

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Open Roads Charter School		
Education Corp. Name:	Open Roads Charter School		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	7 or 8		
Opening Date:	9/1/2019		

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K - 1	100
Year 2	K - 2	150
Year 3	K - 3	200
Year 4	K - 4	250
Year 5	K - 5	300

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	East Side House Settlement
Partner Public Contact Info (Name, Phone):	Daniel Diaz, (718)665-5250

Lead Applicant Contact Information			
First Lead Applicant Name:	Elisa Istueta		
Applicant is a:	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Applicant Mailing Address:	[REDACTED], New York, NY 10035		
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]
		Email:	[REDACTED]

Second Lead Applicant Name:			
Applicant is a:	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Applicant Mailing Address:			
Primary Phone #:		Secondary Phone #:	
		Email:	

List additional lead applicants in the "Other" section. Not Applicable Additional Applicants Listed in "Other"

Media/Public Contact Information (required)			
Name:	Elisa Istueta	Phone #:	(646)535-5408
		Email:	openroadscharter@gmail.com

Lead Applicant Signature	
Signature:	
Date:	3/1/18

Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:
Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207.

Phone: (518) 445-4250
Fax: (518) 320-1572
Email: charters@suny.edu

OFFICIAL USE ONLY:	Received By:	Date:
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Program Design

MISSION STATEMENT

Open Roads Charter School is a child-centered progressive school with a warm sense of community. Our educational program fosters personal resourcefulness and integrity, a sense of social responsibility, self-confidence, and a lifelong appreciation for learning.

KEY DESIGN ELEMENTS

Open Roads Charter School will hold true to progressive ideologies with constructivist and inquiry-based learning approaches, a strong focus on expeditionary and experiential learning, strong parental voice and leadership, and teachers that encourage children to explore their interests, learn problem solving and develop critical thinking.

The school's core values will be as follows:

R - Rigor

O - Optimism

A - Advocacy

D - Determination

S - Service

At ORCS, teachers will include a great deal of hands-on activities in their lessons, but children will be taught and expected to master foundational skills as well. A standards based rigorous instructional program will ensure that our children are mastering basic literacy and math skills in the early grades. Students will be nurtured along individual learning trajectories with daily opportunities to construct meaning, think critically, work collaboratively and self-reflect. Parents will be engaged regularly in their child's learning and will receive weekly updates for their child, identifying a specific skill the child needs to work on as well as suggestions for how the family can help at home. At least one class per grade will be ICT, and the school will also coordinate and provide SETSS for students with Individualized Education Plans.

SCHEDULE

Proposed Number of School Days per Year:	185	Proposed Daily Beginning and Ending of School Day:	8:15 AM - 3:45 PM
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Additional Schedule Information (optional):

ACADEMIC PROGRAM OVERVIEW

Our educational philosophy is child-centered. Child-centered means that the organization of the school and the methods we use to teach children emerge from our knowledge of how children learn best, and from our belief that, given appropriate opportunities, children actively and enthusiastically participate in developing their own abilities and identities. Our curriculum is developmentally appropriate and children are introduced to new ideas and skills at a pace appropriate to their readiness to learn. Since children of the same age will typically reflect different levels of readiness, they may be working at different levels of complexity in our classes. Children who learn when they are ready are naturally enthusiastic and love learning.

Our curriculum is also hands-on; children are encouraged to experience concepts. There is an emphasis on building from children's interests and learning in a meaningful way, with opportunities to apply skills and knowledge to meaningful problems. Our classrooms include activities that foster learning by doing with a strong emphasis on skillful problem solving and critical thinking. The social studies-based integrated curriculum will be focused on thematic units.

We believe learning happens within a social context. Therefore, we teach cooperative learning. Children work

independently, but they also collaborate on projects in groups and with partners. We emphasize that each child discuss what he or she has learned with the group. In addition, we teach children to interact with their peers and their teachers with respect, kindness and responsibility. In line with the philosophy of the Responsive Classroom, each class has a morning meeting where every child is greeted and welcomed for the day. Other activities, based on Emotionally Responsive Practice, serve to build self-respect and respect for others. All members of the community get to know each other in many ways.

One of the fundamental principles of our philosophy is that engaging in the arts is crucial to intellectual development. Consequently, our arts program includes music, visual and performing arts.

School Management

MANAGEMENT STRUCTURE

Open Roads Charter School will have an Executive Director to oversee the implementation of the school model, work with the board to hire the school Principal, ensure successful start up of all aspects of school operations and work with the board to establish governance procedures. The Principal will be responsible for the day to day management of the school providing instructional leadership. The Principal will report to the Executive Director and the Board of Trustees. Operations and fiscal management will be provided by the Chief Operations Officer who will also report to the Executive Director.

ROLE OF CMO OR PARTNER(S)

Open Roads Charter School will partner with East Side House Settlement (ESH). ESH will provide supportive services for children and families as well as after school programming.

Facility

SCHOOL FACILITY PLANS

Open Roads Charter School intends to seek co-location in a New York City Department of Education facility. As per the current regulation, a letter requesting space in either CSD 7 or 8 will be sent to the NYC DOE. NYC DOE has 5 months after receipt of the letter (assuming ORCS is granted a charter) to offer co-located space or other private or public facility to the school. If NYCDOE offers space, ORCS will be co-located in the public space offered. If NYC DOE does not offer ORCS space, then ORCS will appeal to receive rental assistance for private space.

In the event that ORCS has to rent private space for school operations, contacts and spaces have already been identified as possible locations. We have worked with current Bronx real estate developers who specialize in creating school spaces (Oren Sendowski and Mark Sonnenschein) and have also toured spaces at the following locations: 766 Westchester Avenue; 521 Bergen Avenue; 388 Canal Place; 500 Gerard Avenue; and 192 East 151st Street. The facility for year one should include at a minimum 3,500 square feet of space, with capacity for 4 classrooms, 3 offices, some multipurpose space, and common areas like bathrooms and hallways.

Nereida Barbour - Ms. Barbour was born and raised in the Bronx, where she still resides. She is the mother of two school aged children. Ms. Barbour has held different supportive roles as an office manager. She is a full time worker currently working on earning her college degree. Her input and involvement have been instrumental in this process as a parent and resident of CSD 7 who is very passionate about education matters and wants to increase school choices for families living in the South Bronx.

Christopher Hanway - Mr. Hanway is a Harlem resident who has dedicated his career to working in the nonprofit sector to improve the lives of children and families. He is currently the Executive Director of Jacob A. Riis Neighborhood Settlement, a 127 year old settlement house in Queens. Prior to becoming the ED, he was the Development Director. Mr. Hanway contributes a wealth of fundraising and executive management experience, including school programs and initiatives, critical to the success of our charter school. He holds a BA from Hunter College and an MPA from Baruch.

Natalie Lozada - Ms. Lozada is currently the Assistant Executive Director of East Side House, a 125 year old non profit organization providing multi-services to residents of the Mott Haven neighborhood in the South Bronx. She has been an integral part of their senior management team since 2008, serving as a school based director and overseeing all educational programming for the organization. Ms. Lozada was part of a team at East Side House that opened a new DOE high school, and has a great deal of experience both opening a school and managing school operations. As both a representative of the partner organization and someone who worked serving CSD 7 for most of her career, Ms. Lozada has been instrumental in spearheading the community outreach as well as helping to shape the focus of the charter school to ensure that it meets community need. Ms. Lozada holds a BA from City College, and a Masters in Organizational Leadership from Nyack College.

Lisette Nieves - Ms. Nieves was born and raised in the Bronx where she still resides. She was most recently the Founding Principal at Storefront Academy Charter School in CSD 7, where she led the school through a very successful opening and first year. Prior to Storefront, Ms. Nieves was a senior manager at BronxWorks, where she oversaw all education and school based programming for children and youth, including management of several schools. As a long term Mott Haven resident, non profit manager, former teacher and school administrator, she is an advocate for education access and school choice and hopes to contribute to the improvement of CSD 7. Ms. Nieves holds a BA from Wesleyan University and a Masters in Education from Harvard University.

Ernesto Torres - Mr. Torres is a long term Bronx resident. He has a Bachelor's degree from City College, and a Masters in Education in Early Childhood Education also from City College. Mr. Torres has also continued postgraduate studies to specialize in Early Childhood Special Education. He has been a special education teacher since 2008 and brings a wealth of expertise in this area. Mr. Torres has contributed greatly to shaping the vision and expected education outcomes for the charter school.

Gerald F. Charles - Mr. Charles is a marketing and business development professional with over 18 years of professional experience. He is currently the Business Development Manager at Abyss. Mr. Charles is passionate about education, a long-term Harlem resident, and will be helpful with our branding, marketing, and business operations oversight. He holds a BA from Harverford College.

Kate Charles - Ms. Charles is a marketing professional with over 15 years of professional experience. She is currently the Senior Vice President, Head of Insights and Planning for 360i. Ms. Charles is a long-term Harlem resident and eager to use her marketing and branding expertise to help our school. She holds a BA from the University of Minnesota.

John A. Wait - Mr. Wait is a Partner at Fox Rothschild LLP where he concentrates his practice in commercial litigation, with an emphasis on the efficient resolution of business disputes. His legal expertise will be extremely beneficial for the school. Mr. Wait holds a BA from Villanova University and a JD from Temple University School of Law.

Other

R-01ac – Community Need and Proposed School Impactⁱ

(a) Community Description and Need

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

- **A description of the community from which the proposed school intends to draw students**
- **Community demographics**
- **A description of the specific population of students the proposed school intends to serve**
- **The applicant’s rationale for selecting the community**
- **Performance of local schools in meeting the community’s need**
- **How the proposed school would provide a needed alternative for the community**

The Open Roads Charter School intends to serve K- 5 grade students who reside with their families in the South Bronx. We have targeted Community School District 7 and the southern area of Community School District 8, which loosely overlap the neighborhoods considered to be in Bronx Community Districts 1 and 2 respectively.

Community District 1/Community School District 7:

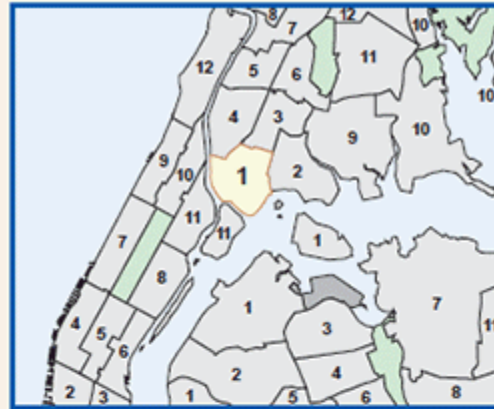
BRONX COMMUNITY DISTRICT 1

TOTAL POPULATION	1990	2000	2010
Number	77,214	82,159	91,497
% Change	—	6.4	11.4

VITAL STATISTICS	2005	2012
Births: Number	1,636	1,622
Rate per 1000	19.9	17.7
Deaths: Number	573	524
Rate per 1000	7.0	5.7
Infant Mortality: Number	9	—
Rate per 1000	5.5	6.6

INCOME SUPPORT	2005	2014
Cash Assistance (TANF)	15,320	12,291
Supplemental Security Income	9,444	11,051
Medicaid Only	26,783	32,477
Total Persons Assisted	51,547	55,819
Percent of Population	62.7	61.0

TOTAL LAND AREA	
Acres:	1,384.9
Square Miles:	2.2



	Lots	Lot Area	
		Sq. Ft.(000)	%
1- 2 Family Residential	1,191	2,450.7	6.0
Multi-Family Residential	926	9,013.7	22.0
Mixed Resid. / Commercial	435	2,378.7	5.8
Commercial / Office	313	2,259.2	5.5
Industrial	322	7,559.3	18.4
Transportation / Utility	126	5,298.3	12.9
Institutions	168	4,353.3	10.6
Open Space / Recreation	48	2,596.3	6.3
Parking Facilities	231	2,180.0	5.3
Vacant Land	241	1,442.8	3.5
Miscellaneous	59	1,470.8	3.6
Total	4,060	41,003.2	100.0

New York City Department of City Planning

The boundaries of Bronx Community District 1 (CD1) follow the Harlem River, East 149th Street, Park Avenue, East 159th Street, East 161st Street, Prospect Avenue and the East River. The neighborhoods within this district are Mott Haven, Melrose and Port Morris. Within these areas, there are a number of large housing developments, and wide side streets with brownstones or connected homes. Lincoln Hospital and Hostos Community College figure prominently, as do the community organizations SOBRO (offering GED programs, counseling, job placement and real estate development) and our community partner, East Side House Settlement. A busy retail area called the Hub offers a lively array of bodegas, independent clothing, electronic and discount stores, family owned and fast food restaurants, and a few larger discount stores. Recent or current development projects in the hub include a \$41 million dollar mixed-use commercial/community project led by KZA Reality Group, the Bronx Documentary Center, the Via Verde residential building and the Northrose Shops. In addition, there has been housing construction in the Melrose section in conjunction with Nos Quedamos, a local housing sponsor, the New York City Departments of Housing Preservation and Development and NYC, as well as 262 new homes near St. Mary's in Mott Haven, constructed by South Bronx Churches with investments including over \$24 million from Chase Community Development Bank and NYC.

Community District 2/Community School District 8:

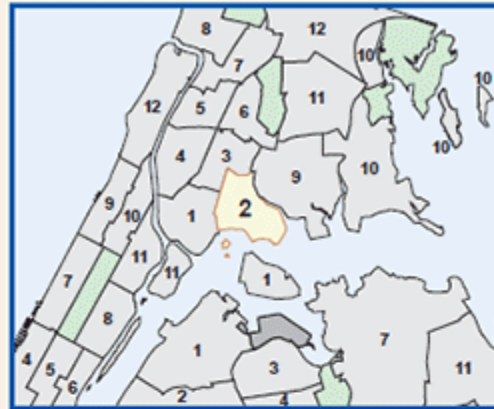
BRONX COMMUNITY DISTRICT 2

TOTAL POPULATION	1990	2000	2010
Number	39,443	46,824	52,246
% Change	—	18.7	11.6

VITAL STATISTICS	2005	2012
Births: Number	895	846
Rate per 1000	19.1	16.2
Deaths: Number	246	255
Rate per 1000	5.3	4.9
Infant Mortality: Number	5	—
Rate per 1000	5.6	8.7

INCOME SUPPORT	2005	2014
Cash Assistance (TANF)	7,844	7,014
Supplemental Security Income	4,733	5,810
Medicaid Only	14,203	16,052
Total Persons Assisted	26,780	28,876
Percent of Population	57.2	55.3

TOTAL LAND AREA	
Acres:	1,412.5
Square Miles:	2.2



	Lots	Lot Area	
		Sq. Ft.(000)	%
1- 2 Family Residential	821	1,903.1	3.9
Multi-Family Residential	862	4,049.6	8.3
Mixed Resid. / Commercial	184	1,528.3	3.1
Commercial / Office	120	1,332.1	2.7
Industrial	337	9,901.6	20.4
Transportation / Utility	143	9,746.6	20.1
Institutions	99	2,192.1	4.5
Open Space / Recreation	49	3,443.3	7.1
Parking Facilities	113	1,059.6	2.2
Vacant Land	193	5,312.6	10.9
Miscellaneous	81	8,135.0	16.7
Total	3,002	48,603.9	100.0

New York City Department of City Planning

Bronx Community District 2 (CD2) includes the neighborhoods of Hunts Point, Longwood and the southeastern area of Morrisania. Its boundaries are the Bronx River on the east, the East River on the south, East 149th Street and Prospect Avenue on the west and portions of East

169th Street, East 167th Street and Westchester Avenue on the north. CD2 covers the western and southern-most sections of Community School District 8, which are its poorest and most challenged areas.

The Hunts Point Peninsula is an area of approximately 690 acres in the South Bronx, nearly half of which is occupied by the 329-acre Food Distribution Center. Although it is considered to be an industrial neighborhood with significant health and safety concerns, there are approximately 12,000 residents who make Hunts Point their home. In 2012, an aspect of the South Bronx Greenway development effort, Hunts Point Landing, a public waterfront space was opened, offering a fishing pier and kayak launch. Other projects are underway to improve streets, bike and pedestrian pathways.

Residents, particularly those in CD 1 and CD 2, live in areas that are highly industrial, surrounded by several high-rise, low-income housing developments and minimal open space or areas for recreation. These patterns of land use contribute to the significant physical safety and health challenges common these neighborhoods. Most notable are:

- Hunts Point / Mott Haven have the highest proportion of adults with diabetes in the city (17%), and those who are obese are much more likely to have diabetes than non-obese adults.
- Although death rates due to HIV disease have decreased in Hunts Point / Mott Haven during the past decade, this community has the third highest HIV-related death rate in the city.
- Hunts Point / Mott Haven residents experience more barriers to health care access than those in NYC overall, with more than one third of residents without a regular doctor and a high proportion of residents (16%) visiting the emergency department for routine health care.

The families in these neighborhoods tend to struggle with multiple risk factors. About three-fifths (60.4 % and 57.5 %) of families are receiving some form of public assistance, significantly higher percentages than the 46.4% in the Bronx and 35.6% in all of NYC.

In a 2013 data overview, the Bureau of Labor Statistics demonstrated that unemployment is higher, and weekly earnings are lower, for those with less education. To provide a national context, the unemployment rate is 12.4% for those without a HS diploma compared to 8.3% for those with a high school to diploma. With an associates or 4-year degree, however, the rates drop to 6.2% and 4.5% respectively. Average weekly earnings for those without HS diploma is \$471, which jumps to \$652 with HS diploma, \$785 with associates degree and \$1066 with a 4 year degree.

Bronx education and economic statistics:

Nearly one third of adults have not earned a high school diploma, and only 17% have earned a 4-year degree.

In Hunts Point/Mott Haven, 61% of adults 25 and older are without a HS diploma. A mere 4.1% have earned an associate's degree or higher.

The median household income is \$32,058 (compared to \$49,461 in NYC).

In the Mott Haven community, the median household income is only \$20,000.

The unemployment rate is 12.7% (compared to 9.2% in NYC)¹.

Crime and safety concerns continue to affect these neighborhoods. According to a September 2013 NYPD CompStat report, the 40th Precinct has received 1391 complaints of serious crimes (such as murder, rape, robbery, felony assault, burglary, grand larceny) so far this year, and received a total of 1626 in 2012. The 41st Precinct has experienced similar rates, with 1205 complaints thus far in 2013, and 1101 in 2012. Almost all serious crimes have been significantly reduced over the past decade, except for complaints of robbery and grand larceny in the 41st precinct, which have seen a 34% and 83% increase respectively since 2001. Grand larceny has also increased in the 40th Precinct, by 27%. Residents continue to have concerns about criminal activities in the NYCHA housing developments, namely Beekman, Patterson, Mill Brook and Mitchell houses, where certain violent crimes tend to be connected to youth gangs, drugs and illegal handgun use.

Nine Department of Homeless Services shelters can be found in CD1, including four family hotels (88-bed capacity), three family Tier II shelters (210-bed capacity), one 138 bed adult women's shelter, and one 36-bed men's shelter. A tenth shelter for families is slated to open on Willow Avenue in Port Morris as well. All families seeking shelter begin the intake process at the Prevention Assistance and Temporary Housing Center on East 151st Street, also in CD1.

Seven methadone clinics are sited in these South Bronx neighborhoods, half of the fourteen total in the borough. These clinics (noted on map) do service a need in the community; however, they often also contribute to an atmosphere where dealers offer drugs that are known to be coupled with methadone to provide a high, and where clients often loiter and smoke on nearby sidewalks, a number struggling with mental health needs that are not being adequately addressed.

In CD1 and CD2, nearly three quarters (70.9 % and 74.8%) of the population identifies themselves as Hispanic (primarily of Puerto Rican and Dominican descent) and about a quarter (25.9% and 22.1%) is Black/African American. In recent years, CD1 in particular has experienced a growth of new immigrant families from Mexico, the Caribbean, West Africa, and Central America.

Ethnic Backgrounds²

Community	Hispanic	Black/AA
NYC	28.6%	22.8%
Bronx	53.5%	30.1%
CD 1 Mott Haven, Melrose, Port Morris	70.9%	25.9%
CD 2 Hunts Point, Longwood, Morrisania	74.8%	22.1%

¹ An Economic Snapshot of the Bronx, issued by the NYC Comptroller's office, Thomas DiNapoli, July 2013

² <http://www.nyc.gov/html/dcp/pdf/lucds/bx1profile.pdf>, <http://www.nyc.gov/html/dcp/pdf/lucds/bx2profile.pdf>

According to the 2010 census, households in CD1 and CD2 are more likely to have children in them than in New York City generally and the borough of the Bronx as a whole. A single adult heads one-third of those households, and that adult is most often female. The percentage of residents under 5 years old is higher in these two districts than in the borough or the city. The table below summarizes these key demographics.

Household Compositions and Population Under 5

Community	Households w/children	Single householder with children under 18 years old	Population under 5 years old
NYC	59.5%	13.4% (11.0% F/2.4% M)	6.3%
Bronx	66.7%	38.4% (31.1% F/7.3% M)	7.4%
CD 1 Mott Haven, Melrose, Port Morris	70.6%	32.6% (28.7% F/3.9% M)	8.3%
CD 2 Hunts Point, Longwood, Morrisania	71.0%	33.1% (28.6% F/4.5% M)	8.7%

ORCS expects to serve a student population that mirrors the surrounding communities and is similar to nearby schools. We expect almost all of our students to qualify for free or reduced lunch and self-identify as Latino, African American or African. They may be new immigrants, and qualify for English language learner or special education services.

In these two districts:

- Between 80% and 93% of students qualify for free or reduced lunch
- Between 63% and 74% of students identify themselves as Latino
- Between 12 and 20% of students in these districts qualify for ELL services
- Approximately 12%-15% receive formal special education support

Lastly, we are aware that many of our students may come to us with limited literacy experiences across the board – reading, writing, speaking, listening – and will need a range of supports to ensure they are on track for academic success. The seminal research published by Hart and Risley in 1995 found that in just one year, children in families at low socio-economic levels hear an average 250,000 utterances, compared to 4 million in families of high economic status³. The amount of talk in homes is a key contributing factor to stark differences in vocabulary growth.

Out of the five NYC boroughs in 2012, the Bronx had the lowest percentages of 4-year HS graduates – only half - and the highest percentage of dropouts. Although almost all of the students who graduated passed the Regents, the pass rate was much lower for the broader cohort of students who began high school in 2004 and were slated to graduate in June 2012. These striking comparisons are presented below.

³ Meaningful Differences in the Everyday Experiences of Young American Children, Betty Hart and Todd Risley, Copyright 1995, Brookes. http://www.strategiesforchildren.org/eea/6research_summaries/05_MeaningfulDifferences.pdf.

High School Graduation, Drop Out, and Regent Pass Rates

NYC Borough or Bronx CSD	% 4 Year Graduates	% Dropouts	Regents Pass Rate (4 year cohort)	Regents Pass Rate (graduates of 4 year cohort)
Staten Island	72.0	8.4	67.6	93.9
Queens	63.3	9.5	60.9	95.9
Manhattan	62.8	11.0	60.6	96.6
Brooklyn	60.1	11.3	57.5	95.7
Bronx	50.7	15.7	47.7	94.1
Bronx CSD 7	52.2	16.4	48.6	91.6
Bronx CSD 8	40.7	18.6	36.9	87.9

New York State Report Cards⁴ provide an interesting window into students' perceptions about their future educational plans. Only 27% and 30% of students in CSD 7 and CSD 8 indicated they were planning to attend a 4-year college, with another 30% and 38% planning to attend a 2-year college program.

Performance of Local DOE and Charter Schools

2015 and 2016 NYS assessment results in these two school districts were among the worst in the city; in fact, CSD 7 was the poorest performing of all of the districts, on both the ELA and Math exam. CSD 8 had the 8th lowest ELA and 9th lowest math scores. In 2015 only 11% and 14% of 3rd-8th graders, in CSD 7 and 8 respectively, demonstrated proficiency in English language arts, and only 14% and 22%, again in CSD 7 and 8, demonstrated proficiency in mathematics.

Charter Schools in CSD 7 and 8: 2013 NYS ELA and Math Assessment Results

	2013 tested grades served	2013 ELA	2013 Math
NYS	3-8	31.1	31.0
NYC	3-8	26.4	29.6
Bronx	3-8	14.2	15.8
CSD 7	3-8	9.1	9.5
Academic Leadership	3-4	23.2	48.9
Bronx Charter School for Children	3-5	17.6	23.0
Bronx Global Learning Institute for Girls (K-6)	3-5	23.8	33.1
Bronx Success Academy	3	67.4	89.9

⁴ <https://reportcards.nysed.gov/view.php?schedist=district&county=32&year=2012>

KIPP Academy (K-10)	3-8	26.8	43.4
Mott Haven Academy	3-5	13.0	21.1
South Bronx CS for Intl. Cultures & the Arts	3-5	27.3	23.3
CSD 8	3-8	15.8	17.0
Bronx Arts	3-5	20.3	31.1
Girls Prep	3-4	26.5	32
Hyde	3-8	11.9	15.6
Metropolitan Lighthouse	3-4	28.3	50

In CSD 7, there are 6 K-5 charter schools: Family Life II, Heketi, NYC Montessori, South Bronx Classical II, Storefront Academy CS. Brilla College Prep, a K-8 charter school, opened in 2017. New Visions II, Unity Prep and the Charter School for Applied Engineering and Construction serve high school students in this district. In CSD 8, only one charter school, Icahn 3, did not have testing grades in 2013, and there is only one high school: New Visions AMS II.

The elementary and middle charter schools in these districts are a diverse group. Although most are performing better on NYS assessments than the Community School District in which they are located, only one – Bronx Success Academy - is demonstrating strong results on both the ELA and the mathematics assessment. The Success Academy network of schools has demonstrated a record of high performance on NYS assessments; however, these particular results only reflect one grade level. Otherwise, across the board, from the more traditional “no excuses” network models to the more community-driven schools, there is much room for improvement.

As described above, there is an overwhelming need for not only high-quality schools in these districts, but ones that work in close partnership with families to decrease and eliminate risk factors and promote resiliency. We selected CSD 7 and 8 as possible communities for ORCS due to the overwhelming need for quality schools but also a model that would be comprehensive and offer resource and services to the families to remove barriers for student success. Our community partner, East Side House Settlement has been providing those services and taking care of the South Bronx community since the 1960s.

The Open Roads Charter School would provide a needed alternative for the community because of its education model, progressive education which is different from the more classical and somewhat rigid schools already in the community. Also, ORCS has the support and partnership of a community based organization that will be able to provide additional services for students and families including after school programs, as well as family assistance with benefits and entitlements, adult continuing education, and workforce development programming.

(b) Programmatic Impact

- Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:
- A table listing the existing educational options and grades served available to the target population including all district, charter and private schools in the geographic area
- Information demonstrating a thorough analysis of existing educational options for the community and target population
- Analysis of how the proposed school’s enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools
- Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community

New York City serves approximately 1.1 million students in over 1700 schools. Seven hundred of these schools are elementary schools, including about 140 that serve a K-8 population. Below is an overview of the numbers of schools within CSD 7 and 8.

Public Schools in CSD 7 and 8

District	Total DOE & Charter schools	K-5	5-8, 6-8 or 6-12	9-12	D75	Charters
7	63	17	11	11	1	23
8	61	19	12	14	2	14

The Archdiocese of New York has a number of K-8 parochial schools in the Bronx. The table below lists the ones located in CSD 7 and 8.

Archdiocese of New York K-8 Schools in the Bronx

School Name	CSD
Christ the King School 1345 Grand Concourse, Bronx, 10452	7
Immaculate Conception School 378 East 151st Street, Bronx, 10455	7

St. Luke School 608 East 139th Street, Bronx, 10454	7
Sts. Peter and Paul School 838 Brook Avenue, Bronx, 10451	7

St. Angela Merici School 266 East 163rd Street, Bronx, 10451	7
St. Anselm School 685 Tinton Avenue, Bronx, 10455	8
St. Athanasius School 830 Southern Boulevard, Bronx, 10459	8
Holy Cross School 1846 Randall Avenue, Bronx, 10473	8
Holy Family School 2169 Blackrock Avenue, Bronx, 10472 Map	8

Santa Maria School 1510 Zerega Avenue, Bronx, 10462	8
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St. Clare of Assisi School 1911 Hone Avenue, Bronx, 10461	Close to 8
St. Francis Xavier School 1711 Haight Avenue, Bronx, 10461	Close to 8
St. John Chrysostom School 1144 Hoe Avenue, Bronx, 10459	Close to 8

Ethical Culture Fieldston, Horace Mann and Riverdale Country School are all located in the Northeast corner of the Bronx. They are all non-denominational, but are out of financial reach for the majority of children in the South Bronx, with yearly tuitions topping \$38,880. Across the borough are a number of private schools affiliated with Islamic, Christian, Lutheran and Jewish communities, and four schools that serve specific special needs. They are listed in the table below.

Private K-8 Schools: Bronx-Wide.

School Name and Address	Grades	Community Affiliation	# Students	Area
Islamic Leadership School , 2008 Westchester Ave	1-9	Islamic-affiliated	20	E
Trinity Evangelical Lutheran School , 2125 Watson Ave	PK-8	Lutheran-affiliated	N/A	E
New York Institute for Special Education , 999 Pelham Pkwy	PK-12	Non-sectarian Special education	154	NE
Lavelle School for the Blind , 3830 Paulding Ave	Ungraded	Non-sectarian Special education	110	NE
Iahd-St. Mary & St. Jude , 2213 E Tremont Ave	Ungraded	Non-denominational Special education	N/A	NE
The Shield Institute , 1800 Andrews Ave	Ungraded	Non-denominational Special education		NW

The Open Roads Charter School's enrollment plan will have minimal programmatic impact on NYC DOE schools in the borough and CSD 7 and 8 in particular. Two enrollment projection reports prepared for the NYC School Construction Authority in the fall of 2009 examined trends over a ten-year period. Both research groups found that school enrollment in the Bronx would remain about the same until 2013, but then experience steady increases thereafter. One of the reports predicted a gain of 23.1% in CSD 7, and an 8.1% gain in CSD 8, by 2018.

Looking at the Bronx as a whole over the next two years the impact will be insignificant. The numbers in the table below present public school enrollment figures that were forecasted for the

borough over a four-year time frame, and then compares those figures to ORCS enrollment plans.

	Bronx public school enrollment	ORCS enrollment
16-17	213,230	0
17-18	215,017	0
18-19	216,982	100
19-20	N/A	150

By 2018-19, CSD 7 has a projected PreK-8 enrollment of 14,590, while CSD 8 has a larger projected PreK-8 enrollment of 23,508. By ORCS' first year, there will be an additional 38,000 students looking for kindergarten placement. In addition, based on reports from several charter school leaders, they continue to be overwhelmed by the number of lottery applications, which indicates there are more students to serve than available spots. For example, Brilla College Prep, in its first year (2013-14), received over 1000 applications for just over 200 spots.

What will make ORCS stand out from other schools in the community is its progressive education model. ORCS will be academically rigorous, and will aim to meet accountability goals for student academic outcomes, but its educational philosophy and model are different than most of the schools in the community. ORCS will be a small, democratic, nurturing place that will encourage children to develop a love of learning and the ability to think for themselves.

At the root of progressive education is the hands-on approach, challenging children through active exploration of content and by allowing them to develop at their own pace. We will teach them to be critical and creative thinkers, readers, writers, mathematicians, scientists and artists. Furthermore, by emphasizing their place in the school community, as well as our school's place in the civic community, we aim to inculcate in them the importance of taking part in society as a whole. We want our children to be activists who make a difference in the world.

Our emphasis will be on critical, creative and independent thinking. We will build the curriculum based on the staff's understanding of pertinent research on children's intellectual development, as well as on city and state curriculum requirements, including the Common Core Learning Standards (CCLS). We will look for ways to give students choice within the curriculum and within the school day. Because our methods derive from a child-centered perspective, our classrooms will look and feel different from traditional public school classrooms. ORCS will not have school uniforms and creativity and self-expression will be encouraged.

(c) Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy of it 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**
- **Dollar amount the proposed charter school anticipates receiving from the district**

- **Projected budget for the school district of location**
- **Yearly projected impact as a percentage of each sending district's budget**

The table below illustrates the minimal fiscal impact ORCS will have on the NYC Chancellor's Office total operating budget. Additionally, we have chosen to keep the per pupil rate the same each year since it is not known if there will be another increase or how the budget will fluctuate. We also assume income and expenses based on 100% enrollment. As shown below, over the course of five years, the total funding ORCS receives grows from 0.006% to 0.018% - barely a fraction of the total \$23,100,000,000 of the NYC Chancellor's Office School District.

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
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 NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	100	14,027	1,402,700	-	1,402,700	23,100,000,000	0.006%
Year 2 (2020-21)	150	14,027	2,104,050	-	2,104,050	23,100,000,000	0.009%
Year 3 (2021-22)	200	14,027	2,805,400	-	2,805,400	23,100,000,000	0.012%
Year 4 (2022-23)	250	14,027	3,506,750	-	3,506,750	23,100,000,000	0.015%
Year 5 (2023-24)	300	14,027	4,208,100	-	4,208,100	23,100,000,000	0.018%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	http://schools.nyc.gov/AboutUs/funding/overview/default.htm
OTHER NOTES:	

ⁱ Excerpts for this section were taken from the Storefront Academy Charter School proposal with permission by some of the contributors including Alex Castro who was the COO when the proposal was initially drafted.

R-02ab – Addressing Need

(a) Mission

Open Roads Charter School is a child-centered progressive school with a warm sense of community. Our educational program fosters personal resourcefulness and integrity, a sense of social responsibility, self-confidence, and a lifelong appreciation for learning.

(b) Key Design Elements

Provide a clear and concise overview of the proposed charter school’s key design elements

Open Roads Charter School will be a progressive school with constructivist and inquiry-based learning approaches, and a full arts integration program. While we will be true to progressive ideologies, we have also embraced a standards based rigorous instructional program that will seek to ensure that our students master basic literacy and math skills in the early grades.

At ORCS we will work as a collaborative unit of parents, faculty, and staff to ensure that all students read well, write and speak effectively, and reason with competence and confidence. We will have high standards for all students and we will honor their individual learning styles and interests. We will value the learning process in providing an inclusive, child-centered environment that inspires and challenges all of our students to become critical thinkers and problem solvers through exploration and discussion.

Open Roads Charter School is modeled after the network of small progressive schools opened by Deborah Meier in the early 1980s. These schools are characterized by a constructivist learning approach, a warm and small sense of community, and whole child instruction. As a progressive school, ORCS will operate on the belief that students belong at the center of the learning process, that they need to be in charge of their own learning, that learning should take place in the context of meaningful and authentic tasks, and that learning is social and interactive.¹ Research has shown that progressive and child-centered schooling is effective. Some of these recent studies include the study done on the well-known Central Park East Schools of New York City.² A couple of recent studies of preschool practices, comparing developmental child-centered approaches against academic skills-based approaches, have shown better academic and social outcomes in later elementary grades for those in the child-centered developmental programs. These studies focused mostly on defining progressive or constructivist teaching in terms of the pedagogical side.³

The core values for ORCS are:

R - Rigor

O - Optimism

A - Advocacy

¹ <http://nepc.colorado.edu/blog/education-progressive>

² Nicholas Meier, Deborah Meier. *Deborah Meier on Education: Progressive Education*. 2015. National Education Policy Center

³ Nicholas Meier, Deborah Meier. *Deborah Meier on Education: Progressive Education*. 2015. National Education Policy Center

D - Determination

S - Service

Curriculum

At ORCS our academic program will be driven by our enduring respect for children as thinkers and explorers, curious scientists and mathematicians, imaginative writers and artists, and as makers of change in the interest of equity and justice: children who possess important ideas and theories about their world. Our curriculum will be guided by national and state standards, and a commitment to academic rigor that's grounded in the progressive belief that children learn best when they actively construct meaning. Units of study will be integrated across content areas and hands-on and student-centered exploration will be part of everything we do. Teachers will be trained and supported in progressive approaches so that they can become facilitators of exploration and learning. They will create developmentally appropriate, differentiated lessons based on the needs and interests of their students.

Literacy

At ORCS we will take a balanced literacy approach which will involve a daily variety of reading opportunities across subject areas. Direct instruction in decoding and comprehension, coupled with ongoing assessment will allow teachers to cater to the needs of each reader. As ORCS students move from learning to read to reading to learn, some of their goals will be to grow into confident, self-directed, and self-reflective readers who love to read; read voluntarily and often; make thoughtful connections to reading; and talk with others about what they read, how they read, and what they think about what they have read.

In our Reading Workshop model, students may experience teacher read-alouds, shared reading, guided reading, independent reading, and literature circles. Decoding, word recognition, vocabulary development, comprehension skills and strategies and literary response and analysis will be taught through whole group, small groups, and individual instruction in specific areas of need. We will strive to create print-rich environments where students have access to a wide variety of texts to explore and appreciate and we will work to ensure that students both see themselves reflected in what they are reading and are also exposed to different worldviews, perspectives and cultures through texts. Reading will also be used as a tool to access and develop understanding of various content areas throughout the day.

Although reading looks a little different for different grade groups, all students will be assessed on a regular basis and will read "Just Right" books based on this assessment. ORCS will expect students to read at home as well and will partner with parents so that they can provide the support at home. Students in grades 2 and up will maintain book-logs that track their reading at school and at home.

The ORCS balanced writing program will incorporate creative as well as content-based writing. Writing Workshop will be based on the Teachers College Reading and Writing Project model. Using the Writing Workshop model, students will build understanding and skill through direct instruction and authentic opportunities for practice across our curriculum.

We will include visual, kinesthetic, and auditory expressions into each phase of students' writing process from planning to publishing. As they develop their craft and their voice, they understand that their words can be powerful agents of change whether they come in the form of a story, a poem, or a speech. Students will learn to revise, edit and publish their work and each unit will end with a publishing party, many of which will be open to parents.

Math

ORCS will adopt Bridges in Mathematics as its K–5 curriculum. The curriculum equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. We will focus on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. This constructivist program initiates student understanding through the use of visual models that propel them towards increasingly abstract and efficient strategies.⁴

Math at ORCS will emphasize number sense, flexibility in reasoning, generalization of concepts, effective communication, and collaboration. We will strive to keep math learning firmly grounded in real-life, relevant applications. Teachers will provide rigorous instruction that stretches to meet the needs of mathematicians at each grade level. Teachers will also strive to create a community of math learners who understand and honor a variety of observations, strategies, processes, and representations within a context of respectful collaboration.

Social Studies

Social studies at ORCS will incorporate everything from anthropology and history to drama and visual arts. Through a variety of explorations, students will understand their individual and collective identities, the challenges and opportunities people face as they try to live and work together, and the sometimes unexpected consequences of our choices. At ORCS we will develop our students to become informed and active contributors of our culturally-diverse society. Because young children learn best from direct experience, social studies will be primarily focused on their community and the world immediately around them. The goal will be for children to become increasingly adept at abstract thinking and learn to consider multiple perspectives and experiences. In each grade, ORCS students will engage in an ongoing examination of such topics as the various ways people share ideas and traditions, how natural resources are understood, used, and allocated by different people, how people and communities make decisions, and the rights and responsibilities of citizenship.

Whether they're writing a tale about a recent event, researching someone from New York's history, or creating class performances, students will have multiple opportunities to practice their reading, writing, and speaking skills. Students at every age level will create maps and timelines, will evaluate sources, make presentations, consider multiple perspectives, and will think critically.

Science

Grounded in a constructivist approach, science at ORCS will focus on helping students develop their own understanding of scientific content and process. We will supplement the FOSS (Full

⁴ <https://www.mathlearningcenter.org/bridges>

Option Science System) science curriculum with additional sources to provide students with hands-on, experiential units of study.⁵ We believe that children are natural born scientists who are always inquiring, investigating, formulating, and reformulating their ideas about how the world works. With this in mind, we will strive to promote and develop a sense of wonder about the world and a corresponding sense of environmental stewardship. Science learning will be integrated throughout content areas whenever possible.

Art, Music and Physical Education

Our passion at ORCS is for the whole child and therefore consider that every student must have art, music, and physical education along with core subjects. Closely integrated with the content and skills development of the classroom will be programs provided by specialists in these three areas. These programs will be part of the unique learning experience at ORCS and integral to our core value of developing and inspiring the whole child.

Every student's active week will include time to explore and express his or her talents and interests through music and movement the first two years, and later art and physical education. Despite the fact that space may be limited, we will maximize student access to the arts and physical education by providing direct instruction and also partnering with a variety of organizations that can provide instruction both on and off site.

Special Education Services

Open Roads Charter School will be an inclusive school and expects to have many students receiving special education services. Students will be serviced in a variety of ways, based on the requirements of their IEPs. At least one class in every grade will be ICT (Integrated Co-Teaching). The ICT model will allow all children in a class to get the support and attention they need. In addition to ICT classes, we will coordinate all services required by the IEPs like speech, counseling, and occupational therapy to be offered on-site during the school day.

Although ORCS will be a new school with no academic track record we are confident that the school will provide a significant educational benefit to its students because of the educational model, the proven experience of those overseeing the opening and governance of the school, and the support services that will be offered in addition to the academics. The school benefits from having a team of people, founders and board members, with a track record of successfully designing and opening district and charter schools in the Bronx that have proven results, and provide significant educational and social emotional benefits for its students. Our school approach and model are rooted in progressive ideology, but our school culture, social emotional and whole child approach, and our commitment to provide support services to families come from many years of combined experience providing academic and supportive services to Bronx families and a deep understanding of what the community wants and needs. These things are also not readily available for students at most local schools. Elisa Istueta, lead applicant and founder of ORCS, founded the Jill Chaifetz Transfer School (JCTS) for overage and under-credited Bronx students in 2007, in partnership with New Visions for Public Schools. JCTS is a district school and has met and exceeded academic goals every year. Also, as the former Executive Director of Storefront Academy, Ms. Istueta led the opening of the Storefront

⁵ <https://www.deltaeducation.com/foss/how-foss-works>

Academy Charter School (SACS) in the South Bronx and laid the foundation for the school's successful first year as well as the educational model that is currently in place. Lisette Nieves, current ORCS board member, was the founding Principal for SACS and will be able to oversee and assist with the academic oversight of ORCS to ensure that it continually exceeds academic expectations.

ORCS will also offer something to its students that most local schools don't have, a community partner with extensive experience providing educational supports in schools, youth development programming, and support and assistance for families in the Bronx. East Side House also opened a district school in 2008, Bronx Haven High School, and is currently providing extensive services at both district and charter schools throughout the South Bronx. They will be a great resource for students who need additional academic support and recreation after school, and for parents who may need help managing.

Open Roads Charter School

Accountability Plan

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Open Roads Charter School students will be proficient readers, writers and speakers of the English language.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Each year, 75 percent of all students who have attended Open Roads Charter School for at least two years will perform at or above the 50th percentile in the Measures of Academic Progress (MAP) Reading assessment.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in NYC Community School District 7.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

Elementary/Middle School

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

- Each grade level cohort will improve its percentage of students meeting or exceeding grade level English language arts standards as measured by the MAP Reading assessment.

GOAL II: MATHEMATICS

Goal: ORCS students will demonstrate understanding and application of mathematical computation and problem solving.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Each year, 75 percent of all students who have attended ORCS for at least two years will perform at or above the 50th percentile in the Measures of Academic Progress (MAP) Mathematics assessment.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in NYC Community School District 7.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

Elementary/Middle School

- 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.
- Each grade level cohort will improve its percentage of students meeting or exceeding grade level Mathematics standards as measured by the MAP Mathematics assessment.

GOAL III: SCIENCE

Goal: ORCS students will demonstrate proficiency in the understanding and application of science concepts.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.
- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the 50th percentile in the MAP Science assessment.

Comparative Measures

Elementary/Middle School

- Each year, the percent 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 NYC Community School District 7 or 8.

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: OPTIONAL NON-ACADEMIC STUDENT GOAL

Goal: ORCS students will demonstrate strength of character.

- Each year, 75 percent of students will score as proficient/meeting expectations (an average of 3 or above) in the SACS core values (honesty, responsibility, perseverance, concern for others, diligence, respect) as measured by the school's core value rubric.

GOAL II: OPTIONAL ORGANIZATIONAL GOALS

Goal: ORCS will achieve high student enrollment and retention rates.

- Each year, 90 percent of students enrolled by BEDS Day at the Open Roads Charter School will remain enrolled at the school through June and will return to the school the following year.

Goal: ORCS will achieve high family engagement and satisfaction rates.

- Each year, the Open Roads Charter School will achieve a 95 percent participation rate at parent/teacher conferences.
- Each year, the Open Roads Charter School will achieve an 85 percent family satisfaction rate, as measured on an internally developed, anonymous annual survey.

R-03af – Proposal History

(a) Applicant Information

Indicate whether each applicant is a parent, teacher, administrator, and/or community resident as required by the Act. Provide a brief biographical description for the applicant(s) including relevant background and experience.

The lead applicant is Elisa Istueta.

Elisa Istueta is the parent of 3 children attending public elementary, middle, and high schools in New York City. She was a school administrator from 2014 to 2016, serving as the Founding Executive Director of the Storefront Academy Charter School in CSD 7. Ms. Istueta successfully executed and opened the school in September 2015. Prior to Storefront, Ms. Istueta was the Department Director for Children and Youth Services at BronxWorks for 10 years, where she effectively created and managed all educational programming for children and youth living in the South Bronx. While at BronxWorks, Ms. Istueta spearheaded the creation and opening of the Jill Chaifetz Transfer High School, now in its 10th year of operation in the South Bronx. She is passionate about education access and choice for NYC families and brings 20 years of progressive leadership in human services, with a focus on youth programming and education for vulnerable communities. Ms. Istueta has a BA in Psychology from Wesleyan University, and an MA in Developmental Psychology from Teachers College, Columbia University.

(b) Proposal History

Describe 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. Discuss any assistance the founding group received from outside advisors, for example, support organizations or consultants (even if these outside advisors are not active members of the founding group).

The founding team members met while working together at Storefront Academy Harlem while Elisa Istueta served as the Executive Director and Alex Castro served as the COO. After successfully opening the Storefront Academy Charter School in 2015, we started discussing the possibility of opening another school in the Bronx, one more aligned with our educational philosophy and vision and connected with a community based organization. Once the idea was conceived, we sought out the assistance of current community and education leaders to help us frame our vision. The team met monthly to develop action and implementation plans.

The founding team worked with Lucinda Mendez who served as an advisor during the process along with the founding board members. Lucinda Mendez is currently a senior manager at New Visions for Public Schools. She has 25 years of experience working with at risk urban youth, most recently as the founding Principal of Bronx Haven, a Transfer High School serving overage-under-credited youth in the South Bronx. She started her career as a bilingual early childhood teacher in an inclusive classroom and later became a certified reading intervention provider and literacy support specialist. As a Literacy Coach she participated in study groups facilitated through the Columbia Teacher's College Reading and Writing Project. She earned her undergraduate degree in Psychology-Sociology from Wesleyan University, her Masters in Bilingual education from Long Island University and is a graduate of the New York City

Leadership Academy. Ms. Mendez was instrumental in helping us develop a clear vision for progressive education while making sure that the school would meet the required academic standards.

Ms. Istueta turned to East Side House Settlement (ESH) for assistance, a community-based organization that has a 126 year history and has been providing services in the South Bronx since 1962. ESH works with schools, community centers and other partners to bring quality education and resources to residents of the Bronx. After several meetings with ESH we developed a plan for the services they would provide, after school programming and family supports. Natalie Lozada, ESH Assistant Executive Director agreed to join the board for the charter school and assisted greatly with community outreach and recruitment of other board members.

Monthly meetings helped the team develop a framework for the school and develop the operating plan. Founding team and board members all participated, lending their expertise in their respective area and at different times during the process.

(c) List of Founding Team Members

Since the Letter of Intent was submitted, we have not added any new founding team members.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (If any)
Elisa Istueta	Developing new school models and school replication, successfully opening schools, organizational strategy, board development, school administration and leadership, community outreach, application content writing and review/editing	Executive Director (part time for pre-opening and first two years). In year 3, Executive Director role will become full time to provide oversight and lead fund development efforts.
Alex Castro	Successfully opening and managing schools, finance and operations, budget development, community outreach, facilities research and exploration	Chief Operations Officer

(d) Board Members

Provide a brief narrative describing the methods used to recruit and select board members.

Board members were recruited by Elisa Istueta, Alex Castro, and Natalie Lozada. We wanted to ensure that the board represented the community, had members with experience in management and fund raising, had instructional and/or education management experience, and business and legal expertise. Since the Letter of Intent was submitted no new board members have been added. Recruitment of board members will continue until all vacancies have been filled.

Trustee Name	Position on the Board (Officer or Constituent Representative)	Committee Affiliations (If Any)	Expertise And/OR Role at School (Parent, Staff, etc)	Voting	Ex-Officio
Nereida Barbour	Officer	TBD	Community leader, parent	Yes	
Natalie Lozada	Officer	TBD	School director, Leadership development, Executive Management, Community Leader	Yes	
Christopher Hanway	Officer	TBD	Executive Management, Fund Raising and philanthropy, Fiscal management	Yes	
Ernesto Torres	Officer	TBD	Educator, Community leader	Yes	
Lisette Nieves	Officer	TBD	School Administration, Management, Community leader	Yes	
Gerald F. Charles	Officer	TBD	Branding and Marketing, Business operation	Yes	
Kate Charles	Officer	TBD	Branding and Marketing	Yes	
John A. Wait	Officer	TBD	Legal	Yes	
Vacant	Officer	TBD	TBD	Yes	
Vacant	Officer	TBD	TBD	Yes	
Elisa Istueta	Executive Director	All	School Administration and Management, Executive Director	No	Yes
Alex Castro	COO	Finance Facilities	Fiscal and operations, COO	No	Yes
TBD	Principal	Academics	School leadership, Principal	No	Yes

(e) Description of Community Outreach Efforts

Explain the methods used to inform stakeholders in the intended community about the proposed charter school. 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. The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.

