTAL SCHOOL OPERATIONS	589,990	889,920	1,191,278	1,596,133	1,912,345	
FACILITY OPERATION & MAINTENANCE						
Insurance	26,000	44,000	62,000	82,000	100,000	Assumes $200 per student
Janitorial	14,625	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	243,750	424,875	437,621	788,250	1,105,522	MS: Y1: $25 per sqft x 75sq x # of students w/ 3% increases HS: Y4: $45 per sqft x 75sq x # of HS students w/3% increase
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	15,000	30,000	30,900	35,000	50,000	Assumes costs for security system at multi-locations
Utilities	29,250	50,985	52,515	94,590	132,662	Assumes 12% of rental costs
TOTAL FACILITY OPERATION & MAINTENANCE	328,625	549,860	583,036	999,840	1,388,184	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	**2,568,262**	**4,056,707**	**5,322,115**	**7,541,906**	**9,305,989**	
NET INCOME	**143,015**	**241,922**	**428,450**	**246,111**	**458,797**	

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.*	URBAN COLLEGIATE ACADEMY CHARTER 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.*
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Budgeted Student Enrollment	**130**	**220**	**310**	**410**	**500**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: Schenectady City School District	130	220	310	410	500	
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	**130**	**220**	**310**	**410**	**500**	
REVENUE PER PUPIL	**20,856**	**19,539**	**18,550**	**18,995**	**19,530**	
EXPENSES PER PUPIL	**19,756**	**18,440**	**17,168**	**18,395**	**18,612**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**143,015**	**241,922**	**428,450**	**246,111**	**458,797**	
Beginning Cash Balance	104,445	247,460	489,381	917,831	1,163,942	
ENDING CASH BALANCE	**247,460**	**489,381**	**917,831**	**1,163,942**	**1,622,739**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Schenectady City School District							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Schenectady City School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	130	15,478	2,012,115	299,162	2,311,277	277,731,769	0.832%
Year 2 (2027-28)	220	15,787	3,473,221	525,408	3,998,629	277,731,769	1.440%
Year 3 (2028-29)	310	16,103	4,991,965	758,599	5,750,564	277,731,769	2.071%
Year 4 (2029-30)	410	16,425	6,734,322	1,053,694	7,788,016	277,731,769	2.804%
Year 5 (2030-31)	500	16,918	8,458,966	1,305,821	9,764,787	277,731,769	3.516%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.schenectadyschools.org/page/2024-2025-budget-development
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:	

R-21f – LETTERS OF COMMITMENT

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

This request is not applicable.

R-21g – NON-SUNY FINANCIALS

This Request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request. Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out-of-state school that is currently associated with a replicating applicant:

- IRS Forms 990;
- Audited financial statements; and,
- Management or Advisory Letters from the independent auditor (if applicable).

This request is not applicable.

R-22 - Action Plan

	December 2025	January 2026
Governance by Board of Trustees		
Transition to a Governing Board		
Approve bylaws, code of ethics, and conflict of interest policy	X	
Define governing board member role and relationship between the Board of Trustees and the Executive Director (Head of School)	X	
Define communication protocols and expectations for the Executive Director	X	
Draft and approve Fiscal Policies and Procedures	X	
Purchase appropriate liability insurance	X	
Develop and file articles of incorporation		
Apply for federal and state tax exempt status		
Develop board calendar and times, and post publicly per Open Meetings Law		
Recruit additional board members (if applicable)	X	X
Appointment of Executive Director		
Approve job description and determine annual performance measures for the Executive Director	X	
Set annual process for evaluation of the Executive Director	X	
Review and set compensation for the Executive Director	X	
Appoint the Executive Director	X	X
Teaching, Learning & Assessment		
Curriculum Development		
Determine the required and elective coruses for each grade level as described in R-06d		
Select curriculum materials aligned to the New York State Learning Standards.		
If fiscally possible, hire Teaching and Learning Consultant to support with curriculum development		
Develop scopes and sequence for all courses for Year 1: 2026-2027		
Arrange to purchase curriculum supplies and library books.		
Assessment Development		
Review assessment plan from charter		

Develop relationship with assessment vendors for contract (as necessary)		
Communicate with NYSED about access to NYSITELL		
Special Education Program Development		
Identify special education population		X
Request IEP records		X
Review existing IEPs		
Define and plan all required supports for all students with IEPs		
Consult with CSE		
School Culture Development		
Finalize Student Handbook (Discipline Policy)		
Approve Student Handbook (Discipline Policy)		
Finalize School Calendar		
Finalize Daily Schedule		
Develop Open House		
Financial Management		
Codify the fiscal controls and financial policies the school will employ for tracking of daily operational finances	X	X
Identify check signers		X
Identify check writers		X
Define signature, approval, filing policies for POs, checks, receipts		X
Develop financial reporting templates (budget vs. actual) and policy	X	X
Design all processing forms (POs, expenses)		X
Develop segregation of funds policy (public/private)		X
Establish payroll provider and process	X	
Develop board financial reporting structures and processes	X	X
Approve fiscal policy manual		X
Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	X	X
Set up bank accounts		X
Define investment/savings strategy		
Finalize cash flow plan and make adjustments if necessary	X	X
Student Recruitment & Enrollment		
Promotional Packet		
Design informational flyer/packet	X	X
Develop promotional video	X	X