ORCS has employed a wide variety of methods and strategies to inform a broad spectrum of community stakeholders about our proposed charter school. Every step of the way, we have invited feedback and input on our proposal, and are closely considering all of the feedback that

we receive. Community outreach will remain an ongoing effort as we prepare for student recruitment and enrollment next academic year (pending charter approval). Our ground efforts (i.e., community meetings, canvassing, and speaking to community organizations, leaders, and congregations) have focused primarily on the CSD 7 and southern part of CSD 8 neighborhoods. Our distribution of flyers and email, cast the net wider, with emails being sent to 16 elected officials who represent the Bronx and to 77 daycare providers in Community School Districts 7 and 8. Additionally, letters were sent to the CSD 7 and 9 schools with Pre-K classes. The following chart is a summary of our efforts to date. The chart also indicates whether the outreach also demonstrates support and/or demand from the particular stakeholders and provides examples of feedback received.

Event/Notification	Audience	Date/Time	Status
Distributed flyer with school announcement seeking feedback	Residents participating in programming at the following community centers: <ul style="list-style-type: none"> • Mitchel Community Center - 210 Alexander Avenue • Mill Brook Community Center - 201 St. Ann's Avenue • Mott Haven Community Center - 375 E. 143 Street • Patterson Community Center - 340 Morris Avenue 	10/20/16 11/15/16 12/13/16 1/17/17	Applicant and proposed board members were on hand to answer questions and invite community to provide feedback.
Distributed flyer, survey, and petition at the daycares and UPKs.	<ul style="list-style-type: none"> • Mill Brook Community Center – 201 St. Ann's Avenue • Mott Haven Community Center - 375 E. 143 Street • Children's Pride/Patterson Community Center - 414 Morris Avenue • Winifred Wheeler Nursery - 200 Alexander Avenue 	10/20/16 11/15/16 12/12/16 1/18/17	Applicant and proposed board members were on hand to answer questions and invite community to provide feedback.
Email to Bronx City Council Members	Bronx City Council members	2/3/17	Email sent to Bronx City Council requesting feedback and announcing proposed charter school.
Call to Bronx Borough President Office and meeting	Bronx Borough President office	11/2/16 Call 12/29/16 Conference call	Bronx Borough President office has committed to writing letter of support for the application of the opening of ORCS
Community Board	Attended CB 1 and CB 9 meetings to discuss	Education and Youth	Presented at Community

Meetings	plans of proposed school opening	Committee CB1 11/10/16 4PM CB9 11/10/16 7PM General Board Meeting CB9 11/17/16 6PM	Board meetings
Survey	Bronx residents	Ongoing	Have received 101 responses, feedback is attached
Outreach to CSD 7 and 8 schools and programs that offer Pre-K	PS1,PS154,PS156,PS157,PS161 PS18,PS220,PS25,PS277,PS30 PS43,PS49,PS5,PS65,PS179,PS29 PS31	Emailed and mailed 2/17/17	Informed schools of proposed school and requested feedback
Outreach to Congressman Adriano Espaillat's office	Chief of Staff	5/23/17 emailed 6/2/17 telephone meeting	Received letter of support from Congressman
Outreach to Assemblyman Crespo's office	Chief of Staff	7/7/17 telephone call and email	Pending letter of support

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

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees.

This proposal was previously submitted and withdrawn.

The proposal for Open Roads Charter School was previously submitted in March 2017. Since the initial submission, we have tried to correct deficiencies with the original application, in particular to the school model and academic program. The narrative in the submission did not reflect the progressive ideology and there were inconsistencies between the proposed school design and the academic program as previously described in the initial application. We have

attempted to correct these inconsistencies by providing more detail about the curriculum and course descriptions. We have also clarified and strengthened sections on school staffing, management, and governance. In addition, recruitment of board members continued and additional board members were added to strengthen the board and governance structure.

Indicate whether the applicant and/or founding team has previously applied for a charter from a charter entity other than the SUNY Trustees.

The applicant and/or founding team have not previously applied for a charter from any charter entity other than SUNY.

(g) Letters of Justification for Previously Denied Applications

Letter attached

(h) Founding Team Resumes

No founding team members have been added after submission of the Letter of Intent.

(i) Board Member Resumes and Request for Information Forms

No board members have been added after submission of the Letter of Intent.

Request for Information forms are included in Response - 03i – Board Member Credentials.

(j) Outreach evidence

Evidence included with Response -03j – Outreach Evidence.



Charter Schools Institute

The State University of New York

41 State Street, Suite 700
Albany, New York 12207

www.newyorkcharters.org

June 16, 2017

VIA ELECTRONIC MAIL

Elisa Istueta

[REDACTED]
New York, NY 10035

Re: Proposal to Establish the Open Roads Charter School

Dear Ms. Istueta:

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

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

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

The following list of concerns noted by the Institute staff and external reviewers is not exhaustive, but it captures examples of some of the most pertinent shortcomings identified during the review process. While the proposed school would address a significant community need, the proposal generally lacked detail and consistency related to the proposed school's academic programming. The proposal fell significantly short of meeting the Institute's rigorous standards for approval, and should you choose to submit a new application at a later time, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal as a whole.

To Learn
To Search
To Serve



School Model and Academic Program

- Portions of the proposal appear to have been taken verbatim from previous charter applications available online. If the proposal draws from outside sources, it must cite authors.
- There are inconsistencies between the proposed school design and the academic program as described. The proposal identifies “worktime” as a key design element; however, it does not mention or elaborate on this in any subsequent portions of the proposal, including the curriculum, instructional methods or school schedule requests. Likewise, portions of the proposal do not align with the constructivist approach identified as a key design element; the assessment system and promotion requirements in particular are not congruent with this approach. The proposal also references blended learning as a means to remediate, but it does not elaborate on how the school will implement this approach in the relevant requests.
- The proposal’s course descriptions are exceptionally vague. The course descriptions for science and social studies state only that teachers will develop thematic units and use a variety of teaching methods and resources. Additionally, the literacy course descriptions for grades K-2 list a number of discrete skills but include minimal explanation as to how teachers will organize them into a unified course.
- The proposal lacks sufficient detail regarding how the school will effectively implement co-teaching methods. The proposal also does not address how the school will implement co-teaching in the context of a constructivist design.
- The staffing model is not consistent throughout the application. At one point the proposal indicates that, in addition to a general education teacher, every classroom will have a learning specialist, which contradicts an earlier section indicating that one class per grade will have a learning specialist while the others will have an associate teacher.
- The proposal indicates that teachers will have common planning time; however, this time is not identified in the school’s schedule, and there do not appear to be structures in place to ensure teachers have the time necessary during the school day to plan collaboratively.
- The scope of professional development for teachers is broad and ambitious without providing supports for how the school will be able to implement it given the limited resources of a startup charter. It is not clear from the proposal that the school has the capacity to implement such a program, or that the topics identified will address the needs of teachers in a school with the specific design elements indicated.

Organizational Structure

- The leadership structure identified in the proposal lacks clarity. It is not apparent from the narrative why the executive director will work only part-time in Years 1 and 2 or who, if anyone will assume his/her responsibilities after that time.
- The board and governance structure are not fully developed. There are several vacant board roles, and there is limited board oversight capacity as described. Additionally, the board as it is currently comprised lacks the range of expertise and experience necessary to effectively oversee a school in the early stages of development.

Fiscal

- The budget incorrectly incorporates Charter School Program (CSP) grant funds. The proposed budget allocates \$750,000 from the CSP grant; however, there is a \$550,000 cap on these funds.
- The budget does not include funds for elements identified as integral to the school design. For example, there is no apparent funding for staff or resources for the proposed library/media center, which involves considerable costs.
- The budget does not account for any costs associated with the partnership with East Side House Settlement or indicate whether the partnership entails a fee structure.

The Institute recognizes the effort required developing a successful proposal and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact Maureen Foley, Director for New Charters, at [REDACTED]

Sincerely,



Susan Miller Carello
Executive Director



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Open Roads Charter School

Contact Name: Elisa Istueta
Contact Title: Applicant
Contact Email: openroadscharter@gmail.com
Contact Phone: (646)535-5408

First Academic Year: 2019-20

Pre-Opening Period: July 1, 2018 - June 30, 2019

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

OPEN ROADS CHARTER SCHOOL
2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School	50	50	50	50	50	5-6
1st Grade	Elementary School	50	50	50	50	50	6-7
2nd Grade	Elementary School		50	50	50	50	7-8
3rd Grade	Elementary School			50	50	50	8-9
4th Grade	Elementary School				50	50	9-10
5th Grade	Elementary School					50	10-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		100	150	200	250	300	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	2	2	2	2	2
1st Grade	Elementary School	2	2	2	2	2
2nd Grade	Elementary School		2	2	2	2
3rd Grade	Elementary School			2	2	2
4th Grade	Elementary School				2	2
5th Grade	Elementary School					2
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	6	8	10	12

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	0	25	25	25	25
3rd Grade	Elementary School	0	0	25	25	25
4th Grade	Elementary School	0	0	0	25	25
5th Grade	Elementary School	0	0	0	0	25
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		100	150	200	250	300
Total Middle School Enrollment		-	-	-	-	-
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		100	150	200	250	300
Change in Net Enrollment from Prior Year (Count)		100	50	50	50	50
Change in Net Enrollment from Prior Year (Percent)		100.0%	50.0%	33.3%	25.0%	20.0%
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	100	150	200	250	300
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000
ENROLLMENT (Charter School)		100	150	200	250	300
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		http://schools.nyc.gov/AboutUs/funding/overview/default.htm				

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

OPEN ROADS CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100	150	200	250	300

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.5	0.5	1.0	1.0	1.0
Instructional Management	1.0	1.0	2.0	2.0	2.0
Deans, Directors & Coordinators	1.0	2.0	2.0	3.0	3.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	0.0	0.0	0.0	0.0	1.0
Administrative Staff	1.0	2.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	4.5	6.5	9.0	10.0	11.0

Description of Assumptions

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	6.0	8.0	10.0	12.0
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	2.0	3.0	4.0	5.0	6.0
Specialty Teachers	2.0	2.0	3.0	4.0	4.0
Aides	0.0	0.0	0.0	2.0	2.0
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.0	15.0	20.0	27.0	31.0

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	1.0	2.0	2.0	2.0	2.0
Security	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.0	3.0	3.0	3.0	3.0

TOTAL PERSONNEL SERVICE FTE	17.5	24.5	32.0	40.0	45.0
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OPEN ROADS CHARTER SCHOOL

STAFFING PLAN WAGES	Acad Years	Year 1	Year 2	Year 3	Year 4	Year 5
		2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100.00	150.00	200.00	250.00	300.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ 100,000	\$ 50,000	\$ 51,500	\$ 103,045	\$ 106,136	\$ 109,320
Instructional Management	\$ 135,000	\$ 135,000	\$ 139,050	\$ 278,222	\$ 286,568	\$ 295,165
Deans, Directors & Coordinators	\$ 65,000	\$ 65,000	\$ 131,950	\$ 135,909	\$ 204,986	\$ 211,135
CFO / Director of Finance	\$ 120,000	\$ 120,000	\$ 123,600	\$ 127,308	\$ 131,127	\$ 135,061
Operation / Business Manager	\$ 75,000	\$ -	\$ -	\$ -	\$ -	\$ 75,000
Administrative Staff	\$ 40,000	\$ 40,000	\$ 81,200	\$ 123,636	\$ 127,345	\$ 131,165
TOTAL ADMINISTRATIVE STAFF		\$ 410,000	\$ 527,300	\$ 768,119	\$ 856,163	\$ 956,847

Description of Assumptions

INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Teachers - Regular	\$ 65,000	\$ 260,000	\$ 397,800	\$ 539,734	\$ 685,926	\$ 836,504
Teachers - SPED	\$ 68,000	\$ 136,000	\$ 208,080	\$ 282,322	\$ 358,792	\$ 437,556
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 48,000	\$ 96,000	\$ 146,880	\$ 199,286	\$ 253,265	\$ 308,863
Specialty Teachers	\$ 60,000	\$ 120,000	\$ 123,600	\$ 187,308	\$ 252,927	\$ 260,515
Aides	\$ 30,000	\$ -	\$ -	\$ -	\$ 60,000	\$ 61,800
Therapists & Counselors	\$ 55,000	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 667,000	\$ 933,010	\$ 1,267,000	\$ 1,671,010	\$ 1,967,141

NON-INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 30,000	\$ 30,000	\$ 60,900	\$ 62,727	\$ 64,609	\$ 66,547
Security	\$ 28,000	\$ 28,000	\$ 28,840	\$ 29,705	\$ 30,596	\$ 31,514
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 58,000	\$ 89,740	\$ 92,432	\$ 95,205	\$ 98,061

TOTAL PERSONNEL SERVICE WAGES		\$ 1,135,000	\$ 1,550,050	\$ 2,127,552	\$ 2,622,378	\$ 3,022,049
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OPEN ROADS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	500,000	
Total Expenses	499,987	
Net Income	13	
		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	500,000	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	500,000	
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	500,000	

OPEN ROADS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	500,000	
Total Expenses	499,987	
Net Income	13	
START-UP PERIOD		

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	33,333	Part-Time Executive Director
Instructional Management	1.00	67,500	Principal will start in January 2019
Deans, Directors & Coordinators	-	-	
CFO / COO / Director of Finance	1.00	40,000	Part-Time COO
Operation / Business Manager	-	-	
Administrative Staff	1.00	23,333	Program Assistant will start in November
TOTAL ADMINISTRATIVE STAFF	4.00	164,167	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	164,167	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		19,002	Payroll Taxes (SS - 6.2%, Med. - 1.45%, NY SUI - 3.925%).
Fringe / Employee Benefits		23,367	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		42,369	
TOTAL PERSONNEL SERVICE COSTS	4.00	206,536	
CONTRACTED SERVICES			
Accounting / Audit		25,810	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		701	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		3,500	
TOTAL CONTRACTED SERVICES		30,011	

OPEN ROADS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	500,000	
Total Expenses	499,987	
Net Income	13	
		START-UP PERIOD
SCHOOL OPERATIONS		
Board Expenses	800	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	7,170	
Equipment / Furniture	-	
Telephone	-	
Technology	3,850	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	1,300	
Staff Recruitment	320	
Student Recruitment / Marketing	2,350	
School Meals / Lunch	-	
Travel (Staff)	750	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	16,540	
FACILITY OPERATION & MAINTENANCE		
Insurance	25,000	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	36,000	
Repairs & Maintenance	7,500	
Equipment / Furniture	167,000	
Security	-	
Utilities	11,400	
TOTAL FACILITY OPERATION & MAINTENANCE	246,900	
DEPRECIATION & AMORTIZATION		
	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		
	-	
TOTAL EXPENSES	499,987	
NET INCOME	13	

PRE-OPENING CASH FLOW 6-MONTH	OPEN ROADS 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 YEAR FOLLOWING PROPOSAL SUBMISSION Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."							
Total Revenue	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Grants								
Stimulus	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING								
Grants								
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH		OPEN ROADS CHARTER SCHOOL						
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
<i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue		-	-	-	-	-	-	-
Total Expenses		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-
Net Income		-	-	-	-	-	-	-
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES								
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions							
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	OPEN ROADS CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2018 - June 30, 2019												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
Total Expenses	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987
Net Income	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-
Net Income	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13
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	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
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	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000

PRE-OPENING CASH FLOW 1-YEAR		OPEN ROADS 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, 2018 - June 30, 2019												
Total Revenue	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000	
Total Expenses	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987	
Net Income	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-	
Net Income	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13	
		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					4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	33,333
Instructional Management	1.00	-	-	-	-	-	-	11,250	11,250	11,250	11,250	11,250	11,250	67,500
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	40,000
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	3,333	23,333
TOTAL ADMINISTRATIVE STAFF	4.00	-	-	-	-	9,167	12,500	23,750	23,750	23,750	23,750	23,750	23,750	164,167
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	-	-	-	-	9,167	12,500	23,750	23,750	23,750	23,750	23,750	23,750	164,167
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	1,061	1,447	2,749	2,749	2,749	2,749	2,749	2,749	2,749	19,002
Fringe / Employee Benefits	-	-	-	-	1,603	2,400	3,227	3,227	3,227	3,227	3,227	3,227	3,227	23,367
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	2,664	3,847	5,976	5,976	5,976	5,976	5,976	5,976	5,976	42,369
TOTAL PERSONNEL SERVICE COSTS	4.00	-	-	-	-	11,831	16,347	29,726	29,726	29,726	29,726	29,726	29,726	206,536
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	7,820	25,810
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	88	88	88	88	88	88	88	88	88	701
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	3,500	3,500
TOTAL CONTRACTED SERVICES	-	-	-	-	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	11,408	30,011

PRE-OPENING CASH FLOW 1-YEAR	OPEN ROADS CHARTER SCHOOL												
	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2018 - June 30, 2019												
<i>*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>													
Total Revenue	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
Total Expenses	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987
Net Income	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-
Net Income	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	100	100	100	100	100	100	100	100	800
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	100	50	670	5,450	-	-	900	-	7,170
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	3,200	650	3,850
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	1,300	-	1,300
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	320	-	320
Student Recruitment / Marketing	-	-	-	-	-	-	-	500	1,500	-	200	150	2,350
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	50	-	-	-	650	50	750
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	200	150	820	6,050	1,600	100	6,670	950	16,540
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	18,000	18,000	36,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	3,750	3,750	7,500
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	167,000	167,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	5,700	5,700	11,400
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	27,450	219,450	246,900
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987
NET INCOME	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13

PRE-OPENING CASH FLOW 1-YEAR	OPEN ROADS CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2018 - June 30, 2019												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
Total Expenses	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987
Net Income	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-
Net Income	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13
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	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-
ENDING CASH BALANCE	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13

YEAR 1 BUDGET AND ASSUMPTION	OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,816,563	229,390	-	-	-	2,045,953	
Total Expenses	1,231,111	356,583	-	2,500	453,423	2,043,616	
Net Income	585,453	(127,194)	-	(2,500)	(453,423)	2,337	
Budgeted Student Enrollment	100	-	-	-	-	100	
10163.6208	PROGRAM SERVICES					SUPPORT SERVICES	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2016-17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	1,402,700				1,402,700	
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.) 14,027	1,402,700				1,402,700	
Special Education Revenue			207,800			207,800	Assumes enrollment of 20 SPED students
Grants							
Stimulus							
DYCD (Department of Youth and Community Development)		90,100				90,100	\$51K fixed amount plus \$391 per student
Lease Assistance (Rent Subsidy)		210,405				210,405	Rental Assistance Funding assumes 20% of per pupil reimbursement as per NYC Charter Center guidance
Other							
TOTAL REVENUE FROM STATE SOURCES		1,703,205	207,800			1,911,005	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			15,000			15,000	
Title I		49,500				49,500	
Title Funding - Other			5,000			5,000	
School Food Service (Free Lunch)							
Grants							
Charter School Program (CSP) Planning & Implementation		50,000				50,000	
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES		99,500	20,000			119,500	
LOCAL and OTHER REVENUE							
Contributions and Donations							
Fundraising							
Erate Reimbursement		7,500				7,500	
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							
Text Book		6,358	1,590			7,948	
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		13,858	1,590			15,448	
TOTAL REVENUE	1,816,563	229,390	-	-	-	2,045,953	

YEAR 1 BUDGET AND ASSUMPTION	OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	1,816,563	229,390	-	-	-	2,045,953	
Total Expenses	1,231,111	356,583	-	2,500	453,423	2,043,616	
Net Income	585,453	(127,194)	-	(2,500)	(453,423)	2,337	
Budgeted Student Enrollment	100	-	-	-	-	100	
10163.6208	PROGRAM SERVICES		SUPPORT SERVICES			TOTAL	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
EXPENSES	FTE No. of Positions						
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	0.50	-	-	-	50,000	50,000	
Instructional Management	1.00	87,750	27,000	-	20,250	135,000	Split using % 65/20/15
Deans, Directors & Coordinators	1.00	52,000	13,000	-	-	65,000	Split using % 80/20
CFO / Director of Finance	1.00	-	-	-	120,000	120,000	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	1.00	26,000	8,000	-	6,000	40,000	Split using % 65/20/15
TOTAL ADMINISTRATIVE STAFF	4.50	165,750	48,000	-	196,250	410,000	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	260,000	-	-	-	260,000	
Teachers - SPED	2.00	-	136,000	-	-	136,000	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	96,000	-	-	-	96,000	
Specialty Teachers	2.00	96,000	24,000	-	-	120,000	Split using % 80/20
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	55,000	-	-	-	55,000	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	507,000	160,000	-	-	667,000	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	19,500	6,000	-	4,500	30,000	Split using % 65/20/15
Security	1.00	18,200	5,600	-	4,200	28,000	Split using % 65/20/15
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	37,700	11,600	-	8,700	58,000	
SUBTOTAL PERSONNEL SERVICE COSTS	17.50	710,450.00	219,600	-	204,950	1,135,000	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	82,235	25,419	-	23,723	131,376	Split using % 65/20/15
Fringe / Employee Benefits	-	91,506	28,284	-	26,398	146,188	Split using % 65/20/15
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	173,741	53,703	-	50,121	277,564	
TOTAL PERSONNEL SERVICE COSTS	17.50	884,191	273,303	-	255,071	1,412,564	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	16,500	16,500	
Legal	-	-	-	-	17,000	17,000	
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	5,000	5,000	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	97,502	97,502	
TOTAL CONTRACTED SERVICES	-	-	-	-	136,002	136,002	

YEAR 1 BUDGET AND ASSUMPTION	OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	1,816,563	229,390	-	-	-	2,045,953	
Total Expenses	1,231,111	356,583	-	2,500	453,423	2,043,616	
Net Income	585,453	(127,194)	-	(2,500)	(453,423)	2,337	
Budgeted Student Enrollment	100	-	-	-	-	100	
10163.6208	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,050	1,050	
Classroom / Teaching Supplies & Materials	21,000	-	-	-	-	21,000	
Special Ed Supplies & Materials	-	9,200	-	-	-	9,200	
Textbooks / Workbooks	33,300	3,700	-	-	-	37,000	Split using % 80/20
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	22,750	7,000	-	-	5,250	35,000	Split using % 65/20/15
Telephone	-	-	-	-	-	-	
Technology	9,750	3,000	-	-	2,250	15,000	Split using % 65/20/15
Student Testing & Assessment	4,500	500	-	-	-	5,000	Split using % 80/20
Field Trips	2,700	300	-	-	-	3,000	Split using % 80/20
Transportation (student)	900	100	-	-	-	1,000	Split using % 80/20
Student Services - other	6,300	700	-	-	-	7,000	Split using % 80/20
Office Expense	-	-	-	-	10,000	10,000	
Staff Development	20,000	-	-	-	-	20,000	
Staff Recruitment	1,500	-	-	-	-	1,500	
Student Recruitment / Marketing	5,000	-	-	-	-	5,000	
School Meals / Lunch	3,420	380	-	-	-	3,800	Split using % 80/20
Travel (Staff)	1,000	-	-	-	-	1,000	
Fundraising	-	-	-	2,500	-	2,500	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	132,120	24,880	-	2,500	18,550	178,050	
FACILITY OPERATION & MAINTENANCE							
Insurance	22,750	7,000	-	-	5,250	35,000	Split using % 65/20/15
Janitorial	13,650	4,200	-	-	3,150	21,000	Split using % 65/20/15
Building and Land Rent / Lease / Facility Finance Interest	120,250	37,000	-	-	27,750	185,000	Split using % 65/20/15
Repairs & Maintenance	7,150	2,200	-	-	1,650	11,000	Split using % 65/20/15
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	16,250	5,000	-	-	3,750	25,000	Split using % 65/20/15
TOTAL FACILITY OPERATION & MAINTENANCE	180,050	55,400	-	-	41,550	277,000	
DEPRECIATION & AMORTIZATION	9,750	3,000	-	-	2,250	15,000	Split using % 65/20/15
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	-	-	-	-	25,000	
TOTAL EXPENSES	1,231,111	356,583	-	2,500	453,423	2,043,616	
NET INCOME	585,453	(127,194)	-	(2,500)	(453,423)	2,337	

YEAR 1 BUDGET AND ASSUMPTION	OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,816,563	229,390	-	-	-	2,045,953	
Total Expenses	1,231,111	356,583	-	2,500	453,423	2,043,616	
Net Income	585,453	(127,194)	-	(2,500)	(453,423)	2,337	
Budgeted Student Enrollment	100	-	-	-	-	100	
10163.6208	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	100					100	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	100					100	
REVENUE PER PUPIL	18,166					20,460	
EXPENSES PER PUPIL	12,311					20,436	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	OPEN ROADS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	311,432	50,000	303,484	-	303,484	49,500	303,484	5,000	318,484	-	303,484	97,600	2,045,953
Total Expenses	220,001	161,885	169,388	153,033	191,183	175,283	163,533	160,983	162,233	159,283	159,783	167,033	2,043,616
Net Income	91,431	(111,885)	134,096	(153,033)	112,302	(125,783)	139,952	(155,983)	156,252	(159,283)	143,702	(69,433)	2,337
Cash Flow Adjustments	1,250	59,591	(57,091)	99,605	(96,484)	132,342	(130,463)	30,408	(27,908)	54,516	(52,016)	1,250	15,000
Beginning Cash Balance	13	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	13
Ending Cash Balance	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	17,350	17,350
	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 (2016-17)												
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027												
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.)	14,027												
Special Education Revenue	34,633	-	34,633	-	34,633	-	34,633	-	34,633	-	34,633	-	207,800
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	90,100	90,100
Lease Assistance (Rent Subsidy)	35,068	-	35,068	-	35,068	-	35,068	-	35,068	-	35,068	-	210,405
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	303,484	-	303,484	-	303,484	-	303,484	-	303,484	-	303,484	90,100	1,911,005
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	15,000	-	-	-	15,000
Title I	-	-	-	-	-	49,500	-	-	-	-	-	-	49,500
Title Funding - Other	-	-	-	-	-	-	-	5,000	-	-	-	-	5,000
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	50,000	-	-	-	-	-	-	-	-	-	-	50,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	50,000	-	-	-	49,500	-	5,000	15,000	-	-	-	119,500
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	7,500	7,500
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	7,948	-	-	-	-	-	-	-	-	-	-	-	7,948
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	7,948	-	-	-	-	-	-	-	-	-	-	7,500	15,448
TOTAL REVENUE	311,432	50,000	303,484	-	303,484	49,500	303,484	5,000	318,484	-	303,484	97,600	2,045,953

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	OPEN ROADS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	311,432	50,000	303,484	-	303,484	49,500	303,484	5,000	318,484	-	303,484	97,600	2,045,953
Total Revenue	311,432	50,000	303,484	-	303,484	49,500	303,484	5,000	318,484	-	303,484	97,600	2,045,953
Total Expenses	220,001	161,885	169,388	153,033	191,183	175,283	163,533	160,983	162,233	159,283	159,783	167,033	2,043,616
Net Income	91,431	(111,885)	134,096	(153,033)	112,302	(125,783)	139,952	(155,983)	156,252	(159,283)	143,702	(69,433)	2,337
Cash Flow Adjustments	1,250	59,591	(57,091)	99,605	(96,484)	132,342	(130,463)	30,408	(27,908)	54,516	(52,016)	1,250	15,000
Beginning Cash Balance	13	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	13
Ending Cash Balance	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	17,350	17,350
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	88	88	88	88	88	88	88	88	88	88	88	88	1,050
Classroom / Teaching Supplies & Materials	6,930	-	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	21,000
Special Ed Supplies & Materials	3,036	-	616	616	616	616	616	616	616	616	616	616	9,200
Textbooks / Workbooks	16,650	-	10,350	-	10,000	-	-	-	-	-	-	-	37,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	30,000	-	-	-	-	-	-	-	5,000	-	-	-	35,000
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	12,500	-	-	-	-	-	-	-	2,500	-	-	-	15,000
Student Testing & Assessment	-	-	2,500	-	-	-	-	-	-	-	2,500	-	5,000
Field Trips	-	-	-	-	-	-	-	1,000	-	-	2,000	-	3,000
Transportation (student)	-	-	-	-	-	-	500	-	-	-	-	500	1,000
Student Services - other	-	-	2,500	-	-	1,500	-	-	1,000	-	1,000	1,000	7,000
Office Expense	-	4,000	-	800	1,200	800	800	-	-	800	800	800	10,000
Staff Development	-	10,000	-	-	-	5,000	-	-	-	5,000	-	-	20,000
Staff Recruitment	-	-	-	-	-	-	-	-	1,500	-	-	-	1,500
Student Recruitment / Marketing	3,000	-	-	-	-	2,000	-	-	-	-	-	-	5,000
School Meals / Lunch	-	-	380	380	380	380	380	380	380	380	380	380	3,800
Travel (Staff)	-	-	250	-	250	-	-	250	-	-	250	-	1,000
Fundraising	-	-	-	-	-	1,250	-	-	-	1,250	-	-	2,500
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	72,204	14,088	18,091	3,291	13,941	13,041	3,791	3,741	12,491	9,541	9,041	4,791	178,050
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	27,500	-	-	7,500	-	-	-	-	35,000
Janitorial	-	-	3,500	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	21,000
Building and Land Rent / Lease / Facility Finance Interest	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	185,000
Repairs & Maintenance	-	-	-	-	-	-	10,000	-	-	-	1,000	-	11,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL FACILITY OPERATION & MAINTENANCE	17,500	17,500	21,000	19,444	46,944	19,444	29,444	26,944	19,444	19,444	20,444	19,444	277,000
DEPRECIATION & AMORTIZATION	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	12,500	-	-	-	-	-	-	12,500
TOTAL EXPENSES	220,001	161,885	169,388	153,033	191,183	175,283	163,533	160,983	162,233	159,283	159,783	167,033	2,043,616
NET INCOME	91,431	(111,885)	134,096	(153,033)	112,302	(125,783)	139,952	(155,983)	156,252	(159,283)	143,702	(69,433)	2,337
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
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	-	58,341	(58,341)	98,355	(97,734)	131,092	(131,713)	29,158	(29,158)	53,266	(53,266)	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	58,341	(58,341)	98,355	(97,734)	131,092	(131,713)	29,158	(29,158)	53,266	(53,266)	-	-
Total Cash Flow Adjustments	1,250	59,591	(57,091)	99,605	(96,484)	132,342	(130,463)	30,408	(27,908)	54,516	(52,016)	1,250	15,000
NET INCOME	92,681	(52,294)	77,005	(53,428)	15,818	6,559	9,489	(125,575)	128,344	(104,767)	91,686	(68,183)	17,337
Beginning Cash Balance	13	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	13
ENDING CASH BALANCE	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	17,350	17,350

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		OPEN ROADS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					*NOTE: State assumptions that are being made in the section provided below.
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
Total Revenue		2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses		2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)		2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment		100	150	200	250	300	
		Per Pupil Revenue Percentage Increase					
		0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		Basic Tuition (2016-17)					
PRIMARY School District: NYC CHANCELLOR'S OFFICE		14,027	14,027	14,027	14,027	14,027	
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.)		14,027	14,027	14,027	14,027	14,027	
Special Education Revenue		207,800	311,700	415,600	519,500	623,400	Assumes 20 SPED students (20%)
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		90,100	-	-	-	-	Typical grant each school sees. \$51k lump sum plus a per FTE student allocation of: \$391 for Elementary; \$443 for Middle; \$475 for High school (first year only). \$51k plus \$391 per student (100).
Lease Assistance (Rent Subsidy)		210,405	315,608	420,810	526,013	631,215	Assumes DOE Space revenue will be less than the 20% as per NYC Charter Center advisements (15%)
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,911,005	2,731,358	3,641,810	4,552,263	5,462,715	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		15,000	22,500	30,000	37,500	45,000	Assumes 15% SPED at approximate rate of \$1,000
Title I		49,500	74,250	99,000	123,750	148,500	Assumes 90%. Typically this is a difficult number to predict as allocations change depending on what other schools receive. \$550 assumed here.
Title Funding - Other		5,000	-	-	-	-	Title IIA
School Food Service (Free Lunch)		-	-	-	-	-	IF school goes Private Food Service it can expect to be reimbursed at the Free Reduced Lunch Federal rate which is \$1.90 - Breakfast, \$2.85 - Lunch, \$.76 - Snack = \$5.51. Assumes FRL % ---> 90%. IF School goes with DOE no Food Revenue assumed.
Grants							
Charter School Program (CSP) Planning & Implementation		50,000	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		119,500	96,750	129,000	161,250	193,500	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OPEN ROADS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)	2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment	100	150	200	250	300	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
Erate Reimbursement	7,500	7,500	7,500	7,500	7,500	ERATE \$ assumes that the Federal Government will reimburse 90% of eligible technology expenses such as servers, wiring, phones, internet, etc. Assumptions in YR 1 include 75% of Technology and 100% of Telephone expenses (lines 126 and 127 below) reimbursed at 90%. Yrs 2-5 include 100% of Telephone and \$5k a year for Technology. - REVISED to reflect new ERATE regulations - accurate reimbursements are included here
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	
Text Book	7,948	11,922	15,896	19,870	23,844	Per Student NYSTL - \$58.25; NYSSL - \$14.98 - NYSLIB: \$6.25
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	15,448	19,422	23,396	27,370	31,344	
TOTAL REVENUE	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		OPEN ROADS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					*NOTE: State assumptions that are being made in the section provided below.
		2019-20 THROUGH 2023-24					
Total Revenue		2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses		2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)		2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment		100	150	200	250	300	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						<i>NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
Executive Management	0.50	50,000	51,500	103,045	106,136	109,320	
Instructional Management	1.00	135,000	139,050	278,222	286,568	295,165	
Deans, Directors & Coordinators	1.00	65,000	131,950	135,909	204,986	211,135	
CFO / Director of Finance	1.00	120,000	123,600	127,308	131,127	135,061	
Operation / Business Manager	-	-	-	-	-	75,000	
Administrative Staff	1.00	40,000	81,200	123,636	127,345	131,165	
TOTAL ADMINISTRATIVE STAFF	4.50	410,000	527,300	768,119	856,163	956,847	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	260,000	397,800	539,734	685,926	836,504	
Teachers - SPED	2.00	136,000	208,080	282,322	358,792	437,556	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	96,000	146,880	199,286	253,265	308,863	
Specialty Teachers	2.00	120,000	123,600	187,308	252,927	260,515	
Aides	-	-	-	-	60,000	61,800	
Therapists & Counselors	1.00	55,000	56,650	58,350	60,100	61,903	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	667,000	933,010	1,267,000	1,671,010	1,967,141	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	The school will apply for/ request that the NYC DoE provide a nurse/nursing services to the school at no cost.
Librarian	-	-	-	-	-	-	
Custodian	1.00	30,000	60,900	62,727	64,609	66,547	
Security	1.00	28,000	28,840	29,705	30,596	31,514	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	58,000	89,740	92,432	95,205	98,061	
SUBTOTAL PERSONNEL SERVICE COSTS	17.50	1,135,000	1,550,050	2,127,552	2,622,378	3,022,049	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		131,376	179,418	246,264	303,540	349,802	Payroll Taxes (SS - 6.2%, Med. - 1.45%, NY SUI - 3.925%).
Fringe / Employee Benefits		146,188	199,646	274,029	337,762	389,240	12.5% of Total Compensation for Medical, Dental, Vision, etc. Plus NYS Disability tax (.38%)
Retirement / Pension		-	-	106,378	131,119	226,654	5% matching contribution starting in year 3 when it is financially feasible
TOTAL PAYROLL TAXES AND BENEFITS		277,564	379,065	626,670	772,421	965,696	
TOTAL PERSONNEL SERVICE COSTS	17.50	1,412,564	1,929,115	2,754,222	3,394,799	3,987,745	
CONTRACTED SERVICES							
Accounting / Audit		16,500	17,000	19,000	21,000	23,000	Year 1 - \$15,000 w/ \$2k increase every year after
Legal		17,000	18,700	20,570	22,627	24,890	Estimated retainer for local attorney w/ 10% annual increase
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	The school will apply for/ request that the NYC DoE provide a nurse/nursing services to the school at no cost.
Food Service / School Lunch		-	-	-	-	-	IF school goes Private Food Service it can expect to be reimbursed at the Free Reduced Lunch Federal rate which is \$1.90 - Breakfast, \$2.85 - Lunch, \$.76 - Snack = \$5.51. Assumes FRL % ---> 90%. IF School goes with DOE no Food Expense assumed.
Payroll Services		5,000	6,576	8,417	10,522	11,837	Based on the number of staff approx. \$21 per month per staff.
Special Ed Services		-	-	-	-	-	Staff will provide services needed.
Titlement Services (i.e. Title I)		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OPEN ROADS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)	2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment	100	150	200	250	300	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
Other Purchased / Professional / Consulting	97,502	168,660	225,340	283,420	339,343	Financial management services, fiscal reports, and compliance. Substitute Teacher Service.
TOTAL CONTRACTED SERVICES	136,002	210,936	273,327	337,569	399,069	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OPEN ROADS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
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Total Expenses	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)	2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment	100	150	200	250	300	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
SCHOOL OPERATIONS						
Board Expenses	1,050	1,082	1,114	1,147	1,182	Expected cost per meeting \$87.50, COLA Increase of 3% per year.
Classroom / Teaching Supplies & Materials	21,000	18,000	21,750	25,500	29,250	\$210 per new student. \$75 per returning student.
Special Ed Supplies & Materials	9,200	6,750	12,000	18,750	27,450	
Textbooks / Workbooks	37,000	37,500	39,500	41,500	43,500	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	35,000	3,500	4,500	10,000	25,000	Year 3 & 4 are higher because assets purchased in Year 1 & Preop Year need to be phased out.
Telephone	-	-	-	-	-	
Technology	15,000	10,000	15,000	20,000	25,000	
Student Testing & Assessment	5,000	9,000	10,500	12,000	13,500	Based on Student - \$4500 + \$30 per student.
Field Trips	3,000	4,500	6,000	7,500	9,000	\$750 per classroom
Transportation (student)	1,000	1,500	2,000	2,500	3,000	Based on \$10 per student
Student Services - other	7,000	10,500	14,000	17,500	21,000	Based on \$70 per student
Office Expense	10,000	16,425	21,024	26,280	29,565	Based on staff average of \$657 per staff member
Staff Development	20,000	25,000	30,000	35,000	40,000	Assumption of an Increase of 5k every year for additional staff.
Staff Recruitment	1,500	2,450	3,200	4,000	4,500	Based on Staff - Year 1 - \$79 / Years 2-5 - \$100 per staff member (includes staff appreciation, retention and recruiting).
Student Recruitment / Marketing	5,000	4,250	42,500	4,250	4,250	Based on Student - Year1: \$50 per NEW student (Includes ads, community outreach, newspapers, mailings, meetings.) Year 2-5: \$85
School Meals / Lunch	3,800	4,725	6,300	7,875	9,450	IF school pays for students NOT Free Reduced Lunch --> 10%, at DOE prices; roughly \$1.75 (Breakfast and snack always provided, Free pays no lunch, Reduced pays \$.25 for lunch and Full Price pays \$1.50 for lunch, @ approx. 180 School days
Travel (Staff)	1,000	1,250	1,600	2,000	2,250	\$50 per staff
Fundraising	2,500	3,500	4,500	5,500	6,500	Subscriptions, Misc. Fees, Dues, etc. Parent Ed Services.
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	178,050	159,932	235,488	241,302	294,397	
FACILITY OPERATION & MAINTENANCE						
Insurance	35,000	38,500	42,350	46,585	51,244	Year 1: Based on other startup charter schools, Year 2-5: 10% Increase on PY premiums.
Janitorial	21,000	21,630	22,279	22,947	23,636	Custodial Services and Supplies with a 3% COLA increase.
Building and Land Rent / Lease / Facility Finance Interest	185,000	278,035	370,714	463,392	556,070	Based on maximum expense in year one (15% of per pupil budget) - minus utilities.
Repairs & Maintenance	11,000	15,000	20,000	25,000	30,000	Year 2: Increase of \$4k and Year 3-5 increase of \$5k.
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	25,000	37,572	50,096	62,621	75,145	Based on ratio of Year 1 utilities to total maximum expense.
TOTAL FACILITY OPERATION & MAINTENANCE	277,000	390,738	505,439	620,545	736,094	
DEPRECIATION & AMORTIZATION	15,000	20,000	25,000	30,000	35,000	Estimated 5k in increased depreciation expense.
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	Year 1, 2, and 3 - \$25,000 each year, total \$75,000 kept in separate escrow account.
TOTAL EXPENSES	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
NET INCOME	2,337	111,810	(24,270)	116,667	235,253	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OPEN ROADS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)	2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment	100	150	200	250	300	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	100	150	200	250	300	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	100	150	200	250	300	
REVENUE PER PUPIL	20,460	18,984	18,971	18,964	18,959	
EXPENSES PER PUPIL	20,436	18,238	19,092	18,497	18,174	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	15,000	20,000	25,000	30,000	35,000	
Other	-	-	-	-	-	
Total Operating Activities	15,000	20,000	25,000	30,000	35,000	
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	15,000	20,000	25,000	30,000	35,000	
NET INCOME	17,337	131,810	730	146,667	270,253	
Beginning Cash Balance	13	17,350	149,159	149,889	296,556	
ENDING CASH BALANCE	17,350	149,159	149,889	296,556	566,810	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
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 NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	100	14,027	1,402,700	-	1,402,700	23,100,000,000	0.006%
Year 2 (2020-21)	150	14,027	2,104,050	-	2,104,050	23,100,000,000	0.009%
Year 3 (2021-22)	200	14,027	2,805,400	-	2,805,400	23,100,000,000	0.012%
Year 4 (2022-23)	250	14,027	3,506,750	-	3,506,750	23,100,000,000	0.015%
Year 5 (2023-24)	300	14,027	4,208,100	-	4,208,100	23,100,000,000	0.018%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	http://schools.nyc.gov/AboutUs/funding/overview/default.htm
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 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 2 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 3 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 4 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 5 (2023-24)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name: John A. Wait
Home Address: [REDACTED] Old Greenwich, CT 06870
Business Name and Address: [REDACTED] New York, NY 10178
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address [REDACTED]

3. A brief educational and employment history (you may attach a resume): Villanova University, B.A. – Honors Program, Philosophy, 1993, J.D., Temple University School of Law, *cum laude*, 1997, New Jersey Bar, 1997, Pennsylvania Bar, 1997, Admitted to New York Bar 2006. Partner at Fox Rothschild, LLP. Bio attached.
 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 (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, 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,

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 or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, :

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .

17. Please indicate 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.

Refer to appropriate authorities
Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

John A. West, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.


Signature

7/10/17
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)



John A. Wait

Partner

New York, NY
[REDACTED]
[REDACTED]

John concentrates his practice in commercial litigation, with an emphasis on the efficient resolution of business disputes. He primarily represents companies and individuals in:

- contract disputes
- the protection of intellectual property and trade secrets
- electronic data security
- employment related matters

John also represents:

- executors in probate litigation
- entities and individuals in disputes over estate administration, powers of attorney, guardianships and trusts

John also has experience handling construction litigation and has represented:

- contractors and subcontractors
- surety companies
- fidelity companies in recovering losses due to embezzlement schemes

Before Fox Rothschild

In law school at Temple University, John:

- was on the National Trial Team
- participated in a clinical program at the U.S. Attorneys Office

At Villanova University, John:

- Graduated from the Honors Program
- Rowed for the Villanova Crew Team

Client Resources

Art Law Blog

The Art Law Blog covers such topics as art recovery, art preservation, art as collateral and valuation of art as well as



recent trends in the art market.

[View Blog](#)

Practice Areas

- Litigation
- Anti-Counterfeiting and Brand Enforcement
- Directors' & Officers' Liability & Corporate Governance
- Insurance
- Construction

Bar Admissions

- New York
- New Jersey

Court Admissions

- U.S. Court of Appeals, Second Circuit
- U.S. District Court, Southern District of New York
- U.S. District Court, Eastern District of New York
- U.S. District Court, Western District of New York
- U.S. District Court, District of New Jersey
- U.S. District Court, Eastern District of Pennsylvania
- U.S. District Court, Western District of Pennsylvania

Education

- Temple University School of Law (J.D., *cum laude*, 1997)
- Villanova University (B.A., *Honors Program*, 1993)

Memberships

- American Bar Association
- New York State Bar Association

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Open Roads Charter School

2. Full name: Natalie Lozada
Home Address: [REDACTED] Bronx, NY 10465
Business Name and Address: [REDACTED] BXX, NY 10454
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (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 (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, 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,

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 or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

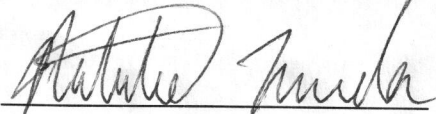
Conduct a detailed investigation and if party is guilty I would move to remove them from the board immediately.

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Natalie Lozada, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Open Roads Charter School is true and correct in every respect.



Signature

12/12/16

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name: Nereida BARBEUR

Home Address: [REDACTED]

Bronx, NY 10451

Business Name and Address: [REDACTED]

Home telephone No. [REDACTED]

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (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 (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, 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,

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 or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Nereida BARBAY, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.

Signature

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Open Roads Charter School

2. Full name: Lisette Nieves
Home [REDACTED] Bronx, NY 10456
Business Name and Address: MUEVETE! c/o CCFY, [REDACTED], Bronx, NY 10455
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (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 (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, 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, .

R-03i-Board Member Credentials

- 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 or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .

- 16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school’s board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .

- 17. Please indicate 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 notify the Executive Director and expect her to conduct an investigation. If it turns out that it is accurate, I would expect those individuals to be removed from the Board.

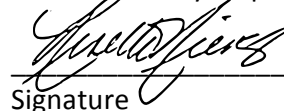
Other

- 18. Please affirm that you have read the education corporation’s by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

- 19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute’s review.

Certification

I, Lisette Nieves, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Open Roads Charter School is true and correct in every respect.


Signature

12/1/16
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Open Roads Charter School

2. Full name: Ernesto Torres
Home Address: [REDACTED] BRONX, N.Y. 10474 [REDACTED]
Business Name and Address: same
Home telephone No.: [REDACTED]
Work telephone No.: same
E-mail address: [REDACTED]

3. A brief educational and employment history (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 (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

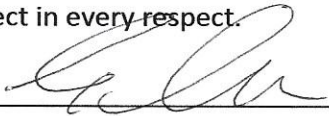
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, 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, .

Certification

I, Ernesto Torres, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Open Roads Charter School is true and correct in every respect.



Signature

1/10/2017

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Open Roads Charter School

2. Full name: Christopher Hanway
Home Address: [REDACTED] New York, NY 10027
Business Name and Address: [REDACTED] Long
Island City, NY 11101
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume): See attached
X 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. X 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 (to the extent not otherwise indicated in your response to Item 3, above).
X Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or
trustworthiness, or a felony. If the answer to this question is yes, please provide details of
the offense, the date, disposition, etc. X Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree,
adjournment in contemplation of dismissal, assurance of discontinuance or other, similar
agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S.
attorney general or the attorney general of any state, a U.S. or district attorney or any other
law enforcement or regulatory body concerning the discharge of your duties as a board
member of a for-profit or not-for profit entity or as an executive of such entity. If the
answer to this question is yes, please provide details of the agreement.
X Does not apply to me. Yes, .

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. X I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
X I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, 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. X N/A. I / we or my family do not anticipate conducting any such business.
 Yes, .


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 or any of the schools it has the authority to operate, 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. X Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would report to the suspected self-dealing to the corporation's compliance officer and/or board chair and if not satisfactory resolution was achieved, to the proper legal and/or regulatory authorities.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Christopher Hanway, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Open Roads Charter School is true and correct in every respect.


Signature

November 30, 2016
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)

R-03i-Board Member Credentials

(518) 320-1572 (fax)

charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter
School Education Corporation
Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. **Applicable Charter Agreement Provisions**

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. **Applicable Laws and Regulations**

None.

C. **Discussion**

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board

size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - o Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - o Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - o Charter Agreement Exhibit A, “Terms of Operation;”
 - o By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

Request for Information from Prospective Charter School Education Corporation Trustee FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
2. Full name: Gerald Charles
Home Address: [REDACTED] NY NY 10027
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.:
E-mail address: [REDACTED]
3. A brief educational and employment history (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 (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, 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, .


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 or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Gerald Charles, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.


Signature

07/10/2019
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter
School Education Corporation
Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. **Applicable Charter Agreement Provisions**

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. **Applicable Laws and Regulations**

None.

C. **Discussion**

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board

size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - o Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - o Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - o Charter Agreement Exhibit A, “Terms of Operation;”
 - o By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

Request for Information from Prospective Charter School Education Corporation Trustee FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
2. Full name: Katherine Paulin
Home Address: [REDACTED] NY NY 10027
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.:
E-mail address: [REDACTED]
3. A brief educational and employment history (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 (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, 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, .

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 or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Katherine Paulin, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.



 Signature

07/10/2019

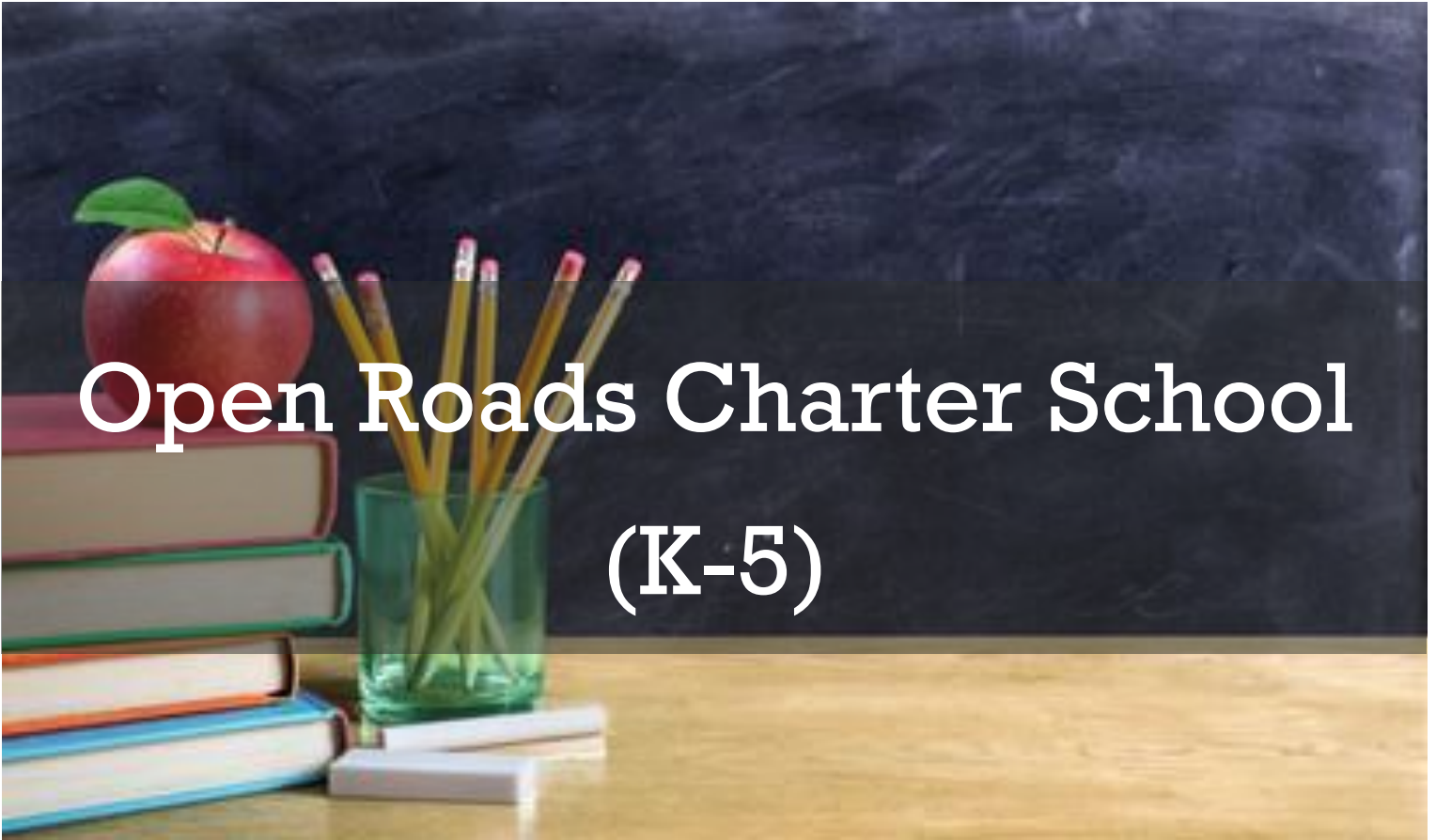
 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

R-03i – Board Member Credentials

Request for Information Forms for all Board members follow.



Open Roads Charter School (K-5)

The Open Roads Charter School Wants Your Feedback!

The Open Roads Charter School, a proposed public charter school hoping to open in the Fall of 2018, seeks your questions and comments.

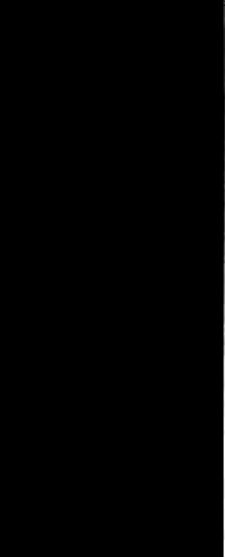
Open Roads Charter School seeks to provide a progressive education to elementary students living in CSD 7 of the South Bronx. We are actively seeking input from community residents.

openroadscharter@gmail.com

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**

Bu2

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

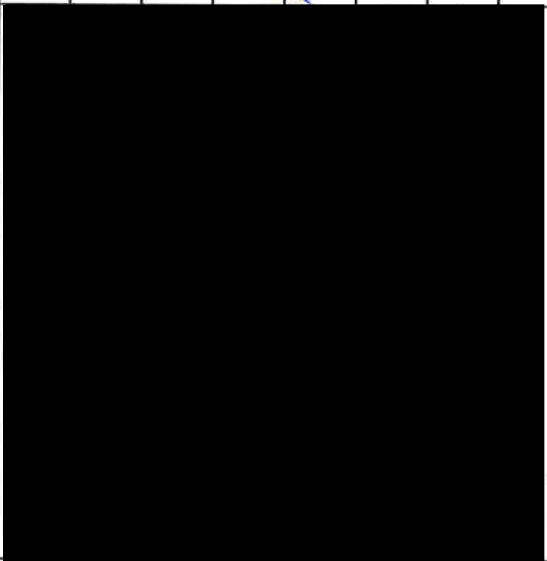
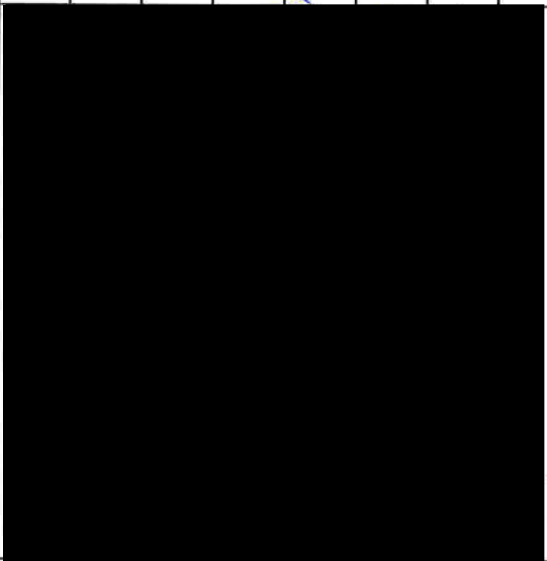
Name	Signature	Address	Age of Child
<i>Jessey Panagun</i>	<i>Jessey Panagun</i>		<i>2</i>
<i>Dona Marites</i>	<i>Dona Marites</i>		<i>2</i>
<i>Cirina Cuate</i>	<i>Cirina Cuate</i>		<i>2</i>

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**

Rm 1

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Victoria Garcia	<i>[Signature]</i>		2
Chms Selby	<i>[Signature]</i>		2
Siguena Russel	<i>[Signature]</i>		2
Amy Hunt	<i>[Signature]</i>		3 1/2
Maura Pickett	<i>[Signature]</i>		2 1/2
Autra	<i>[Signature]</i>		2 1/2
James Snyder	<i>[Signature]</i>		2 1/2

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**

By 4

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.



Name	Signature	Address	Age of Child
<i>Rashida Davis</i>	<i>Rashida Davis</i>	[REDACTED]	<i>3-2</i>

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

Room 3

OPEN ROADS CHARTER SCHOOL - Petition (Proposed to open in 2018)

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Barbara			3
Michael			3

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018) Pg 3


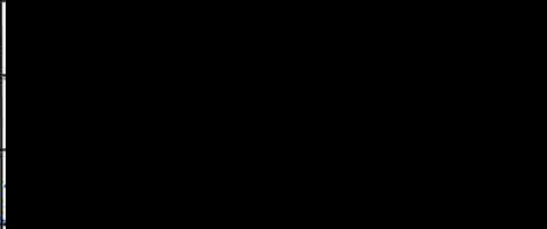

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
SHARON STEELE	Sharon Steele		3
Dade Drame	Dade Drame		4
VERONICA MARTINEZ	[Signature]		3.5
Ana Hernandez	Ana Hernandez		3
Tori Porter	Tori Porter		3-2
N. Freda Gomez	N. Freda Gomez		3.4
D. John Sanchez	[Signature]		3

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**

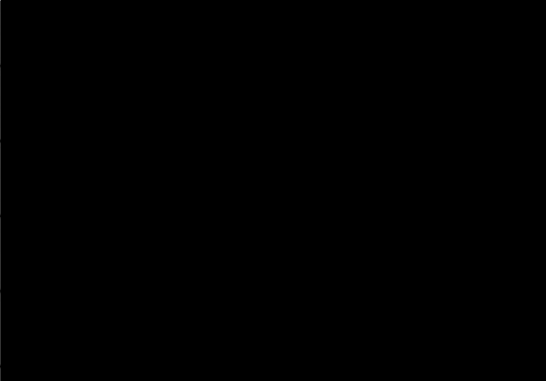
Would you be interested in getting more information about Open Charter School? Do you support the opening of the school in th community? **Please note:** *Your information will be kept confident*

Name	Signature	Address
Luis Hernandez		
Paula Romero	Paula Romero	
Argelia Gonzalez		

Estaría interesada/o en obtener más información acerca de Open Charter School? ¿Apoya la apertura de la escuela en esta comuni **en cuenta:** *Su información será mantenida confidencial.*

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**

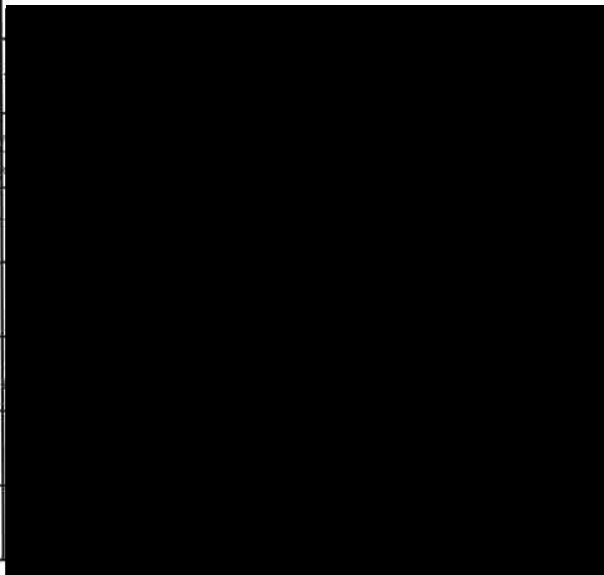
Would you be interested in getting more information about Open Charter School? Do you support the opening of the school in th community? **Please note:** *Your information will be kept confident*

Name	Signature	Address
Fatouah TraWall	Fatouah	
Heli Santos	Heli	
ARACEU GARCIA	Araceu	
Aminata Geesay	Aminata	
Shubana Williams	Shubana	

Estaría interesada/o en obtener más información acerca de Open Charter School? ¿Apoya la apertura de la escuela en esta comuni **en cuenta:** *Su información será mantenida confidencial.*

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**


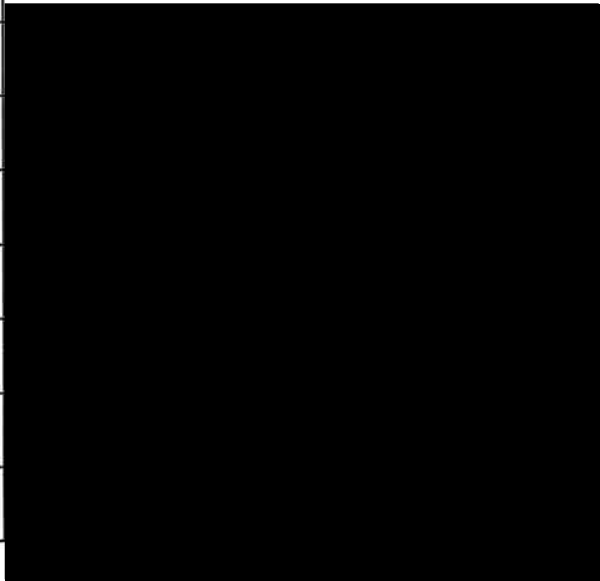


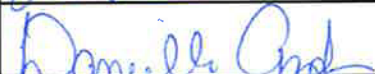


Would you be interested in getting more information about Open Charter School? Do you support the opening of the school in th community? **Please note:** *Your information will be kept confident*

Name	Signature	Address
JALEEHA ABU	Jaleela Abu	
Yoselin Peralta	Yoselin Peralta	
Eida Reina	Eida Reina	
Luz Maria Morales	Luz Maria Morales	
Carron Rodlin	C. Rodlin	
Chyna Scott	C. Scott	
Najja Sampeur	Najja Sampeur	

Estaría interesada/o en obtener más información acerca de Open Charter School? ¿Apoya la apertura de la escuela en esta comuni **en cuenta:** *Su información será mantenida confidencial.*

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**

Would you be interested in getting more information about Open Charter School? Do you support the opening of the school in th community? **Please note:** Your information will be kept confident

Name	Signature	Address
Carla Vargas		
Gabriela Flores		
Olga Alejandra		
Danielle Anderson		
Fatoumata Koukoure		
IRMG MORENO		
KUMBA VAFFA	KUMBA	

Estaría interesada/o en obtener más información acerca de Open Charter School? ¿Apoya la apertura de la escuela en esta comuni **en cuenta:** Su información será mantenida confidencial.

OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)






Would you be interested in getting more information about Open Charter School? Do you support the opening of the school in th community? **Please note:** *Your information will be kept confident*

Name	Signature	Address
Lilia Perez	Lilia Perez	
Fatan Dime	Fatan Dime	
Emmanuel Morales	Emmanuel Morales	
Evelyn Soto	Evelyn Soto	
Edith Escamilla	Edith Escamilla	
Luisa Guerrero	Luisa Guerrero	
Blanca Hernandez	Blanca Hernandez	

Estaría interesada/o en obtener más información acerca de Open Charter School? ¿Apoya la apertura de la escuela en esta comuni **en cuenta:** *Su información será mantenida confidencial.*

OPEN ROADS CHARTER SCHOOL - Petition (Proposed to open in 2018)

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Lissa Santiago		[REDACTED]	
Nephtalie Apou <small>Dagoberto Salsoson</small>			4
MUSTARA TABAROVIC			
Mascia Calle			1
Chermyle Blake <small>Dafrick Emmanuel</small>			20

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**



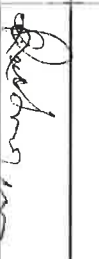



Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Nayea Jackson	<i>Nayea Jackson</i>	[REDACTED]	12-9-3
David Aguila	<i>David Aguila</i>		11
Cynthia McLean	<i>Cynthia McLean</i>		10
Elizabeth Peña	<i>Elizabeth Peña</i>		3
TERESA Babar	<i>Teresa Babar</i>		7

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

OPEN ROADS CHARTER SCHOOL - Petition (Proposed to open in 2018)

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Phillip Frieson		[REDACTED]	5
Daniel Santana			1
Jan Miranda			2
Ramon Rodriguez			
William Ray			5
Carlos Reyes			
Manuel Lizama			

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**


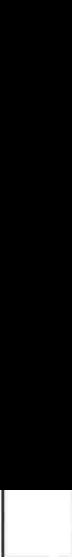

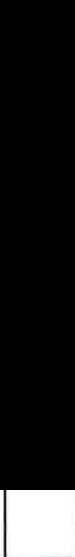

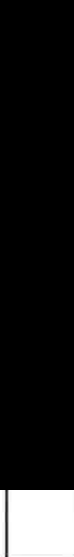
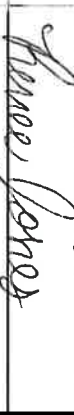
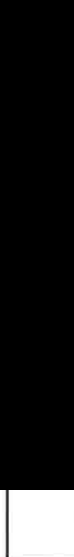
Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Shanika Specker	<i>Shanika Specker</i>	[REDACTED]	14
Tenisha Auburn	<i>Tenisha Auburn</i>	[REDACTED]	
Felicia Babb	<i>Felicia Babb</i>	[REDACTED]	9
Katie Jones	<i>Katie Jones</i>	[REDACTED]	N/A
Harold Berrios	<i>Harold Berrios</i>	[REDACTED]	7
Arnulfo Gissard	<i>Arnulfo Gissard</i>	[REDACTED]	7
Daniela Morales	<i>Daniela Morales</i>	[REDACTED]	2

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

OPEN ROADS CHAPTER SCHOOL - Petition (Proposed to open in 2018)

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Donna Donald Civ			
Anthony Terenzio			
Brandon Miller			
Pence Jones			2-14

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.


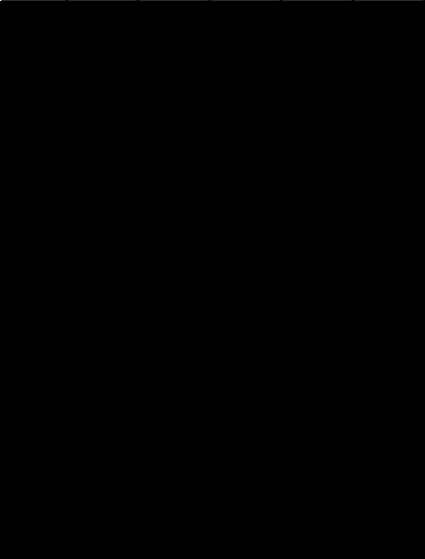

Name	Signature	Address	Age of Child
Henry Dubon	<i>Henry Dubon</i>	[REDACTED]	4
Michelle Daise	<i>Michelle Daise</i>		2
Caroline Allgeier	<i>Caroline Allgeier</i>		3

M. Daise

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

**OPEN ROADS CHAPTER SCHOOL - Petition
(Proposed to open in 2018)**


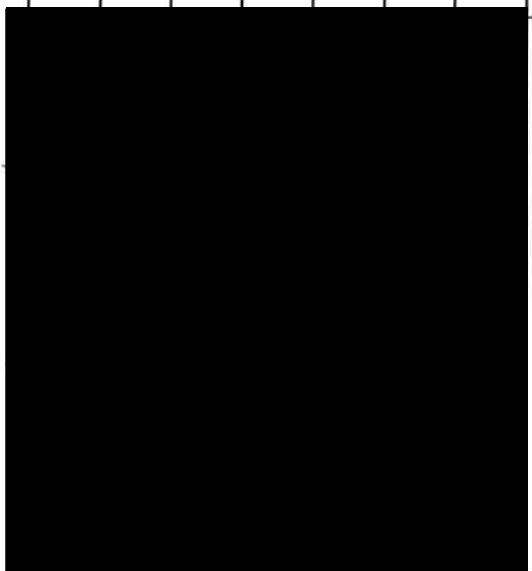


Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Tamika Peace			11
Dona Idciru			3
Michael Peace			11
Shobem McGraw			9
Shiann Peace			5

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

OPEN ROADS CHARTER SCHOOL - Petition (Proposed to open in 2018)







Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Francisco Andon			3
Maria Alejandra			3
Galicia Lucero			3
Mariluz Santos			3
Milagros Elete		3	
Dey Mercedes		4	

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

OPEN ROADS CHARTER SCHOOL - Petition (Proposed to open in 2018)



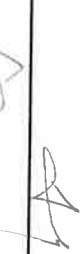



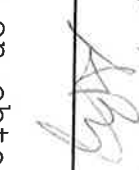
Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
ANA PEREZ		[REDACTED]	3
YANELIS URENA			4
ANTOLINA REYES			4
ELIZABETH ORTEGA			3
SEVORO GARCIA			4
RICHARDO DOMIANO			4

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

OPEN ROADS CHARTER SCHOOL - Petition (Proposed to open in 2018)

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Maribel Garcia			4
Elsa Eleuterio			4
Mohamed Grandega			4
Veronica Valle			3
Marla Bravo			3
Marta Basilio			3
Guadalupe Guerrero			4

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta:** Su información será mantenida confidencial.

**OPEN ROADS CHARTER SCHOOL - Petition
(Proposed to open in 2018)**

Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note: Your information will be kept confidential.**

Name	Signature	Address	Age of Child

Estaría interesada/o en obtener más información acerca de Open Roads Charter School? ¿Apoya la apertura de la escuela en esta comunidad? **Tenga en cuenta: Su información será mantenida confidencial.**

Open Roads Charter School is proposing to open an elementary school in CSD 7 or 8, in 2018. We want to hear from you. Please submit any questions or comments you may have about this possible new school.

Thank you!

Date _____

Name _____ Address _____

Open Roads Charter School propone abrir una escuela primaria en CSD 7 u 8, en 2018. Queremos saber que piensa. Por favor, envíe cualquier pregunta o comentario que pueda tener sobre esta posible nueva escuela. Gracias!

Fecha _____

Nombre _____ Dirección _____

Open Roads Charter School Survey

* Required

What is your name? *

Your answer

In what neighborhood do you reside? (NYC Community School District / Neighborhood) *

Choose ▼

Do you have any school age children? *

Choose ▼

Do you support the opening of Open Roads Charter School in the South Bronx? *

Choose ▼

What else do you think this community needs educationally and how could the school meet that need?

Your answer

Based on our school description, do you have any feedback or comments?



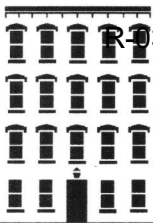
Your answer

SUBMIT

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Google Forms



East Side House
 Outreach, Evidence
 SETTLEMENT

337 Alexander Avenue
 Bronx, New York 10454

www.eastsidehouse.org

Open Roads Charter School Interest Form

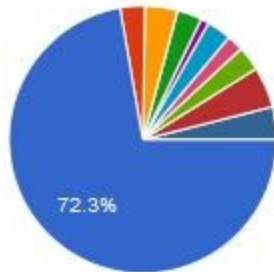
Bronx NY

Date: 11/4/2016

	<u>Name</u>	<u>Email</u>	<u>School/Program Name</u>
1	Princesa Acosta		
2	Kevin Cacho		
3	Monday Walker		
4	Leann Wright		
5	Kai L. Steele		
6	Teisha Holden		
7	Julia Lindsey		
8	Jamie Francis		
9	Nelly Quinn		
10	Kimeisha Howard		
11	Lissa Santiago		
12	Brandon Turner		
13	Jon Cabay		
14	Mia Montanez		
15	Stacey Bosques		
16	Nick Wilkins		
17			
18			
19			
20			

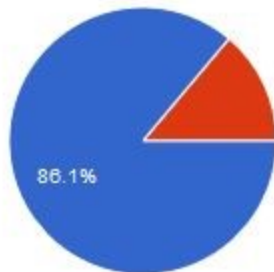
Providing hope, help and results in the South Bronx

In what neighborhood do you reside? (NYC Community School District / Neighborhood)



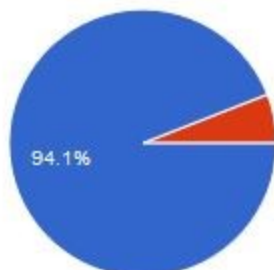
CSD 7 - Mott Haven	73	72.3%
CSD 7 - Port Morris	3	3%
CSD 7 - Morrisania	4	4%
CSD 7 - Woodstock	3	3%
CSD 8 - Hunts Point	1	1%
CSD 8 - Longwood	3	3%
CSD 8 - Soundview	2	2%
CSD 8 - Clason Point	3	3%
CSD 8 - Castle Hill	5	5%
CSD 8 - Throgs Neck	4	4%

Do you have any school age children?



Yes	87	86.1%
No	14	13.9%

Do you support the opening of Open Roads Charter School in the South Bronx?



Yes	95	94.1%
No	6	5.9%

R-03j-Outreach Evidence

Timestamp	What is your name?	In what neighborhood do you reside? (NYC Community School District / Neighborhood)	Do you have any school age children?	Do you support the opening of Open Roads Charter School in the South Bronx?	What else do you think this community needs educationally and how could the school meet that need?	Based on our school description, do you have any feedback or comments?
2017/01/26 9:58:13 AM EST	Dervis Gonzalez	CSD 7 - Morrisania	Yes	Yes	More schools are needed, public schools are too crowded. My daughter is not doing well, she is in Kindergarten.	I think the school should have small class sizes to help kids with disabilities.
2017/01/26 1:13:06 PM EST	Lisette Nieves	CSD 7 - Morrisania	No	Yes	The community needs a school that focus on academic learning that also addresses any potential barriers that affect their learning. Open Roads will meet that need by providing excellent administration, teachers, and a strong support team.	
2017/01/26 3:36:25 PM EST	Dorcas S. Colon	CSD 7 - Mott Haven	Yes	Yes	Education is the key to success in life. The children in the community deserve to receive the best education.	Open Road Charter School is the school we are waiting for in our community.
2017/02/02 11:19:45 AM EST	Fatou Beye	CSD 7 - Mott Haven	Yes	Yes	We need new schools with administrators committed to implement the best educational practices for our children in the community.	
2017/02/02 11:20:29 AM EST	Cynthia Acevedo	CSD 7 - Mott Haven	Yes	Yes	More after school hours Support special needs children	
2017/02/02 11:21:10 AM EST	Keisha Pinero	CSD 7 - Mott Haven	Yes	Yes	Extended Day programs for UPK	
2017/02/02 11:25:05 AM EST	Binta Jabbi	CSD 7 - Mott Haven	Yes	Yes	More charter school partnerships with UPK programs	
2017/02/02 11:26:10 AM EST	Nieves Ojendiz	CSD 7 - Mott Haven	Yes	Yes	Bilingual Programs	
2017/02/02 11:27:41 AM EST	Norma Solis	CSD 7 - Mott Haven	Yes	Yes	Parent community partner ships	
2017/02/02 6:19:44 PM EST	Anell Colon	CSD 7 - Mott Haven	No	Yes	I am a teacher and believe that this community needs better schools that provide a quality education with strong instruction.	Open-roll schools are beneficial
2017/02/02 6:24:21 PM EST	Mario Colon	CSD 7 - Mott Haven	No	Yes	My children are attending college. As a father in this community I know how difficult is to find a good school for the children in the community. I think Open Road charter school will provide quality education for the children in this community.	Based on the description of the school. Open Road Charter School will be one of the best school in the community.
2017/02/02 10:45:21 PM EST	Malik Little	CSD 7 - Mott Haven	Yes	No	Better support for public schools	Consult the community about what they want.
2017/02/03 10:25:42 AM EST	Iliany Baez	CSD 7 - Mott Haven	Yes	Yes	more teachers and afterschool programs	no
2017/02/03 10:32:20 AM EST	Christina Casillas	CSD 7 - Mott Haven	Yes	Yes	more teachers and afterschool programs	no

R-03j-Outreach Evidence

2017/02/03 10:47:48 AM EST	Valerie Hernandez	CSD 7 - Mott Haven	Yes	Yes	more teachers and afterschool programs	no
2017/02/03 10:55:42 AM EST	Christopher Selby	CSD 7 - Mott Haven	Yes	Yes	culturally diverse teachers and afterschool program	no
2017/02/03 11:06:32 AM EST	Aissata Kaba	CSD 7 - Mott Haven	Yes	Yes	computers and school supplies	no
2017/02/03 11:10:56 AM EST	Raashida Davis	CSD 7 - Mott Haven	Yes	Yes	more teachers and afterschool programs	no
2017/02/03 11:16:14 AM EST	Eva Diaz	CSD 7 - Mott Haven	Yes	Yes	always important for our community to have access to a good extended day program to nurish our kids and give working families an opportunity to come back home at ease	
2017/02/03 11:16:16 AM EST	Sharon Steele	CSD 7 - Mott Haven	Yes	Yes	more access to books and extra curricular educational activities.	no
2017/02/03 11:18:45 AM EST	Sonia Martinez	CSD 7 - Mott Haven	No	Yes	more math classes	no
2017/02/03 11:22:07 AM EST	Tori Porter	CSD 7 - Mott Haven	Yes	Yes	more afterschool programs	no
2017/02/03 11:26:16 AM EST	Alimata Cisse	CSD 7 - Mott Haven	Yes	Yes	afterschool programs	no
2017/02/03 11:28:31 AM EST	Josephine Lamberty	CSD 7 - Mott Haven	No	Yes	afterschool programs	no
2017/02/03 11:30:33 AM EST	Lesley Paniagua	CSD 7 - Mott Haven	No	Yes	afterschool programs	no
2017/02/03 11:32:07 AM EST	Fatoumata Hawara	CSD 7 - Mott Haven	Yes	Yes	afterschool programs	no
2017/02/03 11:35:07 AM EST	Victoria Garcia	CSD 7 - Mott Haven	No	Yes	afterschool programs	no
2017/02/03 11:37:05 AM EST	Jaqueanna Russell	CSD 7 - Mott Haven	No	Yes	extracurricular activities	no
2017/02/03 11:38:58 AM EST	Kristine Lozada	CSD 7 - Mott Haven	No	Yes	afterschool programs	no
2017/02/03 11:46:29 AM EST	yahaira arreola	CSD 7 - Mott Haven	Yes	Yes	Education Enrichment Schools	Do you have any Pre-K schools?
2017/02/03 11:51:48 AM EST	Pamela Griffin	CSD 8 - Castle Hill	No	Yes	extracurricular activities,	
2017/02/03 12:03:19 PM EST	Samantha Wilson	CSD 7 - Mott Haven	Yes	Yes	dedicated teachers	no
2017/02/03 12:05:38 PM EST	James Snyder	CSD 7 - Mott Haven	No	Yes	extracurricular activities	no
2017/02/03 12:09:59 PM EST	Sara Bosompen	CSD 7 - Mott Haven	Yes	Yes	afterschool programs	no
2017/02/03 12:12:17 PM EST	Dado Drame	CSD 7 - Mott Haven	No	Yes	afterschool programs	no
2017/02/03 12:15:32 PM EST	Jessica Juarez	CSD 7 - Mott Haven	Yes	Yes	arts in the school	no
2017/02/03 12:17:49 PM EST	BiBi Diambou	CSD 7 - Mott Haven	Yes	Yes	afterschool programs	no
2017/02/03 12:20:19 PM EST	Alma Meza	CSD 7 - Mott Haven	Yes	Yes	tutoring	no
2017/02/03 12:22:26 PM EST	Lisette Perez	CSD 7 - Mott Haven	Yes	Yes	extracurricular activities	no
2017/02/03 12:30:04 PM EST	Maria Fontanez	CSD 7 - Mott Haven	Yes	Yes	More parent involvement	Teachers are good, positive, willing to work with parents, encourages the children.
2017/02/03 12:35:42 PM EST	Dennis Alvarado	CSD 7 - Mott Haven	Yes	Yes	bi lingual	
2017/02/03 12:37:02 PM EST	Maria Velez	CSD 7 - Mott Haven	No	Yes	teachers/classes	no
2017/02/03 12:48:26 PM EST	Setou Trawally	CSD 7 - Mott Haven	Yes	Yes	bilingual classes	no
2017/02/03 2:11:03 PM EST	Monique Jenkins	CSD 7 - Mott Haven	Yes	Yes	music programs	The school good
2017/02/03 2:19:08 PM EST	Paula Romero	CSD 7 - Mott Haven	Yes	No		no
2017/02/03 2:24:37 PM EST	Fatou Diene	CSD 7 - Mott Haven	Yes	Yes	Better education	Staff is nice, willing to help
2017/02/03 2:30:18 PM EST	Danielle Anderson	CSD 7 - Mott Haven	Yes	Yes	Better educational quality	Staff is great with the children and parents
2017/02/03 2:41:42 PM EST	Nykya Sampour	CSD 7 - Mott Haven	Yes	Yes	More after schools and activities	The school is good
2017/02/03 2:52:00 PM EST	Sampson Mensah	CSD 7 - Mott Haven	Yes	Yes	afterschool activities	no
2017/02/03 2:54:31 PM EST	Selyn Solano	CSD 7 - Mott Haven	Yes	Yes	More after school programs	No
2017/02/03 3:01:23 PM EST	Aracelis Garcia Baez	CSD 7 - Mott Haven	Yes	Yes	More support for teachers so they can work with various children because there are different learning styles	Would like to see more variation in lesson plans because all children do not learn the same
2017/02/03 3:10:33 PM EST	Karen Reyes	CSD 7 - Mott Haven	Yes	Yes	More Resources	No
2017/02/03 3:12:27 PM EST	Amanda Santana	CSD 7 - Mott Haven	Yes	No	Community Watch	

R-03j-Outreach Evidence

2017/02/03 3:14:07 PM EST	Noellys Uvina	CSD 7 - Mott Haven	Yes	Yes	Drug Use, Inflicting Programs to keep them off the street	
2017/02/03 3:15:20 PM EST	Janet Mora	CSD 7 - Mott Haven	Yes	No	More Availability Transportation for School Age Children	
2017/02/03 3:15:34 PM EST	Kimberly Chevere	CSD 7 - Mott Haven	Yes	Yes	bilingual classes	no
2017/02/03 3:17:32 PM EST	Fpifanio Rodiles	CSD 7 - Mott Haven	Yes	Yes	More afterschool	The school is good
2017/02/03 3:21:24 PM EST	Jamal Suraj	CSD 7 - Mott Haven	Yes	Yes	More afterschool and libraries	The school is good
2017/02/03 3:24:37 PM EST	Eva Flores	CSD 7 - Mott Haven	Yes	Yes	More education programs, make less budget cuts	
2017/02/03 3:25:50 PM EST	Julia Lindsey	CSD 7 - Mott Haven	Yes	Yes	More Afterschool	No
2017/02/03 3:33:01 PM EST	Salima Brathwaite	CSD 7 - Mott Haven	Yes	Yes	More afterschool	Good school for the children but needs to do more for the community
2017/02/03 3:49:37 PM EST	Shanell Farmer	CSD 7 - Mott Haven	No	Yes	More Available Jobs for Young Adults	
2017/02/03 3:50:06 PM EST	Tasheena Allwood	CSD 7 - Mott Haven	Yes	Yes	Increase Police Safety	
2017/02/03 3:52:42 PM EST	Myasha Roundtree	CSD 7 - Mott Haven	Yes	Yes	Increase Safety for Children and Parents, supervise NYCHA	
2017/02/03 3:53:20 PM EST	Fatoumata Bagaba	CSD 7 - Mott Haven	Yes	Yes	More African American Teachers in Schools to help translate	
2017/02/03 3:53:53 PM EST	Jagana Jenabu	CSD 7 - Mott Haven	Yes	Yes	More African American Teachers to help translate	
2017/02/03 3:54:28 PM EST	Feliza Cruz	CSD 7 - Mott Haven	Yes	No	Bilingual Programs in Head Start	
2017/02/03 3:54:42 PM EST	Paula Sanchez	CSD 7 - Mott Haven	Yes	Yes	Bilingual Programs in Head Start	
2017/02/03 3:55:17 PM EST	Sandra Montelongo	CSD 7 - Mott Haven	Yes	No	Family Home Programs activities	
2017/02/03 3:55:53 PM EST	Yanira Amaya	CSD 7 - Mott Haven	Yes	Yes	Check Surroundings, Poverty	
2017/02/03 3:58:22 PM EST	Mahamadou Threfdar	CSD 7 - Mott Haven	Yes	Yes	More Therapy Programs for Disabled Parents	
2017/02/03 3:59:39 PM EST	Lydia Quintana	CSD 7 - Mott Haven	Yes	Yes	Increase Disability Support for Court Guardians of Children Under 5	
2017/02/06 11:02:06 AM EST	Heather Wahid	CSD 7 - Mott Haven	Yes	Yes	afterschool activities	no
2017/02/15 9:45:18 AM EST	Lisa Lopez	CSD 7 - Mott Haven	Yes	Yes	After School Enrichment Programs	
2017/02/15 9:48:16 AM EST	Mercedes Cruz	CSD 8 - Castle Hill	Yes	Yes	More Pre K Programs	Spanish Language Instruction for Dual Language Learners
2017/02/15 9:53:08 AM EST	Shirley Olivo	CSD 8 - Throgs Neck	Yes	Yes	More school with smaller classrooms	
2017/02/15 9:55:35 AM EST	Lorraine Gopnick	CSD 8 - Throgs Neck	Yes	Yes	Schools need to make more partnerships with local non profits	
2017/02/15 9:57:49 AM EST	Ines Gomez	CSD 8 - Longwood	Yes	Yes	After School Sports Programs	
2017/02/15 10:59:17 AM EST	Lorraine Estevez	CSD 8 - Longwood	Yes	Yes	More school means more choices	
2017/02/15 11:01:33 AM EST	Jeanette Sena	CSD 8 - Clason Point	Yes	Yes	More math and science programs outside of school	
2017/02/15 11:03:44 AM EST	Gabriel Irizarry	CSD 8 - Castle Hill	Yes	Yes	The community needs better schools with more resources for children with learning	
2017/02/15 11:04:57 AM EST	Jenny Gomez	CSD 7 - Morrisania	Yes	Yes	College prep programs for middle and high school age students	

R-03j-Outreach Evidence

2017/02/15 11:06:53 AM EST	Madeline Velez	CSD 8 - Clason Point	Yes	Yes	Parent education programs
2017/02/15 11:11:18 AM EST	Katy Acevedo	CSD 7 - Port Morris	Yes	Yes	
2017/02/15 11:19:07 AM EST	Joanna Salcedo	CSD 7 - Morrisania	Yes	Yes	Smaller classrooms
2017/02/15 11:22:31 AM EST	Myrna Joseph	CSD 7 - Woodstock	Yes	Yes	Better schools with smaller size classrooms
2017/02/15 11:25:43 AM EST	Violet Bido	CSD 8 - Throgs Neck	Yes	Yes	More schools with special needs education
2017/02/15 11:27:40 AM EST	Vanessa Garcia	CSD 8 - Longwood	Yes	Yes	
2017/02/15 11:30:08 AM EST	Sofia San Miguel	CSD 8 - Castle Hill	Yes	Yes	A school like Open Roads!
2017/02/15 11:32:41 AM EST	Denise Carter	CSD 7 - Woodstock	Yes	Yes	Better school
2017/02/15 2:11:07 PM EST	Rebecca Castro	CSD 8 - Soundview	Yes	Yes	Schools that support special needs students
2017/02/15 2:12:33 PM EST	Hilary Jacome	CSD 8 - Clason Point	Yes	Yes	
2017/02/15 2:13:58 PM EST	Elizabeth Olea	CSD 8 - Castle Hill	Yes	Yes	More UPK programs
2017/02/15 2:25:37 PM EST	Damaris Sanchez	CSD 8 - Hunts Point	Yes	Yes	
2017/02/15 2:47:04 PM EST	Melina Huerta	CSD 8 - Throgs Neck	Yes	Yes	
2017/02/15 2:49:42 PM EST	Jerrold Glover	CSD 7 - Port Morris	Yes	Yes	More programs for children with learning issues
2017/02/15 2:51:30 PM EST	Alberto Quiñonez	CSD 7 - Mott Haven	Yes	Yes	Gifted and talented programs
2017/02/15 3:00:13 PM EST	Maria Towns	CSD 8 - Soundview	Yes	Yes	
2017/02/15 3:01:01 PM EST	Aaron Combs	CSD 7 - Mott Haven	Yes	Yes	
2017/02/15 3:02:18 PM EST	Jeremy Nieves	CSD 7 - Port Morris	Yes	Yes	
2017/02/15 3:02:51 PM EST	Hector Romain	CSD 7 - Woodstock	Yes	Yes	



Open Roads Charter School Info

2 messages

Alex Castro [REDACTED]

Fri, Nov 18, 2016 at 1:44 PM

To: [REDACTED]
Cc: openroadscharter@gmail.com

Hi Maribel-

It was nice to meet you in person and put a face to the name.

Attached you will find a couple of pdfs with information on the proposed Charter School and, most important of all, a petition which we would appreciate if you could collect some names and emails for people to support and and/or request more information about the Charter School. Please distribute as you best see fit to get our name out and get some community feedback. You mentioned an email list blast that you can distribute these to, if you can kindly cc: openroadscharter@gmail.com, we can use the email as proof of community outreach in our application.

Let me know if you get any signatures at your coop board meeting and I will be happy to stop by the BXCB9 office to pick them up.

Lastly, if you can think of any other public or organizational meetings that we could attend or drop off information to, we would greatly appreciate any direction you can provide.

Thank you again.

Best,
-Alex

3 attachments

 **OpenRoadsCharterSchoolFactSheet.pdf**
80K

 **OPEN ROADS CHARTER SCHOOL - Petition.pdf**
141K

 **ORCS_Flyer_2-Sided.pdf**
126K

Mercado, Maribel (CB) <[REDACTED]>

Fri, Nov 18, 2016 at 2:19 PM

To: Alex Castro <[REDACTED]>
Cc: "openroadscharter@gmail.com" <openroadscharter@gmail.com>

Did you go to Community Board 3 and 2? I will share this with my contacts.

Have a Great Day!

Maribel Mercado
Office Manager

Response-3j-32

[REDACTED]
[REDACTED] onx, NY 10473
[REDACTED]

Please check our facebook page:

<https://teamup.com/ks71bf178919e9122e/>

From: Alex Castro [REDACTED]
Sent: Friday, November 18, 2016 1:44 PM
To: Mercado, Maribel (CB)
Cc: openroadscharter@gmail.com
Subject: Open Roads Charter School Info

Hi Maribel-

It was nice to meet you in person and put a face to the name.

Attached you will find a couple of pdfs with information on the proposed Charter School and, most important of all, a petition which we would appreciate if you could collect some names and emails for people to support and and/or request more information about the Charter School. Please distribute as you best see fit to get our name out and get some community feedback. You mentioned an email list blast that you can distribute these to, if you can kindly cc: openroadscharter@gmail.com, we can use the email as proof of community outreach in our application.

Let me know if you get any signatures at your coop board meeting and I will be happy to stop by the BXC9 office to pick them up.

Lastly, if you can think of any other public or organizational meetings that we could attend or drop off information to, we would greatly appreciate any direction you can provide.

Thank you again.

Best,
-Alex



Outreach regarding Open Roads Charter School proposal

1 message

Open Roads Charter <openroadscharter@gmail.com>

Fri, Feb 3, 2017 at 12:29 PM

To: [REDACTED]

Dear City Council Member,

I am writing to inform you that **Open Roads Charter School** (ORCS) is planning to open in Community School District 7 or 8 in the Fall 2018. We are submitting an application to the SUNY Charter Schools Institute this March for the ORCS, a proposed K - 5 charter school.

Open Roads Charter School will be a newly formed charter school, a child-centered progressive school with a warm sense of community, serving children of all abilities. ORCS will hold true to progressive ideologies with constructivist and inquiry-based learning approaches, a strong focus on expeditionary and experiential learning, strong parental voice and leadership, and teachers that encourage children to explore their interests, learn problem solving and develop critical thinking. Although there are no proven outcomes to report, the founding team has a proven track record of education management which includes successful opening and management of a charter school as well as a history of providing quality services to South Bronx families for many years. The school will partner with **East Side House Settlement**, a community-based organization in the South Bronx that has been working with schools, community centers and other partners to bring quality education and resources to residents of the Bronx and Northern Manhattan for over 100 years.

We would greatly appreciate it if you or a member of your team could please take 5 minutes to share your thoughts regarding our proposal via one of these two methods:

1. Provide your feedback through this simple online survey

<https://goo.gl/forms/jMlfeeAipfQfvaem1>

2. Email us at openroadscharter@gmail.com and share your thoughts with us.

Thank you for your time.

R-03j-Outreach Evidence



Open Roads Charter <openroadscharter@gmail.com>

Charter school inquiry

2 messages

Erika Morel [REDACTED]
To: openroadscharter@gmail.com

Mon, Nov 7, 2016 at 12:02 AM

To whom it may concern:

I received an email talking about a charter school that is opening up in my community. I am very interested in receiving any information possible, as I have a child I am looking to enroll in school.

Best,

Erika Morel

Open Roads Charter <openroadscharter@gmail.com>

Mon, Nov 7, 2016 at 10:07 AM

To: Erika Morel [REDACTED]

Dear Erika,

Thank you for your email. We are proposing to open the Open Roads Charter School in the fall of 2018. The school will be an elementary school, serving grades Kindergarten and 1st grade in its first year. If you have a child who will be entering either of those grades in September 2018, you would be able to apply. We are in the process of completing the school application. Please let others know about our school as we want community input in the process. Thank you.

Open Roads Team

On Mon, Nov 7, 2016 at 12:02 AM, Erika Morel [REDACTED] wrote:

To whom it may concern:

I received an email talking about a charter school that is opening up in my community. I am very interested in receiving any information possible, as I have a child I am looking to enroll in school.

Best,

Erika Morel



Open Roads Charter <openroadscharter@gmail.com>

**Call in with Elisa Istueta, & Bd. Members of Open Roads Charter School
(number to call 641-715-3680 Access Code #420061)**

1 message

Monica Major [REDACTED]
To: Open Roads Charter <openroadscharter@gmail.com>

Wed, Dec 28, 2016 at 9:52 AM



Youth & Education Meeting Minutes

November 10, 2016

Present: Chairman Nicholas Himidian Jr., Nicole Washington, Felipe Manaiza, Abunoman Rahman, Sabrina Ladson

Excused: Venus Williams, Lisa M. Diaz

Meeting Start Time: 7:11 P.M

Attendees of meeting introduced themselves. Youth & Education mission is announced.

Old Business

NY Yankee Community Council Youth Leadership Award

- NY Yankee Community Council will provide a number of deserving local youths with the opportunity to receive a youth leadership award. This award will provide \$750 stipends to 5 youth leaders nominated from each Bronx Community Board as well as recognition on the field during a pregame ceremony at Yankee Stadium in 2017.

Criteria Includes: 1. Youth Leadership Nominees are expected to perform 50 hours of leadership volunteer work as a tutor, mentor, community unity developer, and/or as advocate against violence and substance abuse in your community. 2. Community Board Chairperson will participate in the nominating process and approve each nominee's completed application and resume before submitting to New York Yankees Community Council for consideration.

Applications due at or before November 18th.

Although nominations are at the Chairman's discretion, Chairman Nichols Himidian along with the Youth & Education Committee reached out to city agencies (Transit 12, Housing, 43rd Precinct, Star of the Sea Cadets) for recommendations.

Nominees are as follows: Andy Duran- Stevenson High School Student and Intern at Bronx Community Board 9, Annita Ghamandi-Transit 12 or George Maldonado-Transit 12, Shyann Wright- PSA8, Karina Contreras-43rd Precinct and Aimee Dotel-Star of the Sea Cadet.

Nominated five finalist are as follows: Andy Duran, Annita Ghamandi, Shyann Wright, Karina Contreras, and Amy Dotel

Chairperson asked Office Manager Maribel Mercado to please coordinate with DM Rivera to ensure these candidates are contacted to collect cellphone number, parents' contact (cell phone), address, back up address, and guardian contact for each.

Maribel Mercado is to email contact information for each nominee to both committee chairs, Nicole Washington and Evidence Williams as well as District Manager Rivera and Chairperson Himidian to avoid confusion the day of the award distribution.

Chairperson posed a question to DM Rivera regarding the possibility of getting one or two more participants for the Yankees Award as well as the possibility of getting more game-day tickets?

Grants

- Chairman Himidian is interested in applying for the upcoming Bronx Council of the Arts Community Grant.

Chairman Himidian is also interested having Community Board 9 host a grant writing classes in December, possibly as a webinar (google docs/hangout could be a useful resource).

The hope is to host an Educational Forum/Science Fair if grant money is awarded.

Chairman Himidian also plans to host bi-monthly grant writing meetings with webinar sessions based off the grant writing outline Ms. Stephanie Sulaiman, Urban Arts Promise, is willing to share. There may be a possible creation of a YouTube channel for people who miss meetings. The first meeting of the grant writing committee will take place Wednesday, November 30th at 7pm at Community Board 9.

Stephanie Sulaiman will come to the November General Board meeting to discuss the process of applying to grants and grant writing classes. She keeps a record of all upcoming grants and records grant writing sessions.

Ms. Sulaiman runs Urban Arts Promise which supports the community and the museum of urban arts (she got approved for the provisional charter for five years). Her hope is to run the museum with an inclusion of a community center. The museum would provide a great display for ferry users, the unused composting building may be an opportunity for a site.

New Business

Chairman Report

- Chairman Nicholas Himidian informed the committee that CB9 is currently taking part of the District Needs Assessment. Other committees are creating a synopsis of the needs relevant to their committee but due to time constraints, the Youth & Education committee may not have enough time to participate this year, regardless, chairman will share this information with committee members.

Baharati Kemraj made an announcement regarding her role in the community, hosting various events through her charity after her departure from Community Board 9 almost two years ago. She now works for the Bronx Borough President's Office.

Ken Smith spoke about his involvement in this district for over 30 years with the youth (21 and under) as a mentor and a coach. He is self-funded.

Baharati Kemraj and Ken Smith may be partnering together to kick off his sport organization/teams.

Possible grant funding could be used for sneakers for local team members.

Baharati made a call to the board to please encourage youths not to use the hashtag "not my president" and not to partake in the peaceful rallies throughout the city opposing the president elect.

Chairperson Himidian complemented the board on a great meeting and encouraged all community members to continue their involvement in their community regardless of the president elect to be united since the work that is being done is essential to our district.