Post flyers and leaflets in communities	X	X
Post flyer on website	X	
Deepen relationships with community organizations to deepen awareness	X	X
Draft press release, translate, and distribute press releases	X	X
Launch recruiting and marketing campaign, including flyer distribution and advertising		X
Enrollment Form		
Design enrollment form		X
Submit enrollment form to SUNY CSI for review	X	
Distribute enrollment form		X
Make enrollment portal available on website		X
Information Sessions, Tabling, and Canvassing		
Secure locations for information sessions and regular tabling		X
Secure translation for information sessions		X
Develop protocol for information sessions & canvassing		X
Calendar community canvassing and mobilize volunteers		X
Admissions Lottery and Enrollment		
Collect enrollment forms (4/1/25 deadline)		X
Secure lottery announcer		
Secure lottery translator		
Secure lottery location		
Determine lottery protocol and minute-by-minute		
Advertise lottery date on website & social media		
Post lottery date in local newspapers		
Practice lottery protocol		
Conduct lottery		
Notify families of status & collect acceptances/declines of admissions		
Establish waitlist and process for lottery refresh		
Establish communication schedule with families for late spring and summer		
Request and file student records from sending schools		
People Operations		
Approve organization chart and job descriptions		
Develop Personnel Handbook		
Approve Personnel Handbook		
Arrange benefit providers		

Finalize all compensation and benefits packages		
Recruit and hire Family and Community Engagement Coordinator		
Recruit and hire Middle School Director		
Recruit and hire Operations Manager		
Develop recruiting and hiring plan (marketing, policies, pipelines, events, etc.) for all other staff		
Finalize interview guide for all steps of all positions		
Negotiate and sign contracts for contracted services		
Develop professional development plan and schedule		
Perform background checks on all employees		
Create form letters for application steps (e.g., receipt, decline note, offers with salary/benefits)		
Create forms for employee information/recordkeeping		
Have all employees complete information forms		
Hold summer professional development		
Conduct audit of personnel files for accuracy and completion		
Transportation		
Determine transportation needs based on facility		
Communication with the Transportation Office		X
Ensure families complete the necessary transportation requests	X	X
Communicate safety information and emergency contacts with transportation provider(s), if necessary		
Food Services		
Reach out to food vendors and School Food for information and quotes	X	X
Issue RFP		
Identify students qualifying for free and reduced lunch	X	X
Select vendor and draft contract		
Approve and sign contract		
Develop plans for food services, including delivery, menu, time, logistics, disposal, etc.		
Complete FRL forms and develop process for FRL reporting		
Purchase POS system for lunch numbers and documentations		
Health & Safety		
Scope and complete state reporting requirements	X	X

Identify first aid and CRP resources and plan		
Develop student health recordkeeping process and forms, ensuring HIPAA and FERPA		
Collect medical forms from families	X	X
Plan staff first aid and CPR training		
Deliever staff first aid and CPR training		
Create health and safety procedures and postings		
Purchase first aid and CPR resources		
Establish releationship with Schenectady Police Dept.		
Undergo Fire Safety Inspection		
Undergo Building Inspection		
Contact Board of Health		
Develop fire drill and other emergency drill policies		
Community Partnerships		
Attend community events		X
Send community partnership letters to non-profits and businesses (re)introducing Urban Collegiate Academy		X
Determine partners most likely to provide student benefits		X
Reach out to community partners		X
Sign MOUs with partners		X
Family and Community Engagement		
Family Handbook		
Contract for translation services as needed		X
Develop the Family Hookbook and place it online		X
Ensure families have access to Family Handbook via QR Code		X
Family Communication		
Set up nonprofit mailing status with Post Office		X
Identify communication system for max emailing and text messaging		
Approve communication system		
Define visitor procedures, including tracking		
Uniforms		
Contract student uniform services		X
Create uniform 1-pager and order instructions for distribution to families		
SCHOOL OPERATIONS		
Technology		
Consider and select technology vendors		X
Consider and select internet providers		

Consider and select phone providers		
Set up phone systems and answer systems		
Set up internet		
Scope and purchase staff technology		
Scope and purchase student technology		
Lease copier		
Information Management		
Create a filing system (paper and digital) for all school-related information		
Consider and choose Student Information System for warehousing of student data and production of weekly reports		
Develop student enrollment and attendance system	X	X
Supply Purchasing		
Create a comprehensive list of all items to be purchased through enter of year 1		
Purchase restroom supplies, cleaning products		
Purchase PE equipment		
Purchase office supplies		
Secure janitorial services		

February 2026	March 2026	April 2026	May 2026	June 2026	July 2026	August 2026
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R-23a– SUPPLEMENTAL NARRATIVE

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable. This response may not exceed 10 pages in length.

Request is not applicable.

R-23b– SUPPLEMENTAL ATTACHMENTS

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable. o Please do not submit copies of commercially available curriculum maps, guides, or similar materials. Any supplemental information or artifacts provided should not exceed 100 pages in total.

Request is not applicable.