Melanie's Lyrics is a motivational blogging page developed by Tiffany Wilson. Ms. Wilson is hoping to open a nonprofit named Raising Kings and Queens. Ms. Wilson is also sponsoring a toy drive that is open to the entire community. Job Plus (as per Ms. Wilson who currently works here) is sponsoring a toy drive on December 17th for their catchment area.

Veterans Committee and Bi-laws Committee will start the last week in November.

Rene Pena & Alex Castro (Open Roads Charter School)

- Mr. Pena and Mr. Castro are in the process of applying for a charter school. There are three authorities that allow charter schools to exist. The city, the state university of New York and a third one allow you to open up an organization as an educational cooperation. Normally you are allocated a provisional charter and given a year to two years to organize yourself as an entity, get a curriculum in place, and find a space.

Mr. Pena and Mr. Castro already have most of the RFP (request for proposal) prepared. This school is aimed to be located in school district 7 or 8. Kipps Bay is their proposed location. Public meetings have taken place in regards to this venue already. The school would cover Kindergarten through 5th grade.

Chairman Himidian recommended Mr. Pena and Mr. Castro to present their proposal at Nov's General Board Meeting and host a follow up presentation during December's Youth & Education Committee Meeting as well for an extended demonstration so that the committee can vote on how the community board can help.

Meeting Adjourned: 8:28 P.M.

Minutes Transcribed By: Shirley San Andres-Alonzo



Chairman: Nicholas Himidian, Jr. - District Manager: William Rivera

GENERAL BOARD MEETING AGENDA

November 17, 2016

Location:
Kips Bay Boys & Girl Club
1930 Randall Ave
Bronx, NY 10473



- **Budget Hearing**
- **MEETING CALL TO ORDER**
- **Pledge of Allegiance / Moment of Silence**
- **PUBLIC SESSION**

Public speakers are limited to 2 minutes to address the Board or otherwise instructed by the Chairperson. Public speakers can sign up for the public session until the end of the meeting business day (5PM). During this segment only Board Members can ask questions and combined are allowed three questions for each public Speaker, unless otherwise instructed by the Chairman. Additional questions or comments by the public or board can be done outside of the meeting room.

- **ELECTED OFFICIALS REPORT**

Representatives are limited to 2 minutes to address the Board or otherwise instructed by the Chairperson. During this segment only Board Members can ask questions and combined are allowed three questions for each Report, unless otherwise instructed by the Chairman. Additional questions or comments by the board can be done outside of the meeting room.

- **MOTION TO GO INTO BUSINESS SESSION**

During this segment of our meeting only Board Members can speak on General Business.

- **Motion to Approve October 2016 General Board Meeting Minutes**

- **CHAIRMANS REPORT**

- **DISTRICT MANAGER**

- **Executive/Operations Committee**

Chair: Nicholas Himidian Jr.

Vice Chair: Mohammad Mujumder

District Needs Overview / Most Pressing Issues

Budget Report Attached

- **Youth & Education Committee**

Chair: Venus Williams

Vice Chair: Nicole Washington

- **Land, Zoning, Planning & Economic Development**

Chair: Mohammad Mujumder

Vice Chair: Benny Cuevas

Vice Chair Planning: Nicholas Himidian Jr.

- **PARKS & RECREATION**

Chair: Jesse Mendoza

Vice Chair: Jamie Feliberty

- **PUBLIC SAFETY**

Chair: Brandon Ganaishlal

Vice Chair: Dwayne Gathers

Castle Hill Ave / Whiteplains Road Traffic Modifications

- **SOCIAL SERVICES/HOUSING**

Chair: Rosemary Ordonez-Jenkins

Vice Chair: Justin Westbrook-Lowery

NEW BUSINESS

MOTION TO END MEETING

Our next General Board

Meeting will be December 15th , 2016

@ Evo Restaurant, 1306 Unionport Road , Bronx NY 10462

Please contact office to confirm location.

OFFICE INFO

District Manager William Rivera -

Office Manager Maribel Mercado -



Community Board 9- Great information to share

1 message

Fri, Nov 18, 2016 at 3:16 PM

To: "Mercado, Maribel (CB)"

Flyers attached:

- Books with Bharati-Children Read Aloud Flyer

Youth, Family, Friends and Members of the Community are invited to attend...

Bronx Community Board #9 presents "Books With Bharati".

This is an opportunity for the community and youth to come together and engage with each other with various organizations and individuals in one location while learning.

"Reading is very important and it can start at any age and time. This event is meant to teach the youth and adults that anyone can open a book and take an adventure!"

*****FREE EVENT*****

Community and youth of all ages are invited to a fun filled day...

Saturday, November 19, 2016 at 1 PM – 3 PM @ Bronx Community Board 9

1967 Turnbull Avenue - # 7, Bronx, NY

Event includes: Read Aloud (New born – 12 years old), Activities Packets and books for the youth, Pumpkin Giveaways and FREE Turkey distribution (winning tickets).

Refreshments will be provided

#cb9 #bookswithbharati #nypd #43rdpct #psa8

-

a flyer announcing our Chancellor's Town Hall Meeting at a District 8 School

- SBA Business Roundtable Flyer
- Open Roads Charter School Flyer and Petition
- Roundtable Discussion for the Community Information (flyer is attached (Our Voices Matter
- Senator Gustavo Rivera November Employment Bulletin

Below you will find:

- Community Board 9 Calendar for meetings
- Work Notice from Con Edison
- Free Turkeys announcement for tomorrow
- Citizens Committee for NYC info
- Thanksgiving Energy saving tips from Con Edison

image1.JPG

Work Notice from Con Edison

Bruckner – Gas Service Upgrade

Thursday, November 17, 2016

Con Edison is upgrading the gas service in your area.

We will work **through the end of December** at the following location:

- **Commonwealth Avenue between Gleason and Westchester avenues**
 - **Schooldays (Monday - Friday) 9am to 2pm**
 - **Non-Schooldays (Monday - Friday) 7am to 6pm**

What to expect

- Sensitive Customer Location – school
- Parking Restrictions
- Temporary Lane Closure
- Noise
- Project Longer Than 2 Weeks

We apologize for any inconvenience this work may cause.

Contact us



FREE TURKEYS

***WILL BE
DISTRIBUTED***

ON

SATURDAY, NOVEMBER 19, 2016

TIME:11:00-2:00PM

FIRST COME FIRST SERVED

LOCATION: MAGIC BUBBLES

AT 266 WHITE PLAINS ROAD & OBRIEN AVE

BRONX, NY 10473

WE WILL ALSO BE GIVING AWAY

FREE CLOTHES, SHOES, ACCESSORIES, ETC.

COME GIVING THANKS

UNTO THE LORD

Through our [Neighborhood Grants](#), Citizens Committee awards micro-grants of up to \$3,000 to resident-led groups to work on community and school projects throughout the city. We prioritize groups based in low income neighborhoods and Title I public schools.

Neighborhood Grants fund everything from arts programs to tenant organizing to community gardens. [Check out past grantees](#) to get inspiration and ideas; these grants are for non-staffed, volunteer led projects that address issues which communities deem important to them.

Applications are due January 23, 2017.

[Read our Grant Guidelines](#) or [watch our video](#) see if you are eligible.

[Learn more about the grant and fill out an application on our website.](#)

Questions? Contact Sabine at [REDACTED]

FOUR THANKSGIVING ENERGY-SAVINGS TIPS CAN HELP YOU BE A #SmartTurkey

NEW YORK –

Controlling your energy bill this Thanksgiving will be less stressful if you learn what gobbles up the electricity in your kitchen.

Cooking accounts for 4.5% of total energy use in homes across the country, according to the U.S. Department of Energy (DOE). If you factor the energy associated with refrigeration, hot water heating, and dishwashing – that's as much as 15% of the energy coming just

from your kitchen. So here are some savings tips from cooking to cleaning:

Four Energy-Savings Cooking Tips

1. Don't pre-heat more than 5 – 8 minutes.
2. Use the oven window to check progress.
3. Cook as much of the meal as possible at the same time.
4. When broiling or roasting, don't pre-heat the oven.

Three Energy-Savings Storage Tips

1. In the freezer, pack items tightly and if there's extra space use bags of ice.
2. Cover liquids in the refrigerator because uncovered items make the unit work harder.
3. In the refrigerator, give items space to allow cool air to circulate.

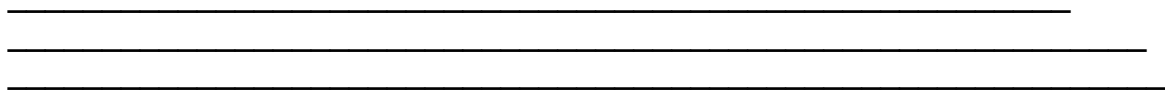
Two Energy-Savings Cleaning Tips

1. Fill it up and run the dishwasher with a full load.

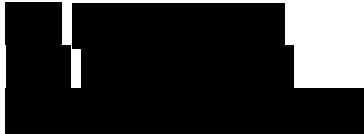
2. Only use pre-wash or soak settings if food is dried on or burned.

For more information follow @ConEdison and #SmartTurkey.

Con Edison is a subsidiary of Consolidated Edison, Inc. [NYSE: ED], one of the nation's largest investor-owned energy companies, with approximately \$13 billion in annual revenues and \$47 billion in assets. The utility provides electric, gas and steam service to more than 3 million customers in New York City and Westchester County, N.Y.



Maribel Mercado
Office Manager
Community Board 9
1967Turnbull Avenue Suite 7
Bronx, NY 10473



Like us on Facebook at: <https://www.facebook.com/BronxCB9/>

Website: www.nyc.gov/bxcb9

8 attachments




SBA business roundtable.jpg
72K

BF_Children_read aloud_Community Board 9.pdf
191K


OUR VOICES MATTER 11.17.16 1pm.pdf
219K

D8 Town Hall - 11-29-16.pdf
Response-3j-47

 **169K** R-03j-Outreach Evidence

 **Open Road Charter School Fact Sheet.pdf**
80K

 **OPEN ROADS CHARTER SCHOOL - Petition (1).pdf**
141K

 **ORCS_Flyer_2-Sided (1).pdf**
126K

 **Senator Riveras November 2016 II Employment Bulletin.docx**
77K



January 26, 2017

Dear preschool/childcare provider,

I am writing to inform you that Open Roads Charter School (ORCS) is planning to open in Community School District 7 or 8 in the Fall 2018. I am a member of the applicant group that will be submitting a charter application to the SUNY Charter Schools Institute this March for the ORCS, a proposed K - 5 charter school.

Open Roads Charter School will be a newly formed charter school, a child-centered progressive school with a warm sense of community, serving children of all abilities. ORCS will hold true to progressive ideologies with constructivist and inquiry-based learning approaches, a strong focus on expeditionary and experiential learning, strong parental voice and leadership, and teachers that encourage children to explore their interests, learn problem solving and develop critical thinking. Although there are no proven outcomes to report, the founding team has a proven track record of education management which includes successful opening and management of a charter school as well as a history of providing quality services to South Bronx families for many years. The school will partner with East Side House Settlement, a community-based organization in the South Bronx that has been working with schools, community centers and other partners to bring quality education and resources to residents of the Bronx and Northern Manhattan for over 100 years.

As a preschool/child care provider who knows the academic and social-emotional needs of the children you serve, your input and feedback on our proposed charter school is important to us in serving the families who have children in CSD 7 and 8. Our anticipated opening if approved is September 2018.

Attached with this letter is a one page fact sheet on the proposed school. Please share this information with your school community, teachers, parents and administrators. We welcome everyone's input. There is a very simple survey that can be found by following the link here: <https://goo.gl/forms/jMlfeeAipfQfvaem1>. Also, any questions or comments can also be sent to openroadscharter@gmail.com.

I appreciate your time and thank you on behalf of the Open Roads founding team. Feel free to contact me for more information or if you would like to discuss the school in more detail at 646.535.5408 or openroadscharter@gmail.com.

Sincerely,

Elisa Istueta
Executive Director

EXECUTIVE DIRECTOR ELISA ISTUETA

COMMUNITY PARTNER EAST SIDE HOUSE SETTLEMENT

BOARD OF DIRECTORS NEREIDA BARBOUR NATALIE LOZADA ERNESTO TORRES CHRISTOPHER HANWAY LISETTE NIEVES



MARCOS A. CRESPO
Assemblyman 85th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Puerto Rican/Hispanic Task Force
CO-CHAIR
Task Force on Demographic Research
and Reapportionment

COMMITTEES

Cities
Energy
Environmental Conservation
Insurance
Transportation

MEMBER

Black, Puerto Rican, Hispanic
and Asian Legislative Caucus

July 7, 2017

SUNY System Administration
State University Plaza
353 Broadway
Albany, NY 12246

Dear SUNY CSI Trustees:

I am writing to offer my support for the Open Roads Charter School application to open an elementary charter school in Community School District 7 or 8 in The South Bronx. I strongly support the Open Road proposal to the Trustees of the State University of New York.

The Open Roads Charter School will serve children residing in The South Bronx, where educational options for families are still lacking, especially for children entering Kindergarten. Open Roads has partnered with East Side House Settlement, an organization with 125 years of experience providing services to families in The Bronx. This partnership will ensure that children and families who choose Open Roads will receive not only a great education, but necessary additional support services to ensure academic and social issues.

As Representative of the 85th Assembly District, I recognize that The Bronx is developing and thriving in many ways, but we continue to strive for excellence and our schools greatly contribute to the success of our communities. Families in The Bronx are still fighting for more educational opportunities, and Open Roads Charter School can provide that option in a community that is greatly in need. My office is pleased to have Open Roads Charter School open in September 2018, and I look forward to their contributions to the families of The Bronx.

Thank you for your consideration of Open Roads Charter School's application. Please feel free to reach out should my office be of further assistance.

Respectfully,

Marcos A. Crespo
Member of Assembly
85th District

ADRIANO ESPAILLAT
13TH DISTRICT OF NEW YORK



CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

July 7, 2017

SUNY System Administration
State University Plaza
353 Broadway
Albany, NY 12246

Dear SUNY CSI Trustees:

I am writing to offer my support for the Open Roads Charter School application to open an elementary charter school in Community School District 7 or 8 in the South Bronx. I strongly support the Open Roads proposal to the Trustees of the State University of New York.

The Open Roads Charter School will serve children residing in the South Bronx, where educational options for families are still lacking, especially for children entering Kindergarten. Open Roads has partnered with East Side House Settlement, an organization with 125 years of experience providing services to families in the Bronx. This partnership will ensure that children and families who choose Open Roads will receive not only a great education, but necessary additional support services to ensure academic and social success.

As the Representative of New York's 13th Congressional District, I recognize that the Bronx is developing and thriving in many ways, but we continue to strive for excellence and our schools greatly contribute to the success of our communities. Families in the Bronx are still fighting for more educational opportunities, and Open Roads Charter School can provide that option in a community that is greatly in need. My office is pleased to have Open Roads Charter School open in September 2018, and I look forward to their contributions to the families of the Bronx.

Thank you for your consideration of Open Roads Charter School's application. Please contact Mark Howell in my office by email at [REDACTED] if I can provide any further assistance.

Sincerely,

A handwritten signature in blue ink, consisting of a large, stylized 'A' followed by a horizontal line that extends to the right.

Adriano Espailat
Member of Congress

R-04ab – Enrollment

(a) In a narrative response, describe the following aspects of the school’s enrollment plan:

- **The extent to which the proposed charter school’s grade configuration aligns with the school district of location and how any misalignment may impact the school**

Our proposed initial charter term’s grade configuration aligns with both CSD 7 and 8. As a K-5 elementary school, students at Open Roads Charter School will follow the same pattern as their district peers. District middle schools start at 6th grade.

- **Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools**

Kindergarten is open to all children otherwise eligible to attend who attain the age of five on or before December 31st of the year in which they first attend Kindergarten. This age requirement is aligned with the 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**

The school will open with 100 students, 50 students in kindergarten and 50 students in first grade. ORCS will grow to become a K-5 school, enrolling 285 students or 300 at 100% enrollment. As students are promoted beyond grade 2, they will experience slight reductions in class sizes, due to a conservative estimate of attrition.

ORCS believes that the school’s philosophy and embracing of strong parental engagement will limit attrition to 3 – 5% during the term of the charter. The school’s goal will always be to retain all students from one year to the next, but we anticipate a small amount of student attrition due to children moving away, and other factors beyond the school’s control. During the enrollment period, and up to October 31st of every school year, ORCS will fill vacant seats within kindergarten, first and second grade cohorts to ensure that those grades are at their maximum allowed enrollment. We will admit new students to fill all empty seats as they arise throughout the year in grades K-2 when we can most effectively integrate new students with minimal disruption to school culture. In Grades 3 - 5, we will limit backfilling to 4 students per grade throughout the year in order to maintain a strong culture. In addition, this enrollment plan assures financial stability for the school, particularly in its first three years of operation, when we will avoid the negative budgetary impact of even one unfilled seat.

- **A statement about any growth that the applicants may seek in a future charter period if the school is renewed**

Open Roads Charter School will seek approval to grow to 8th grade if the school is renewed after five years. Having our students for the middle school grades will allow us more time to effectively prepare them for success in high school and beyond.

- **A statement regarding whether the school might seek to apply for a full-day universal Pre-K program**

If Open Roads Charter School is approved, we will seek to apply for full-day universal Pre-K through the NYC Department of Education. The goal would be for OCRS to be able to offer universal Pre-K by its third year of operation.

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

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School	50	50	50	50	50	5-6
1st Grade	Elementary School	50	50	50	50	50	6-7
2nd Grade	Elementary School		50	50	50	50	7-8
3rd Grade	Elementary School			50	50	50	8-9
4th Grade	Elementary School				50	50	9-10
5th Grade	<i>Elementary School</i>					50	10-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		100	150	200	250	300	

R-04c – Statistical Overview

Response not applicable.

Course and Subject Overview

This reflects our planned curriculum across grades and subjects. It is a broad guide as our child-centered "responsive curriculum" adjusts to student needs, interests and current events to make the most of each learning moment.

MATH

Kindergarten

Overarching Understanding Goals:

What is math and how do we use it? What math manipulative tools are there? How do math tools help me? What can we learn from the calendar? How can we sort and graph to count, compare and learn things?

Focus Points:

Number and Operations: Counting, recognizing and subitizing numbers and quantities.

Problem solving/Mathematical Process and Communication: Developing problem solving strategies and ways to represent one's thinking.

Measurement: Gathering, organizing, understanding and representing information.

Number and Operations

Understanding Goals:

What numeral matches the number of objects I see? What does the numeral '5' mean? How high can I count? Do I know this number? Which numbers do I know how to write? Which ones do I not know how to write? Which is more? Which is less?

Sample Concepts, Activities and Skills:

Counts and recognizes numerals up to 30; matches numeral to picture representation as in 'Show your thinking' and Skill Board Math; counts 1:1 with various manipulatives and in games; writes numerals up to 20. Demonstrates the understanding of the concepts of addition and subtraction and uses manipulatives to solve problems (two groups, each less than 10). After building elaborate structures with wooden blocks with their partner, children count the number of blocks used in their construction. In celebration of 10th day and 100th day of school, children are immersed in activities that enable them to count up to 10 or 100.

Statistics, Data Analysis and Probability

Understanding Goals:

How can I show this information in an organized way? Based on the information I have, can I make an estimate/prediction?

Sample Concepts, Activities and Skills:

Children bring in apples and as a class, we sort them by color and graph the information and sample the apples and graph our favorites. During our seed investigations, the children bring in seeds from home and sort them by attributes they identify (size, shape, color, kind, texture). Recognize how things are same/different; represent information in an organized way; read and interpret simple graphs; conduct simple surveys; recognize possible and impossible outcomes.

Geometry and Measurement

Understanding Goals:

What are the basic geometric shapes (2D and 3D shapes)? What are some attributes of the geometric shapes? Which of these (strings, tubes, Unifix trains...) is longer, shorter (heavier/lighter, taller/shorter)?

Sample Concepts, Activities and Skills:

Develops mathematical vocabulary and uses it as in observation shape hunts. Identifies and groups objects by different characteristics. Covers a given shape in different ways with pattern blocks. Measures with standard and non-standard units; children plant corn seeds and measure its growth using Unifix cubes, centimeter cubes and standard inch rulers.

Algebra and Functions

Understanding Goals:

Can I predict what comes next in this pattern? How can I sort these objects? Which of these groups has more/less? How will this number change if I add (take away) 1 (or 2)?

Sample Concepts, Activities and Skills:

After observing patterns on a snake's body, children build their own paper pattern block snakes. They also identify the 'unit' of their pattern. Using different games like 'Compare', children apply their understanding of more and less and the functions of numbers.

Problem solving/Mathematical Process and Communication

Understanding Goals:

How can I solve this problem? Does my answer make sense? How can I explain it to others so they can understand? Will it help to use mathematical language? Will it help to draw or should I use objects to show my thinking? Do I understand my classmate's explanation?

Sample Concepts, Activities and Skills:

Showing their thinking using mathematical vocabulary from mathematical concepts. Children solve teacher-made and their own story problems that emerge from daily activities. Sharing strategies enables the children to learn from each other.

Sample Resources:

Investigations In Number, Data and Space by TERC; Nimble with Numbers; Making Math Real; Marcy Cook; Marilyn Burns; teacher created materials.

First Grade

Overarching Understanding Goals:

How can you solve real life problems using numbers? What approaches and strategies will you use? How do you determine which data is important? How can you demonstrate and communicate your understanding?

Focus Points:

Problem solving/Mathematical Process and Communication: Determining, analyzing, and applying relevant data and vocabulary to daily problems with real world applications.

Number and Operations: Developing different strategies for solving both addition and subtraction problems through meaningful mathematical explorations and problems.

Number and Operations and Algebra: Moving from hands-on exploration to symbolic expression of one's thinking.

Number and Operations

Understanding Goals:

To solve this problem, will I use addition or subtraction? How are addition and subtraction similar and different? What information is important to solve this problem? Can I count sets of objects by 1s, 2s, 5s and 10s? What numeral matches this quantity? How does our number system work? How can I show a three-digit number using blocks or charts?

Sample Concepts, Activities and Skills:

Games to compare more a less; making reasonable estimation using jars of objects; daily equations; work with number lines and number tiles; counting,

identifying and using coins, understanding and memorizing number facts to 10; using doubles and neighbors to solve equations.

Statistics, Data Analysis and Probability

Understanding Goals:

How are these things alike? How are they different? What is the common attribute?

How can you collect information and put it into a graph? How can a graph show more, less and equal to? What are the different kinds of graphs and how do you read them?

Sample Concepts, Activities and Skills:

Surveying people in our community; graphing real objects and sharing our results; representing graphs on paper; using Venn diagrams to create and compare sets; using attribute blocks; activity with personal attributes and artwork: Who am I?

Geometry and Measurement

Understanding Goals:

How can I measure the growth of a plant? What kinds of things can I use to measure an object? What can we use to measure? Why do we use a standardized unit of measurement? How do you know what time it is? How do you write it down?

What are the names for different two and three dimensional shapes?

Sample Concepts, Activities and Skills:

Measuring and recording the growth of plants using rulers, yardsticks, centimeter cubes and base ten rods. Comparing the length, weight and volume of two or more objects in the room. Using pattern blocks to name and extend shapes, telling time games and activities with clocks. Solving puzzles with tangrams. Daily calendar activities. Using vocabulary to describe proximity, position and direction.

Algebra and Functions

Understanding Goals:

What is the pattern? Can I continue it? What patterns do I see on the 100's chart?

What patterns do you see in math? When writing your equation, what symbols will you use? Which symbol will I use to show which number is more? Less? The same as?

Sample Concepts, Activities and Skills:

Identifying and continuing simple and more complex patterns; using the symbols for more/less; identifying which number is smaller or greater, playing a variety of games involving more or less, identifying patterns in math and on 100's chart, identifying patterns on the calendar, using written symbols to represent math thinking.

Problem solving/Mathematical Process and Communication

Understanding Goals:

How can I show my thinking using words, pictures, or equations? Do I agree or disagree with my friends' thinking? Can I explain how I solved my problem to my friend?

What strategy can I use and what makes sense? Is there another way to solve this problem?

Sample Concepts, Activities and Skills:

Write equations using symbols (+, -, =, <, >); solve daily stumpers. "Prove It," Read It Draw It, Solve It. Working cooperatively with partners. Using sketches, diagrams, manipulatives, and equations to demonstrate thinking. Daily equations and math journals. Using mathematical vocabulary to explain thinking; sharing strategies with partners.

Sample Resources:

Marcy Cook; Investigations in Number, Data and Space by TERC; Read it Draw It Solve It; Stumpers; Prove It; Daily equations; Nimble With Numbers; Arithmetwists; Marilyn Burns; 100s charts; various manipulatives including junk boxes, tiles, pattern blocks, interlocking cubes and base ten blocks.

Second Grade

Overarching Understanding Goals:

How does our number system work? How can noticing and figuring out patterns in math help us to see how numbers are related and connected to each other? How can we use what we already know about math to help us make connections and build upon our understanding of math? How is math useful beyond the classroom, and how can it help us in our everyday lives?

Focal Points:

Number and Operations: Developing an understanding of the base ten numeration system and place value concepts.

Number and Operations & Algebra: Developing quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.

Mathematical Reasoning: Determining how to use tools, materials and strategies to approach and solve problems and to share mathematical thinking.

Number and Operations

Understanding goals:

How do I know a quantity of a number instantly? How do we make useful groups to help us count easier? What does recognizing patterns on a hundreds chart help us understand math? How does grouping in tens and knowing about tens help us? How does skip counting help us count an amount more quickly to find out how much is there? What is addition? What is subtraction? What does difference mean and how does it help us in subtraction?

Sample Concepts, Activities and Skills:

Discovering patterns and relationships between numbers using the hundreds chart. Counting and adding using a number line or tallying. Building numbers using base 10 blocks to reinforce understandings about place value and number quantity up to 1,000. Developing an understanding of place value using place value games and the Place Value Menu. Finding number equations using addition and subtraction to 20. Learning addition with regrouping and subtraction with regrouping, Identifying coin values and bills using money tile math books. Developing mental math strategies using +10 games and the Mental Math Loop Game.

Statistics, Data Analysis and Probability

Understanding goals:

How can we learn to organize information in order to make data more accessible? How does analyzing data help us answer questions? What makes a mathematical occurrence more likely or unlikely to happen?

Sample Concepts, Activities and Skills:

Identifying important information in graphing activities. Learning how to interpret and record data on graphs such as: birthdays, letters in their names, etc. Making predictions about patterns based on previous knowledge during our daily calendar math time. Solving number riddles based on relevant clues to see what is likely or unlikely to happen.

Geometry and Measurement

Understanding goals:

How can we identify more complex patterns, and then how can we predict what happens next based on what you know? What are the features of different shapes and how are they related? What tools do we need to measure a line? How do we measure circumference? How many different ways can we say the time on an analog clock? How many different ways can we show one whole when using fractions? How do we write the parts of a fraction?

Sample Concepts, Activities and Skills:

Finding patterns and building spatial relationships using the geometric shapes in tangrams, pattern blocks and geoboards, and using children's stories such as Grandfather Tang's Story. Understanding how to tell time using clocks. Estimating and checking measurement ideas using activities such as finding out the

wingspan of bats. Exploring the difference between inches, centimeters and non-standard units by finding the length of our arms and legs, finding the heights of classmates and measuring objects in the room. Comparing the length or height of animals using information from our endangered animal research project. Exploring concepts of less, more and equivalency using the Fraction Kit Game.

Algebra and Functions

Understanding goals:

How can we understand the relationship between patterns, numbers and how they are used (functions)? How do we use algebraic symbols to represent a problem? How do we solve for a missing variable? How can we use what we see to help us think about what is missing? What is the problem really asking us to solve?

Sample Concepts, Activities and Skills:

Solving number puzzles for a variable using Marcy Cook Weight Logic problems; Mystery Numbers and Cuisinaire Rod algebra puzzles; Finding multiple solutions and algebraic thinking strategies using activities from Nimble with Numbers and TERC; Figuring out missing quantity between two numbers on a hundreds chart.

Problem solving/Mathematical Process and Communication

Understanding goals:

How can talking about our own strategies help us further understand our mathematical thinking? How can talking and sharing math ideas with others help us discover a variety of useful ways to approach and solve problems? How do we listen to comprehend ideas that others are sharing?

Sample Concepts, Activities and Skills:

Making decisions about how to set up a problem using games. Sharing different ways to solve problems; creating and solving problems designed by students. Describing how to decide on which tools to use (such as manipulatives or sketches) to solve addition and subtraction problems. Sharing strategies to reach more favorable outcomes in math games. Working together to share ideas, engage in math-related discussions and to gain multiple perspectives on mathematical approaches; Group Solutions Puzzles.

Sample Resources:

Investigations in Number, Data and Space by TERC; Nimble with Numbers; Making Math Real; Marcy Cook; Marilyn Burns; Box It or Bag It; Groundworks: Algebraic Thinking; Mathland; teacher created materials.

Third Grade

Overarching Understanding Goals:

What does it mean to be mathematically literate? How can we find connections between the math strands to better understand a concept? How can using mental math and logical thinking develop my fluency and efficiency? What skills can I develop from seeing other students' problem solving strategies? How can setting goals and playing games help me memorize my basic facts?

Focus Points:

Number and Operations and Algebra: Developing understanding of multiplication and division and strategies for basic multiplication facts and related division facts.

Number and Operations: Developing an understanding of fractions and fraction equivalence.

Geometry: Describing and analyzing properties of two-dimensional shapes.

Number and Operations

Understanding goals:

How can I connect and use what I've learned in early grades to work with and understand larger numbers? How can I understand patterns to help me solve new problems? How is addition and subtraction related to multiplication and division? How can understanding landmark numbers help me make reasonable

estimates and solve problems? How are common decimals and simple fractions related?

Sample Concepts, Activities, and Skills:

Applying understanding of number and place value to solve computation problems both mentally and with pencil and paper. With number lines and number charts, using landmark numbers to think about numbers efficiently, to estimate, and determine reasonableness of answers. Through games and number talks, understanding multiple strategies for computation with multi-digit numbers.

Building arrays, writing riddles, and playing games students view multiplication from several perspectives: geometric, numerical, and within real-world contexts. Timed tests, goal setting, observing number patterns, and playing games assists in learning of basic multiplication facts from 0-12. Building graduated cylinders and using scale models develops understanding of the connection between division and fractions. Building fraction kits and using them to solve problems develops understanding of fractions as unit parts of a whole and are used to add, subtract, order and compare fractions.

Statistics, Data Analysis and Probability

Understanding goals:

Where around me do I see examples of displayed data? How do data and probability in the world affect my decisions? How can I organize the data I collect and display it so someone else can understand? How can I use the information that I am gathering to help me strategize and make choices?

Sample Concepts, Activities, and Skills:

Designing investigations to answer a survey question. Collecting data using observations, surveys, and experiments. Making decisions about how to most clearly present their data collection. Representing data on a bar graph, line plot, pictograph, and simple pie chart. Comparing different representation of the same data. Developing familiarity with major concepts of probability: likely, unlikely, fairness, sampling, sample-size.

Geometry and Measurement

Understanding goals:

How can I build, draw and describe the geometric shapes that I see? What parts of shapes can be measured? How can I use what I know about common shapes to understand, measure and describe less common shapes? What tool makes sense to use while I am measuring? What are the units that I can measure with? How can I convert my measurement from feet to inches or inches to feet? How can I use measurement skills to deepen my understanding of fractions? How can my understanding of multiplication help me tell time?

Sample Concepts, Activities, and Skills:

Developing visual-spatial skills through building shapes, making rotations; drawing three-dimensional shapes; solving the 4-Triangle Problem; building and using Pentominos and Tangrams.

Describing relationships and comparing geometric figures; i.e. size, orientation, congruency, similarity, angle size and number. Exploring, identifying, and classifying two and three-dimensional shapes. Understanding that geometric shapes can be composed and broken down into other shapes.

Making decisions to choose appropriate units of measure for length, weight, volume, temperature and time. Using yard sticks, rulers, thermometers, measuring tapes, and scales during problem solving activities and to measure familiar objects. Making comparisons and developing use of estimation as a measurement tool. Exploring congruency and developing understanding of fractional parts through working with fractional parts of a ruler. Developing an internal sense of time passage/duration of time, and through use of stopwatches while performing tasks.

Algebra and Functions

Understanding goals:

How can I use patterns on the 100's chart to understand multiplication? How can I communicate my mathematical thinking with numbers and symbols? How can I explain in words the patterns and changes in numbers? How can I use equations to express equality?

Sample Concepts, Activities, and Skills:

Identifying and listing items that come in groups. Writing and solving multiplication and division riddles. Solving simple problems that include one variable. Developing the understanding of equality and recording mathematical expressions of equivalency while playing games and using online applets. Using and understanding the commutative and distributive properties to solve multiplication and division problems.

*Problem solving/Mathematical Process and Communication***Understanding Goals:**

How can I describe and communicate location of objects in the world on paper? How can I communicate to someone the unit of measurement that I have used to measure? How can I explain my thinking to my classmates and others, using symbols, diagrams and words? What strategies can I learn from my classmates? How are our strategies similar and different?

Sample Concepts, Activities, and Skills:

Using student literature to explore the language of mathematics and to identify, quantify and solve problems. Selecting appropriate units of measurement, and other tools and manipulatives to solve problems; partner and small group work on real life projects and problems that do not have an obvious process or solution; applying known processes and skills to solve related, more complex problems.

Sample Resources

TERC-Investigations in Number, Data, and Space; Third Grade Math by Suzy Ronfeldt; About Teaching Mathematics by Marilyn Burns; Making Math Real by David Berg; Math Matters by Chapin and Johnson; Lessons for Algebraic Thinking by Wickett, Kharas and Burns; Math and Literature by Sheffield and Burns; NCTM-www.nctm.org (Curricular Focal Points)

Fourth Grade**Overarching Understanding Goals:**

Building on my skills with addition and subtraction, how can I become more competent using multiplication and division to solve problems? What kinds of numbers exist beyond natural or whole counting numbers (including fractions, decimals, and negative numbers)? How do we use these numbers in basic operations, especially addition and subtraction? How do I compare and analyze two-dimensional geometric shapes? How do I develop mathematical arguments about geometric relationships? How do we use measuring, spatial reasoning, and geometric modeling to solve problems involving angles, perimeter and area and in our everyday lives?

Focus Points:

Number and Operations: Deepening understanding of numbers that exist beyond natural or whole counting numbers (including fractions, decimals, and negative numbers).

Number and Operations & Algebra: Developing competency and fluidity using multiplication and division to solve problems.

Measurement: Developing a deeper understanding of area, perimeter, and the properties of two-dimensional shapes.

*Number and Operations***Understanding Goals:**

How can we accurately solve problems using addition, subtraction, multiplication, and division? How can we understand and work with larger numbers up to 100,000? How do we use estimation and rounding to help us solve problems? When is it best to use estimation and when should we calculate exact answers? How are decimals, fractions and percents different from whole numbers? How are decimals, fractions and percents related? How do we decide which is best to use in a situation? How does our understanding of decimals fit with what we have been learning about equivalent fractions?

Sample Concepts, Activities and Skills:

Demonstrating and practicing alternate models for multiplication and division such as open arrays, partial products, repeated addition, repeated subtraction, and the traditional algorithm. Using known multiplication relationships to solve more complex problems. Weekly timed math facts tests. Playing equivalent fraction

games including "Fraction Fish" and "Fringo". Playing "place value" games including "Close to 100 and Close to 1000." Multiplication activities such as "Target 300" and "Pathways."

Statistics, Data Analysis and Probability

Understanding Goals:

How do we create hand-drawn charts and graphs to represent data that we've collected? How can we use the capabilities of software such as Microsoft Word to create charts and graphs? How do we determine which type of chart or graph to use (such as pie chart, line graph, bar graph, etc.)? How can we predict the probability of outcomes of simple experiments and test our predictions? How do we analyze and describe the shape and important features of a set of data?

Sample Concepts, Activities and Skills:

Graphing contents of individual boxes of raisins, bags of M & M's, and Skittles. Reading and interpreting charts and graphs in Social Studies. Graphing the change in temperature over time of a quantity of boiling water after the addition of ice cubes. Creating "spinners" to represent likelihood of outcome.

Geometry and Measurement

Understanding Goals:

How do we use tools including rulers and tape measures to determine attributes of shapes including length, width, height, diameter, and circumference? How do we use protractors to measure angles? How do we use thermometers (and correctly read them) to measure temperature? How do we calculate area, perimeter, diameter, and circumference and understand their relationships? What are the attributes that we use to differentiate and identify various types of triangles and quadrilaterals?

Sample Concepts, Activities and Skills:

Estimating and measuring length, weight, and volume using both metric and American units in a series of science experiments. Follow range of recipes to make "green cleaners". Cut up various polygons, measure their angles and create posters proving rules such as "The sum of the angles of a triangle equals 180 degrees." Measure the diameter and circumference of various cylinders, analyze the ratio, and "discover" pi.

Algebra and Functions

Understanding Goals:

How do we describe and make generalizations about predictable patterns of change that we observe? How do I represent and analyze mathematical situations and structures using algebraic symbols?

Sample Concepts, Activities and Skills:

Calculating how many presents are received in "The Twelve Days of Christmas," discovering the inherent patterns, and presenting findings visually. Playing games including "Mystery Number" and "Digit Place" game. Design a growing animal using pattern blocks, describe its pattern of growth using pictures, words and algebraic equations.

Problem solving/Mathematical Process and Communication

Understanding Goals:

How can talking about our own strategies help us further understand our mathematical thinking? How can talking and sharing math ideas with others help us discover a variety of useful ways to approach and solve problems? How do we listen to comprehend ideas that others are sharing?

Sample Concepts, Activities and Skills:

Making decisions about how to set up a problem using games. Sharing different ways to solve problems; creating and solving problems designed by students. Describing how to decide on which tools to use (such as manipulatives or sketches) to solve addition and subtraction problems. Sharing strategies to reach more favorable outcomes in math games. Working together to share ideas, engage in math-related discussions and to gain multiple perspectives on mathematical approaches.

Sample Resources:

Investigations in Number, Data and Space by TERC; Nimble with Numbers; Making Math Real; Marcy Cook; Marilyn Burns; Groundworks: Algebraic Thinking; Mathland; Everyday Mathematics; various Math Solutions Publications; Math on the Menu; teacher created materials.

Fifth Grade**Overarching Understanding Goals:**

What roles do percents, fractions and decimals play in the different strands of mathematics and what are their applications in every day life? How can understanding statistics, data analysis, and probability help us more accurately and realistically interpret the world around us? How can developing algebraic thinking and reasoning skills help us better understand the laws and properties of our number system?

Focus Points:

Number and Operations: Moving flexibly between fractions, decimals, and percents; understanding their relationships and developing strategies for comparing, ordering and computing.

Statistics, Data Analysis, and Probability: Predicting the probability of outcomes of simple experiments, testing the predictions, and expressing and analyzing the results using a variety of numerical and graphic representations.

Algebra and Function: Describing, extending, representing, and analyzing geometric and numeric relationships using words, tables, graphs, and equations.

*Number and Operations***Understanding Goals:**

What are the special characteristics of numbers, such as prime, square, multiple, and factor? Do I understand the value of and can I read and write numbers through the billions, including decimals to the thousandths and express numbers in exponential form?

Can I use my knowledge of numbers and mental math strategies to make reasonable estimates when computing numbers? Can I accurately add, subtract, multiply and divide whole numbers and decimals with multiple digits? How are fractions, decimals and percents related? How are they interchangeable and what are their specific applications? Can I add and subtract fractions with unlike denominators? Can I use models, benchmarks and equivalent forms to judge the value of fractions and decimals?

Sample Concepts, Activities and Skills:

Creating Palindromic numbers; finding prime numbers using the Sieve of Eratosthenes; solving number puzzles using special characteristics of numbers, such as prime, square, multiple, and factor; prime factorization of whole numbers. Understanding our base ten place value structure and playing dice games to represent and compare whole numbers and decimals. Developing an understanding of exponential notation and scientific notation. Finding all the factor pairs of multiples of 100 and building arrays to represent them. Reading and analyzing the book, *If the World Were a Village* (of 100 people), to practice using percents to convey demographic statistics. Creating number lines that show fraction, decimal and percent equivalency and using them as a resource for games and problem solving. Interpreting fundraising thermometers as a representation of a fraction amount of a whole and as a fraction part of a monetary goal.

*Statistics, Data Analysis and Probability***Understanding Goals:**

What can we learn from data when we analyze it in different ways? How can I use such measures as mean, median, and mode to analyze and compare data from an experiment, and to make convincing statements about the data? How can I use fractions, decimals, and percents to represent and compare data? Do I understand probability as determining how likely something is to occur? Can I design a probability experiment that yields a variety of results? What will result from repeating a probability experiment? How does the theoretical probability compare with the experimental probability in an experiment?

How can I use the results from a probability experiment to predict the odds of various outcomes occurring? How can I use fractions, decimals, percents, and graphs to represent and analyze results of a probability experiment?

Sample Concepts, Activities and Skills:

Devising a physical education challenge for second and fifth graders, then using various measures such as mean, median, mode, fractions, decimals, and

percents to compare which group performed better. Doing a survey, analyzing the results, and making convincing statements. Engaging in probability experiments with coins and dice, analyzing the results using graphs and matrices, and expressing those results as percents, fractions and decimals. Creating a probability game in which there are five to eight outcomes. The odds of each outcome are based on analyzing the results of 250 trials of a controlled experiment. Students in every grade attend the probability fair.

Geometry and Measurement

Understanding Goals:

When the area is kept the same, but a new shape is made, how does the perimeter change? What shapes with the same area, have the greatest perimeter? Can I find the volume of a rectangular solid? If the volume of a rectangular solid is kept the same, but the dimensions are changed, what happens to the surface area? What is the relationship between a rectangular solid's dimensions and its surface area? Can I recognize, name, and categorize polygons? Can I use my knowledge of familiar angles as reference points to estimate or find the actual measures of unknown angles? Can I locate points and create polygons on a coordinate grid? What are effective applications of various metric and standard units and how are they related?

Sample Concepts, Activities and Skills:

Measuring and comparing the perimeters of shapes made from 5x5 cm. squares that have been cut apart and pieced together in different ways. Building and charting the dimensions and volume of different rectangular solids and looking for consistent relationships between these numbers. Deriving the formula for volume of rectangular solids. Investigating how many different rectangular solids can be made with a fixed number of cubes and building models out of centimeter cubes and paper; finding the surface area of each model and comparing the surface area to the dimensions; making a variety of one piece jackets for a chosen model. Using coordinate geometry as a way of replicating polygon pictures drawn on a coordinate grid. Finding different ways to categorize triangles and quadrilaterals and playing Guess My Rule. Finding the sizes of angles in Power Polygons manipulatives using different strategies including combining and partitioning benchmark angles.

Algebra and Functions

Understanding Goals:

What are negative numbers and how do you do simple calculations with them? How can the concept of zero pairs be used to solve addition and subtraction problems with integers? What is the order of operations and how do you use it to solve problems? How can mathematical relationships and structures be represented and analyzed using algebraic symbols? How can ordered pairs be graphed in the four quadrants of the coordinate plane?

Sample Concepts, Activities and Skills:

Finding unknown numbers in sentences with different operations; solving algebraic puzzles by replacing variables with digits 0-9; adding and subtracting integers using colored discs to represent positive and negative numbers; using algebra tiles to model algebraic expressions and solve them.

Problem Solving/Mathematical Process and Communication

Understanding goals:

How can specific mathematical vocabulary be used to communicate concepts, problem solving methods and strategies, and results? How can context, math knowledge and understanding be used to reason through a given problem? How can a variety of strategies be applied to solve problems? How can math thinking be communicated clearly verbally and in written form?

Sample Concepts, Activities and Skills:

Writing to express mathematical thinking, problem solving strategies and conceptual understanding. Applying math strategies and skills to real life situations and multi-step projects. Explaining the results of probability experiments to adults and students of all ages; using a variety of student made charts and graphs and verbal presentations differentiated for different ages.

Sample Resources:

Investigations In Number, Data and Space by TERC; Nimble with Numbers; Bits and Pieces. Marcy Cook; Algebra Works. Decimal Squares; Fraction Bars; Cuisenaire Rods; Power Polygons.

ELA**Kindergarten****Understanding Goals**

How do we know ourselves to be "readers"? How do we know ourselves to be "writers"? How are reading and writing related? Why is good handwriting important? Can I write neatly and legibly? How do I show I am being a respectful listener? Why do I need to be a good listener? How can I say what I am thinking so that people can hear and understand me?

Key Concepts/Skills: Listening and Speaking

Learns to express ideas in a clear, related and organized way. Learns to listen to others attentively and respectfully when they are speaking.

Key Concepts/Skills: Reading

Enjoys and comprehends stories in many forms. Interprets stories through pictures and words. Recognizes print in the environment and learns the value of words and language. Learns letter names, sounds and word families. Understands that there are many ways to read, and many skills to help one read. Recognizes and begins to use picture clues, phonics skills and common sight words to read simple text. Begins to read one's own writing.

Key Concepts/Skills: Writing

Understands that we use writing to communicate. Dictates ideas, thinking and stories to create finished works, such as patterned texts, thematic booklets and fiction and nonfiction stories. Listens for sounds to help identify letters needed while writing, uses estimated spelling and some conventional spelling. Understands that writing the "school way" (standardized manuscript) is necessary for others to be able to understand one's writing.

Sample Projects and Highlights

Write and publish writers' workshop stories, journals and booklets that highlight patterned text and high frequency words and give the child the opportunity to read independently and to each other. Two such books are "About Me" and "My Rain Book."

Write, illustrate and publish group and individual books that are written by the children and/or taken by dictation. By mid-year, children that are ready are reading their stories weekly from the "Author's Chair." All works are read throughout the year and are celebrated at an end-of-the-year culminating event.

A signature project that crosses disciplines and combines reading, writing, listening and speaking is our "Partnered Block Building Project." Pairs of children build fantasy constructions for a week each using hardwood blocks, little animals and all kinds of other objects. The pairs make a major presentation to their parents and the class community where they get the opportunity to answer questions and listen to comments and appreciations.

Sample Resources

Teacher resources: Fauntas and Pinnell, Launch a Primary Writing Workshop by Lucy Calkins, Reading Revolution Judy Kranzler, Words Their Way by Donald R. Bear, The Writing Road to Reading by Romalda Bishop Spalding and Mary Elizabeth North, www.carlscorner.us.com

Student Literature: library books, assorted reading series and featured authors, such as Eric Carle, Patricia Polacco, and Mo Willems.

Sample read aloud books: James and the Giant Peach by Roald Dahl, Wind in the Willows by Kenneth Grahame, Little House on the Prairie by Laura Ingalls Wilder

First Grade**Understanding Goals**

How can I demonstrate respectful listening and why is that important? How can I organize and express my thoughts and feelings clearly to other people? What types of books do I like to read and what types of books do I like to listen to? What tools and strategies can I use to become a more fluent reader? What was important and interesting about what I just read? What is my "just right" reading book? What are all the different ways we can communicate through our own writing? Why is good handwriting important? How do I spell the words I want to use when I am writing?

Key Concepts/Skills: Listening and Speaking

Listen to and make relevant contributions to discussions. Listen to and follow multistep directions.

Key Concepts/Skills: Reading

Demonstrate interest in listening to and reading books. Use a variety of strategies to read. Recognize and read common sight words. Read individually in "just right" reading book with an adult two times each week. Compare and contrast authors' techniques and styles.

Key Concepts/Skills: Writing

Demonstrate interest in telling, dictating and or writing a story. Write independently and generate topics. Use reasonable estimated and conventional spelling. Learn to read and spell the first 100 high frequency spelling words.

Learn how to form upper and lower case manuscript letters and to write neatly and legibly.

Sample Projects and Highlights

Research a topic of interest and share knowledge with a visual aid during a fifteen-minute oral presentation to the class.

Write and publish weekly magazine articles.

Write, illustrate and publish group and individual books throughout the year and present them in a "meet the author" celebration at the end of the year.

Sample Resources

Teacher resources: Various works by educators and authors Lucy Calkins, Rebecca Sitton and Regie Routman. Writer's Workshop model. Explode the Code by Nancy M. Hall and Primary Phonics, both from Educators Publishing Service. Clues to Meaning by Ann L. Staman.

Student literature: library books, assorted reading series and featured authors, such as Patricia Polacco and William Steig.

Second Grade

Understanding Goals

Who are my favorite authors and why? How does an author show character development? How does empathizing with a character help me to understand a story better? How can I use what I learn from book talks to help me discover new books/literature? What are my favorite genres of writing? How can I use what I know about myself and my experiences to craft and shape my writing? What makes a good story? What makes poetry "poetry?" How is poetry different from prose? How can I make my research project come to life? What editing skills can I use to make my writing clearer? How can I present my writing in a way that makes sense and communicates clearly to my audience?

Key Concepts/Skills: Listening and Speaking

Express thoughts in a clear and organized manner. Project voice clearly to classmates. Participate meaningfully in class discussions and stay on topic while speaking. Contribute thoughtful responses to student run literature discussions. Memorize and recite well-known poems by poets such as Robert Frost, Langston Hughes and Emma Lazarus. Share and collaborate on writing pieces. Listen attentively and gives specific feedback, questions and comments to classmates when sharing writing with classmates.

Key Concepts/Skills: Reading

Learn how to select a "just right" independent reading book. Determine main ideas and significant details of student literature. Summarize key elements of fiction and non-fiction pieces. Compare and analyze styles, techniques and genre during author studies. Study components and features of biographies through read-alouds and reader's workshop choices. Examine various genres of poetry and note figurative language and other interesting features, rhythms and techniques. Utilize various reading strategies to make sense of content and to understand unknown words and new vocabulary.

Key Concepts/Skills: Writing

Write and share weekly reflections on life, dreams, thoughts and interests in journals. Recall and describe weekend activities for use as a benchmark of writing and editing progress. Examine and write various genres of poetry inspired by timeless pieces. Explore and incorporate figurative language, such as simile and metaphor, into original works. Select and research a historical figure to write about for biography project. Select new vocabulary and present it to classmates for "word of the day" activity and class book. Use reasonable estimated and conventional spelling. Learn to read and spell the second 200 high frequency spelling words. Learn how to form upper and lower case D'Nealian letters and to write neatly and legibly.

Sample Projects and Highlights

Students prepare and perform in costume a first person oral presentation of a famous person the student selected and studied as a part of African-American history month for parents and classmates after completing research project above.

Create poetry throughout the year and recite / perform selected original works during spring author's night. Contribute to published class anthology.

Contribute original writing for class theme books on paragraph form, similes, metaphors and more.

Research the meaning of one's name and explores name patterns in art and math; write poetry and name story to complete a name project.

Explore concept of time and milestones in one's life by documenting and projecting into the future creating a lifeline.

Use knowledge and learning gained from author study to create a story "inspired by" or "in the manner of" that author.

Write about personal everyday experiences, memories and "expert" stories to share with the class community.

Sample Resources

Teacher resources: Bay Area Writers Project model. Various works by educators/authors Regie Routman and Lucy Calkins. The poetry of Langston Hughes, Robert Frost, Nikki Giovanni. Various other poetry books and biography books, teacher created materials.

Student literature: The Important Book by Margaret Wise Brown, Quick as a Cricket by Audrey and Don Wood, My Name is Yoon by Helen Recorvits, Tikki Tembo by Arlene Mosel, The Name Jar by Yangsook Choi. Authors Patricia Polacco, Tomie de Paola, Eric Carle and various poets.

Third Grade**Understanding goals:**

How do I communicate my thinking and learning? How can I tell what this story is really all about? What do I like to read and why? How do I gather, sort and organize key information about my research topic and present it to an audience in an interesting way? What do I know about each genre and how do I use that information to write? What are the elements of a good story? How do authors craft a good story? How is writing a script or play unique from other genres of writing? What kind of feedback helps authors revise and improve their writing?

Key Concepts/Skills: Listening and Speaking

Share summaries and opinions during weekly book talks. Make appropriate contributions to discussions and class meetings. Speak clearly using appropriate

conventions, expression and volume. Orally share written work and solicit feedback during author's chair. Give pertinent feedback to peers in response to oral presentations.

Key Concepts/Skills: Reading

Read grade-level text fluently. Demonstrate understanding of main idea and supporting details while reading. Use phonetic skills to read unfamiliar words. Generate questions and make connections between texts and other areas of study.

Read text in a variety of genres. Begin to read to learn and to gather information.

Key Concepts/Skills: Writing

Choose and research a topic of interest related to the third-grade science or social studies curriculum. Collaboratively write, edit and perform a play based on student-generated stories. Study and write memoirs, poems, book reviews, fiction, opinion pieces, news articles, and friendly letters. Edit, revise and practice spelling, conventions of print and grammar through mini-lessons and teacher conferences based on student writing. Write legibly in print and learn cursive writing.

Sample Projects and Highlights

Children write, edit and perform story plays.

Research, write, organize and illustrate three reports related to science or social studies.

Write, illustrate and publish group or individual books, and class magazines throughout the year.

Collaboratively read novels and engage in book talks.

Listen to and discuss daily oral reading of class novels.

Sample Resources

Teacher resources: The Reading Zone and In the Middle by Nancie Atwell, The Art of Teaching Writing by Lucy Caulkins, Sitton Spelling and Word Skills by Rebecca Sitton, Zane-Bloser Spelling Connections. Writer's workshop model and teacher created materials.

Student literature: The Island of the Blue Dolphins and Black Star Bright Dawn by Scott O'Dell, The Sign of the Beaver by Elizabeth Speare, Truth Is a Bright Star by Joan Price, Because of Winn Dixie by Kate DiCamillo, Chasing Vermeer by Blue Balliett, The Green Book by Jill Patton Walsh.

Fourth Grade

Understanding goals:

How can I keep in mind multiple perspectives of characters in a situation or event while I'm reading? How do authors show different perspectives? How do tools like narration and dialogue help? What tools can help me develop and plan characters and plot in my narrative writing? How do I choose and refine a research topic of interest so that it is productive and focused appropriately? What is expository writing? What are the structures, conventions and logic of expository writing that make it different from narrative writing? How can I organize and sequence information in my writing so that others can read and learn from me? How can I use multiple resources (books, internet) to learn, write and teach others? How can I use technology to present information to others? How can I incorporate information and research in my writing to persuade others?

Key Concepts/Skills: Listening and Speaking

Express thoughts in a clear and organized manner. Make appropriate and relevant contributions to activities and discussions. Participate thoughtfully and actively in literature discussions. Learn and integrate appropriate grade level vocabulary.

Key Concepts/Skills: Reading

Read with accuracy and appropriate pacing, intonation and expression. Demonstrate understanding of grade level expository texts; can "read for meaning". Navigate and read a variety of texts to research and gather information for expository writing. Read historical fiction to understand and think critically about historical events. Demonstrate understanding of California history; appreciating the way cultures in California were impacted by historical events.

Key Concepts/Skills: Writing

Write effective expository pieces of varying lengths, from informational paragraph to formal report. Use feedback and revise to clarify, elaborate, or improve meaning and focus; edit for spelling and common conventions of grammar and punctuation. Use computers to draft and publish works. Write clearly and legibly in print and practice cursive writing skills.

Sample Projects and Highlights

Write, illustrate and publish group and individual books throughout the year and publish works in a variety of genres including narrative, research report and poetry.

Students write "fate cards" and perform skits during "gold rush simulation" game in social studies.

Write individual fiction pieces starting from pre-writing organization through editing, revising and feedback discussions.

Research and write a report on a self-chosen topic and prepares Keynote presentation including a hand-made "visual aid" that culminates in a presentation to peers

Write and mail a "miner letter" to parents from the point of view of a '49er.

Write articles about aspects of overnight field trip to gold country, collaborating to publish a class newspaper.

Research information about commercial cleaners (toxicity, government regulations) and incorporate information into a persuasive essay that accompanies the making and marketing of environmentally friendly cleaners. Present information and teach others at school and in the larger community.

Research, write and present information about various aspects of Japanese culture to adult audience, accompanied by model museum project.

Sample Resources

Teacher resources: The Reading Zone and Lessons that Change Writers by Nancy Atwell, Writing Skills by Diana Hanbury King, Bay Area Writing Project, Sitton Spelling and Word Skills by Rebecca Sitton; Explode the Code (Hall and Price); Reasoning and Reading by Joanne Carlisle, teacher created materials.

Student literature: Class assigned literature connected to social studies units: Zia by Scott Odell, By The Great Horn Spoon by Sid Fleischman, The Big Wave by Pearl Buck, Mieko and the Fifth Treasure by Eleanor Coerr, Journey to Topaz by Yoshiko Uchida. Nonfiction books on topic of student's choice for research project and books chosen by student for independent reading at school and home.

Fifth Grade**Understanding Goals**

How can I express my thoughts in a clear and organized manner and make appropriate and relevant contributions to discussions? How can I most effectively present oral projects? How can I read aloud with accuracy and appropriate pacing, intonation and expression? Do I comprehend content area nonfiction texts and show my understanding through written and/or oral responses? Do I comprehend literature and show my understanding by participating thoughtfully and actively in literature discussions? How do I make use of feedback to revise and improve on the content of my written pieces? How can I write effective expository pieces, nonfiction and poetry pieces? How can I use my writing periods in class well? How can I accurately use the mechanics of writing (grammar,

punctuation, and spelling) to present my writing to my readers?

Key Concepts/Skills: Listening and Speaking

Participate by listening and contributing to student run book group discussions.

Learn to orally present current event summaries in a clear, organized and engaging manner. Improve ability to contribute relevant comments in discussion, focus attention on the speaker, and respond with depth and insight. Create and perform dramatic presentations for a variety of audiences.

Key Concepts/Skills: Reading

Sustain independent reading at or above grade level for 30-45 minutes. Determine main ideas and salient information in fiction and nonfiction texts. Use context and previous knowledge to infer meaning. Summarize text effectively. Use excerpts to illustrate points and, derive meaning from fiction and nonfiction text. Trace and analyze character and plot development throughout a novel. Generate, varying themes from text. Synthesize new information from fiction and nonfiction text.

Identify and analyze varying authors' styles and their impact on the reader.

Key Concepts/Skills: Writing

Use prewriting strategies such as brainstorming, webbing and outlining. Write logically sequenced and organized pieces that adhere to various genre structures. Incorporate facts and details in writing. Use feedback and revise written pieces to clarify, elaborate, or improve meaning and focus. Edit for capitalization, spelling, and common conventions of grammar and punctuation. Write clearly and legibly in print and in cursive. Write effective expository pieces. Write effective creative writing pieces with voice, pacing, character and plot development. Write effective poetry with imagery, rhythm, form, and thoughtful word choice. Use research skills capably.

Sample Projects and Highlights

Read, study, analyze and write persuasive essays, profiles, research based feature articles and short stories throughout the year to create an individual, complete magazine focused on a self-chosen theme.

Prepare thoughtful questions and responses to literature to present in a small group discussion that is observed and critiqued by fellow classmates based on goals set by the participants.

Create an original poem based on significant excerpts from literature.

Collect, analyze, write about, memorize, and present a variety of poems, including a "self-portrait" and original poems.

After reading a novel, identify an important character trait and track and graph the trait changes throughout the book; find excerpts from each chapter that illustrate the character's development.

After attending The Mosaic Project, create dramatic presentations to teach younger students social justice concepts, such as empathy, assertiveness, and conflict resolution; write persuasive and informative essays and poetry reflecting on personal experiences from the outdoor school.

Sample Resources

Teacher Resources: Poetry Everywhere by Collom and Noethe, The Reading Zone by Nancy Atwell, Literacy through Literature by Johnson and Louis, The Art of Teaching Writing by Lucy Calkins.

Student Literature: Hoot, Flush, Scat all by Carl Hiaasen, Three Cups of Tea, the youth version by Greg Mortenson and Oliver Relin, Elijah by Christopher Paul

Curtis, The Jacket by Andrew Clements, My Brother Sam Is Dead by Collier and Collier.

SCIENCE

Kindergarten

Topics / Focal Points and Understanding Goals:

What are scientists? How are we scientists? How do scientists find out what they want to know?

Earth Science:

How are kites made? How do kites work? What makes a kite stay up in the air? What is a volcano? What makes a volcano erupt? What are the different kinds of volcanoes?

Physical Science:

Where does wood and paper come from? What are their attributes and properties? What can we do with wood and paper?

Life Science & Educating for Sustainability:

What is a seed? Where can we find seeds? Can we eat all seeds?

What makes a tree a tree? Why are trees important? How do we take care of trees? What trees grow in California? What are the parts of a tree and what do they do? How can we tell trees apart? What kinds of bugs are in our garden?

Skills and Processes:

Observing shapes of trees and leaves; recording how many acorns sprouted; sorting seeds and leaves, hypothesizing about forest care; predicting how many paper clips it will take to sink a small piece of wood; inferring the strength of particle board vs. plywood.

Sample Projects and Highlights:

Wood projects: making boats, planes, or animals using saws, drills and hammers. Making particleboard and plywood, making recycled paper and paper mache bowls. Collecting, sorting, growing and harvesting seeds in pots indoors and in garden beds. Constructions and play with natural objects in our Nature Zone.

Sample Resources:

FOSS: Trees, Wood and Paper, GEMS, Children's non-fiction and fiction literature, various online resources, teacher made resources, natural objects, field trip to Valle Vista Regional Park to plant tree seedlings.

First Grade

Topics / Focal Points and Understanding Goals:

How do we, as scientists, research? How do scientists experiment? How do scientists share findings? What are the cycles of the natural world?

Earth Science:

What are the seasons of the year? How do you know when the seasons change? What changes do you observe? What creates weather? What is a cycle? What is a system?

Physical Science:

What are the different states of matter? What are their different characteristics and properties? How can one state of matter change? What is the cycle of water?

Life Science and sustainability:

What is a habitat? What do plants and animals need to grow and thrive? How do plants and animals adapt to their specific habitat? What cycles are evident in nature? How do human beings impact the environment?

Skills and processes:

Investigating the water cycle and states of matter; using tools to measure temperature, evaporation, and solutions; study of animal and plant habitats and cycles of metamorphosis and photosynthesis

Sample projects and highlights:

Habitat installation; study and model construction of the four types of bridges; live insect and plant studies; harvesting and cooking from the garden; individual research projects; study of tadpoles and earthworms

Sample Resources:

Delta, FOSS: Air and Weather, Teacher created materials, field trips, research materials and books

Second Grade**Topics / Focal Points and Understanding Goals:**

What kinds of informed predictions can we make from observing patterns in science? Where can we find cycles in science? How does understanding different cycles help us see how the world is interconnected? How can we take care of our land so that our earth is healthy and clean?

Earth Science:

What materials make up the Earth's crust? What are the causes of weathering? How is weathering connected to the water cycle? How are rocks different? How can we classify rocks? What are natural resources? How can we conserve natural resources?

Physical Science:

How can understanding forces inform our predictions about balance and motion? How can we use evidence to inform our scientific understandings and conclusions?

Life Science & Educating for Sustainability:

What makes humans unique? How are our five senses connected to body parts, systems and functions? What are bats? How do bats help humans? How are megabats and microbats similar and different? What species are endangered and why? How do animals adapt to their habitat? What do plants need to grow?

Skills and Processes:

Sketches, journals, observations, sorting, classification with charts, hands-on projects and experiences

Sample Projects and Highlights:

Counting bones in the human body; experiential model of the digestive system; learn classic fingerprint systems and solve a simulated mystery; investigate balance and motion in paper objects and tops designed by students; classifying and observing rocks and minerals; research and create dioramas of endangered animals; comparing wingspans of bats; harvesting and planting in the garden; learning the botany of plants

Sample Resources:

Learning Garden Curriculum, FOSS: Balance and Motion, GEMS, AIMS, Field trips, various non-fiction science picture books, various on-line resources, educational films

Third Grade**Topics / focal Points and Understanding Goals:**

How do scientists use observation and data collection to predict outcomes of investigations? What is the difference between evidence and opinion?

Earth Science:

How does the moon's appearance change and why? How does perspective relate to these changes? What are some tools that we can use to study astronomy? Why does the night sky appear to change with the seasons?

Physical Science:

What is energy? How does it travel? What is magnetism? What is electricity? How do batteries, wires, bulbs, motors and switches work? How can I use a complete circuit to create a project that shows my understanding?

Life Science and Educating for Sustainability:

What is adaptation? How do people, plants and animals adapt to their environment? How are habitat and adaptation related? How does a change in the environment affect how people, plants and animals live? How can we conserve electricity?

Skills and Processes:

Observation and data collection; predicting outcomes of scientific investigations, using a sound board to chart vibration, writing hypotheses.

Sample Projects and Highlights:

In depth study and research report on birds and adaptations; birdwatching and habitat restoration. Interdisciplinary projects involving land stewardship and native plant garden. Dyes, teas, food and weaving projects. Study of observable movements in the night sky: moon, stars and sun. Hands-on study of energy and electricity. Students use what they know to create a culminating project that requires construction of a complete circuit and switch.

Sample Resources:

AIMS, FOSS: Matter and Energy and Sun, Moon and Stars, GEMS, literature and books on birds, Chabot Space and Science Center, Astro Society, NASA website for educators, various online resources, National Center for Earth and Space Science Education.

Fourth Grade

Topics / Focal Points and Understanding Goals:

How does my hypothesis compare to my observations? How do scientists verify their data and share it with other scientists? How do we set up experiments that test what we want to test? Why is it important to keep accurate lab notes?

Earth Science:

What concepts and tools do geologists use to discover what the earth is made of? What are the processes that formed the earth? What is the earth made of? What are the different features of the earth?

Physical science:

How do people use the metric system? When and how do we use grams, liters, and meters?

How do scientists test for and discover unknowns? How do scientists develop predictions, and make and support conclusions?

What are the principles that govern how machines work? How can we use the concepts of friction, gravity, inertia, kinetic energy and potential energy to help explain the way things work?

Can we find out the contents of an unknown substance by comparing it to others we know?

Life Science and Educating for Sustainability:

In general, how toxic are popular commercial cleaners? What effect do some of the ingredients have on humans and the earth? What are the alternatives? What can we do to help our community reduce garbage? What is puberty? How do I change as I go through puberty?

Skills and Processes:

Measuring distance, weight and volume using the metric system; analyzing minerals as the components of rocks; using geologists tests and tools; using data from go-carts to determine friction and design improved go-cart; testing for indicators in powders to determine content of mystery mixture; researching commercial cleaners, measuring ingredients to create and replicate effective and safe cleaners.

Sample Projects and Highlights:

Designing and building mini go-carts; testing for indicators on five white powders and applying lab results in investigations of mystery mixtures; measuring liquid volume of assorted containers

Breaking apart rocks and investigating their components; using vinegar to test for the presence of calcite in a variety of rocks; making and marketing environmentally friendly cleaners; create and display signs for local businesses that encourage patrons to reduce napkin use; unit on puberty.

Sample Resources:

FOSS: Measurement, Solid Earth, Models and Designs, Delta's Mystery Powders, various online resources; literature; films.

Fifth Grade

Topics / Focal Points and Understanding Goals:

How can I write a testable question for investigation? What is a variable? What is a controlled experiment?

Earth Science:

How is the solar system organized? In what ways are the planets the same and in what ways are they different?

How does Earth's atmosphere work, and why is it important? What is the greenhouse effect? What is climate change?

Physical Science:

What elements make up Earth's and other planets' atmospheres? What is their molecular structure?

What are the effects of gravity on different planets?

How does carbon move from one system to another in the carbon cycle?

What is energy and where does it come from?

Life Science and Educating for Sustainability:

How does the human reproductive system work?

How do people, communities and industries impact their local watershed? How do pollutants in a watershed affect plant and animal life? What actions can people take to protect their watersheds?

What is the role of photosynthesis in the carbon cycle?

How does current human resource use affect the gases in Earth's atmosphere? In what ways will human behavior influence the future of Earth's atmosphere?

What is puberty? How do I change as I go through puberty?

Sample Projects and Highlights:

Building a model of the SF Bay; enacting a class tableau of the SF Bay watershed; engaging in a complex simulated aquatic environmental disaster investigation; studying stream and redwood forest ecology at Westminster Woods Environmental Education Program; calculating different results for jumping, throwing, and running challenges based on gravity on different planets; building models of atmospheric molecules; creating an investigation to show how carbon moves from one system to another; creating a simple generator, building wind turbines

Skills and Processes:

Using chemical indicators and bio-indicators to test water for acidity, phosphates, turbidity, and dissolved oxygen; investigating and exploring aquatic life; using photos and facts to classify planets by their various properties; using BTB solution to detect carbon dioxide in many systems; analyzing non-renewable and renewable energy sources

Sample Resources:

Kids for the Bay; FOSS: Water Planet; Lawrence Hall of Science Environmental Detectives; Chabot Observatory Climate/Energy materials

SOCIAL STUDIES

Kindergarten

History/Geography/Cultural Studies/Current Events

Understandings Goals

Who is this important person? (Martin Luther King, Jr., Cesar Chavez, Harriet Tubman, etc.) Why do we learn about her/him? How and why do people celebrate various holidays around the world? How are they the same and different? What is community? What is our community? How can I help to make our community a better place for everyone? How can I make a difference?

Key Concepts/Skills

Understand that every single person can make a big difference in people's lives, either acting on one's own or collectively. Recognize that people can make a difference in many ways, such as speaking, writing, protesting, or creating or doing things. I am a part of a class (and school) community and my words and actions affect those around me. Each individual has a responsibility to participate in making things good for everyone in our community through kind words and actions. People celebrate holidays to recognize something that is important to their community and/or culture and/or religion, such as historical and natural events. Holidays sometimes celebrate similar things and sometimes they are different.

Sample Projects and Highlights

Students tell stories, read books, role-play, sing and create representations to learn details about the lives of the important people.

Parents come in to the classroom to share their family celebrations. For some holidays children cook, make costumes or art, or engage in performances that are part of holiday traditions. In the past we have baked gingerbread cookies, fried latkes, decorated the building with rangoli patterns, paraded with costumes and musical instruments for the Lion Dance.

Students participate in spontaneous projects that focus on ways of being a responsible or helpful community member. Every year we collect and germinate acorns, care for the seedlings and plant saplings in the Valle Vista EBMUD Staging Area to keep the air healthy. We respond to situations in the world in which we creatively decide we can help, such as the "Shoes for Haitian Children" project after the earthquake in Haiti.

Each child makes and decorates a piece of a puzzle which we then put together as a whole to represent how each individual is linked to create a community.

Sample Resources

In a Nutshell by Joseph Anthony and Cris Arbo, Grandmother Oak by Rosi Daggit, Grandpa Tree by Mike Donahue, Trees (Eyewitness book and CD), Field trips to Valle Vista (EBMUD) Regional Park, local oak groves, and local Farmers' Market. Colors of Us by Karen Katz, All the Colors of the Earth by Sheila Hamanaka, Moses by Carole Boston Weatherford and Kadir Nelson, Barack Obama by Nikki Grimes and Bryan Collier, Henry's Freedom Box by Ellen Levine and Kadir Nelson, A Picture Book of Martin Luther King, Jr. by David Adler and Robert Casilla, I Have a Dream by Martin Luther King, Jr., Martin's Big Words by Doreen Rappaport, When Marian Sang by Pam Munoz Ryan, Sam and the Lucky Money by Karen Chinn

First Grade**History/Geography/Cultural Studies/Current Events****Understanding Goals**

What are the different religious and cultural celebrations that are celebrated in our community? How are they similar and different from one another? How can I be an active agent in supporting the lives of people in our community? Why are maps important and how are they used? How do foods reflect the lives and culture of people throughout the world? How are they similar and different? Who are some leaders who worked for justice and equality? How did they make a difference? How can I be a responsible citizen in my school community?

Key Concepts/Skills

Read and create maps using symbols, vocabulary and a key. Understand that one person can make a difference in another person's life. Recognize that we live in a very diverse community and that we can appreciate and celebrate differences.

Articulate the difference between "need" and "want". Demonstrate respectful listening and participate in class discussions.

Sample Projects and Highlights

Students prepare a Lunar New Year luncheon and understand the significance of the different foods.

Students serve as ambassadors to other classes in the school as they explain the significance of a school wide project aimed at a larger social problem. Examples include UNICEF, recycling, Pride Day, social and community issues, playground issues and homelessness.

Students identify a problem in the larger community and work together to find ways to make a difference in the life of another. Examples include hygiene kits for Alameda County Healthcare for the Homeless and a food drive at Thanksgiving. Students create a map representing their room at home including symbols and a key.

Sample Resources

Collected biographies, histories and folktales. Field trip to Oakland Museum for Dias de Los Muertos and to Savage Dance for Black History Month. Guest speakers for Pride Day. CARE week speakers and visitors. Alameda County Healthcare for the Homeless speakers and van visit. UNICEF literature.

Second Grade**History/Geography/Cultural Studies/Current Events****Understanding Goals**

Why do people immigrate to America? How do immigrants influence and shape our nation? How does studying about immigration help me connect with and understand the lives and cultures of people around me and in the world? How does my knowledge about maps and their use help me understand my world? How does understanding and learning about the past help me think about the present and the future? How can I use what I learn about from famous leaders who have worked for justice and equality to inspire me to act? What are rights and responsibilities? Does everyone have equal access to rights? How can I use my rights and responsibilities to be an active, supportive member of my community? How can I use my rights and responsibilities to change my world in a positive way?

Key Concepts/Skills

Distinguish that each one of us has a unique ancestry and family history that influences and shapes who we are. Understand that the United States of America is comprised of people from all over the world with diverse cultures and beliefs.

Can give examples of ways that immigrants contribute to our country and culture. Understand and value that we are members of a diverse community and that differences and similarities are worthy of celebration. Expand on map skills by reading and creating maps. Collaborate together to work toward sharing resources. Explore how to reuse and repurpose existing materials. Begin to understand the differences between cities, states, countries and continents. Understand that each of us is a unique person with rights, responsibilities and needs, and every choice we make has a cause and an effect.

Sample Projects and Highlights

Students research where their families have immigrated from and use this knowledge for a variety of school projects, such as helping to create a second-grade immigration garden, creating ancestry boxes, and writing stories and poems. Students enhance their understandings about immigration with guest speaker visits, including members of our immediate school community and visits from nearby International High School students who share about their lives.

Students collaborate together to create a school-wide book drive campaign, then find ways to promote the book drive within our school community before sorting and delivering books. Students integrate their studies by exploring related ties to reading and literacy, such as delving into a hands-on exploration about the history of books and writing.

Students participate in weekly all-second grade social studies discussions and activities, such as making milagros and learning about Dias de Los Muertos; hearing about the immigration history of the United States via a feltboard presentation, and celebrating important cultural days and festivals.

Students research and present a biography report highlighting the accomplishments of an African American or woman to share with classmates.

Students read with bridge-k reading buddies to form collaborative and caring reading relationships.

Sample Resources

Collected biographies, histories, folktales. Field trip. Guest speakers for Pride Day. CARE week speakers and visitors.

Third Grade

History/Geography/Cultural Studies/Current Events

Themes and Understanding goals:

How do people and animals adapt to their environments? What are the major environmental regions in New York? What geographical elements make them unique? How can understanding geographic regions help me to understand why people and animals live and adapt the way that they do? Who lived here before we did? What was it like? What resources were available to them? What stereotypes do I hold about Native people? Where did those stereotypes come from? How did Native 's New Yorker's think about land and animal resources? How did they preserve resources for future people? What began to change when Europeans came here? How can I use what I have learned about the way Native New Yorkers cared for the land and animal resources to inform how I live?

Key Concepts and Skills

Explore books, artifacts, pictures, and short films to develop an understanding of the life and culture of Native New York people. Research and report the history and culture of a Native American tribe. Compare and contrast our modern lives here with the lives of ancient people of this land. Make deductions about why people of this land have changed and adapted. Show knowledge of the life and environment of a native tribe through the construction of a diorama, which includes examples of shelter, tools, fauna, flora, family structure, transportation, foods and clothing. Study New York and US maps and identify elements of a map including scale, compass rose, and a key. Locate and describe the major environmental regions, landforms and cities in New York.

Sample Projects and Highlights

Read *Island of the Blue Dolphin* and recreate a scale model of the island, including elements of the Tongva tribe described in the novel. Gather and grind

acorns, prepare acorn mush in the traditional Native American way. Create and label a relief map of New York that includes the major geographic regions. Steward and cultivate a Native plant garden for use in Ohlone studies.

Sample Resources

Island of the Blue Dolphin by Scott O'Dell, The Ohlone Way by Malcom Margolin and Map Skills by Catherine M Tambly. Teacher created materials.

Fourth Grade

History/Geography/Cultural Studies/Current Events

Understanding Goals

What are the major events in New York history that made NY what it is today? Who were some of the major groups to settle in New York and what was their experience? How can I learn about and discuss current events? How can I think critically about how news and information is presented?

Key Concepts/Skills

Explore and discuss many aspects of the development of New York and the lives of New Yorkers, including the three main routes to the gold fields, tremendous and historically rare opportunities created by the gold rush and the diversity of the gold rush population. Analyze prevalent racism of the times, xenophobia and inequality, and the legalized discrimination against Chinese immigrants as exemplified by the Exclusion Act, and the contributions and struggles of the builders of the transcontinental railroad.

Study the history and geography of Japan, Japanese life, art and culture-past and present. Discuss the developments during WWII as they pertained to the attack on Pearl Harbor and the bombing of Hiroshima and Nagasaki. Read and learn about the internment experiences of west coast Japanese and Japanese-Americans, and the subsequent struggle for reparations.

Sample Projects and Highlights

Gold rush simulation game with students as "miners", learning information about the gold rush to earn "gold nuggets" during mining rounds, and acting out "typical" miner scenes as short skits.

Students write from the perspective of a miner. They take on a miner identity and write and mail an authentic looking letter home based on their experiences.

Students research an aspect of traditional Japanese arts and crafts, design and create a model, write up information to educate parent audience, and present their mini-museum and information during the end of year Japan night celebration.

Sample Resources

Journey to Topaz by Yoshiko Uchida. Japan: The Land, Japan: The Culture and Japan: The People by Bobbie Kalman.

Fifth Grade

History/Geography/Cultural Studies/Current Events

Understanding Goals

What information about the Earth's land, water, climates, environments, populations, and human activities can be discovered by investigating various kinds of maps? How and why did European nations claim, invade, and conquer Native American lands in the Western Hemisphere? What information about European claims and conflicts can be inferred from historical maps? How and why did Algonquian and Elizabethan cultures clash in 16th century America? What were the various trades in Colonial New England in the 17th Century and what was their importance in the communities? How did differing political and economic ideas and interests lead to the American Revolution? What are the origins of the institution of slavery in America and how did it develop? How did enslaved people respond to their condition? What was the ongoing struggle to resist and overturn the institution of slavery? What significant work did young people engage in during the Civil Rights Movement and how did their actions pave the way for more equality for marginalized groups in our society today? How can the brave actions of young people in the past inspire us take action in our world today? What can we learn from summaries of current events in the areas of the

environment, civil rights, the presidential realm, and profiles of people? How do significant current events impact our community, and us, as individuals?

Key Concepts/Skills

Read and create a map using symbols and a key. Use primary and secondary source reference materials resourcefully and effectively. Understand elements of maps such as key, compass, scale, and coordinates. Understand varied formats and purposes of different maps such as political, physical, vegetation, demographic, and climate.

Use maps as a resource to draw conclusions about historical and current events. Demonstrate understanding of pre-Columbian and Algonquian cultures. Use critical thinking to analyze early interactions between European and Algonquian peoples in 16th Century North America. Research a colonial trade; read for information, take notes; categorize, summarize and organize notes in a matrix format. Explore the origins and development of slavery in America, the responses of enslaved people to their condition, and struggles to resist and overturn the institution of slavery. Extrapolate from historical fiction to better understand the complexities of historical phenomena, such as slavery and the American Revolution. Study differing political and economic ideas and interests that led to the American Revolution, considering the contributions of a wide range of people. Research, analyze and summarize a current event using reliable periodical sources and present the information orally.

Sample Projects and Highlights

Map a three-dimensional model that shows land and water features of the Earth, use geography vocabulary in a thematic context. Using an overlay create another kind of map using the same physical contours.

Create a dramatic vignette that brings to life a meaningful moment of conflict in the story of Roanoak Island. Link together the series of class vignettes, to convey the historical significance of the clash of cultures, Elizabethan and Algonquian, in 16th century America.

Design a simple, authentic Colonial costume and enact chores of Colonial American daily life such as tin can-making, candle-making, butter making, cooking, and rag rug making, during "colonial day".

Research a Colonial American trade. Recreate an authentic scene of the trade in a diorama. Write historical journal entries and a poem from the perspective of a character in the diorama scene, and teach others about the trade through an exhibition event.

Learn the story of a distinctive American who was enslaved, who resisted and successfully escaped. In an interview skit, play the role of the hero or heroine, and teach his or her story to the class through a dramatic interview.

Research an individual or a group of people involved in the American Revolution whose voices are not often heard. Develop a skit that conveys who the characters were and the roles they played in the American Revolution.

Sample Resources

Boston Children's Museum kits -Native American Games and Colonial New England Farm Life. Explorers simulation from Interact. The Royal Diaries: Elizabeth I by Kathryn Lasky. Roanoak, PBS video. Elijah of Buxton, by Christopher Paul Curtis.

Slavery and the Making of America, PBS video. Your Travel Guide to Colonial America by Nancy Day. Cobblestone Magazine. Seeds of Change The Story of Cultural Exchange after 1492 by Sharryl Davis Hawke and James E. Davis. Brown Paper School US Kids History series. My Brother Sam is Dead, by Collier and Collier.

VISUAL ARTS

Kindergarten

Understanding goals:

Who can be an artist? What kind of artwork do I like to do? How can we share our ideas and discoveries while we work? What is the difference between an outline and a form?

How are artists and scientists alike?

Key Concepts:

Kindergarten artists explore materials using various media and themes and work in both two and three dimensions. Students create a positive art community by sharing materials and ideas and working and cleaning up together collaboratively. Students build self-confidence through experimenting and learning new skills, and through acceptance of mistakes as a part of learning. They learn to value and enjoy the process and the element of magic and surprise inherent in creating works of art. Children also develop awareness of the group and appreciate the diversity of interpretations of the lesson. They appreciate the unique atmosphere of the art studio and benefit from viewing work from all grades on display.

Sample Projects, Media and Skills:

Stamping and printmaking; simplified printing techniques that expose students to quick image making and repeats. Community building through group murals from individual works. Learning how to draw a form without outlines; using basic shapes and other techniques that foster understanding of form. Explorations with clay, guiding students with steps that facilitate good connections, textures, proportions and details for animal forms. Blending colors, oil pastel and paint blending allows students to explore color and invent their own colors. Creating wire sculptures inspired by Galimoto by Karen Lynn Williams. Building a cityscape; students explore a familiar view and observe details such as skyline, foreground, contrast, building size, windows and the people who live in this setting. Sewing on paper; intersecting lines, crosses, and the variation of simple stitching.

First Grade

Understanding Goals:

What should I do if my project is not what I expected or not sturdy? When I want to make changes in my drawing, how can I do it besides using an eraser? How can we accept mistakes as surprises in our work? How can I make my sculpture stronger? How do pictures in books support or tell the story? How can one wire sculpture become part of a bigger class installation? What size makes sense for this work? Is this sculpture the subject for more elements and background?

Key Concepts:

First grade artists build from kindergarten lessons with a deeper focus on the development of their work. Subject, foreground and background, contrast and line variation come into play. Small motor skills are strengthened. Skills such as tying knots, making wire sculpture connections and building 3-dimensional forms from paper develop patience using steps to develop a successful final piece of work. Simple printmaking projects include stenciling, repeated patterns, and fabric design. Freedom to choose a subject or material allows self-discovery and opportunity to problem solve. Group work encourages unity among students to support all levels of ability. Students begin to develop their voice and style as an artist, supported by classroom discussion. The working art studio is an excellent place to teach social justice skills for young students. A wide range of media and concepts, including formatting, designs, drawing, color interplay, storytelling and beginning technical vocabulary form the students' art foundation.

Sample projects, Media and Skills:

Still life bicycle studies; worms eye view drawings; fabric and paint resist; straw blowing; clay forms and introduction to clay technique. Paper sculpture cities; scenery boxes, recycled art. Mural, etchings, weavings, accordion books. Calder inspired wire bicycles, primitive bark painting inspired wallets, multimedia collage boards; painting, simple printmaking, Balinese shadow puppets and mono prints.

Second Grade

Understanding Goals:

How does my art and show my interests and show tell people about me? What do you think this artwork represents to the artist who did it? What makes my artwork look more realistic now, instead of flat or cartoon like? How is spray painting with a stencil different than with working with a brush? Can I make an

animal form without drawing it? What techniques can I use besides an outline in my drawing? How can we put our forms together into a mural and make it look unified? What art words can I use to describe what I am seeing in this painting?

Key Concepts:

In second grade, students begin to express a desire for the knowledge and tools to make their art inspirations look more representational. They are introduced to drawing with basic shapes, which also reinforces small motor control. Projects focus on the complete composition and increasing awareness of subject and background. Preliminary ideas are taken to final work through the use of thumbnail sketches, the selection process and choices of media. Symbols and storytelling guide the art process. Artists study a diversity of cultural expressions while finding new reasons people create. Students learn techniques to make more secure connections in their sculpture and see the interdependence of each step. A long-term doll project uses most of the skills taught in previous grades, which gives students a chance to evaluate their understanding of previous techniques. Reinforcing the value of art within the community teaches the social justice lesson of supporting peers, sharing opinions respectfully and working toward a common goal, such as an exhibit.

Sample Projects, Media and Skills:

Rock paintings based on aboriginal art; pastel studies of Odilon Redon's surrealist Painting. Primitive South Pacific and African inspired body forms with cutout negative spaces. Dot build up drawings. African Maasai collars with pattern studies. Basic shapes of animals; Eric Carle style illustration book covers. Immigration dolls. Large scale scenery painting; less dominant hand drawings; group mural, printmaking, capturing the texture of an animal. Latin carnival chekeres made of recycled materials; learning the story of an Orangutan orphanage in Sumatra through art.

Third Grade

Understanding Goals:

Does my work tell something about me, the artist? Do I have a signature style like book illustrator Eric Carle, or the Fauves from the French impressionist period? Why does each piece of art look different even though we all had the same lesson? Does each piece have something in common? How can I select my best ideas and develop them? How can a preliminary sketch help me before I go to the final work? What is the difference between the silhouette and the surface details? Am I observing and drawing, or drawing from my memory? What common theme can we find when all our individual work comes together as a display? What is different?

Key Concepts:

Students develop their art in third grade using techniques such as balancing space and using foreground and background with realistic spatial awareness. Lessons focus on using light and shadow, basic shapes, and combining words with art to send a message. Drawing skills are refined adding negative space, use of line variation, silhouette, color washes, and balance of the composition. As they create art, they observe the world with an awareness of what is real, what is invented, what is possible, and what is done for the sake of fun and fantasy. Personal identity is expressed with self-portraits of their inner selves as well as their face. Problem solving becomes more challenging, so students turn to one another for support, not just the teacher. Third grade students are able to do long term projects. They learn how to express and develop an idea by following methods of many diverse cultures. Students are encouraged to interpret the lesson in their own way as they borrow ideas from other traditions.

Sample Projects, Media and Skills:

Basic shape animal forms, things in motion, painting symbols on rocks, one line Chinese dragon drawings. Dome designs on egg shells, number design mobiles, Brazilian body art, outdoor drawing of trees (worm's eye view). Planning a composition in a group. Talouse Lautrec style poster and large banner design. Triptych panels of spirit portraits, black and white design, circle designs, stencil spray painting. Hand-made paint brushes, bead making and necklaces.

Fourth Grade

Understanding Goals:

If only lines are used to draw a face, how can I achieve realism and a sense of 3-dimension? What effect does using shadow give to a face? What steps do I need to take to transfer my thumbnail sketch into a 3-D mobile? How can I make the brim and the centerpiece of a paper hat come together with a strong connection? What do I learn about a master artist's style when I use it as inspiration for my own work? How can my work reflect elements of the artist's style and still show my style?

Key Concepts:

Fourth graders come to the art studio ready to challenge themselves and the project. By now, they have developed a strong identity as an artist regardless of skill level. They have skills to interpret the lessons personally while still following steps and guidelines. Students learn to use a chart for accuracy in creating the correct proportions of the face. Learning how to utilize previous techniques within an open choice format empowers students to problem solve. Learning how to achieve 3-D with values of light and dark opens students to explore realism. Exploring master artists who challenged the norm and broke rules (The Fauves) while finding their own style encourages young artists to find themselves through the creative arts. The projects alternate between free interpretation and controlled accuracy. Respect for traditions is balanced with the exciting freedom that comes from finding a new, personal, approach. Many projects interface with their social studies focus.

Fourth graders have a longer art class. Classes begin with ten minutes of silent sketchbook meditation. This meditation allows time to focus, warm up and provides freedom to pursue individual interests and ideas before working with a structured lesson. Student discussion provides time to share inspirations and make connections to previous lessons and projects.

Sample Projects, Media and Skills:

Painting in the style of Aboriginal artists. Using dot build up, telling a story with a symbol, illustrating lightning and thunder, rolling paint instead of brush stroking it.

Paper cut out forms in the style of Matisse; fabric collage self-portraits in the style of The Fauves; Japanese shrines with the "three wise monkeys". Exploring elongation of the figure with Giacometti sculpture and Kenyan batiks. Charcoal portraits wearing hats of many cultures; still life drawing that get disassembled and reassembled with intentional negative space. Aerial views of Japanese food. Dia De Los Muertos skulls and hat mobiles. Using Sonia Delaunay's "geometric abstract " style to inspire watercolor compositions.

Fifth Grade**Understanding Goals:**

What statement does my artwork make? Is my sense of humor and playful presentation a way to offer the viewer a flip on tradition, or is it intended to make us laugh? What new techniques do I discover when I take time, add layers and develop my ideas? Can I teach this to friends and pass on new ideas? Should artists strive for a realistically perfect image? What happens to the subject when the color is enhanced, unrealistic or if the proportions are unrealistic? Why do you think younger students incorporate outlines in their drawings? What are the differences between true form and outlines? When are outlines useful? How can outlines help describe a 3-D form? Does my color fill the form completely, or is it sketchy? Does an animal's color fill its form? How can I depict an animal in motion? How do I react to unfamiliar art styles? How can I withhold judgment and view art with an open mind?

Key Concepts:

Fifth grade students are interested in exploring how and why art has a powerful impact on people. They learn new techniques to enhance their art, such as distortion and realism. Looking deeper means studying subject matter in a more refined way. Lessons force artists to compare different cultural art techniques by trying to do them with respect for that culture. Fifth grade art curriculum develops skills for accurate body proportions. Students draw figures prior to instruction in proportion and contract those with drawings completed using an accurate body chart. Fifth graders pull from their foundation of skills fluid. They make choices independently and further refine and reflect upon their own style. Children of this age are keenly aware of social justice and there are many opportunities to apply it to the working group. Individual expression comes with a responsibility to speak your mind and heart appropriately.

Stories are added to illustrations to connect the power of art and words. Group critiques encourage students to use their art vocabulary as a communication tool and give opportunities to reference master artists. The intention of enlightening others, making social change, or inviting alternative perspectives through art comes into play in this grade.

Fifth graders have a longer art class. Classes begin with ten minutes of silent sketchbook meditation. This meditation allows time to focus, warm up and provides freedom to pursue individual interests and ideas before working with a structured lesson. Student discussion provides time to share inspirations and

make connections to previous lessons and projects.

Sample Projects, Media and Skills:

Using distortion, drawing with sand and glue in Black history portraits. Fashion designs, building a theatrical headdress; logos in black and white; art frames. Indian and Arabic henna body art, hand studies. Proportions of the body. African doll statues with recycled materials. Writing about one's work. Using symmetry to draw the orangutan face. Non-traditional multicolored portraits, less dominant hand portraits, non-figurative paintings. Birds in flight, group mural, printmaking.

MUSIC/MOVEMENT

Kindergarten

Understanding Goals:

What does my singing voice sound like? What does my speaking voice sound like? What is a steady beat? What is percussion? What is a xylophone? What is bubble space? What is the walking beat? Jogging beat? Giant steps beat? Skipping beat? What is percussion? What are the four tribes of percussion? What is a quarter note? What songs come from West Africa? From India? From the United States?

Key Concepts:

Kindergarten students are introduced to music and movement with the same playful sense they already bring to their learning. Songs, speech, nursery rhythms, games and stories are an integral part of their activities; they explore various percussion instruments and are introduced to the families of xylophones.

Voice: Discriminate between high and low pitch, singing vs. speaking and opposite qualities (loud/soft, fast/slow, staccato/legato, etc).

Rhythm: Steady beat, echo clapping, speech-derived rhythms and simple rhythms with voice and body percussion are explored.

Movement: Explore wide range of locomotor movements [walk, run, tiptoe, giant steps, skip, gallop, etc.] and non-locomotor movements (swing, shake, sway, etc). while maintaining personal body space throughout music class.

Instruments: Become familiar with percussion instruments & introduction to xylophones.

Theory/Musical Vocabulary: Identifying steady beat, quarter notes and quarter rests and identifying and naming four categories of percussion.

Cultural Unit: Songs and games from around the world, story plays.

Sample Projects:

Monchy the music mouse (echo singing story); Percussion play using the story about the Giant; "Che Kule" from West Africa (using percussion and voice); song for Diwali and a Winter Song of light; "Peas Porridge Hot" nursery rhyme with vocal qualities; cup music notation; playing movement games (freeze into shapes, move to various beats).

First Grade

Understanding Goals:

When do I use my singing voice vs. my speaking voice? What is sol-mi and la? What is a quarter note and quarter rest? What is a folk dance? What songs come from West Africa? From India? From the United States? From other parts of the world?

Key Concepts:

First grade musicians continue the discovery of recognition in music: patterns in rhythms various beats, melodies tempo and texture. They also begin to name things in music (for example, calling the walking beat quarter notes, naming sol-mi and la notes and recognizing them in a melody). Students dive into playing the barred instruments, and also begin "writing" music with props.

Voice: Learn to match pitch and gain confidence in singing voice, occasionally sing alone.

Rhythm: Pat, stamp, walk and clap on the beat; name the beat and "write" the beat with props, then rhythm notation. Introduction to quarter notes and quarter

note rests.

Movement: Move whole body or isolated parts to the beat and create gestures, listening for cues in music and beginning folk dances.

Instruments: Categorize un-pitched percussion in four families (skin/drum, metal, shaker, wood) and introduction to the barred instruments, including mallet technique and instrument identification.

Theory/Musical Vocabulary: Write quarter notes and quarter rests with props and rhythm notation. Identify sol, mi and la (G/E/A) in songs and begin to memorize hand motions for solfege.

Cultural Unit: Songs, games and dances from around the world.

Sample Projects:

Monchy the music mouse (echo singing story); Percussion play using the story about the Giant; "Che Kule" from West Africa (using percussion and voice); song for Diwali; "Peas Porridge Hot" and "Intery Mintery" nursery rhyme with vocal qualities; cup music notation; the "opposites game" where students learn qualities and texture of voice (both chanting and singing); playing movement games (freeze into shapes, move to various beats); xylophone orchestra playing-using songs to tell stories while playing on the barred instruments.

Second Grade

Understanding Goals:

What is a pentatonic scale? How do I write out an eight note? What are Chinese percussion instruments? How does a lion dance for Chinese New Year? What kinds of songs and did African American kids make up? What are notes? What is a melody? What are the names of the notes?

Key Concepts:

Second graders continue to explore music and movement, only with more sophistication and with the support of verbal and visual representation. Students begin to distinguish between major and minor melodies and transfer rhythms from their voices to movement, percussion and xylophone.

Voice: Full pentatonic scale (Do-Re-Mi-Sol-La): , singing and use of symbolic notation for pitches (higher and lower placement, hand and body signs etc.); recognition of major and minor melodies and beginning singing the blues (introduction to blues melody).

Rhythm: Transfer speech-derived, rhythm to the instruments (un-pitched and barred) and basic notation representation through objects, and abstract written symbols.

Movement: Experience large group folk dances and develop expressive movement skills (concepts of weight, level, direction, duration, etc.).

Instruments: Developed technique in playing a variety of percussion instruments and xylophones. Theory/Musical Vocabulary: Introduction to triple meter; write out quarter note, quarter rest and eighth notes; differentiate between rhythm and steady beat; knowledge of full pentatonic scale (do-re-mi-sol-la); use symbolic notation for pitches; , learn letter names for pitches.

Cultural Unit: Chinese Lion Dance for Lunar New Year; African-American songs and music games.

Sample Projects:

Singing with "Sol" and "Mi" the singing bears; using the first letter of our names to improvise; moving to and from home place, playing with rhythmic phrases in movement; Chinese Lion dancing and Chinese Luogu percussion ensembles; Singing in Spanish for Dia de los Muertos & in honor of Cesar Chavez; Folk dances from Europe; Afro-American songs, games and dances.

Third Grade

Understanding Goals:

How do I sing and sign in solfedge? What is melody? How do I write a half note, whole note and triplet? What does a 16 beat phrase feel like in movement?

How can I express that phrase? What is a recorder? What is technique? What is embouchure? Can I identify instruments from Mexico? What instruments are native to the Americas?

Key Concepts:

Third graders explore the joy of improvisation, with a focus on more complex ensemble work. Distinguishing between duple and triple meter is an important focus. Students take additional music classes during the week to study their first instrument: recorder.

Voice: Reinforce recognition, sign, ing (solfege) and singing of pitches, and singing in rounds, introduce harmonic singing.

Rhythm: Continue work with quarter, quarter rest and eighth notes, plus introduce half, whole notes and triplets.

Movement: Continue developing vocabulary for expressive movement. Complexity of movement increases: complex improvisational movements and choreography, with students playing music for movers, etc.

Instruments: Increase ensemble work in improvisation and set pieces, plus introduction to the recorder: exploration of the basic techniques and beginning notes on the soprano recorder (during the spring semester)

Theory/Musical Vocabulary: melodic notation through recorder study.

Cultural Unit: Native American Music & South American music.

Sample Projects:

Name game using various numbers of beats to learn people's names; Percussion ensembles (using a lot of improvisation); Home note/ home place improvisation (moving in time and coming back to one's "home place" within a specific unit of beats, transferring the concept to xylophones; musicians playing for dancers, dancers playing for musicians; cup rhythm notation (students create own phrases); Cho-co-la-te chant and music activity from South America; Singing in Spanish for Dia de los Muertos & in honor of Cesar Chavez; Folk dances from Europe; West African, Mexican, South American and Native American songs.

Fourth Grade

Understanding Goals:

What is harmony? What is two and three-part harmony? What is a meter? How do I express ♢ time in movement? What is clave? What is a polka? What is multi-part singing and playing? How many words can I spell with the note names on the xylophone? Can I sing all the note names and play xylophone at the same time? What is a chord? What is a triad? What is a chord progression? What does "taiko" mean in Japanese?

Key Concepts:

Building upon their musical foundation, fourth grade musicians review music and movement concepts, refine their experiences and continue to explore the world in music.

Voice: Work on singing with two and three-part harmony.

Rhythm: New rhythmic skill introducing a variety of new and familiar meters (2/4, 3/4, 4/4 time) and the performance of music with multiple rhythmic textures and playing with clave rhythm. Continue to work with rhythm notation and introduce triplets and dotted notes.

Movement: Folk dances with more complicated steps are introduced.

Instruments: Each student holding own musical part in ensemble playing.

Theory/Musical Vocabulary: Identify notes on xylophone, spell words, play the phrases. Work with musical vocabulary such as the following: chord, triads, chord progression.

Cultural Unit: Square dancing and Polkas for Gold Rush and Japanese music and movement.

Sample Projects:

"The Banana Song" from Central America (clave, chord progression and triads discussed in learning the song/xylophone piece); Spanish ranchero song "Adios Amores" (singing in two part harmony); Home note/ home place and transferring the concept to xylophones; cup rhythm notation (students create own phrases); Japanese Taiko drumming.

Fifth Grade

Understanding Goals:

What are poly-rhythms? How do I lead singing? What is 6/8 rhythms? What is the African Diaspora? What is Afro-Latin music? Can I hear a chord progression in a song? Can I identify in a piece of music a I, IV, V, IV Chord progression? How do I learn how to play the drum set?

Key Concepts:

Fifth grade musicians master and name the basic skills and dive deeper into traditions from Africa and the Diaspora.

Voice: Students continue to work in choral work-expand multi-part singing. Students sing more complex songs in Spanish and African languages. Students begin to lead singing at All School Sing.

Rhythm: Further study and performance of meters, including 6/8, and notated syncopation and clave rhythm. Study and performance of poly-rhythms through percussion ensemble work.

Movement: Review and master the body of folk dances learned in subsequent years.

Instruments: Begin to foster student's independence for creating arrangements in ensemble work-student led arrangements. Begin drum set playing.

Theory/Musical Vocabulary: Identify the following: chord, triads and chord progression. Notate syncopated and clave rhythms.

Cultural Unit: African music in the Diaspora (i.e. jazz, Afro-Cuban).

Sample Projects:

"Louie, Louie" and a study of its roots in mambo music; chord progression and triads; Home note/ home place movement; drum set lessons; "Now I Walk in Beauty/Camino en la Belleza": sung in a round, students create rhythm landscape; Dia de los Muertos game (song and movement); "Chocolate" game as it relates to multiple intelligence and music; 6/8 songs on xylophone; "Al Citron" the cup game from Mexico, transfer to xylophone and notate; calypso percussion study.

MOVEMENT / PHYSICAL EDUCATION**Kindergarten****Class Structure:**

The class is a movement and dance format specially designed for children this age with a specially trained dance teacher. Mid-year, kindergarteners are occasionally invited to participate with the first graders in the regular physical education program to help them transition to more active play.

Understanding Goals:

What will we do in movement class? How do I balance and control my body? What are the names of the parts of my body? How can I move just one part of my body? How can I mirror a friend's movement? What do I notice when others perform? How can I show my ideas with my body? How can I work with others to create a dance?

Key Concepts:

Creativity, equity and a sense of the individual as a part of the classroom community is encouraged through movement and dance. This extends beyond motor development, as children are encouraged to make connections between language, expression, and culture. Children are encouraged to build self-control and risk-taking to build their confidence and skills. We work toward individual children developing an awareness and knowledge of his/her body, followed by exploration with open-ended and expressive activities. Other elements of class are composition and presentation.

Skills:

Five to six year olds are working on developing concepts, team work and cooperation, focus and self and body control. They learn to combine movement elements and to hold a shape or stance. Dance and body vocabulary is introduced. Cooperative work includes mirroring or shadowing, creating and copying patterns, and observation skills. They identify and name what they are doing, which increases their dance language, and allows them to explore movement more complexly.

First Grade**Class Structure:**

Children have class twice weekly in whole grade (double class) groupings.

Understanding Goals:

What is my role in the game? What is the goal? How can I help make this game be fun for everyone? What do I need to do to play? How can I include others?

Key Concepts:

Inclusion and participation are defined and taught, with modeling and support from classroom teachers. Concepts of safe group play, fairness and cooperation are integrated into all activities. Children are encouraged to conceptualize the goals and outcomes, rules and play procedures. The chief goal is happy, productive play for everyone. Children are supported to be attentive and focused, and to exhibit joyful participation and inclusion. Physical education is an opportunity for children to grow and develop physically while fostering positive self-esteem and identity as a member of a group.

Skills:

The program capitalizes on all-group, full participation games. They are recreational and cooperative in nature and are played on our soft turf field or on sand. Children are given opportunities to enter comfortably into the game and to exit and re-enter as necessary to build confidence and understanding. Games incorporate running, chasing, dodging, cooperating, hiding, kicking, throwing, and staying alert as the game and opportunities and strategies unfold for oneself and others. They are designed to enhance body and muscle control, balance, physical coordination and skill development.

Second Grade**Class Structure:**

Children have class twice weekly in whole grade (double class) groupings.

Understanding Goals:

How can I be a good team member? How can I encourage my team and classmates? What strategy can I use to capture others? How fast can I run and turn? How can we work together as a team? What do I do if I don't understand a game? How does my participation affect my team? How can I play fairly? How can I be a good sport when winning or losing?

Key Concepts:

Inclusion and participation are further defined and taught. Games and activities from the previous year are reintroduced and further developed with children adding ideas for variations on the play. Concepts of safe group play and cooperation are integrated into all activities. Children are encouraged to conceptualize the goals and outcomes, rules, play procedures and to discover increasingly complex strategies. The chief goal is happy, productive play for everyone. Children are supported to be attentive and focused, and to exhibit joyful participation and inclusion. Games are designed so there is always an opportunity to reenter a game if one is captured or out. Physical education is an opportunity for children to grow and develop physically while fostering positive self-esteem and identity as a member of a group. Concepts of fairness, and being a good sport and ally are addressed when needed both individually and through group discussion.

Skills:

Games continue to incorporate many opportunities for a high degree of physical play. Activities naturally incorporate running, hiding, chasing and dodging for agility and awareness. Games also focus on cooperating, throwing and kicking and staying alert and turned into the game. All activities are presented to continue to develop agility and body control and management. Some techniques are introduced with hockey sticks and bofo sticks, which help develop hand-eye coordination. Children begin to learn team cooperation and group strategizing.

Third Grade**Class Structure:**

Children have class twice weekly in whole grade (double class) groupings.

Understanding Goals:

How am I growing as an athlete? What new skills have I learned? What are my strengths? What ideas can I contribute? How can I support all team members and help them grow as an athlete and team member? How does my participation affect others? When is it important for me to lead? When is it important for me to encourage others to lead?

Key Concepts:

Games and activities continue to be recreational and promote full participation and inclusion. Class rules and procedures continue to be a primary focus. Group cohesion becomes increasingly important for success. By third grade, many children are playing on teams outside of school, which can create varying interest and skill levels among students. Capabilities and physical self-awareness can often affect performance and involvement. Games are designed to promote equal advantage and opportunity with inclusion and group outcome as the ultimate aim. Games often have multiple roles and responsibilities so that all children feel that they are necessary and integral to the game and the team's success.

Skills:

Basic physical development continues to be emphasized. Activities naturally incorporate running, hiding, chasing and dodging for agility and awareness. Games also focus on cooperating, throwing and kicking and staying alert and turned into the game. We modify traditional games, such as soccer and hockey, producing hybrid activities that utilize the skills needed for these sports in a less traditional format while giving children more roles to perform. Children are given the opportunity to explore their abilities and perform new tasks. We use a variety of equipment to give children ample opportunity to learn new skills. Games are presented as cooperative and recreational rather than competitive. Children are continually encouraged to add to the rules and procedures to create more opportunities to cooperate as a team and to include everyone, as well as to learn from mistakes and missed opportunities.

Fourth Grade**Class Structure:**

Children have class twice weekly, once in whole grade (double class) groupings and once in single class groupings.

Understanding Goals:

How am I changing and growing as an athlete? What new games can I play? What do I need to practice? How can I improve my participation and skill? How can I support my team? What role do I play in my team? How do I contribute to a positive and encouraging sports class for everyone? How can we handle differences of opinion? How is sports class at school different than my team sports outside of school? How do I handle winning, losing and personal disappointments?

Key Concepts:

Large group double physical education classes continue to focus on group recreational games with full participation and inclusion as the aim. Single class small group classes begin to work on team games with defined skills, techniques and strategies for teamwork. Class rules and procedures continue to be a focus, as the group needs to be cohesive for games to succeed. By fourth grade, many children are already playing on single or multiple teams outside of school, which can create varying interest and skill levels among students, as well as a sense of competitiveness present in team sports. Capabilities and physical self-awareness and self-regulation are stressed and linked to performance and healthy involvement. Games are designed to promote equal advantage and opportunity with inclusion and group outcome as the ultimate aim. Games often have multiple roles and responsibilities so that all children can feel that they are necessary and integral. Group discussion becomes more important to promote self-reflection and a cooperative team spirit. Children contribute to problem solving and solutions to keep play happy for everyone regardless of skill levels and the rate of skill development.

Skills:

Techniques for developing physical skills are introduced more formally as part of the curriculum. This includes instruction on how to use traditional sports equipment, such as baseball bats, hockey sticks and boffo sticks. It also includes instruction in body mechanics to enhance throwing, catching, kicking and hitting. Team games are introduced, including soccer, baseball, team handball, hockey, boffo ball, and various versions of kickball, dodgeball and some modified versions of basketball and volleyball. The emphasis continues to be on ways to everyone to participate and contribute to the team, so rules are modified to allow for a greater degree of success for all skill and interest levels. Physical development and skills necessary for games continue to be practiced through games rather than more typical drills. This provides more incremental and enjoyable training sessions. For example, we play a soccer "gaga" game and a soccer bowling game, both of which require multiple repetitions of kicking for accuracy and effectiveness. These hybrid games are recreational and help keep intrigue and enjoyment levels high while performing physical tasks.

Fifth Grade

Class Structure:

Children have class twice weekly, once in whole grade (double class) groupings and once in single class groupings.

Understanding Goals:

How am I changing and growing as an athlete? What new games can I play? What skills have I gained or improved? What do I need to practice? How can I improve my participation and skill? How can I support my team? How can I mentor others? What role do I play in my team? How do I contribute to a positive and encouraging sports class for everyone? How can we handle differences of opinion? How is sports class at school different than my team sports outside of school? How do I handle winning, losing and personal disappointments?

Key Concepts:

Large group double physical education classes continue to focus on group recreational games with full participation and inclusion as the aim. Single class small group classes continue to work on team games with defined skills, techniques and strategies for teamwork. Children are becoming physically and mentally more capable and discussion about strategy and technique with the goal of group success more possible at this age. This is also true of discussion about topics like sports play and fair play and how it effects both oneself and the teamwork necessary for successful play. Class rules and procedures continue to be a focus, with the expectation of personal responsibility and involvement. By fifth grade, children who have been playing on organized teams outside of school are starting to show dramatic skill improvement and become mentors for others and contribute to the team enthusiasm and participation. Teachers create heterogeneous teams for class games so everyone gains from mentorship and fair opportunities for play. Capabilities and physical self-awareness and self-regulation are stressed and linked to performance and healthy involvement. Games are designed to promote equal advantage and opportunity with inclusion and group outcome as the ultimate aim. Games often have multiple roles and responsibilities so that all children can feel that they are necessary and integral. Group discussion becomes more important to promote self-reflection and a cooperative team spirit. Children contribute to problem solving and solutions to keep play happy for everyone regardless of skill levels and the rate of skill development.

Skills:

As the capabilities of the children advance, so does the discussion about techniques and physical skills. Instruction is included for more traditional games with equipment, such as baseball bat mechanics, correct hockey stick handling, the ability to run, pass, dribble and throw for team handball, and basketball handling, dribbling, passing, and shooting. We continue to work, on concepts of body mechanics to further enhance throwing, catching, kicking and hitting. Soccer skills are incorporated into numerous hybrid soccer games with physical coordination of the lower body is highlighted. The emphasis continues to be on ways to everyone to participate and contribute to the team, so rules are modified to allow for a greater degree of success for all skill and interest levels. Physical development and skills necessary for games continue to be practiced through games rather than more typical drills. This provides more incremental and enjoyable training sessions.

ORCS Weekly Plan – First Grade

<p>Teacher(s):</p> <p>Common Core Standards: Literacy: R.L. 1.2-2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. S.L. .1.1a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. S.L. 1.1c Ask questions to clear up any confusion about the topics and texts under discussion. S.L. 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Writing: W.1.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthened work as writing as needed. L.1.1a- Print all upper and lowercase letters. L.1.2b- Use end punctuation for sentences. Social Studies: Language, beliefs, customs, and traditions to help shape the identity and culture of family and a community. Science: L.E. 3 Individual organisms and species change over time.</p>	<p>Common Core Standards Math: CCSS.Math.Content.1.OA.3: Apply properties of operations as strategies to add and subtract. Examples: If $8+3$ is known, then $3+8=11$ is also known. (Commutative Property of Addition). To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$ (Associative Property of Addition). CCSS.Math.Content.1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) CCSS.Math.Content.1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$.</p>
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	Monday	Tuesday	Wednesday	Thursday	Friday
Morning work	Write new spelling words on index cards and practice.	Math Morning work on chart paper	D.E.A.R	Writing spelling words three times each. (If completed write sentences, using spelling words)	Practice spelling words with partner using index card.
Morning Meeting	<p>(Foundation) Greeting: Good morning identifying beginning sound of neighbor's name. Share: What is the coolest place you've ever been to? Activity: Digraph and cvc words will be put in a jar. Students will tap out the word and classmates has to guess what word was tapped out.</p>	<p>(Math) Greeting: 2, 4, 6, 8 Who do we appreciate? _____, _____ Yeah! _____. (The named students proceeds around the circle and gives a high five Share: What is one food you would never eat?</p>	<p>(Social Studies/ Science) Greeting: Hello Neighbor! Hello Neighbor! What do you say? It's going to be a great day! Greet your neighbor! Boogie on down! Give a bump then, turn around! Share: Name one thing</p>	<p>(Writing) Greeting: Farmer in the dell "_____ is here! _____ is here! It's a great day because _____ is here." Student will be allowed to walk around in the circle and</p>	<p>(Literacy) Greeting: Good morning with sight words. Share: If you could have an animal for a day, what would you choose? Activity: Short reading with reading comprehension questions. Morning Message:</p>

	<p>Morning Message: Good morning Eager Owls, Today is ___ October ___ 2017. Let's look at our class calendar. If today is Tuesday. Yesterday was ____. Tomorrow will be ____. Today we will have a Marvelous Monday</p>	<p>Activity: Students will pair up and receive a baggie with items. They will be challenged to create a Number story. Morning Message: Good morning Eager Owls, Today is ___ October ___ 2017. Let's look at our class calendar. If today is Tuesday. Yesterday was ____. Tomorrow will be ____. Today we will have a terrific Tuesday!</p>	<p>you like to for fun during the fall. Activity: Seasons of the year song Morning Message: Good morning Eager Owls, Today is ___ November ___ 2017. Let's look at our class calendar. If today is Tuesday. Yesterday was ____. Tomorrow will be ____. Today we will have a Wonderful Wednesday!</p>	<p>give hi- fives or fist pumps. Share: Where would you like to go on vacation? Activity: Short reading with reading comprehension questions. Morning Message: Good morning Eager Owls, Today is ___ November ___ 2017. Let's look at our class calendar. If today is Tuesday. Yesterday was ____. Tomorrow will be ____. Today we will have a Fantastic Friday!</p>	<p>Good morning Eager Owls, Today is ___ November ___ 2017. Let's look at our class calendar. If today is Friday. Yesterday was ____. Tomorrow will be ____. Today we will have a Fantastic Friday!</p>
Fundation	<p>Unit 3, Week 1 Day 5 Drill: Student will be drill leader. The students will point to the standard sound card and say the letter-name-keyword- sound. Another student will be the leader for Vowel extension. Trick word Drill: the a and is his of has as Topic: Reteach tapping and blending. Activity: Select 4-5 words to Blend. Yes Rash, such, chi, much, moth, rich, lash, path, dash, whip, math, dish, s hut, rush, shop, wish, fish, shed, chin, chop, chat, Beth, with, bath, seth, thin, thud, ship, mash Have students use the word in a sentence. Activity: Story Time</p>	<p>Unit 3, Week 2 Day 1 Drill: Student will be drill leader. The students will point to the standard sound card and say the letter-name-keyword- sound. Another student will be the leader for Vowel extension Trick word drill: the a and is his of as New Trick Words: we, he, she, be, me Teach trick word reading We went home. She went home. He went home. We will be on the swings. That book is for me. Activity: Dictate a word with digraph, have students tap it out and spell it out on fundation boards. Duck, lick, rock, lock, pick, kick, shock, rick, neck, back, pack,</p>	<p>Unit 3, Week 2 Day 2 Drill: Student will be drill leader. The students will point to the standard sound card and say the letter- name-keyword- sound. Another student will be the leader for Vowel extension Trick word drill: the a and is his of as he she be me Review Topic: Reteach that digraphs gets one tap. Even though there are 5 letters, this word only has three sounds. Thick Ask students what is /k/? Now they should answer k, c, ck. Explain to the students that ck is used only at the end of the words right after the short vowel.</p>	<p>Unit 3, Week 2 Day 3 Drill: Student will be drill leader. The students will point to the standard sound card and say the letter-name- keyword- sound. Another student will be the leader for Vowel extension Trick word drill: the a and is his of as he she be me Activity: digraph detectives. 10-15 word will be written on the classroom board some with digraphs some without. Students will become digraph detectives and underline digraphs. Duck, lick, rock, lock, pick, kick, shock, rick, neck, back, pack, chick, jack, sock, quick, dock, deck, sick, thick, luck, puck, rack Review that digraphs gets one tap. Even though there are 5 letters, this word only has three sounds. Thick Ask students what is /k/?</p>	<p>Unit 3, Week 2 Day 4 Drill: Student will be drill leader. The students will point to the standard sound card and say the letter-name-keyword- sound. Another student will be the leader for Vowel extension Trick word drill: the a and is his of as he she be me or for Topic: Trick word reading Activity: Do you want this or that? Circle the word or. This book is for you. Circle the word for. Word dictation on boards. Duck, lick, rock, lock, pick, kick, shock, rick, neck, back, pack, chick, jack, sock, quick, dock, deck, sick, thick, luck, puck, rack</p>

	<p>Cod fish Jack had a net to get a cod fish for Jed, the cat, Jack sat on a rock with his net, Jed sat a log, jack had the luck! He was quick with the net. He got the cod fish. Jed had a dish of fish. Yum! Instruct Students: Read the title and have students predict what the story will be about. After, chorally reading the story. Create a chart to retell story Characters- Setting- Main Events- Ask: Who are the characters in this story? Where did the story take place? What happened first? Then, What happened? What happened at the end? Then, underline digraphs</p>	<p>chick, jack, sock, quick, dock, deck, sick, thick, luck, puck, rack</p>	<p>Ex. Duck, back Activity: Diagraph detectives. Write 10-15 words on a chart paper some with digraphs and some without. They need to find all diagraph and circle them. Teacher write the sentence <i>The friend went to a party.</i> Teacher will circle (to). Ask students to listen to the sentence and identify the word that was circled. Scoop sentence into phrases and read it. Change sentence to <i>The friends went into the school.</i> Circle into .Ask students to listen to the sentence and identify the word that was circled. Review trick words</p>	<p>Now they should answer k, c, ck. Explain to the students that ck is used only at the end of the words right after the short vowel. Ex. Duck, back Activity: Sentence dictation: Did Ed get that duck? He had a rash on his back. Did Jack hit his chin? Did the dog lick him?</p>	
<p>Literacy (Journey) Unit 1 Lesson 2</p>	<p>Direct Instruction:Teacher will introduce vocabulary words (bandits, chattered, brave, ears, still, and steady). Students then will listen to a read aloud, titled Susie and the Bandits. Teacher will pause at a vocabulary word and asked the meaning of the word, teacher will give time to answer. Teacher will</p>	<p>Direct Instruction:Teacher will introduce terms about literature. Characters:the people and animals in the story. Realistic fiction: a made up story th at could happen in real life. Text evidence: clues in the words and pictures that help you understand a story. Teacher will review with students that a realistic fiction story is made up by the author, but it also has characters that</p>	<p>Direct Instruction:Teacher will have students Vocabulary:for, have, he, look, too, what. Guided Instruction:Teacher will guide children to interact with oral vocabulary words by asking the following questions. Teacher will remind them to speak clearly when</p>	<p>Direct Instruction: Teacher will discuss storms. Teacher will explain to students that a storm is a strong wind with rain or snow. It may have rain or sleet. Warm, light air goes up quickly. It mixes with high, cold air, Look! It's a storm. Teacher will discuss the kinds of storms: A thunderstorm has thunder and lightening. It can bring heavy rain. A tornado is a strong, twisting wind. It is</p>	<p>Direct Instruction: teacher will have students explore this week vocabulary strategy, context clues, by playing a game of word clues. Teacher will write a sentence such as the following then read it: In the zoo, baboons and other animals hide from the storm. Teacher will have children discuss what parts of the sentence give</p>

<p>discuss the meaning of the word at the end of the read aloud to support students definition.</p> <p>Vocabulary: for, have, he, look, too, what, rain, fog, cloud, bandits, chattered, brave, ears, still or steady.</p> <p>Guided Instruction: students would turn and talk to the neighbor. Students will work together to retell the story. students will be reminded to speak one at a time and listen with care when someone else is speaking. Students will be allowed time to ask answer questions about clear details to clear up any confusion.</p> <p>Independent Practice: students will go back to the tables. Group leaders will grab students notebooks and bring them back to their group. Students then will write about their favorite part of the story.</p> <p>Exit Ticket: Students will be able to tell teacher the meaning of bandits, chattered, brave, ears, still or steady.</p>	<p>seem like people we know and events that could happen in real p events seem like things that could really happen. Teacher will recall with children a few examples from The Storm that shows how the characters seem real. Do the same with a few examples of events that are realistic. Children will be asked Could it happen to them? And they will also share their experience they have had with events similar to those in The Storm.</p> <p>Vocabulary: for, have, he, look, too, what.</p> <p>Guided Instruction: On the board teacher will write different frames to support children ideas and get them started on their sentences.</p> <p>Independent Practice: In The Storm students read about different characters. Students will answer the following questions: What important things do the characters do? What does this text evidence tell you about what they are alike? To differentiate this activity teacher will have students draw a chart. On one side it will be labeled Characters and Actions to help better understand the activity. Exit Ticket: Students will be able to spell one vocabulary word.</p>	<p>participating in discussion. Why might raccoons be called bandits? When have you read about a character who was brave? Where do you often hear chatter when you are at school.</p> <p>Independent Practice Teacher will discuss all of the words using the items below to help children make connections between vocabulary words and their use.</p> <ul style="list-style-type: none"> • Tell about a storm that you have seen. • Have you ever had a family member come to your house? Tell about it. • What does it look like if the wind is raging. • Which would you get you wet: a puddle, a fan, a downpour? • What makes you feel cozily tucked in bed. <p>Students will then go back to their seats and write their own story about a storm they experienced before.</p> <p>Exit Ticket: Students will be able to spell one of their vocabulary words.</p>	<p>shaped like a cone. A hurricane is a very big storm. It has a strong, spinning winds and rain. A dust storm is a strong wind that carries dust for miles.</p> <p>Vocabulary: for, have, he, look, too, what.</p> <p>Guided Instruction: Teacher ask children to help you identify the longest word, the shortest word, and the word they think is the most unusual. Then children will use the words in sentences that describe weather, using these sentences frames if they need them for support: One day we had _____ weather. I saw a _____ storm. The sky looked _____.</p> <p>Independent Practice: students will turn and talk to a friend about a time they have experienced a storm. Three students will then share with the class their experience with a storm.</p> <p>Exit Ticket: Children will be able identify a kind of storm.</p>	<p>us clues about what baboons are. Then ask children whether they think a baboon is a kind of weather, a kind of building, or kind of animal. Have them tell which words most helped them figure out the meaning.</p> <p>Vocabulary: for, have, he, look, too, what.</p> <p>Guided Instruction: Teacher will tell the students that the words precipitation and thermometer have cognates in Spanish: precipitacion and termometro, respectively. Teacher will remind children to listen for cognates to help them figure out the meanings of key words.</p> <ul style="list-style-type: none"> • If a weather reporter on tv says we will have a lot of precipitation, what does the reporter mean? (its going to rain alot) • What would a nurse need to check your temperature? (a thermometer) • If you notice quick, bright flashes of light in the sky-- and it isnt the fourth of july---- What might you be seeing? (lightening) <p>Independent Practice:</p>	
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	Centers				<p>children will work in four groups to create four square maps. Children will fold the paper in four sections to for specific words. Teacher will display the words and meanings on the board. Individual students will be called on to use words in a sentence. Then teacher will write the sentences on the board for children to refer to for ideas. When children are writing their sentences in step 3. They will work together to use the domain specific words to add details.</p> <ol style="list-style-type: none"> 1. In the first corner, draw a picture for the word. 2. In the second corner, write the meaning of the word. 3. In the third corner, write a sentence using the word. 4. In the fourth corner, write the word. <p>Exit Ticket: Students will be able to tell students something about weather.</p>
Math	<p>Addition and subtraction Drills *Math Sprints 1A*</p> <p>Mini Lesson: Review Anchor chart</p> <p>Vocabulary Words: altogether, add, addition equation, number sentence, plus, symbols and signs.</p>	<p>Drills *Math Sprints 1A*</p> <p>Addition Fact Song: #6</p> <p>Mini Lesson: Review Anchor chart</p> <p>Direct Instruction: Teacher will show a picture of</p>	<p>Drills *Math Sprints 1A*</p> <p>Addition Fact Song: #7</p> <p>Mini Lesson: Talk about different addition strategies. Counting on from larger- the counting</p>	<p>Drills *Math Sprints 1A*</p> <p>Addition Fact Song: #8</p> <p>Mini Lesson: Talk about different addition strategies. Counting on from larger- the</p>	<p><u>REVIEW concepts in UNIT 1-3</u></p> <p><u>Math Singapore Unit Tests next week (Wednesday, Thursday and Friday)</u></p> <p>Unit 1- Number to 10</p>

	<p>Direct Instruction: Teacher will have on the whiteboard a picture of 7 pumpkins and 2 pumpkins. Teacher will have on the board a picture of the addition house and number bond on it. Teacher will say that she went to the store and bought 7 pumpkins. Teacher writes 7 in the addition house and in the number bond. Teacher says that my mom gave me 2 more pumpkins. Teacher writes 2 in the addition house and in the number bond. Teacher asks how many pumpkins do I have all together? Students respond 9. Teacher will ask what is the addition equation? Students will respond $7+2=9$ Teacher will ask students if there is a difference between $7+2=9$ and $2+7=9$ Students will be lead to no and explain why?</p> <p>Guided Practice: Students will have their addition houses with number bonds on it. Students will have 10 linking cubes. Teacher will tell another story. Teacher will students that if they received 5 slices of pizza. Students write in number 5 and will have 5 linking cubes in their addition</p>	<p>on page 38 of the textbook. Teacher will tell a story based on the picture. Teacher will say that there are 6 birds sitting in a tree. Teacher writes 6 in the addition house. Teacher says, 3 more birds came. Teacher writes 3 in the addition house. Teacher says, 3 and 6 all together makes. Students respond 9. Teacher asks students what is the addition equation? Students says, $6+3=9$.</p> <p>Guided practice: Teacher will show students another picture on page 38 of textbook. Students will look at the picture and write an addition equation and solve it using picture.</p> <p>Students will count the robots on the left.</p> <p>Students will count and write in 4 in addition house.</p> <p>Students count remaining robots and write in 3 in addition house.</p> <p>Teacher asks what is the total amount?</p> <p>Students respond 7.</p> <p>Teacher asks what is the addition equation?</p> <p>Students respond $4 + 3= 7$</p> <p>Independent Practice:</p>	<p>sequence begins with the larger of the two numbers in the problem. Counting on to- a forward counting sequence starts from the initial number and continues until the result is reached. The answer is the number of counting words in sequence. Vocabulary Words: altogether, add, addition equation, number sentence, plus, count on.</p> <p>Direct Instruction: Teacher will have a number line 0-10 on the floor. Teacher will review what a number line is. Then, teacher will have students hop from one number to the other while the other students watch. Teacher will write the expression $5 + 2 = \underline{\quad}$ Teacher will ask student using the number line how can we solve the equation? Have a student stand at 5 and hop 2 spaces. Encourage students to count up as they do so. Point out the number that they land on is the answer. Have students create a number story for the equation. Write $2 +6= \underline{\quad}$</p>	<p>counting sequence begins with the larger of the two numbers in the problem. Counting on to- a forward counting sequence starts from the initial number and continues until the result is reached. The answer is the number of counting words in sequence. Vocabulary Words: altogether, add, addition equation, number sentence, plus, count on.</p> <p>Direct Instruction: Teacher will have a number line 0-10 on the floor. Teacher will review what a number line is. Then, teacher will have students hop from one number to the other while the other students watch. Teacher will write the expression $5 + 2 = \underline{\quad}$ Teacher will ask student using the number line how can we solve the equation? Have a student stand at 5 and hop 2 spaces. Encourage students to count up as they do so. Point out the number that they land on is the answer. Have students create a number story for the equation. Write $2 +6= \underline{\quad}$ Ask students, how could they solve with the fewest hops? Have students create a story. Teacher will write a number bond. Teacher will remind students that it does not matter what order the parts</p>	<ul style="list-style-type: none"> Counting Numerals Number Words More, less, Compare <p>Unit 2- Number Bonds</p> <ul style="list-style-type: none"> Number stories Number bonds 2-10 <p>Unit 3-Addition within 10</p> <ul style="list-style-type: none"> Addition equation Number bond addition Fact practice, true statements.
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<p>house, along with 5 in the number bond. Teacher will say, and your mom gives you 4 more slices. Students write 4 in the addition house, along with 4 cubes and 4 in the parts area. Teacher will ask what is the total amount of slices you have? Students will count and write 9 in the addition house and 9 in the whole area in the number bond. Teacher will ask what is the addition equation. Students will respond $5+4=9$ Teacher will ask students to show her the number bond. Teacher will ask students if there is a difference between $5+4=9$ and $5+4=9$ Teacher repeats 1 more time.</p> <p>Independent Practice/Learning Experience: Students will complete page 38 Exercise 4 in their workbooks.</p> <p><i>*Successful folders* if done before everyone else in the group.</i></p> <p>Operating table will work on making the relationship between number bonds and addition equations with the use of linking cubes and teacher stories.</p>	<p>Students will complete page 40 and 41 Exercise 5 in their workbooks.</p> <p><i>*Successful folders* if done before everyone else in the group.</i></p> <p>Operating table will work on making addition equations using cubes and will work with a teacher.</p> <p>The waiting area students will use cards and will play a game. They will have two sets of cards and will flip over the cards, and make an addition equation with the cards they have and find the total.</p> <p>Some students in the waiting area will write addition stories.</p> <p>The office students will have dice. They will roll the dice and write the numbers they rolled into an addition equation.</p>	<p>Ask students, how could they solve with the fewest hops? Have students create a story. Teacher will write a number bond. Teacher will remind students that it does not matter what order the parts are in, both parts together will make the same whole.</p> <p>$6 + 2 =$ $2 + 6 =$</p> <p>Guided Practice: Student work in pairs and will receive a 1-20 board, index cards with addition equations and will fill in the answers. Students will start at the initial number and use linking cubes to hop over.</p> <p>Independent Practice/Learning Experience: Students will complete page 34 Exercise 3 in their workbooks.</p> <p><i>*Successful folders* if done before everyone else in the group.</i></p> <p>Operating table will work on making addition equations using cubes and will work with a teacher. The waiting area students will use cards and will play a game. They will have two sets of cards and will flip over the cards, and</p>	<p>are in, both parts together will make the same whole.</p> <p>$6 + 2 =$ $2 + 6 =$</p> <p>Guided Practice: Student work in pairs and will receive a 1-20 board, index cards with addition equations and will fill in the answers. Students will start at the initial number and use linking cubes to hop over.</p> <p>Independent Practice/Learning Experience: Students will complete page 34 Exercise 3 in their workbooks.</p> <p><i>*Successful folders* if done before everyone else in the group.</i></p> <p>Operating table will work on making addition equations using cubes and will work with a teacher. The waiting area students will use cards and will play a game. They will have two sets of cards and will flip over the cards, and make an addition equation with the cards they have and find the total. The office students will have dice. They will roll the dice and write the numbers they rolled into an addition equation.</p> <p>Exit Ticket: Students will have to listen to a story, fill in an addition equation and use the number line to count on.</p>	
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	<p>The waiting area students will use cards and will play a game. They will have two sets of cards and will flip over the cards, and make an addition equation with the cards they have and find the total.</p> <p>The office students will have number bonds and will have to come up with two addition and two subtraction problems that matches the number bond given</p> <p>Exit Ticket: Students will be given a number bond and students will write an addition equation for the number bond</p>		<p>make an addition equation with the cards they have and find the total.</p> <p>The office students will have dice. They will roll the dice and write the numbers they rolled into an addition equation.</p> <p>Exit Ticket: Students will have to listen to a story, fill in an addition equation and use the number line to count on.</p>		
<p>Writing (Journey)</p>	<p>GRAMMAR Lesson 1 (Day 5, week 1)</p> <p>Review/Practice</p> <p>Nouns that name people, animals, places and things. Read together the text at the top of student Book pg.34. Discuss the pictures and nouns that name people, animals, places, and things.</p> <p>Direct children's attention to the Try This! Activity on Student Book p.35. Have children talk about each picture with a partner and follow directions.</p>	<p>GRAMMAR Lesson 2 (Day 1, week 2)</p> <p>Teach/Model</p> <p>Look through the pictures on student notebook pp.42-53. Model naming people or animals in the pictures who have or own things. Record examples on the board.</p> <p>Think aloud: The picture shows a man wearing a hat. It is the man's hat. The mark called an apostrophe followed by s shows that someone or something has or owns something. The word man's shows that the man has something. These kinds of nouns are called possessive nouns.</p> <p>Possesive noun- a man's a dog's a</p>	<p>GRAMMAR Lesson 2 (Day 2, week 2)</p> <p>Teach/ Model</p> <p>Words that show ownership display and discuss the top of projectable 2.3.</p> <p>Review that words that show someone has or owns something are called possessive nouns. They end in s.</p> <p>Model identifying nouns that show ownership.</p> <p>Think Aloud: The first</p>	<p>GRAMMAR Lesson 2 (Day 3, week 2)</p> <p>Teach/Model</p> <p>Words that show ownership display and discuss the top of Projectable 2.6.</p> <p>Review that words that show one person or animal has or owns something are called possessive nouns. They end in s.</p> <p>Model how to identify possessive nouns.</p> <p>Think Aloud: The picture shows a man driving a car. In the label a man's car. Man's is a possessive noun showing that the car belongs to the man.</p> <p>Guided Practice/Apply</p> <p>Work together to complete</p>	<p>GRAMMAR Lesson 2 (Day 4, week 2)</p> <p>Teach/Model</p> <p>Point out to children that some words name special people and animals. These names begin with capital letter.</p> <p>Look through the selection What is a pal? With children to find names for people. Write the names on a chart People/ pets</p> <p>Point out each name that begins with a capital letter. Guided Practice/ Apply</p> <p>Call on volunteers to tell you names for pets they have or know. Add the pet names to the chart. Have children tell what kind of letter is used to begin each name and why.</p>

<p>Connect to Writing</p> <p>Tell children that they can use nouns to name people, animals, places and things.</p> <p>Show children the picture of the boy petting the dog in What is a pal? Write the following sentence. The boy and the dog sit on the steps.</p> <p>Point out that in the sentence, boy names a person, dog names an animal, and steps name in a place.</p> <p>Have children look at the picture of the girl and her dad. Ask children to use nouns to finish these sentences.</p> <p>The girl is petting a ____.</p> <p>Dad is holding her ____.</p> <p>The girl and her ____ are at the ____.</p> <p>Distribute Reader's notebook Volume 1 page 15 and have children complete it independently.</p> <p>NARRATIVE WRITING</p> <p>Teach/Model</p> <p>Display projectable 1.10. Explain that a first grader named Dan wrote these labels. Review what it means to revise a text you have written.</p> <p>Revising is when writers make changes to their draft</p>	<p>boy's</p> <p>What is owned: hat, ball, drink</p> <p>Guided practice/Apply</p> <p>Have children work with partners to name things they see in the classroom that someone has or owns.</p> <p>NARRATIVE WRITING</p> <p>Teach/Model</p> <p>Remind children that one reason people write is to give information about places and things. Then, explain that captions are one kind of writing. Tell children that captions give details about what is happening in a picture.</p> <p>Work with children to brainstorm some places where they might see captions, such as underneath the photographs in the book.</p> <p>Display projectable 2.1. read aloud and discuss the model with children. Discuss the talk about it questions.</p> <p>Shared Writing</p> <p>Tell children that today they will work together to write the captions for pictures of their school. Begin by having children name different locations in the school, such as the library, playground, and classrooms. Talk with children about the things they might see in these places.</p> <p>Have small groups of children work together to draw these places. Once the pictures are finished, have each group display their</p>	<p>picture shows a girl holding a book. In the label one girl's book, girl's is a possessive noun showing that the book belongs to one girl.</p> <p>Guided Practice/Apply</p> <p>Discuss the Talk About it questions on projectable 2.3. Then, have children use each possessive noun in a sentence.</p> <p>Distribute Reader's notebook Volume 1 page 20 and have children complete it independently.</p> <p>Narrative Writing</p> <p>Teach/Model</p> <p>Remind children that writers can make their writing more interesting by including details.</p> <p>Details in captions often tell about important places and things.</p> <p>Discuss how the author used details in The Storm to make his writing more interesting. Use the words and illustrations on pp. 48-49 of the Student Book as an example.</p> <p>Connect to storm</p> <p>Instead of this –Tim hid.</p> <p>The author wrote this- Tim hid in his bed! (p.49)</p> <p>What makes an author's</p>	<p>Projectable 2.6 Distribute Reader's Notebook Volume 1 page 26 and have children complete it independently.</p> <p>Narrative Writing Teach/Model</p> <p>Planning a caption: Explain to children that as they write captions for pictures, they should include interesting details such as information about places, animals and things shown in the pictures.</p> <p>Display projectable 2.1. Tell children that they can use an organizer like this to plan their captions.</p> <p>Read aloud the prompt. Then, model filling in the graphic organizer. Begin by drawing a picture of a family at a zoo, looking at giraffe.</p> <p>Think Aloud: <i>I drew a picture of my family at the zoo. It shows my family members looking at giraffe. I will write words for the place and the animal shown in the picture. I can write zoo, the place, and giraffe, an animal in the picture.</i></p> <p>Have children help you think of more details you might include in your caption to explain what your picture shows. Save the organizer for Day 4. Independent Writing</p> <p>Display and read aloud the writing prompt.</p> <p>Have each child think of a favorite place he or she likes to visit with family. As needed, prompt children by asking</p>	<p>Distribute Readers Notebook Volume 1 page 14 and have children complete it independently.</p> <p>Narrative Writing Drafting Remind children their labels name people, animals, places and things and point out interesting details in a picture. Labels for people and animals should tell their names. Tell children that names should be capitalize. How do you know that Sam, Nat and Dan are names? They begin with capital letters. Display Projectable 1.7. from day 3. Review the pictures and details you drew on the graphic organizer. Then, display Projectable 1.9. Model how to draft labels of details telling who, what and where. Draw a picture of Chad, a boy painting using an easel in a garden. Think Aloud: <i>The name of the person in this picture is Chad. I will write his name in the box. What does he like to do? He likes to paint in the garden, so I will write a label for garden,</i> As you draft, encourage to suggest words to label details in the drawings. Independent Writing Have children color their drawings on their graphic organizes from Reader's notebook Volume 2 page 12 Have students add labels to this graphic organizer.</p>
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	<p>better.</p> <p>Use the Talk About it questions to guide an analysis of the draft. Have children focus on their topics add details to their drawings and then add matching labels. Then, have children revise their own papers, using Writing checklist to evaluate their complete drafts.</p> <p>Hand writing</p> <p>As children write their final pieces, guide them to form letters correctly. See also, pp. R22-R227 for handwriting support.</p> <p>Once children have finished, invite them to share their work with classmates. Have volunteers take turns reading their work for the group.</p>	<p>picture and tell the class what it shows.</p> <p>Guide the whole group to create a caption for each picture.</p> <p>As needed, prompt children with questions such as: <i>What place does this show? What things do you see in the picture?</i></p> <p>Guide children to describe what they see, using nouns with describing words and words that give details.</p>	<p>writing interesting? <i>The author use details to tell about where Tim hid to make the writing more interesting.</i></p> <p>Display projectable 2.4. Discuss the picture with children and read aloud the words in the word bank.</p> <p>Model how to choose a word from the word bank to complete the sentences. Remind children that they may add their own words as well.</p> <p>Guided Writing</p> <p>Have each child select a picture from a favorite storybook in your classroom.</p> <p>Have each child tell a partner about what is happening in the picture. Remind them to share details about the things and places they see.</p> <p>Have children write or dictate captions for the pictures they chose by completing this sentence frame. This is _____.</p> <p>Distribute <i>Reader's notebook Volume 2 page 21</i> and have children complete it.</p>	<p>questions about their favorite places and what they do with their families when they go there. Have them take turns sharing ideas with the group.</p> <p>Have children draw pictures of their families in the places they chose. Have them draw their pictures in pencil; they can color the pictures on Day 4. Underneath the picture have children write words that tell about the place and things shown in the picture. Have partners work together to offer suggestions and answer question about the captions.</p> <p>Distribute <i>Reader's notebook Volume 2 page 27</i> and have children complete it.</p>	
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<p>Social Studies</p>		<p>The class will have a harvest festival Party.</p>			<p>Essential Question: what effects can a storm cause? Direct instruction: Teacher will describe and discuss how rainstorms affect the way people live. Questions will be provided for students to answer. Students will watch videos on different states and countries that were affected by rainstorms. The class will have a discussion on what they saw in the videos. Vocabulary:</p>
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<p>Science</p>	<p>Essential Question: What can you do with a pumpkin? Direct Instruction: Teacher will have an anchor chart on the board. Teacher will draw a pumpkin on the anchor chart and then label the parts. (stem, leaf, pulp, Vocabulary: Pumpkin, seeds, stem, leaf, strand, and pulp. Independent Practice: Students will draw their own pumpkin and label the different parts. Exit Ticket: Name a part of the pumpkin.</p>		<p>Essential Question: What is the weather? Direct Instruction: teacher will introduce different kinds of storms. A thunderstorm has thunder and lightening. It can bring heavy rain. A tornado is a strong, twisting wind. It is shaped like a cone. A hurricane is a very big storm. It has a strong, spinning winds and rain. A dust storm is a strong wind that carries dust for miles. Vocabulary: dust storm, hurricane, tornado, and thunderstorm. Independent Practice: students will do a worksheet on</p>		
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			<p>matching the seasons with the weather.</p> <p>Exit Ticket: students will be able to distinguish between the different storms.</p>		
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Components	Monday	Tuesday	Wednesday
Standard(s)	<p>2.OA.A1 Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.1 Interpret products of whole numbers e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>3.OA.A.2 Interpret whole number quotients of whole numbers e.g. $56/8$ as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>3.OA.A3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equations $8x?=48$, $5=_/3, 6x6=?$</p> <p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. .g. $6 \times 4=24$ is known then $4 \times 6=24$ is also known Commutative property of multiplication.</p> <p>3.OA.B.6 Understand division as an unknown factor problem. For example find $32/8$ by finding the number that makes 32 when multiplied by 8</p>	<p>2.OA.A1 Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.1 Interpret products of whole numbers e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>3.OA.A.2 Interpret whole number quotients of whole numbers e.g. $56/8$ as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>3.OA.A3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equations $8x?=48$, $5=_/3, 6x6=?$</p> <p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. .g. $6 \times 4=24$ is known then $4 \times 6=24$ is also known Commutative property of multiplication.</p> <p>3.OA.B.6 Understand division as an unknown factor problem. For example find $32/8$ by finding the number that makes 32 when multiplied by 8</p>	<p>2.OA.A1 Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.1 Interpret products of whole numbers e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>3.OA.A.2 Interpret whole number quotients of whole numbers e.g. $56/8$ as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>3.OA.A3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equations $8x?=48$, $5=_/3, 6x6=?$</p> <p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. .g. $6 \times 4=24$ is known then $4 \times 6=24$ is also known Commutative property of multiplication.</p> <p>3.OA.B.6 Understand division as an unknown factor problem. For example find $32/8$ by finding the number that makes 32 when multiplied by 8</p>
Assessments	Students will be able to solve division word problems using the repeated subtraction strategy.	Students will be able to solve division word problems using circles and dots.	Students will be able to solve division word problems using one for me and one for you strategy.

Learning Target: Content Knowledge	Students will continue to apply CUBES to word problems. Students will learn to solve division word problems using the repeated subtraction strategy.	Students will apply CUBES to word problems. Students will learn to solve division word problems using the circles and dots strategy.	Students will apply CUBES to word problems. Students will learn to solve division word problems using the one for me and one for you strategy.
Learning Target: Process Skills	Skip counting Draw a diagram Subtraction Visualizing	Skip counting Draw a diagram Subtraction Visualizing	Skip counting Draw a diagram Subtraction Visualizing
Learning Target: Vocabulary and Symbols	Arrays Counters Dividend Quotient Divisor	Arrays Counters Dividend Quotient Divisor	Arrays Counters Dividend Quotient Divisor
Essential Question	How do we apply CUBES to word problems? Can we solve division word problems using the repeated subtraction strategy?	How do we apply CUBES to word problems? Can we solve division word problems using the circles and dots strategy?	How do we apply CUBES to word problems? Can we solve division word problems using the one for me and one for you strategy?
I Do	Ms. Abisola will review CUBES and model applying it to a word problem. Ms. Abisola will model and solve division word problems using repeated subtraction.	Ms. Abisola will review CUBES and model applying it to a word problem. Ms. Abisola will model and solve division word problems using circle and dots.	Ms. Abisola will review CUBES and model applying it to a word problem. Ms. Abisola will model and solve division word problems using the strategy one for me and one for you.
We Do	As a class we will solve division word problems using the repeated subtraction strategy.	As a class we will solve division word problems using the circle and dots strategy.	As a class we will solve division word problems using the one for you and one for me strategy.
You Do	Students will solve division word problems using the repeated subtraction strategy.	Students will solve division word problems using the circle and dots strategy.	Students will solve division word problems using the one for you and one for me strategy.
Differentiation	Struggling students will meet with teacher in a small group and solve simple division problems using the repeated subtractions strategy.	Struggling students will meet with teachers in a small group and solve simple division problems using the circle and dots strategy.	Students will partner up and use counters to solve division problems using the one for me and one for you strategy.
Materials, Resources	Chart paper, markers, worksheets, pencils, etc..	Chart paper, markers, worksheets, pencils, etc..	Chart paper, markers, counters, pencils, notebooks, etc..
Components	Thursday	Friday	Additional Notes/Reflections

Standard(s)	<p>2.OA.A1 Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.1 Interpret products of whole numbers e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>3.OA.A.2 Interpret whole number quotients of whole numbers e.g. $56/8$ as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>3.OA.A3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equations $8x?= 48$, $5=_ /3$, $6x6=?$</p> <p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. .g. $6 \times 4=24$ is known then $4 \times 6=24$ is also known Commutative property of multiplication.</p> <p>3.OA.B.6 Understand division as an unknown factor problem. For example find $32/8$ by finding the number that makes 32 when multiplied by 8</p>	<p>2.OA.A1 Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.1 Interpret products of whole numbers e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>3.OA.A.2 Interpret whole number quotients of whole numbers e.g. $56/8$ as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>3.OA.A3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equations $8x?= 48$, $5=_ /3$, $6x6=?$</p> <p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. .g. $6 \times 4=24$ is known then $4 \times 6=24$ is also known Commutative property of multiplication.</p> <p>3.OA.B.6 Understand division as an unknown factor problem. For example find $32/8$ by finding the number that makes 32 when multiplied by 8</p>	
Assessments	Students will be able to solve division word problems using arrays.	Students will be able to solve division word problems using multiplication facts.	
Learning Target: Content Knowledge	Students will continue to apply CUBES to word problems. Students will learn to solve division word problems using arrays.	Students will continue to apply CUBES to word problems. Students will learn to solve division word problems using multiplication facts.	

Learning Target: Process Skills	Skip counting Draw a diagram Arrays Subtraction Visualizing	Skip counting Draw a diagram Arrays Subtraction Visualizing	
Learning Target: Vocabulary and Symbols	Arrays Counters Dividend Quotient Divisor	Arrays Counters Dividend Quotient Divisor	
Essential Question	How do we apply CUBES to word problems? Can we solve division word problems using arrays?	How do we apply CUBES to word problems? Can we solve division word problems using multiplication facts?	
I Do	Ms. Abisola will review CUBES and model applying it to a word problem. Ms. Abisola will model and solve division word problems using arrays.	Ms. Abisola will review CUBES and model applying it to a word problem. Ms. Abisola will model and solve division word problems using multiplication facts.	
We Do	As a class we will solve division word problems using arrays.	As a class we will solve division word problems using multiplication facts.	
You Do	Students will solve division word problems using arrays.	Students will solve division word problems using multiplication facts.	
Differentiation	Struggling students will meet with teacher in a small group and solve simple division problems using arrays.	Struggling students will meet with teacher in a small group and solve simple division problems using multiplication facts.	
Materials, Resources	Chart paper, markers, notebooks, pencils, etc..	Chart paper, markers, notebooks, pencils, etc..	

R-05ae – Curriculum and Instruction

(a) Curriculum Selection and Processes

The Open Roads Charter School academic program will include a progressive integrated curriculum, a blended-learning model, and co-teaching of non-specials classes. At the core of progressive education is the belief that learning should be rooted in social, interactive exchanges where children are active participants. When designing the academic program, we discussed progressive ideology and designed our curriculum while exploring these questions:

- (a) To what extent are students involved in designing the curriculum? Is it a learner-centered environment, or are lessons presented to the children as faits accomplis?
- (b) Does the question “How will this affect children’s interest in learning (and in the topic at hand)?” inform all choices about curriculum, instruction, and scheduling – or has a focus on right answers and “rigor” led some students to become less curious about, and excited by, what they’re doing?

In keeping with progressive ideology, students belong at the center of the learning process, they need to be in charge of their own learning, learning should take place in the context of meaningful and authentic tasks, and learning is social and interactive.¹ The curricula chosen for ORCS subjects will hold true to progressive ideology by emphasizing the following:

Academic Rigor

- Learning by doing – experiential learning, hands-on projects
- Strong emphasis on skillful problem solving and critical thinking
- Social studies-based integrated curriculum focused on thematic units
- Understanding and action as the goals of meaningful learning as opposed to rote knowledge
- De-emphasis on textbooks in favor of varied learning resources
- Assessment through observation and documentation, understanding individual progress, skills not tests

Student Centered Learning

- Constructivist approach to learning
- Developmentally appropriate curriculum
- Differentiated learning
- Choice

Community

- Group work and development of social skills creating empathic, effective communicators and collaborators
- Education for social responsibility and democracy
- Integration of community service and service learning projects into the daily curriculum
- Emphasis on lifelong learning and social skills

¹ Nicholas Meier, Deborah Meier. *Deborah Meier on Education: Progressive Education*. 2015. National Education Policy Center

Our curriculum will be guided by national and state standards, and a commitment to academic rigor that is grounded in the progressive belief that children learn best when they actively construct meaning. That is why hands-on, student-centered exploration will be part of everything we do at ORCS. It's also why so many of our units of study will be integrated across content areas. Our teachers will be facilitators of exploration and learning. They will create developmentally appropriate, differentiated lessons based on the needs and interests of their students.

ORCS is modeled after NYC progressive schools like River East Elementary and Central Park East schools. There is a small body of longitudinal empirical research examining progressive and child-centered schooling, showing it to be effective. These include the more recent studies of the Central Park East schools and their effectiveness in meeting the needs of students who mirror the demographics of future ORCS students. ²

ELA

In the Kindergarten and 1st grade classrooms we will use a balanced literacy approach throughout our daily reading program. Activities will include meaning-based as well as phonics-based instruction. Children will work independently, in small groups, and with the whole class to develop as readers.

- Guided Reading group (Fountas & Pinnell) strategies: directionality, one to one matching, initial sound, skipping, picture cues, context clues
- Fluency development
- Phonics activities (Fountas & Pinnell): letter sounds, blends, digraphs, short and long vowels, word families, spelling patterns
- Partner reading
- Poems and songs
- Comprehension strategies (Making Meaning and Mosaic of Thought): making predictions, making connections, visualizing, retelling
- Read aloud
- Morning message
- Library visits
- Self-selected literature
- Sight word study
- Literature connections across the curriculum

For kindergarten, first and second grade, the Engage NY materials that support literacy instruction as delineated in the New York Common Core Learning Standards for ELA and literacy include a Listening and Learning strand, a Skills strand and resources for Guided Reading and Accountable Independent Reading. These will be used to support instruction. Descriptions from the website are included in the three bullets below:

- The **Listening and Learning** strand lessons, comprised of teacher read-alouds, class discussion, vocabulary work, and extension activities, build on the research finding that students' listening comprehension outpaces their reading comprehension throughout elementary school. These read-alouds and exercises are organized in 11 to 12 domains

² David Bensman. *Central Park East and Its Graduates: "Learning by Heart"*. 2015

(units) per grade. Each domain is dedicated to a particular topic, and the class stays focused on that topic or theme for 10 to 15 days of instruction. The domains build on each other within and across grades.

- The **Skills** strand teaches reading and writing. Children practice blending (reading) and segmenting (spelling) using the sound spellings they have learned through a synthetic phonics approach. Handwriting, spelling, and the writing process are also presented in the Skills strand.
- **Guided Reading** and **Accountable Independent Reading** are two critical components of a high-quality, effective literacy program; they are key to building independent, interested and capable readers. Teachers work with students in developmentally appropriate groupings to meet their individual needs. This is an opportunity for traditional read aloud work, literacy based centers, and immersion in text.

Learning experiences within the above strands of literacy instruction are organized into collections of individual lessons within established units. Units include planning tools, lists of strand components, goals and objectives, as well as explanations of lesson formats, components, and assessments. Lessons include objectives, planning charts, procedures and activities, take-home materials and assessments. Teacher resources and workbook answer keys are also available.

In our Reading Workshop model, students may experience teacher read-alouds, shared reading, guided reading, independent reading, and literature circles. Decoding, word recognition, vocabulary development, comprehension skills and strategies and literary response and analysis will be taught through whole group, small groups, and individual instruction in specific areas of need. We will strive to create print-rich environments where students have access to a wide variety of texts to explore and appreciate. We will work to ensure that students both see themselves reflected in what they are reading and are also exposed to different worldviews, perspectives and cultures through texts. Reading will also be used as a tool to access and develop understanding of various content areas throughout the day.

Beyond the opportunities that ORCS students will have to read independently within content area blocks, the schedule is also designed to provide, at minimum, 50 minutes of D.E.A.R. (*Drop Everything And Read*) time each week. D.E.A.R. Time, also commonly referred to as Sustained Silent Reading, not only fosters a deep love for and enjoyment of reading, it also serves to strengthen reading comprehension, vocabulary and spelling skills and background knowledge.

Studies of children in kindergarten, primary and middle grades who have demonstrated a voluntary interest in books were not only rated to have better work habits, social and emotional development, language structure and overall school performance, but also score significantly higher on standardized reading tests.

More recent research has examined the potentially limited impact of D.E.A.R., or Sustained Silent Reading, for students who have not yet become sufficiently fluent in their reading. Although comprehension is influenced by a range of factors (including fluency levels, decoding skills, vocabulary and background knowledge), without a certain level of fluency, students are less likely to remember and understand what they read, and more likely to become frustrated and disengaged. Therefore, ORCS intends to phase in D.E.A.R. over the course of

the school year to ensure it is the most effective use of learning time. At the individual, class and grade level, decisions will be driven by data collected on fluency levels.

Writing

The ORCS writing program is designed to nurture independent thinkers who can express themselves clearly and confidently. Using the Writing Workshop model, students will build understanding and skill through direct instruction and authentic opportunities for practice across our curriculum. Because writers read and readers write, teachers will create print-rich environments and share mentor texts that will help students access the big ideas of writing, including:

- Writing is a process: Collect ideas, warm up through pre-writing/planning, and then draft, revise, and edit before publishing.
- Writing is a form of communication: Understand the distinctive purposes, audiences, and forms of such genres as picture books, historical fiction, expository texts, personal narrative, etc.
- Writing follows conventions: To make writing increasingly accessible, gradually learn the rules of grammar, spelling, punctuation, and structure. We must understand that the journey begins with inventive spelling and it concludes with a fully equipped tool belt that allows students to engage with the world through text.
- Writing is social: Sometimes we glean inspiration from the styles and structures of text around us. We will also share our writing to get feedback, to make it better, and to develop our own fresh perspective on the work we create.
- Writing is personal: Reflecting on, and processing our thoughts and feelings through writing can help us discover ourselves.

Because visual, kinesthetic, and auditory expressions often enhance written expression, we will include these methods into each phase of students' writing process from planning to publishing. As they develop their craft and their voice, students will understand that their words can be powerful agents of change whether they come in the form of a story, a poem, or a speech. We will strive to ensure that every student moving beyond ORCS sees him/herself as an author capable of conveying meaning that matters.

Writing Workshop will be based on the Teachers College Reading and Writing Project model. Students will edit their work for meaning as well as for conventions. Authors will publish at the culmination of each unit. Children will also write non-fiction with a purpose. Writing at the K/1 stage looks different for each student. Some are dictating, some are sound spelling, and some are writing more conventionally.

- Writing Workshop Units
 - Launching workshop/narrative writing
 - Information writing
 - Opinion writing
 - Fiction writing
- Letter writing
- Class books (often social studies based)

- During weekly handwriting instruction (*Handwriting Without Tears*) K/1 students learn and practice letter formation

Teaching Basic Writing Skills presents a research-based, Common Core aligned sequence of lessons that includes sentences and fragments, scrambled sentences, sentence types, questions, sentence combining, phrases and clauses, sentence starters, run-on sentences, sentence expansion, summarizing, grammar and usage, subjects and predicates, punctuation and capitalization and number and tense agreement. In addition, upper elementary students are guided in paragraph composition, and middle grades instruction includes outlining, editing and revising.

In addition to www.engageny.org and Judith Hochman's method for teaching writing, classrooms will have rich libraries that offer opportunities for students to access texts at a variety of difficulty levels, within a broad range of genres. Further, a range of targeted materials, geared towards the reinforcement, remediation or extension of learning will also be utilized in the implementation of the literacy program.

Math

Our math program (Bridges in Mathematics, 2nd Edition) is a balance of whole-class investigations, small group explorations, and individual work. Children use math manipulatives, play games, work collaboratively and individually, share problem solving strategies, and communicate their mathematical thinking. Bridges in Mathematics is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.

The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.³

K units:

- Numbers to Five and Ten
- Numbers to Ten
- Bikes & Bugs: Double, Add and Subtract
- Paths to Adding, Subtracting and Measuring
- Two-Dimensional Geometry
- Three-Dimensional Shapes & Numbers Beyond Ten
- Weight and Place Value
- Computing and Measuring with Frogs and Bugs

1st grade units:

- Numbers All Around Us
- Developing Strategies with Dice and Dominoes
- Adding, Subtracting, Counting and Comparing
- Leapfrogs on the Number Line

³<https://www.mathlearningcenter.org/bridges>

- Geometry
- Figure the Facts with Penguins

Science

Grounded in a constructivist approach, science at ORCS will focus on helping students develop their own understanding of scientific content and process. We believe that children are natural born scientists who are always inquiring, investigating, formulating, and reformulating their ideas about how the world works. With this in mind, we strive to promote and develop a sense of wonder about the world and a corresponding sense of environmental stewardship.

At ORCS, we will supplement the FOSS (Full Option Science System) science curriculum with additional sources to provide students with hands-on, experiential units of study. Using elements of the scientific method as the foundation for inquiry, students are challenged to:

- Make careful observations;
- Ask meaningful questions;
- Conduct deliberate investigations and experiments; and
- Consider the role of variables within their units of study.

In the K/1 science program children will develop a deep knowledge and respect for the world around them. Students will learn the science curriculum through multiple modalities. Hands-on experiments come from FOSS (Full Options Science Systems) kits developed at the Lawrence Hall of Science. Students will share their previous knowledge, learn new facts, make predictions, observe, and record data as they gain experience in the scientific method. Children will study science through movement, visual art, and music. These studies culminate in a science themed class play each year. Students will also participate in meaningful service learning projects.

Units of Study:

- Trees
- Weather
- Redwood Forest
- Land Animals

At ORCS, the study of science and social studies within thematic units will allow teachers the flexibility to develop them in a manner that best addresses the needs of all students' intellectual, developmental, social, emotional, and physical needs. A variety of methods will be used to achieve this goal – from video and song for the visual and auditory learners, to dance and hands-on exploration for the kinesthetic learners. Teachers will use a vast array of resources when teaching their thematic units. They will rely heavily on their classroom libraries, which are filled with both fiction and non-fiction books. There will also be a great deal of technology used so that students are given greater access to images and videos. Field trips also help to supplement our thematic units and often as a culminating activity at the end of a unit.

Social Studies

Social studies at ORCS will incorporate everything from anthropology and history to drama and visual arts. Through a variety of explorations, students will understand their individual and collective identities, the challenges and opportunities people face as they try to live and work

together, and the sometimes unexpected consequences of our choices. Our students are future citizens of a culturally-diverse, interdependent world, and our classwork will be designed to prepare them to be informed and active contributors to it. Because young children learn best from direct experience, social studies in the K/1 will be primarily focused on their community and the world immediately around them.

Over their six years at ORCS, children will become increasingly adept at abstract thinking and learn to consider multiple perspectives and experiences. As they do, they will gradually move from considering only the “here and now” to considering the interplay of current events with the “long ago” and “far away.” In each of their six years of social studies at ORCS, children will engage in an ongoing, evolving examination of such topics as:

- The various ways people share ideas and traditions
- How natural resources are understood, used, and allocated by different people
- The nature of power, how it’s held and sometimes abused
- How people and communities make decisions
- The rights and responsibilities of citizenship

Whether they’re writing a folk tale about a natural phenomenon, researching someone from California’s history, or creating class performances, students have multiple opportunities to practice their reading, writing, and speaking skills. Students at every age level create maps and timelines, evaluate sources, make presentations, consider multiple perspectives, and think critically.

K/1 Units of study:

- What is family?
- What is community?
- What is friendship?
- What are civil rights?

Social/Emotional Curriculum

At the K/1 level children work to establish a respectful, cooperative learning community. Children work together while exploring, creating, problem solving, and communicating. Students learn about themselves, their responsibilities to others, and their world. Topics of study will include: inclusion, celebrating differences, feelings, and community building. Elements of the K/1 socio-emotional curriculum will include:

- Morning meeting (*Responsive Classroom*): class promise, greetings, games, songs
- Conflict resolution (*Talk It Out*)
- Writing class books
- Story plays
- Read aloud

Once hired, the ORCS Principal will begin this work with a comprehensive review of the entire charter application and, in particular, focus on how the alignment of curriculum, instruction, and assessment to Common Core State Standards is presented. S/he will explore the school’s

mission, vision and key design elements. Depending on prior experience and knowledge base, s/he may need to learn how to best utilize the Atlas-Rubicon curriculum mapping technology.

The Principal will be responsible for drafting curriculum road maps to ensure teachers will have clear curricular guidance in planning and implementing their daily lessons. This involves ensuring that:

- There is strong alignment between standards and the lesson objectives taught on a daily basis.
- Gaps and overlaps within and across resources and content areas are identified and addressed.
- Authentic connections across content areas are recognized and documented, in order to help teachers plan thematically or in an interdisciplinary manner.
- Assessments appropriately evaluate mastery of learning.

As the Principal is creating the maps in Atlas-Rubicon, a curriculum mapping technology, s/he will be simultaneously refining the scope and sequence, modules, units and lessons for each subject area at each grade level. This may involve shifts in the number of days dedicated to a learning standard or objective, the order or progression of lessons or units, the level of rigor and the provision of any guidance that would help teachers. S/he will review each unit to ensure that content is covered and skills are incorporated and chart out the sequence of lessons for each unit working backwards from the end assessment. The Principal will gather input from the teachers and leaders at ORCS during this process.

Our teachers will become experts at understanding the developmental characteristics and needs of children at the grade level they are teaching. Teachers will enjoy spending time with children in their grade levels, discerning differences in learning styles among their students, and differentiating lessons and activities for each child's deepest learning. Teachers will hone their assessment skills, working to deeply understand each student cognitively, socially and emotionally—and will work closely with families to best advance each child's intellectual growth and well-being. All of this will be supported through regular professional development.

The Principal will engage teachers in planning an academic curriculum that both meets or exceeds state curriculum guidelines, and is engaging, challenging and directed toward learning outcomes. Teaching materials will sometimes be created by the teachers themselves. Each grade level covers major units of study. Within these frameworks, teachers will have the freedom to explore a particular sub-theme. Ongoing discussion and collaboration among teachers will ensure coordination among the different grade levels.

Instructional planning protocols, expectations and guiding documents will be developed prior to the pre-opening staff development in the summer of 2018. During the two weeks of the ORCS Summer Institute, pre-opening staff development, the staff and teachers will be introduced to the ORCS approach to instructional planning, and receive professional development on the curricular resources, Atlas-Rubicon and the structure of high-quality lessons. Teachers will collaborate within their grade and cluster level teams to plan and refine their instruction, and work together to hone the road maps, under the guidance and coaching of the Principal. This ongoing process will ensure teachers feel a strong sense of ownership, and the maps reflect rigor and realistic pace, timing and objectives.

(b) Assessment System

To remain consistent with a progressive vision, assessment at ORCS will be benchmarked, will have many forms, and will be progress-oriented. Our students will not be evaluated and rated with elaborate rubrics and grade-substitutes. We are more interested in having our students engaged with what they are doing and learning than spending too much time thinking about how well they are doing. However, we understand that our charter agreement will be a performance contract and fully expect to be held accountable for achieving high, measurable goals (which are outlined in our draft Accountability Plan). We take our responsibility for educating each child seriously and view our charter as a commitment to parents to provide them with a life-changing option for their children. We have therefore designed the school with the future in mind and created an assessment system that will provide us with timely information with which to measure our progress and ensure we are on track to meeting all requirements for charter renewal in our 5th year of operation.

ORCS will implement an assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth. We will use a combination of standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. Using backwards design techniques, teachers will also use state standards and the Core Knowledge Sequence to create high quality assessments with each item purposefully aligned to a specific learning objective.

Diagnostic Assessments: We will use diagnostic assessments to determine our incoming students' knowledge, skill levels and interests and to identify signs of special needs as part of our Response to Intervention (Rtl) process.

- **Summer Open Houses:** Each summer newly enrolled students will be invited for formal open houses for ORCS staff to share school policies and procedures and conduct informal diagnostic assessments. Using a protocol, they will evaluate topics such as alphabet knowledge, auditory and visual discrimination, counting and computation, and fine motor skills. They will also administer the Home Language Survey as the first step in identifying students eligible for ELL services.
- **NWEA MAP:** At the beginning of each year teachers will administer the MAP in literacy and mathematics. The MAP for Primary Grades includes screening assessments that measure the foundational skills of letter and number understanding. The MAP for upper grades covers reading, mathematics and language usage. These assessments will serve as baseline data against which growth will be measured throughout the year.
- **Reading Inventory:** The Principal will select an appropriate assessment tool, such as Fountas and Pinnell. Teachers and students will set goals for increasing reading levels throughout the year.

- New York State Identification Test for English Language Learners (NYSITELL): Students who score at the beginning, intermediate or advanced levels are deemed limited English proficient and eligible for ESL services.

Formative Assessments: Teachers will be expected to identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning.

- Questioning: Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom’s Taxonomy and Webb’s Depth of Knowledge to ascertain students’ content knowledge and conceptual understanding.
- Checklists: Teachers will develop grade-wide checklists to identify student mastery of specific skills. NWEA MAP includes ten Skills Checklist Reading tests and twenty-eight Skills Checklist Mathematics tests. These tests extend student assessment beyond the Screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.
- Observation: Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.
- Rubrics: With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects.
- Computer-Based Assessments: One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students’ learning and administrators can evaluate programs and teachers.

Benchmark Assessments: Teachers will administer benchmark assessments to measure progress towards goals.

- Reading Inventory: Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.
- Writing Prompts: As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.
- NWEA MAP: The MAP uses an equal interval RIT scale, which provides student performance levels regardless of grade level and allows evaluation of growth over time. In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals.
- Benchmark Tests: In other subjects and based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific literature, poetry, speeches, sayings and phrases, historical events, geography, and mathematical and scientific concepts.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and the Core Knowledge Sequence.

- New York State Testing: Beginning in 3rd grade all eligible students will take the state's English language arts and mathematics exams annually, as well as the state's science exam in 4th grade. We understand that the state's testing system is likely to change to reflect implementation of the Common Core Learning Standards and will administer all assessments required by the state.
- New York State English as a Second Language Achievement Test (NYSESLAT): All limited English proficient students will take this exam annually to determine academic progress and eligibility for services.
- New York State Alternate Assessment (NYSAA): Students specified by their Individualized Education Program (IEP) will take an annual datafolio assessment that measures their progress in achieving learning standards through alternate grade level indicators. Eligibility is determined by the Committee on Special Education (CSE).
- Unit Tests: Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.
- NWEA MAP: At the end of the year students will take the MAP tests to evaluate growth over the course of the school year and for comparison of year to year progress. Student Assessment Schedule:

Data Collection and Analysis: The Principal will be responsible for coordinating the administration of assessments with most of the implementation delegated to classroom and learning support teachers. The school's designated data person will provide guidance and assistance with data collection and analysis. In addition, the NWEA MAP provides a Dynamic Reporting Suite that allows administrators and teachers to examine individual students, classes and school-wide performance. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results and develop action plans. Grade level teams will be expected to conduct formal "data-dives" monthly and create concrete action plans. With students spending so much time on computers, a tremendous amount of data will be generated. Assessments will measure explicit skills and knowledge that can be discretely analyzed. Consequently, item and error analysis as well as disaggregation will be employed to:

- a) Identify struggling students who need remediation or advanced students who need enrichment,
- b) Identify performance by class to determine the efficacy of individual teachers,
- and c) Evaluate overall program elements, such as the curriculum and professional development.

External assessments will be selected based on their validity and reliability. NWEA MAP was selected because of its rigorous design: The 2015 NWEA RIT Scale Norms Study provides growth and status norms based on K-11 grade level samples of at least 72,000 students per grade. These samples were randomly drawn from a test records pool of 10.2 million students, from over 23,500 schools in more than 6,000 school districts in 49 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population. In order to ensure the validity of internal assessments, school leaders will examine the correlation between teacher-designed assessments and grades as well as the power of their results to accurately predict student performance on the state and other standardized tests. Instructional leaders will also work closely with teachers to increase reliability of assessments through norming activities such

as collaboratively evaluating student work together using rubrics and collecting anchor papers and projects to define proficiency levels.

Use of Results: Studies have found that the most difficult part of using data is linking it to an appropriate intervention.

Teachers

- Identify students' specific learning challenges early by assessing their mastery of specific standards and objectives.
- Quickly drill down to identify concrete skills deficits.
- Create lesson plans designed specifically to remedy deficits and accelerate learning.
- Organize and rearrange flexible small group instruction to meet students' needs.
- Select computer programs and lessons to meet identified needs of students.
- Facilitate communication between teachers and parents.
- Monitor progress of struggling students in RTI process and revise intervention plans.
- Enhance collaboration among teachers.

Instructional Leaders

- Evaluate and hold accountable teachers and other staff.
- Evaluate and improve programs, e.g., curriculum, instruction and assessment.
- Facilitate communication between teachers, intervention staff, administrators and parents.
- Monitor the RTI process and ensure students are placed in appropriate interventions.
- Enable Learning Support Team to identify students for referral to CSE for evaluation, change of IEP or decertification.
- Monitor efficacy of services and interventions for students with disabilities and English language learners.
- Identify school and individual teacher's needs and guide implementation of staff development program.
- Facilitate communication with parents, the board and the public.
- Monitor and report on progress towards meeting accountability goals.

Executive Director

- Evaluate the performance of the school leader.
- Monitor and report on progress towards meeting accountability goals.
- Review and approve budget to determine optimum allocation of resources.
- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.
- Facilitate communication with the school leader, staff, the Board, and authorizer.

Board of Trustees

- Evaluate the performance of the executive director.
- Monitor progress towards meeting accountability goals.
- Review and approve budget to determine optimum allocation of resources.

- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.
- Facilitate communication with the executive director and authorizer.

Parents

- Monitor child's performance using progress reports that are at least quarterly if not monthly or weekly, standards-based report cards and conferences.
- Access grades and performance online to monitor student performance.
- Identify areas in which they can help their child learn.
- Make decisions about whether to keep child enrolled in the school.

Students

- Use computer and teacher feedback to identify strengths and weaknesses and develop plans for improvement.
- Identify appropriate levels of challenge, e.g., just right books for independent reading.
- Demonstrate growth over time.

Reporting: ORCS will use a quarterly standards-based report card that informs parents of their child's level of proficiency across a number of learning domains, including subject area content and skills and character development. The report card template will be explained to families during a parent class at the beginning of the year so they know what their child is expected to learn and can evaluate growth and attainment. Report card conferences will be held after the first three quarters. Q4 report cards will be sent home on the last day of school. In addition, the parents of special education students will be kept informed in writing and in their home language of their child's progress in meeting both their long-term IEP goals and their short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. In addition, the school will issue an annual report detailing aggregate student performance, enrollment and retention, financial status and other indicators of organizational health and viability

(c) Instructional Methods

Instructional methodology will be rooted in progressive ideology. Teaching will be organized around problems, projects, and questions. Our goal will be to make most of the instruction truly interdisciplinary.

Teaching pairs will have daily prep periods and grade level teams will have common planning times to review student performance data, identify instructional strategies and materials, and plan lessons. Using the guidance resources described above, teachers will submit lesson plans for the following week that include objectives, learning activities for the hook, introduction to new material, guided practice, and independent practice, materials, formative assessments, accommodations necessary for students with special needs as well as specific co-teaching modes and teacher responsibilities as necessary. Instructional leaders will provide critical feedback and lesson plans will be posted on a shared server so that support staff can coordinate their intervention activities with general classroom instruction. After lessons have been conducted, teachers will reflect on implementation and annotate weekly plans to identify effective practices and areas of weakness, and then archive them for future use. Teachers will

also be encouraged to visit one another's classrooms and will be offered opportunities to talk about pedagogy on a regular basis.

Open Roads Charter School will employ a strategic synthesis of instructional best practices. Described below is the standard ORCS structure of a high-quality lesson, and the benefits afforded to students through small group instruction and a co-teaching model.

The most effective form of instruction that addresses all five components of reading instruction, according to the National Reading Panel, requires an approach that is both systematic and explicit. This represents "skills and concepts taught in a planned, logically progressive sequence." Lessons need to have clearly articulated learning objectives that reflect the goal of mastery. Teachers not only need to share learning objectives with students, but also model what is being taught and provide ample opportunities for students to practice and apply the new skill or concept. Assessment methods are designed and applied to sufficiently monitor and track the acquisition of those skills, concepts and strategies.

Open Roads Charter School lessons have:

1. Clearly defined learning objectives that are:
 - Shared with students
 - Measurable and measured
 - A bite-sized segment of a broader sequence of lessons, that, depending on the content area, form a unit or module of learning
2. Modeled practice
3. Guided practice
4. Independent practice (between 1/3 and 1/2 of the lesson)
5. Discussion of work product within the context of the learning objective
6. Assessment of outcomes, mastery of learning objective

A common, clearly defined lesson framework allows teachers to collaborate and co-plan with greater ease. This structure aligns with the standards for proficiency presented in Charlotte Danielson Framework for Teaching Tool, which will guide instructional leaders as they work with teachers to evaluate and improve the quality of their instruction.

Small Group Learning Opportunities

ORCS students will frequently be learning in small groups. General education teachers, associate teachers or learning specialists may pull small "get it" groups during the independent practice segment of a full class lesson, in order to address misunderstandings, re-teach, or otherwise modify instruction. All students will participate in guided reading groups, which will be assembled based on similar instructional DRA levels of students. Targeted literacy and math skills groups will be created to serve the needs of students categorized, based on DRA and math diagnostic performance data, within Rtl Tiers II and III. Guided reading and skills groups may be reconfigured during the course of the year to best meet the students' needs.

Guided Reading Groups

The main thrust of guided reading groups is to develop motivated and fluent readers who can comprehend, discuss and analyze what they read. Paul Bambrick-Santoyo, in his recent *Phi Delta Kappan* article “Habits Improve Classroom Discussions,” recommends that teachers consciously build their students’ small group discussion habits over time. He suggests that teachers train and remind students to speak clearly and in complete sentences, interact directly with their peers in the group, elaborate on their own and others’ responses, and ask questions or prompt their peers to extend their thinking.

Literacy Skill Groups

For beginning - or struggling readers who are categorized in Rtl Tier II, and therefore placed in literacy skill groups - teachers will focus significant time on improving accuracy, one of the more fundamental components of reading fluency. This may involve prioritizing work on basic word recognition and word analysis skills. Particularly in the early grades, students need ample, planned opportunities to learn to read words accurately. The teacher also may employ strategies such as:

- *Choral reading* - the teacher and students read aloud together, following the teacher's pace—so students get the benefit of a model while they practice reading aloud. The teacher may pause to ask questions, comment on the text, or discuss vocabulary. All students, even those who struggle, hear the text being read accurately and with good pacing and phrasing. A teacher may direct students to use their finger to follow along in the text as they read.
- *Cloze reading* - the teacher does most of the oral reading while the students read along silently. Once or twice every few sentences, the teacher omits an important vocabulary or content word (not a simple sight word), and the students read it aloud as a class. Students spend less time practicing oral reading, but it allows teachers to cover text and keep students engaged.
- *Partner reading* –the teacher often arranges the student pairs strategically based on reading ability and other factors, and students are often taught techniques for managing their shared time, reading and peer interactions (including giving encouragement and feedback). When pairs are not at the same reading level, the stronger reader can read first to provide a model of fluent reading, and the less fluent reader reads the same text aloud. The stronger reader can help with word recognition for the less fluent partner. (Osborn and Lehr, 2004).
- *Repeated reading* - students read and re-read the same text, and may read orally to provide some opportunities for guidance and corrections

For students in need of more intense literacy intervention support (and who are categorized in Rtl Tier III), learning specialists will utilize materials from a structured program designed especially for intense intervention, such as Orton Gillingham or Wilson Foundations.

Math Skill Groups

For beginning - or struggling students who are categorized in Rtl Tier II for mathematics, and therefore placed in math skill groups – teachers, particularly in the early grades, will likely focus significant time strengthening foundational math concepts, such as number sense, number

sequence, counting by 1s, 2s, 5s and 10s, simple shapes and patterns, etc., and computational skills, such as 1-digit addition and subtraction.

For students in need of more intense math intervention support (and who are categorized in Rtl Tier III), learning specialists will employ a range of targeted materials that are geared towards intervention and remediation.

Co-Teaching

At the Open Roads Charter School all classes will be co-taught. ICT classrooms will have one general education and one special education teacher. The other class per grade will have one general education teacher and one associate teacher. Although not the traditional co-teaching model as described below, general education teachers and learning specialists will employ a number of co-teaching approaches over the course of the school year.

ORCS will employ a highly structured co-teaching model in all grades. Based on the model advocated by Marilyn Friend (www.marilynfriend.com), co-teaching at ORCS will be a core service delivery mechanism to support the vision of inclusion for all students, ensuring complete access to a general education curriculum for students with disabilities and other learning challenges. Friend's concept of co-teaching is grounded in the partnership of two equally qualified teachers, both of whom share the responsibility for, and in a sense, "own" one group of students. Instruction most commonly takes place in a shared location, frequently with multiple learning activities occurring simultaneously. Marilyn Friend and Lynne Cook, in their book, Interactions: Collaboration Skills for School Professionals, describe six approaches to effective co-teaching:

1. *One Teach, One Observe.* One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
2. *One Teach, One Assist.* In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
3. *Parallel Teaching.* On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
4. *Station Teaching.* In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
5. *Alternative Teaching:* In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

6. *Team Teaching*: In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

(d) Course of Subject Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core and non-core subject areas.

Our students will study reading, writing, social studies, math and science every day. They will also participate regularly in arts and fitness education as well as structured play. Character education is integrated throughout our curriculum. Below is a discussion of our program for each subject followed by course overviews for grades K-5. These components will change and evolve as the school evolves and teachers tailor their lessons to their individual classroom needs.

Literacy

Literacy instruction for Kindergarteners, first and second graders will occur for 550 minutes each week, with an additional 60 minutes each week devoted to DEAR Time, totaling 610 minutes. Grades 3 - 5 will also have 550 minutes of literacy instruction each week, and 120 minutes devoted to DEAR Time, totaling 670 minutes.

As described in the curriculum section above, literacy instruction will focus on teaching students strategies and skills that lifelong readers use. Teachers will take a balanced literacy approach, which involves a daily variety of reading opportunities across subject areas. Direct instruction in decoding and comprehension, coupled with ongoing assessment allows teachers to cater to the needs of each reader.

In our Reading Workshop model, students will experience teacher read-alouds, shared reading, guided reading, independent reading, and literature circles. Decoding, word recognition, vocabulary development, comprehension skills and strategies and literary response and analysis will be taught through whole group, small groups, and individual instruction in specific areas of need. We will work to ensure that students both see themselves reflected in what they are reading and are also exposed to different worldviews, perspectives and cultures through texts. Reading will also be used as a tool to access and develop understanding of various content areas throughout the day.

K/1 Instructional Methods

- Interactive Read Alouds: Teachers model fluent reading, develop vocabulary and comprehension skills, and expose students to seminal texts.
- Guided Reading: In flexible small groups based on assessed reading levels, teachers coach students in comprehension strategies as they read and discuss a single text.
- Independent Reading: Students select and read “just right” books at their own independent reading level to develop comprehension skills and decoding strategies, build fluency and stamina, and acquire content knowledge.
- Phonics activities (Fountas & Pinnell): letter sounds, blends, digraphs, short and long vowels, word families, spelling patterns
- Partner Reading

- Poems and songs
- Comprehension strategies (Making Meaning and Mosaic of Thought): making predictions, making connections, visualizing, retelling
- Library visits
- Self-selected literature
- Sight word study
- Literature connections across the curriculum
- Writing Workshop: Teachers lead a mini-Lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small-group instruction while continuously assessing their growth and development.
- Computer-based Instruction: Based on assessed needs, students are assigned specific skill building and comprehension activities.

2/3 Instructional Methods

At the 2/3 level many of our readers will begin to transition from learning to read to reading to learn. Teachers will continue to provide students with reading opportunities and direct instruction in a variety of contexts (e.g. read aloud, shared reading, guided reading, independent reading and book clubs).

To develop decoding and word recognition, students are given opportunities to:

- Use letters, letter clusters and word parts to decode unknown words (e.g. word families, syllables, prefixes/suffixes)
- Read text out loud with accuracy and fluency, which is characterized by appropriate pacing, intonation, and expression

To develop reading comprehension, students are taught to:

- Make predictions;
- Visualize;
- Make connections;
- Generate questions;
- Identify and describe story elements;
- Infer information from reading;
- Retell and summarize texts;
- Distinguish the main idea and supporting details in text; and
- Distinguish between literary genres.

4/5 Instructional Methods

- Practice extracting information from nonfiction texts, including using quotations, making inferences, and paraphrasing;
- Examine the ways historical fiction can offer insights into historical periods and events;
- Compare and contrast the way authors use characters, settings, voice, vocabulary, and tone;
- Consider how visual elements contribute to a reader's impressions and understandings;
- Support their opinions about books and other media;
- Experiment with reading different genres; and
- Learn about such structures as chronology, comparison, and cause and effect.

Possible read aloud texts include:

- Holes by Louis Sachar
- Island of the Blue Dolphin by Scott O'Dell
- Seed of Hope: The Goldrush Diary of Susanna Fairchild by Kristiana Gregory

Writing

Our balanced writing program will incorporate creative as well as content-based writing. Writing Workshop is based on the Teachers College Reading and Writing Project model. Students will edit their work for meaning as well as for conventions. Authors publish at the culmination of each unit. Children will also write non-fiction with a purpose. Writing at the K/1 stage looks different for each student. Some are dictating, some are sound spelling, and some are writing more conventionally.

K/1 Instructional Methods

- Writing Workshop Units
 - Launching the Writing Workshop/Narrative writing
 - Information writing
 - Opinion writing
 - Fiction writing
 - Non-fiction books
 - Small moment stories
 - Using words to make a change
- Letter writing
- Class books (often social studies based)
- During weekly handwriting instruction (*Handwriting without Tears*) K/1 students learn and practice letter formation

2/3 Instructional Methods

At the 2/3 grade level, we will strive to develop writers who are inspired by personal experiences, wonderings about our world, and literature. We will support students by ushering them towards an awareness of their purpose and audience. Young writers will create published work by way of the writing process, which includes: collecting ideas, drafting, revising, editing, and publishing. Students will be invited to reflect on their writing on a regular basis so that they may celebrate skill development and understanding. Writing Workshop is based on the Teachers College Reading and Writing Project model.

At the 2/3 level, students have opportunities to write within the following units and genres:

- Crafting Personal Narratives
- Myth Writing
- All About Books
- Science Writing: Lab Reports
- Lessons from the Masters: Narrative Writing
- Poetry
- Changing the World: Opinion Writing
- People Who Make a Difference: Informational Writing

During weekly handwriting instruction (*Handwriting without Tears*), 2nd graders study print, and 3rd graders study cursive. At the 2/3 level, students are given word study opportunities through the *Words Their Way* curriculum.

4/5 Instructional Methods

Students will be guided to:

- Write increasingly focused narratives using dialogue and detailed descriptions;
- Learn to use increasingly varied and complex sentence structures while focusing on such devices as transitional phrases, punctuation, and adverbs;
- Practice writing expository paragraphs;
- Deepen understanding of elements of fiction writing, in coordination of reading and culminating in a fiction-writing writing project;
- Experiment with dialogue and poetry; and
- Practice supporting their opinions and conclusions by citing facts and using information extracted from sources.

Curricular resources from the Teachers College Reading and Writing Project will be used to support our writing goals and objectives. The 4/5s will also do a number of writing projects to practice their skills and build their knowledge through investigations and research as part of their work in social studies and science.

Word Study:

- Build vocabularies, practice reading comprehension, and learn to answer questions in complete sentences making inferences from reading using lessons in *Wordly Wiseworkbooks* (levels 4 and 5);
- Practice cursive both in *Handwriting without Tears* (levels 4 and 5) and in writing assignments;
- Focus on general academic, domain-specific, and personally interesting vocabulary words;
- Have mini-lessons on specific spelling rules and utilize weekly spelling lists;
- Practice using dictionaries, glossaries, and thesauruses;
- Have mini-lessons and practice with such topics as antonyms, synonyms, homophones, parts of speech, Greek and Latin affixes and roots, verb tense, and writing conventions

Mathematics

Mathematics instruction for K - 2 students will occur for a total of 300 minutes per week and for 3 – 5 grades a total of 450 minutes per week. Below is an overview of the content and skills taught at each grade level, based on the scope and sequence provided by the curriculum.

Kindergarten	First	Second	Third
Numbers to Five and Ten	Numbers All Around Us	Sorting, Patterning & Numbering	Computation, Algebraic Thinking and Probability
Numbers to Ten	Developing Strategies with Dice and Dominoes	Story Problems	Place Value, Structures & Multi-Digit Computation
Bikes & Bugs: Double, Add and Subtract	Adding, Subtracting, Counting and Comparing	Addition, Subtraction & Probability	Two- & Three Dimensional Geometry
Paths to Adding, Subtracting and Measuring	Leapfrogs on the Number	Shapes, Symmetry,	Multiplication & Division

Two-Dimensional Geometry	Line	Area & Number	Patterns & Concepts
Three-Dimensional Shapes & Numbers Beyond Ten	Geometry	Money and Place Value	Place Value & Computation with Larger Numbers
Weight and Place Value	Figure the Facts with Penguins	Measuring and Statistics	Money, Fractions & Probability
Computing and Measuring with		Probability and Statistics and Computation	3-D Geometry, Multiplication & Data Analysis
Frogs and Bugs			Data Collection & Analysis

Fourth	Five
Multiplication and Division	Multi-digit Multiplication and Division
Place Value and Multiplying Multi-digit Numbers	Geometry and Measurement
Fractions and Dividing Multi-digit Numbers	Multiplication and Division
Probability and Data Analysis	Probability and Data Analysis
Geometry and Measurement	Fractions, Decimals and Percentages
Working with Decimals	Algebraic Thinking
Basic Algebra	

Social Studies

Social studies instruction for will occur for 90 minutes each week and for grades 3 – 5 it will occur for 150 minutes each week. Below is an overview of the social studies content taught at each grade level, based on the scope and sequence provided by the Core Knowledge program.

Social studies at ORCS will incorporate everything from anthropology and history to drama and visual arts. Through a variety of explorations, students will understand their individual and collective identities, the challenges and opportunities people face as they try to live and work together, and the sometimes unexpected consequences of our choices. Our students are future citizens of a culturally-diverse, interdependent world, and our classwork will be designed to prepare them to be informed and active contributors to it. Because young children learn best from direct experience, social studies in the K/1 is primarily focused on their community and the world immediately around them. Over their six years at ORCS, children will become increasingly adept at abstract thinking and learn to consider multiple perspectives and experiences. As they do, they gradually move from considering only the “here and now” to considering the interplay of current events with the “long ago” and “far away.”

In each of their six years of social studies at ORCS, children will engage in an ongoing, evolving examination of such topics as:

- The various ways people share ideas and traditions

- How natural resources are understood, used, and allocated by different people
- The nature of power, how it's held and sometimes abused
- How people and communities make decisions
- The rights and responsibilities of citizenship

Whether they're writing a folk tale about a natural phenomenon, researching someone from history, or creating class performances, students will have multiple opportunities to practice their reading, writing, and speaking skills. Students at every age level create maps and timelines, evaluate sources, make presentations, consider multiple perspectives, and think critically.

Science

Science instruction for K - 2 will occur for 240 minutes each week and for 3 - 5 it will occur for 195 minutes each week. Teachers will utilize the FOSS/STC science kits.

Grounded in a constructivist approach, science at ORCS will focus on helping students develop their own understanding of scientific content and process. We believe that children are natural born scientists who are always inquiring, investigating, formulating, and reformulating their ideas about how the world works. With this in mind, we strive to promote and develop a sense of wonder about the world and a corresponding sense of environmental stewardship.

At ORCS, we supplement the FOSS (Full Option Science System) science curriculum with additional sources to provide students with hands-on, experiential units of study. Using elements of the scientific method as the foundation for inquiry, students are challenged to:

- Make careful observations;
- Ask meaningful questions;
- Conduct deliberate investigations and experiments; and
- Consider the role of variables within their units of study.

Science learning is integrated throughout content areas whenever possible.

Visual Arts and Music

Arts instruction, including visual arts and music, for all grades will occur for 90 minutes each week. Below is an overview of the visual art and music content taught at each grade level, based on the scope and sequence provided by the Core Knowledge program.

(See course descriptions by subject for each grade in separate document named R-05ae-Curriculum and Instruction (2))

(e) Promotion and Graduation Policy

Explain the school's policies and standards for promoting students from one grade to the next. Address when and how the school will inform students and parents about promotion and graduation policies and decisions. Include in the policy any provisions related to retention of students for a specified number of absences including any equating of tardies to absences.

All ORCS students will be promoted from one grade to the next based on the consideration of the following factors:

1. Evidence of meeting grade specific standards, as measured by standardized NYS and nationally normed assessments in English language arts, mathematics, science and social studies.
 - Standard expected: At least Level 3 on NYS assessments, at or above grade level on nationally-normed assessments
 - Students who do not achieve a Level 3 or 4 on NYS assessments and also do not achieve at or above grade level on nationally-normed assessments will be required to repeat the grade.
 - Students who either achieve a Level 3 or 4 on NYS assessments or achieve at or above grade level on nationally-normed assessments must also show evidence of meeting grade specific standards (per below) in order to be promoted to the next grade.
2. Evidence of meeting grade specific standards, as measured by internal assessments of English language arts, mathematics, science and social studies administered to all students
 - Standards reflect proficiency of skill and mastery of strategy or content knowledge, as measured by a variety of assessments (quizzes, rubrics, curriculum generated assessments, etc.)
 - Any student who receives a "far-below grade level" on internal assessments in two or more courses in a year will be required to repeat the grade.
3. Attendance record, including late arrivals and early releases.
 - Standard expected: 95% attendance, less than 3 late arrivals or early releases per trimester.
 - Any student who has an attendance rate of lower than 95% (excused or unexcused) may be required to repeat the grade, at the discretion of the Principal. However, if a student has an attendance rate lower than 95%, but achieves a Level 3 or 4 on NYS assessments, achieves at or above grade level on nationally-normed assessments, and shows evidence of meeting grade specific standards as measured by internal assessments, the student will be promoted to the next grade.

Routine cycles of reviews of student progress in meeting academic standards are embedded into the school-wide Response to Intervention approach. Additional data, including but not limited to attendance, will be reviewed on a routine basis as well.

Communicating Expectations and Policies to Students and Families

General guidelines and expectations for promotion will be included in the ORCS Family Handbook, which will be distributed to families at the time of enrollment. The expectations for earning a place on each trimester’s honor roll will align to these expectations, and include attendance.

These expectations will be reflected in writing on progress reports, which teachers will complete based on evidence of mastered skills and strategies and learned concepts. They will be further reinforced at face-to-face progress conferences with parents and caregivers, which will be scheduled, at minimum, twice a year for each student. Students will attend these progress conferences.

Below is a proposed general timeline that reflects urgency in meeting the academic needs of students and frequent partnering and communicating with parents and caregivers. It is aligned to the 2015-16 proposed calendar, and may be adjusted in subsequent years.

Late November	Students will be identified as promotion-in doubt Teachers are expected to have documented communications with parents/guardians regarding concerns prior to this date.
December 3	End of Trimester I
Early December	Progress and planning conferences for students who are promotion-in-doubt (scheduled prior to all other progress conferences). These meeting will be extended, involving a deeper dive into data and evidence and the construction of a home/school action plan.
Mid-December	Progress conferences for all other students
Late February	Progress and planning conferences for students who are promotion-in-doubt These meeting will be extended, involving a deeper dive into data and evidence and the revision or construction of a home/school action plan.
March 4	End of Trimester II
Early March	Progress conferences for all other students
April/May	Additional progress and planning conferences for students who are promotion-in-doubt, as needed
Late May	Promotion determinations, and required or recommended summer intervention plans, provided to parents and caregivers in writing, meeting as needed NYS assessments results will be shared with parents/guardians once received by

	the school in written format, provided in person or via mail. Results will be taken under consideration for final of promotion/retention determinations.
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Students who have Individualized Education Plans (IEPs) will receive progress reports with similar elements. In addition to objective data and comments, the report will describe the extent to which the student is meeting the annual goals of the IEP.

ORCS Weekly Plan - Kindergarten

Teacher(s):
Week of:

Common Core Standards:

CCSS.ELA-LITERACY.RI.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS.MATH.CONTENT.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Social Studies: Identity(link is external)

K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting	<p>Greeting: Student 1 Knock, Knock !! Who's there? Students says (first name) who? Student 1 (says first and last name) All: Good Morning:(repeats first and last name) Share:Family Photos Activity: Family Tree song using sign language</p>	<p>Greeting: Student 1 Knock, Knock !! Who's there? students says(first name) who? Student 1 (says first and last name) All: Good Morning (repeats first and last name) Share: Family Photos Activity:Family Tree song using sign language</p>	<p>Greeting: Student 1 Knock, Knock!! Who's there? Students says (first name) who? Student 1 (says first and last name) All: Good morning (repeat first and last name) Share:Share Photos Activity: Family Tree song using sign language</p>	<p>Greeting: Learning to greet each other in different languages, Spanish "Hola", Italian,"Ciao" Hawaiian, Aloha, Japanese, Konnichiwa Share:Family Photos Activity: Family tree song using sign language</p>	<p>Greeting: Learning to greet each other in different languages, Spanish "Hola", Italian, "Ciao" Hawaiian "Aloha" Japanese, "Konnichiwa" Share: Family Photos Activity: Family tree song using sign language</p>

Fundation	Students will listen to Phonics song. Students will identify the letters of the alphabet using cards. Students will browse alphabet books. Students will be introduced to plane line letters n, k,m, i, and u. Students will practice writing plane line letters “i,u. Students will continue learning routines and procedures for using Foundations notebook.	Students will listen to Phonics song. Students will identify the letters of the alphabet using cards. Students will browse alphabet books. Students will be introduced to plane line letters n,k, m, i, and u. Students will practice writing plane line letters “i,u. Students will continue learning routines and procedures for using Foundations notebook.	Students will listen to Phonics song. Students will identify the letters of the alphabet using cards. Students will browse alphabet books. Students will be introduced to plane line letters n, k,m, i, and u. Students will practice writing plane line letters “i,u”. Students will continue learning routines and procedures for using Foundations notebook.	Students will listen to Phonics song. Students will identify the letters of the alphabet using cards. Students will browse alphabet books. Students will be introduced to plane line letters n, k,m, i, and u. Students will practice writing plane line letters “i,u”. Students will continue learning routines and procedures for using Foundations notebook.	Students will listen to Phonics song. Students will identify the letters of the alphabet using cards. Students will browse alphabet books. Students will be introduced to plane line letters n,k, m, i, and u. Students will practice writing plane line letters “i,u”. Students will continue learning routines and procedures for using Foundations notebook.
Reader’s Workshop Key Vocabulary: Book baskets, turn & talk,partnership routines, picture walk, making predictions, making connection, characters	<u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding. Teaching Point: Readers pretend to be characters in their books	<u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding. Teaching Point: Readers pretend to be characters in their books	<u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding. Teaching Point: Readers read text by connecting what is	<u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding. Teaching Point: Readers read text by connecting what is	<u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding. Teaching Point: Readers make plans for their time together by

by studying the pictures and acting out.
Anchor Chart: "We are Readers"
*Readers make choices
*Readers care for books
*Readers point to the words.
*Readers act-out the characters in their books.
Teacher reads the book the book "The Little Red Hen". Will tell the students I'm going to become the little hen. Watch me, I'm going to act out this first page. Today in your reading, you are going to do the same thing. We will read different stories and think about how you can act out a part. We will be thinking about what you would say and do when acting out a character from the story.
Students will do a turn and talk to think about how they will act out the different characters in the stories.
We will all become the

by studying the pictures and acting out.
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*Readers make choices
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Students will do a turn and talk to think about how they will act out the different characters in the stories.
We will all become the

repeated in pictures and words and by using the word Then...
Anchor Chart: We are Readers"
*Readers make choices
*Readers care for books
*Readers point to the words.
*Readers act-out the characters in their books
*Readers read with a storytellers voice
Teacher will model for students when reading a book how words are repeated. You look at the pictures and what you see over and over on pages and connect the reading with the word THEN...
I will read the book "Jump Frog Jump" and will point to the words that repeat . Will model how one page connects to another by noticing the frog is in each picture. Before I go on to the next page I say THEN... I'll connect the page I've read to the new page.

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Anchor Chart: We are Readers"
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I will read the book "Jump Frog Jump" and will point to the words that repeat . Will model how one page connects to another by noticing the frog is in each picture. Before I go on to the next page I say THEN... I'll connect the page I've read to the new page.

taking turns talking and reading
Anchor Chart:
What partnerships do when reading..
*Sit side by side
*Place your book in the middle
* Talk with each other about the book you are reading
*Think about acting out the story
*Readers make a plan
Teacher models what it looks like to take turns when reading and goes over the anchor chart. Teacher states, " We need to make a plan for our partnership...so I am wondering would you like to read first or should I read first today? It is important that you have that conversation with your reading partner. We will practice reading in partnerships today.
Readers will come to the meeting area and sit with their partner. I want you to have time to

little red hen in some way. Think (tap head) what part of this story can I act out. What will I say or do?
We will review our anchor chart.

little red hen in some way. Think (tap head) what part of this story can I act out. What will I say or do?
We will review our anchor chart.

Students will turn to their reading partner, and together see if they can share what steps the teacher has taken to connect from page to another when reading the book.

Students will turn to their reading partner, and together see if they can share what steps the teacher has taken to connect from page to another when reading the book.

practice with your partner today, for the next few days, our workshop time may look like this because we are working on sharing our reading and thinking with our partners and really trying to be reading partners who use friendship to make plans by taking turns and reading and talking together.

Math

CCSS.MATH.CONTENT

T.K.CC.A.1

Count to 100 by ones and by tens. (1-15).

Objective: SWBAT

count upward and backward within ten and count the numerals 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

Activity: Students will listen to the story "Blast Off" and practice counting backwards.

Blast Off

Vocabulary:

Count
Count on
Recount
Count aloud
Move and count
Line up and count
Number Line

CCSS.MATH.CONTENT

T.K.CC.A.1

Count to 100 by ones and by tens. (1-10)

Objective: SWBAT

count upward and backward within ten and count the numerals 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

Activity: Students will use finger paint to label number of spots on ladybug.

Ladybug Worksheet

CCSS.MATH.CONTENT

T.K.CC.A.2

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

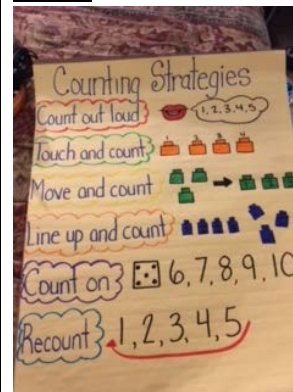
Objective: SWBAT

count upward (count on) from a given number within 15.

Activity: Students will complete a watermelon picnic activity counting seeds and matching to the numeral.

Watermelon Picnic

Chart:



CCSS.MATH.CONTENT

T.K.CC.A.2

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Objective: SWBAT

count upward (count on) from a given number within 15.

REVIEW:

CCSS.MATH.CONTENT

T.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

SWBAT: Say if two or more objects look identical by considering attributes such as type, color, and pattern.

Vocabulary/phrases:

Same, different, pattern. Will draw the following shapes on the chart tablet in this order:

CCSS.MATH.CONTENT

T.K.CC.A.2

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Objective: SWBAT

count upward (count on) from a given number within 15.

Activity: Students will continue to count upwards and down from the given number 15. Students will sort objects using a combination of colors and numbers using cupcake tins and given objects (ex. Pom poms, pasta shells, etc.)

Chart:

Circle, square, circle,
triangle, triangle,
square. Have students
identify the same
shapes. They will not
need to name the
shapes.

On the chart paper on
the rug we will have
objects in which one will
look different. They will
be ask to tell us which
one is different from the
others and which are the
same

We will repeat using
many different objects



Writer's Workshop

**CCSS.ELA-
LITERACY.W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Teacher's Point/Objective:
SWBAT will let their imagination flow and express their answer, through visual expression (drawing) and oral (thought expression regarding their drawing), in as much detail as possible, to the writing prompt titled:
“What is your favorite part of the caterpillar life cycle and why?”

Read Aloud:
The book titled
“The Very Hungry

**CCSS.ELA-
LITERACY.W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Teacher's Point/Objective:
SWBAT will let their imagination flow and express their answer, through visual expression (drawing)and oral (thought expression regarding their drawing), in as much detail as possible, to the writing prompt titled: “If you could go on an adventure, where would you go?”

**CCSS.ELA-
LITERACY.W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Teacher's Point/Objective:
SWBAT will let their imagination flow and express their answer, through visual expression (drawing)and oral (thought expression regarding their drawing), in as much detail as possible, to the writing prompt titled: “What was your favorite animal in the story and why?”

**CCSS.ELA-
LITERACY.W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Teacher's Point/Objective:
SWBAT will let their imagination flow and express their answer, through visual expression (drawing)and oral (thought expression regarding their drawing), in as much detail as possible, to the writing prompt titled: “What are some rules to be cool at school?”

**CCSS.ELA-
LITERACY.W.K.3**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Teacher's Point/Objective:
SWBAT will let their imagination flow and express their answer, through visual expression (drawing)and oral (thought expression regarding their drawing), in as much detail as possible, to the writing prompt titled: “What is your favorite ocean animal and why?”

Caterpillar” by Eric Carle will be the designated reading text.

Students will be introduced to the **TPSSW CONCEPT** of:
T - Think
P - Picture
S - Say
S - Sketch
W - Write

Key Vocabulary:
Apple, strawberry, pear, plum, orange, pear, watermelon, leaf, lollipop, swiss cheese, pickle, cake, ice cream, cherry pie, cupcake.

Mini Lesson: How to write using proper finger space, staying on the line, capital letters, and punctuation (period). Will introduce “Immersion Phase of Writing” to help students

Read Aloud:
The book titled “Caterpillar Dreams” by Clive McFarland will be the designated reading text.

Students will be introduced to the **TPSSW CONCEPT** of:
T - Think
P - Picture
S - Say
S - Sketch
W - Write

Key Vocabulary:
Adventure, dreams, home, family, help, garden.

Mini Lesson: How to write using proper finger space, staying on the line, capital letters, and punctuation (period). Will introduce “Immersion Phase of Writing” to help students

Read Aloud:
The book titled “Caterpillar Dreams” by Clive McFarland will be the designated reading text.

Students will be introduced to the **TPSSW CONCEPT** of:
T - Think
P - Picture
S - Say
S - Sketch
W - Write

Key Vocabulary:
Adventure, dreams, home, help, family.

Mini Lesson: How to write using proper finger space, staying on the line, capital letters, and punctuation (period). Will introduce “Immersion Phase of Writing” to help students develop an

Read Aloud:
The book titled “Clark the shark” by Bruce Hale will be the designated reading text.

Students will be introduced to the **TPSSW CONCEPT** of:
T - Think
P - Picture
S - Say
S - Sketch
W - Write

Key Vocabulary:
Respect, self control, rules, good manners, good choices, enthusiasm, friends.

Mini Lesson: How to write using proper finger space, staying on the line, capital letters, and punctuation (period). Will introduce “Immersion Phase of

Read Aloud:
The book titled “Clark the Shark” by Bruce Hale will be the designated reading text.

Students will be introduced to the **TPSSW CONCEPT** of:
T - Think
P - Picture
S - Say
S - Sketch
W - Write

Key Vocabulary:
Ocean, marine life, octopus, submarine, starfish, shark.

Mini Lesson: How to write using proper finger space, staying on the line, capital letters, and punctuation (period). Will introduce “Immersion Phase of Writing” to help students

develop an understanding that they can tell stories about everyday things they experience or do, just like their favorite authors.

**Teacher will take dictation of students writing and have them re-read their writing.

**Students will be chosen to share.

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**Teacher will take dictation of students writing and have them re-read their writing.

**Students will be chosen to share.

Social Studies	<p>Standard:K.4</p> <p>Objective: What are some things you and your family do together? (Traditions/ holidays celebrated)</p> <p>Key Vocabulary: Family, alike, different, community, school, sharing, turn and talk, siblings, neighborhood, unique, holiday, recipe and family traditions.</p> <p>Direct Instruction: SWBAT make connections to themselves or their own families.</p> <p>Model (I do): Teacher will brainstorm with students using chart. Teacher will demonstrate by speaking audibly and express thoughts,</p>	<p>Standard:K.4</p> <p>Objective: Students will be able to gain understanding of different family structures and diversity found within families.</p> <p>Key Vocabulary: Family , alike, different, Similar,school, sharing,turn and talk,siblings, neighborhood, unique, holiday, recipe and family traditions.</p> <p>Direct Instruction: Teacher will review the vocabulary word "Family".</p> <p>Video: https://www.youtube.com/watch?v=FHaObkHEkHQ</p>	<p>Standard:K.4</p> <p>Objective: Students will be able to respect similarities and other differences in other students, their families, and cultures.</p> <p>Key Vocabulary: Family , alike, different, Similar,school, sharing,turn and talk,siblings, neighborhood, unique, holiday, recipe and family traditions.</p> <p>Direct Instruction: Teacher will review the vocabulary word "Family".</p> <p>Video: https://www.youtube.com/watch?v=FHaObkHEkHQ</p> <p>Model (I do):</p>	<p>Standard:K.4</p> <p>Objective: Students will be able to understand that families are communities; each member has a role that helps that family function as a whole.</p> <p>Key Vocabulary: Family , alike, different, Similar,school, sharing,turn and talk,siblings, neighborhood, unique, holiday, recipe and family traditions.</p> <p>Direct Instruction: Teacher will review the vocabulary word "Family".</p> <p>Video:https://www.youtube.com/watch?v=FHaObkHEkHQ</p> <p>Model (I do):</p>	<p>Standard:K.4</p> <p>Objective: Students will be able to understand that families are communities; each member has a role that helps that family function as a whole.</p> <p>Key Vocabulary: Family , alike, different, Similar,school, sharing,turn and talk,siblings, neighborhood, unique, holiday, recipe and family traditions.</p> <p>Direct Instruction: Teacher will review the vocabulary word "Family".</p> <p>Video:https://www.youtube.com/watch?v=FHaObkHEkHQ</p> <p>Model (I do):</p>

	<p>feelings and ideas clearly.</p> <p>Guided Practice: Students will demonstrate how to make connections with the text. Interactive Read Aloud</p> <p>Books: “Are families, families?”</p> <p>“Jonathan and his mommy” By Irene Smalls.</p> <p>“A Chair for my Mother” By Vera B. Williams **Students will practice interactive writing. Teacher will conduct small group conferences. Students respond during shared writing about the features of families.</p> <p>Differentiation: Drawing and labeling; use of simple graphic organizers; dictation of stories and small group instruction.</p> <p>**Student will bring in</p>	<p>Model (I do): Teacher will use the sample drawing of family in a frame and count how many members are in her family. She will write the number of family members on post its.</p> <p>Students will be sent to their seats, each student will count the number of members that are in their family photo. While students are counting the teacher will pass out sticky notes and watch for students who are struggling. When students have their answer, have them write it down on the sticky note along with their name.</p> <p>Independent Practice: Teacher will show students a bar graph, explain that “we use the chart to record, compare and interpret information about the number of family members each student has in their</p>	<p>Teacher will explain to students that they will be making a family crest. A crest represents their family through symbols, pictures and words. Teacher will show a sample of a family crest.</p> <p>Students will be sent to their seats, each student will receive a family crest.</p> <p>Independent Practice: Teacher will direct students to write their last name in the center of the circle.</p> <p>In the section labeled “Family symbol” the students will draw/ color a picture of a tradition in their family. It can be a holiday they always celebrate, a cultural celebration, a vacation they like to take, any family tradition.</p> <p>In the section labeled “Family Motto”, students will come up with a</p>	<p>Teacher will create a list of chores/ jobs students have at home.</p> <p>Explain to the students that a way families are a lot like communities. Everyone in a community has a role to help the family function.</p> <p>Question: What would happen if someone didn't do their job? In the community (garbage person, mail carrier, etc.). In a home if someone didn't do the dishes or laundry?</p> <p>Teacher will show students a sample of the “Family job book” and explain instructions:</p> <p>Students will return to their seats and will receive a family job book.</p> <p>Independent Practice: Students will write their names, on each page, students will draw/ color</p>	<p>Teacher will create a list of chores/ jobs students have at home.</p> <p>Explain to the students that a way families are a lot like communities. Everyone in a community has a role to help the family function.</p> <p>Question: What would happen if someone didn't do their job? In the community (garbage person, mail carrier, etc.). In a home if someone didn't do the dishes or laundry?</p> <p>Teacher will show students a sample of the “Family job book” and explain instructions:</p> <p>Students will return to their seats and will receive a family job book.</p> <p>Independent Practice: Students will write their names, on each page, students will draw/ color</p>
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	<p>artifacts about their families throughout the unit to share with the class</p> <p>Assessments: Students will tell about the books we have read through pictures and words.</p>	<p>families.</p> <p>Explain that each student will come up to the chart and place their sticky note above the number they have written on their note (demonstrate).</p> <p>Teacher will call each table and have students come up to the chart to place sticky note.</p> <p>Ask students who are sitting to watch the chart grow and try making predictions as to what the chart will look like when it's finished which number will have most, least, etc.</p> <p>Discuss the results. Ask students for observations, what do they see/ notice? Students will receive worksheets and color the amount of squares recorded on our class graph.</p>	<p>sentence about their family to represent their family. It could be a sentence of what they like to do together. Teacher will write it on a sentence strip and students will copy.</p> <p>When everyone is finished, students will gather on the rug and take turns explaining their crest and why they chose each part. After share three students will be chosen to share their favorite traditions they heard from other students.</p> <p>Differentiation: Students who need extra help will partner with another student.</p>	<p>a picture of each family member's job. Teacher will come around and write students' job. Teacher will come around and write students' sentence on post it so students can copy.</p> <p>When students are finished they will carefully cut out their books on the thick black lines to create 4 pages.</p> <p>Teacher will come around to staple their books.</p> <p>After everyone is finished, teacher will ask students to remember either a role they talked about in the story or role they wrote about in their family books that helps a family function.</p> <p>Differentiation: Students living with 1 more family member at home will write about pets or another role of</p>	<p>a picture of each family member's job. Teacher will come around and write students' job. Teacher will come around and write students' sentence on post it so students can copy.</p> <p>When students are finished they will carefully cut out their books on the thick black lines to create 4 pages.</p> <p>Teacher will come around to staple their books.</p> <p>After everyone is finished, teacher will ask students to remember either a role they talked about in the story or role they wrote about in their family books that helps a family function.</p> <p>Differentiation: Students living with 1 more family member at home will write about pets or another role of</p>
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		Differentiation: Students who need extra help will partner up for help to count and place their notes on chart.		themselves or family members.	themselves or family members.
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R-05f – Programmatic Audit

Describe a plan of 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. The plan should include

- **Purpose and objective**
- **Areas to be audited**
- **Schedule of events**
- **Responsible persons, which may include outside consultants**
- **Description of written end product**
- **How and to whom such written end product will be disseminated**
- **Any plans to hire outside consultants to perform such audits**

Programmatic Audits: Programmatic audits will focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by ORCS’ Executive Director, Principal, Assistant Principal, Grade and Content Leads, Instructional Coach and Dean of Students through planning meetings and direct observation. Teachers will be expected to annotate lessons after they have been taught and that information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We will disaggregate data and look for trends in sub-groups.

ORCS will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. This will require annual reflection on implementation and outcome data and drive strategic planning and continuous improvement efforts.

We will also seek to participate in inter-visitation with other high performing schools that result in critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

The ORCS Board of Trustees will conduct quarterly audits to evaluate academic outcomes and operations.

Executive Director Evaluation: The Board will conduct an annual evaluation of the Executive Director focused heavily on fiscal soundness, operational management, and academic achievement. At the beginning of the year the Executive Director and the Board will establish measurable process and outcome goals for the year. The evaluation will be “360” in the sense that input will be sought from the Executive Director, Principal, staff, and the board. Data sources will include assessment results, enrollment and attendance, parent satisfaction surveys, grievance records, and budget information and audit results.

Principal Evaluation: The Executive Director will conduct an annual evaluation of the Principal (using the attached tool) focused heavily on instructional management. At the beginning of the year the Executive Director and Principal will establish measurable process and outcome goals

for the year. The evaluation will be “360” in the sense that input will be sought from the Principal, Executive Director, staff, teachers and staff, families and students. Data sources will include assessment results, enrollment and attendance, parent satisfaction surveys, grievance records, and budget information and audit results.

Board Evaluation: The board will develop a self-evaluation instrument and use it annually to check its performance. Domains will include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of the Executive Director’s leadership, handling of grievances, and adherence to the mission of the school. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

Family and Student Satisfaction: ORCS will gauge family and student satisfaction both directly and indirectly. We will administer at least annually surveys to assess their satisfaction in areas such as instruction, school culture, and communication. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year as well as any issues brought to the attention of school leadership, the CMO and the board via our complaint process. We believe our attention to parents through regular communication and parent workshops will keep them engaged in the life of the school and their children’s academic progress.

Attached are sample assessment forms.

Response 5f – 3

R-06ac – Calendar and Schedules

(a) School Calendar

Provide a copy of the proposed school calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year;
- Total number of hours of instruction for the school year;
- 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 1st year calendar or where further explanation is necessary.

Open Roads Charter School 2019 – 2020 Proposed Calendar

Month	Total Days	Total Hours ¹	Start and End Dates, Half Days, Holidays, PD Days, Breaks
August	9		August 19 – 29: All staff professional development (no students) August 27 – 28 : Orientation and Open House for new students
September	19	139.5	September 4: First Day of School
October	22	161.25	October 14: Columbus Day
November	18	135.75	November 11: Veteran’s Day November 27: Half Day early dismissal November 28-29: Thanksgiving
December	15	110.25	December 6: End of Trimester I December 23 – 31: Winter Break
January	19	139.5	January 1: New Year’s Day January 2-3: Full day Professional Development (no school for students) January 20: Martin Luther King Jr. Day
February	19	139.5	February 17: President’s Day
March	22	161.25	March 13: End of Trimester II
April	14	102.75	April 8-17: Spring Break
May	20	147	May 25: Memorial Day
June	20	142.5	June 14: End of Trimester III June 26: Last Day of School (Half Day early dismissal)
Total School Year	188	1379.25	
July 2020	20	80	July 6– 31: Summer School 8:30 – 12:30 Monday - Friday

Summer school will be offered after the first academic year for one month. ORCS will not offer after school programming during the first academic year. After school programming will be

¹ School day: Monday, Tuesday, Thursday, Friday 8:15 – 3:45 (7.5 hours) Wednesday 8:15 – 3:00 (6.75 hours)
Half-Day hours: 8:15 – 11:30 (3 hours)

offered starting with the 2020 – 2021 school year, Monday, Tuesday, Thursday, and Friday from 3:45 to 6PM.

(b) Sample Student Schedule

For each division of the School provide the following for a typical week of instruction:

- **A narrative describing the typical school day**

A sample weekly schedule for students is provided below. For students the school day will run from 8:15 am to 3:45 pm, except on Wednesdays when students will be dismissed at 3:00 pm to accommodate all staff development and planning. The Open Roads community partner East Side House Settlement will offer optional enrichment activities and additional academic support after school hours. This after school program will be offered in year 2.

The school will open its doors every day at 7:45 AM for arrival and breakfast, and free time for students to read or catch up on homework assignments. Morning meeting will take place in every classroom for sharing information, preparing for the day, and building classroom community. Every Friday morning the school will have Town Hall, a whole school assembly in lieu of classroom morning meetings. After morning meeting, classes will begin academic instruction and students will have blocks of instruction in core subjects. Midday will include lunch and structured recess for all students. In the afternoon, students will have additional instruction in core subjects as well as specials like music, movement and art daily. Dismissal time also offers an opportunity for students to do some independent reading while waiting to go home.

- **A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade**

Core Academic Subjects Grades K – 2

Subject Area	Daily (except Wednesdays)	Wednesdays	Weekly Total
ELA	110	110	550
Mathematics	60	60	300
Social Studies/Science	60	60	300
Writing	45	0	180
DEAR	15	0	60
Totals	290	230	1,390

Core Academic Subjects Grades 3 – 5

Subject Area	Daily (except Wednesdays)	Wednesdays	Weekly Total
ELA	110	110	550
Mathematics	90	90	450
Social Studies/Science	45	45	225
Writing	45	0	180
DEAR	30	0	120
Totals	320	245	1,525

- A sample student schedule for a typical week

Kindergarten Student Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:15	Arrival/ Breakfast	Arrival/ Breakfast	Arrival/ Breakfast	Arrival/ Breakfast	Arrival/ Breakfast
8:20 – 8:40	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Town Hall
8:40 – 10:30	ELA	ELA	ELA	ELA	ELA
10:30 – 11:30	Math	Math	Math	Math	Math
11:30 – 12:00	Interactive Centers	Interactive Centers	Interactive Centers	Interactive Centers	Interactive Centers
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:00	Recess	Recess	Recess	Recess	Recess
1:00 – 1:30	Science	Science	Science	Science	Science
1:30 – 2:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:00 – 2:45	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement
2:45 – 3:30	Writing	Writing	3:00 Dismissal	Writing	Writing
3:30 – 3:45	Dismissal/ DEAR	Dismissal/ DEAR		Dismissal/ DEAR	Dismissal/ DEAR

Third Grade Student Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:15	Arrival/ Breakfast/ DEAR	Arrival/ Breakfast/ DEAR	Arrival/ Breakfast/ DEAR	Arrival/ Breakfast/ DEAR	Arrival/ Breakfast/ DEAR
8:20 – 8:40	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Town Hall
8:40 – 10:30	ELA	ELA	ELA	ELA	ELA
10:30 – 12:00	Math	Math	Math	Math	Math
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:30	Recess/ Movement	Recess/ Movement	Recess/ Movement	Recess/ Movement	Recess/ Movement
1:30 – 2:15	Science	Social Studies	Science	Social Studies	Science
2:15 – 2:45	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement
2:45 – 3:30	Writing	Writing	3:00 Dismissal	Writing	Writing
3:30 – 3:45	Dismissal/ DEAR	Dismissal/ DEAR		Dismissal/ DEAR	Dismissal/ DEAR

(c) Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teacher’s work day
- Time devoted to core teaching assignments, planning, and other activities
- A brief scenario describing a typical teacher day and week

Kindergarten Teacher Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15	PREP	PREP	PREP	PREP	PREP
8:20 – 8:40	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Town Hall (Whole school meeting)
8:40 – 10:30	ELA	ELA	ELA	ELA	ELA
10:30 – 11:30	Math	Math	Math	Math	Math
11:30 – 12:00	Interactive Centers	Interactive Centers	Interactive Centers	Interactive Centers	Interactive Centers
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:00	PREP (Collaborative planning, Grade Team Meetings)	PREP	PREP (Collaborative planning, Grade Team Meetings)	PREP	PREP
1:00 – 1:30	Science	Science	Science	Science	Science
1:30 – 2:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:00 – 2:45	PREP	PREP	PREP	PREP	PREP
2:45 – 3:30	Writing	Writing	3:00 Dismissal	Writing	Writing
3:30 – 3:45	Dismissal/ DEAR	Dismissal/ DEAR	3:30 – 5:30 Staff Professional Development	Dismissal/ DEAR	Dismissal/ DEAR

Third Grade Teacher Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15	PREP	PREP	PREP	PREP	PREP
8:20 – 8:40	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Town Hall (Whole school meeting)
8:40 – 10:30	ELA	ELA	ELA	ELA	ELA
10:30 – 12:00	Math	Math	Math	Math	Math
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:30	PREP (Grade Team Meetings)	PREP	PREP (Grade Team Meetings)	PREP	PREP
1:30 – 2:15	Science	Social Studies	Science	Social Studies	Science
2:15 – 2:45	PREP	PREP	PREP	PREP	PREP
2:45 – 3:30	Writing	Writing	3:00 Dismissal	Writing	Writing
3:30 – 3:45	Dismissal/ DEAR	Dismissal/ DEAR	3:30 – 5:30 Staff Professional Development	Dismissal/ DEAR	Dismissal/ DEAR

Length of teacher’s work day

Open Roads teachers will be expected to start their day at 8:00 am each morning and end their day at 4:00 pm Monday, Tuesday, Thursday, and Friday. On Wednesdays teachers will be expected to stay until 5:30 pm for staff collaboration and professional development. Their typical work day will be eight hours long with a lunch break and prep periods throughout the day.

Time devoted to core teaching assignments, planning and other activities

Open Roads classroom teachers will be directly teaching students for approximately 3.2 hours (200 minutes) each morning, and approximately 2.25 hours (145 minutes) each afternoon for a total of approximately 5.5 hours per day. They will have some time to plan each morning and 2 hours for lunch and more planning time in the middle of the day and early afternoon. Mondays and Wednesdays, teachers will have common planning time and grade team meetings. On Wednesdays teachers will also have planned professional development to work collaboratively for 2 additional hours.

Brief scenario describing a typical teacher day and week

Teachers will begin their day at 8:00 am, and have 15 minutes to get ready for the day, prep for a particular lesson, or get their classrooms ready. Teachers go to multipurpose room/cafeteria to pick up their class, and have 5 minutes to get settled in the room before the start of the day. They start morning meeting promptly at 8:20 during which time they engage their students, prepare them for the day, share updates, sing songs, and reinforce classroom community. After morning meeting teachers move into ELA block followed by Math block. All teachers have 30 minutes for lunch followed by a prep period that they can use for planning, checking homework and other assignments, calling parents, or reviewing IEP information for some students. Grade team meetings and common planning times are scheduled for Mondays and Wednesdays

during the prep period. Teachers may also participate in Response to Intervention (RtI) or other needed meetings during their prep time if appropriate.

In the afternoon, teachers continue instruction in Science, Social Studies and Writing. Teachers have another prep period in the afternoon while their class is at music, art, or movement. Dismissal time is an opportunity for teachers to provide individual remediation to some students while the other students have DEAR time.

Every week all staff and teachers will have collaborative time and structured professional development on Wednesdays for two hours. After early dismissal on Wednesdays, teachers will have 30 minutes that they can use for more prep, cleaning up classrooms, calling parents and/or following up with Student Support team staff about particular students. Professional development on Wednesdays will provide opportunities for collaborative and independent planning, reflection, data analysis, and workshops on curricula or instruction.

R-07ad – Specific Populations

(a) Struggling Students

Discuss the proposed 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 (Rtl) program**

Open Roads is committed to serving all students regardless of ability and recognize that some students will require additional supports and intervention. The school is designed to provide all students with needed resources and intervention to ensure that they can meet grade level expectations. Our approach includes co-teaching and ICT, coordination of additional services for students that require them, social emotional supports provided by a full time social worker, and after school tutoring and recreation. At-risk or struggling students will be identified as those students that consistently score within the bottom 20% of their grade on assessments, as well as those identified as English Language Learners or students with special needs and IEPs.

ORCS will define struggling students as those who would be identified as eligible for services under Title I (and these students may be members of the ELL population, the Special Education population and/or the general education population). Students who perform below the established cut-off points on assessments will be eligible for academic intervention services, including those funded through Title I, and will be monitored closely within the Response to Intervention framework.

Other factors may designate a student as struggling even when his or her performance on assessments indicate that he or she is not in need of academic interventions. For those students that are exhibiting behavioral, psychosocial, or developmental challenges, we will monitor and provide services.

After enrollment, ORCS will gather as much academic historical data on each student as is available. Also, all students will be given diagnostic assessments in English language arts and mathematics, aligned to the Common Core State Standards upon enrollment and at every grade.

- **The strategies, programs and resources the school will devote to assisting struggling students both within general education classrooms and in other settings**

In order to help students realize their full potential, ORCS will utilize a variety of strategies, programs, and resources that are aligned with the school’s Response to Intervention (Rtl) system. Teachers and staff will monitor the progress of each student very closely, and ORCS will strive to meet the needs of each student through a variety of instructional practices. In addition to our foundational pedagogical approach which includes ICT classrooms, small group instruction, and targeted assistance, students will also receive individual counseling, tutoring, and push-in and pull-out services by certified special education staff and contractors.

Student Support Team: The ORCS Student Support Team (SST), led by the Dean of Students, will be charged with the data-driven implementation of the Rtl framework and related interventions. In the first year, the Student Support Team will consist of the ELL Specialist who

will also handle IEP coordination and services, the Social Worker, the K and 1st grade Special Education teachers, and the Principal. They will start to develop the framework for intervention and student supports for struggling students. In year 2, the Dean of Students joins the team and assumes responsibility for implementation of all student supports, interventions, and coordination of special services. The Dean of Students will work closely with the ELL Specialist who will continue to handle IEP referrals and services for all students. In future years, the Student Support Team will grow to include a Student Support Coordinator who will be the primary person in charge of coordinating all IEP related services both in house and outside, and identifying students who need to go through a formal evaluation process. Bi-monthly SST meetings will be led by the Dean of Students and will be attended by the general education and special education teachers who most closely work with the students being discussed, the Social Worker, and the Student Support Coordinator. The ELL specialist and the Principal will continue to attend SST meetings as needed (depending on the agenda, particular students being discussed, etc.).

Response to Intervention: The ORCS RtI program is designed to quickly catch students before serious failure occurs and provide interventions to put them back on track to academic success. It is a cycle that provides intervention options of varying intensity that are linked to specific learning needs. Our RtI program will be coordinated by the Dean of Students and the Student Support Coordinator who will train teachers in its implementation during the summer Professional Development and throughout the course of the school year. The Student Support Team will convene SST meetings bi-monthly and will follow explicit protocols to focus on identifying struggling students, hypothesizing causes, developing intervention strategies, establishing measurable goals and timelines, and reviewing progress. These will be data-driven discussions using all available information, including standardized test results, teachers' observations and records, assessment results from computer based programs, behavior and discipline data, and parent input. The result will be the creation of an intervention plan.

RtI is generally conceptualized as different levels of instruction known as a Multitier System of Support (MTSS) such as:¹

- Tier 1 is the strong instruction that every student in a school should be receiving.
- Tier 2 includes students who are receiving extra academic support, often provided in small groups.
- Tier 3 is for students who have severe or persistent needs who require individualized help.

RtI proponents have said that movement among those tiers should be fluid. For example, a student with acute needs doesn't need to progress through the tiers to get individualized support; and a student who needs some extra support should not miss out on the general instruction that is provided on Tier 1.²

¹ <http://institute-of-progressive-education-and-learning.org/innovation-education/academic-behavior/response-to-intervention/>

² <http://institute-of-progressive-education-and-learning.org/innovation-education/academic-behavior/response-to-intervention/>

Although ORCS students will be categorized into one of the three tiers, our RtI model will utilize the common three tier approach in a fluid way as described above.

- Tier I - High-Quality Classroom Instruction: General education and special education teachers, including assistant teachers, will be trained in and expected to use differentiated instructional strategies, materials and assessments within their classroom all within a constructivist approach. Our blended-learning and co-teaching model provides frequent opportunities for targeted support within the classroom. Each grade at ORCS will have one ICT classroom with two co-teachers (general and special ed) and another classroom with a general education teacher and an assistant teacher. Different co-teaching models will be used depending on the classroom, lesson, and/or needs of the students. Classrooms with two certified teachers (general ed and special ed) may use parallel teaching or alternative teaching methods. Classrooms with one certified teacher and an assistant teacher will use one teach one assist methodology.³ ORCS teachers will apply the constructivist model and will be encouraged to be independent and creative in responding to the needs of their independent and unique learners. In any classroom, small groups of students may be engaged in any number of active, social activities designed to encourage exploration, discussion, and thinking. Teachers will be supportive and encourage independence; modeling how learners take charge of their own learning. Teachers will also scaffold to allow each student to come to understanding in his or her own way.
- Tier II - Targeted Interventions: Students who struggle in the classroom will be identified and pulled out for small group instruction and intervention or will receive push in support in their classroom. These interventions will be provided by classroom teacher, ELL specialist, or other staff. ORCS teachers will use the alternative co-teaching model so that one teacher can work with students that need more targeted intervention while the other teacher works with the larger group. In addition, teachers will provide tutoring to struggling students before or after school, and the school's after school program will provide academic support services in addition to recreation activities.
- Tier III - Intensive Interventions: The goal of Tier III is remediation for severe challenges that require intensive and sustained intervention. Tier 3 students will receive individual intervention such as Wilson Foundations or Reading Recovery.

Our RtI process will not just address academic challenges and remediation needs. Students who experience behavioral, psychosocial or developmental challenges may also be considered to be struggling, whether or not they are academically at-risk. The Dean of Students and the Social Worker will also establish an approach that parallels the RtI approach for academics, to address social emotional and behavioral concerns. For Tier I classrooms will be the primary location for students to overcome social-emotional or behavioral challenges and develop self-control and resiliency. Teachers will address a large degree of concerns within the classroom with students directly and/or make referrals to the school social worker. For Tier II students who demonstrate slow, uneven or no progress, the Dean of Students or Social Worker will provide targeted support to individual teachers and students for challenges that arise in the classroom, and when necessary, will directly apply consequences for situations that require them. Students in Tier III will receive intense intervention support, which may include up to daily involvement

³ <http://www.pearsoned.com/education-blog/co-teaching-models-that-work-in-an-inclusion-setting/>

with families or referrals to external agencies or community supports, such as psychiatric services, family counseling or medical services

The ORCS RtI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans. Ongoing assessment is key to a successful RtI program, and our blended-learning program is uniquely suited to monitoring the achievement of individual students and providing personalized instruction to meet their needs. Prevention and intervention efforts will be guided, tracked and supported by the Student Support Coordinator, and primarily implemented by teachers (general education, special education, and assistant teachers) and the ELL specialist (certified to teach English as a Second Language).

After School Support provided by school partner East Side House Settlement: ORCS will begin offering afterschool programming in year 2 of the school's operations, and will be held for 2 hours and 15 minutes, Monday, Tuesday, Thursday, Friday, and 3 hours on Wednesdays. Time will be allotted for homework completion, independent and shared reading, leveled learning (targeted supplementary support) and enrichment. Participation in the after school program may be required for Tiers II and III, and may be adjusted on a trimester basis or as needed.

The ORCS after school support will be strongly recommended for all struggling learners, and, as is critical to our model and school culture, administrative staff will work closely with families to discuss the need for after school intervention services. Though we anticipate that all struggling learners will participate in the after school program, in any case where the student is unable to participate or whose family does not agree with or allow for participation, ORCS will integrate targeted support services throughout the typical school day. These methods are detailed above, and will include small group work, individual tutoring, and push in or pull out group work.

- **Any research or evidence that supports the appropriateness of the proposed approach**

RTI refers to the practice of providing high quality instruction and intervention matched to students' needs, monitoring student progress frequently to make decisions about instructional changes, and evaluating regularly collected data on student progress to determine whether to refer the student for special education services.⁴ This approach is reflective of the Open Roads core belief that every student can achieve grade level learning standards given sufficient and targeted support. A meta-analysis of RTI research found that there were both systemic effects at schools, such as reductions in special education referrals, and positive effects on student outcomes.⁵ This meta-analysis, as well as evidence from additional research, suggests that RTI is an effective practice.⁶

⁴Rinaldi, C., Higgins Averill, O., Stuart, S. (2010/2011) Response to Intervention: Educators' Perceptions of a Three-Year RTI Collaborative Reform Effort in an Urban Elementary School *The Journal of Education* Vol. 191, No. 2, SCHOOLS and SCHOOLING, pp. 43-53

⁵ Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381–394.

⁶ Marston, D., Muyskens, P., Lau, M., & Canter, A. (2003). Problem-solving model for decision making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities Research & Practice*, 18(3), 187–200

Another recent study of a three-year RTI program in an urban elementary school also revealed that the RTI process was effective. Results of the study suggest that RTI's collaborative structures, related professional development, and co-shared leadership supported the implementation process and contributed to the effectiveness of the model.⁷

- **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**

ORCS will be committed to engaging in continuous cycles of instructional improvement and evaluation. The progress of students will be monitored and revisited on an individual, aggregate and disaggregated basis at a number of levels. Teachers will observe and document student work. These observations will take place in little and big ways, one-on-one and in a group and will be integrated directly with instruction throughout the school day. In conjunction with the Dean of Students and the Student Support Team, teachers will also review the additional assessment data collected for each student to track their learning progress, especially for those students categorized in Rtl tiers II and III.

Progress monitoring efforts will reveal individual challenges in the acquisition of skills and development of content knowledge, as well as trends across classes and grade levels. ORCS will utilize a data management program such as Engrade or PowerSchool to track and guide the screening and progress monitoring aspects of this work, and drive tiered levels of academic intervention implemented by general education, special education, and assistant teachers.

The Student Support Team and Principal will assemble regularly to review the academic data more broadly, within intervention groups, grades, Rtl tiers and school-wide. Assessment results will be reviewed in order to identify key trends that indicate student progress, as well as pinpoint gaps, challenges and concerns. The SST will then determine next steps, which may be in the form of short term refinements, such as developing plans to revisit certain weak content knowledge or skills within groups, grades or tiers – or long-term, requiring a shift in teacher professional development, revisions to the Rtl structure, research to supplement instructional materials to target or reinforce particular areas, or modifications to how struggling students receive support.

(b) Students with Disabilities

Discuss the proposed 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 and include:

- **A statement agreeing to abide by all of the assurances found in Appendix B**

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

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

⁷ Rinaldi, C., Higgins Averill, O., Stuart, S. (2010/2011) Response to Intervention: Educators' Perceptions of a Three-Year RTI Collaborative Reform Effort in an Urban Elementary School *The Journal of Education* Vol. 191, No. 2, SCHOOLS and SCHOOLING, pp. 43-53

ORCS will, consistent with applicable law, work with Local Educational Agency (“LEA”) school districts to ensure that all students with disabilities that qualify under the IDEA:

- Have available to them a free, appropriate, public education (“FAPE”);
- Are appropriately evaluated;
- Are provided with an Individualized Education Program (“IEP”);
- Receive an appropriate education in the least restrictive environment (LRE);
- Are involved in the development of and decisions regarding the IEP, along with their parents; and,
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.

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

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

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

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

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

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

ORCS will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The

Education Corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.

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

- **The process for identifying students with disabilities**

The ORCS three-tiered RtI process is designed to identify whether general education techniques and supports are sufficient or if a student might require special education services. Students who have received intervention where all three tiers have been exhausted, will be discussed during Student Support Team meetings. During the meeting, the team will review past attempts at meeting the student's needs and determine whether to recommend the student to the appropriate Committee on Special Education (CSE) for evaluation. While the school itself cannot make a determination, it will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. As ORCS will be implementing a unique school model, it will be incumbent upon the Student Support Coordinator to develop an effective working relationship with CSE staff so as to educate them in regards to the effectiveness of our program for at-risk students. In addition, we also recognize that parent consent is required for both initial evaluation and provision of services and our staff will work closely with parents to involve them throughout the entire process. It is also the parent's right to request an evaluation at any time, even before the school has completed the RtI process. To identify students with a pre-existing IEP, after our enrollment lottery is held in the spring (or if a student enrolls during the school year), school staff will immediately request student records to identify incoming students with disabilities. They will obtain and evaluate IEPs to determine whether ORCS is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEPs if necessary and possible. In instances where the school cannot provide the placement or services as specified by the IEP and the parent provides consent, ORCS will work with the CSE to secure the student placement in a district school that provides the required services.

- **The resources, personnel, direct and related services the school is likely to provide both within general education classrooms and in other settings**

Open Roads Charter School will have appropriately certified special education staff to support its special education program, including a Dean of Students, a Student Support Coordinator to coordinate all IEP related services, one special education teacher per grade and a school social worker. The Dean of Students will be responsible for overseeing the school's special education program, which includes but is not limited to managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, and submitting annually all required reports including any required by 34 CFR §300.211.

Open Roads Charter School's special education model is one of inclusion. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved

satisfactorily, in accordance with the student's IEP. There will be one ICT class per grade, staffed by certified general education and special education teachers.

In addition to ICT, ORCS will ensure that the special education program and services, as indicated on each student's IEP, will be provided directly to the student during school hours. The Student Support Coordinator will schedule all services such as speech therapy, occupational therapy and counseling during the school day. Special educators and related-service providers (i.e. speech and language, occupational and physical therapists) will provide both push-in and pull-out services to special education students as required by their IEPs. A special education teacher or assistant teacher may sit with the students to help implement the goals of their IEPs.

Open Roads Charter School will also have a full time social worker on staff for those students who, according to their IEPs, require counseling services. ORCS special education staff and consultant services will also serve as special education consultants to the overall school community. Special education staff will work with general education teachers to support the education of students with disabilities in a manner consistent with and supportive of the students' IEPs. To this end, special education staff will ensure that these teachers at the school are knowledgeable about the needs of students with disabilities, are informed about their responsibilities for particular students, will receive the support they may require to implement each student's program, and will implement any necessary modifications or accommodations in their classes. Every teacher of a student with a disability will be provided a copy of the student's IEP and will be provided information, training and support by the Dean of Students and learning specialists, as needed, to ensure their understanding of the student's needs and their responsibilities, as required by the student's IEP, to implement a student's program and/or any required modifications or accommodations in their classes.

All ORCS teachers, assistant teachers, specials teachers, and related personnel, will participate in professional development designed specifically to cover students with disabilities, different learning styles, and instructional and intervention strategies for this population.

- **The services or settings that will be provided by the school district of the student's residency or through a third party contract**

ORCS will be an inclusive school and expect many students to be receiving special education services. Students will be serviced in a variety of ways, based on the requirements of their IEPs. One class per every grade will be ICT which will allow all children in that class to get the support and attention they need. In addition to ICT, the Student Support Coordinator will ensure that services like speech, occupational therapy, physical therapy or counseling will be provided on site for all students who need them. These services will be coordinated in conjunction with the CSE and will be offered during the school day.

- **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities**

According to the NYS Board of Regents, almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.⁸ Also, high quality

⁸ <https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domain/8/ICT%20Jan%202017.pdf>

inclusive settings such as the one proposed by ORCS are effective when instruction and configuration of classrooms and activities include both students with and without disabilities; students with disabilities are held to high expectations for achievement; special education and general education teachers intentionally plan teaching lessons to promote the participation and progress of students with disabilities in learning and social activities; individualized accommodations, supports and specially-designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities; and evidence-based services and supports are used to foster the cognitive, communication, physical, behavioral and social-emotional development of students with disabilities.⁹

ORCS will employ a highly structured co-teaching approach in all grades with a certified general education teacher and a special education in one class per grade. Co-teaching at ORCS will be a core service delivery mechanism to support the vision of inclusion for all students, ensuring complete access to a general education curriculum for students with disabilities and other learning challenges. Co-teaching has been found to increase overall student achievement and decrease behavior problems, and it is effective for both students with and without disabilities.¹⁰ For students with disabilities, they found improvement in standardized testing, social and communication skills, increased interaction with peers, higher achievement and higher-quality IEP Goals, better prepared for post-school experiences, and expanded personal interests and knowledge of the world (preparation for adulthood). For students without disabilities, they found that co-teaching provided greater acceptance and valuing of individual differences, enhanced self-esteem, and a genuine capacity for friendships.¹¹

ORCS will provide the necessary support and training for all teachers and adequate co-planning time. Professional development will cover the different co-teaching models. The Instructional Coach will work closely with each ICT team individually and as a team, to ensure that they develop and maintain an equal partnership and a work relationship that benefits their students and their learning. Parallel teaching and station teaching will be the models used most of the time at ORCS ICT classrooms, with alternative teaching used when working with Tier II students.

- **The process for coordination between general education teachers and special education teachers or service providers**

During common planning times general education and special education teachers will schedule grade level and individual meetings with other appropriate staff to review each student with an IEP. Any adaptive technology will be discussed and training will occur during the time. Further, any and all RTI assignments will be discussed and modified. During staff-wide professional development, the Student Support Team, led by the Dean of Students, will conduct training for other teachers and staff around the various laws and regulations surrounding students with disabilities as well as professional development on implementing interventions. Outside experts will also be brought into PD to facilitate sessions on co-teaching and intervention methods.

⁹ <https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domain/8/ICT%20Jan%202017.pdf>

¹⁰ Inclusive Education: Practical Implementation of the Least Restrictive Environment by Power-deFur and Orelove. Aspen Publishers, Inc., 200 Orchard Ridge Drive, Suite 200, Gaithersburg, MD 20878)

¹¹ <https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domain/8/ICT%20Jan%202017.pdf>

Teachers will meet to discuss how push-ins and pull-outs will be scheduled and what will be covered during these time periods.

Because ORCS will have common planning time and all-staff development time built into the weekly schedule, there will be ample opportunity for collaboration between all instructional staff and special education providers to develop a plan of action and to monitor ongoing progress against IEP goals and school accountability goals. The Principal and Dean of Students will be responsible for facilitating this coordination and monitoring the progress. This will also be a time for the SST to report their observations and make recommendations about any students suspected of having a disability.

- **The process that will be used to monitor the achievement and progress of students with disabilities**

To track student achievement and progress, teachers and administrators will utilize a data system, such as Engrade or PowerSchool. Students with special education needs will be closely tracked for reaching benchmarks and moving towards their IEP goals as well as school accountability goals, same as all ORCS students, no matter their designation. Ongoing progress reports regarding the progress of each student and his or her IEP, as well as copies of all progress reports, will be provided to the parents of each special education student and to his/her district of residence. The school will communicate with parents of students with disabilities on an ongoing basis regarding the progress their children are making, their children's IEPs and ways that parents and families can support the education and development of their children with disabilities.

- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met**

School leaders and staff will regularly evaluate the efficacy of our special education program by disaggregating student performance data and reviewing progress toward goals of students with IEPs. Observation of grade team and Student Support Team meetings will provide qualitative data about the quality of implementation of the Rtl model. Parents will also be surveyed to determine their perspective on services and communication. Parents of students with IEPs will receive quarterly updates on their child's progress toward his or her IEP goals, which will help gauge the efficacy of the school's program.

- **Specific professional development for identifying, supporting and evaluating the progress the special education students including the implementation of Rtl and behavioral intervention plans (BIPs) in the classroom**

ORCS will provide the necessary support and training for all teachers and staff for identifying supporting and evaluating the progress of special education students including the implementation of Rtl and BIPs in the classroom. All teachers will receive on-going training regarding the education of special needs students, particularly during the Summer Institute professional development prior to the opening of school each year. Professional development will also address the needs of special education students by emphasizing differentiation and ongoing assessment of work. As part of this, teachers will be fully trained in PRIM as well as the special education referral process. In addition to the Summer Institute professional development period, the teachers will have opportunities for ongoing training, planning and collaboration facilitated by the Dean of Students, who may engage outside PD consultants around issues

specifically related to the education of students, during regularly scheduled staff development time on teachers' schedules.

As delineated on the teachers' weekly schedules, there is opportunity for collaboration between all classroom teachers and special education instructional staff to develop a plan of action and to monitor ongoing progress against IEP goals and school accountability goals. The Principal will be responsible for facilitating this coordination and monitoring the progress.

(c) English Language Learners

Discuss the proposed 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 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 school will use the State Education Department's process for identifying students who are English Language Learners. Once students are enrolled they will be screened if not already identified as ELLs. ORCS will administer the New York State Identification Test for English Language Learners (NYSITELL) to determine eligibility for services for these students.

- **The approach, resources, and personnel the school will use to meet the needs of ELLs**

The ORCS ELL Specialist and Student Support Coordinator with support from the Principal and Dean of Students, will be responsible for implementation of our programs for ELL students. Together, they will maintain all records, ensure timely screening to establish initial eligibility for services, and administer annual assessment to determine ongoing eligibility. The ELL Specialist will work with classroom teachers to properly support ELL students. Once we know our students and can evaluate their needs, the school is prepared to hire additional staff or contract with external service providers if needed.

The ELL specialist will provide push-in and pull-out instruction to small groups of ELLs in addition to supporting the classroom teachers. The ELL specialist will have at least a Bachelor's degree and appropriate state certifications, at least two years' experience as an ESOL or ESL program teacher in an elementary school environment, demonstrated understanding of and experience in sheltered instruction techniques and be bilingual English/Spanish given the community demographics of the South Bronx.

The approach that the ELL specialist will use in conjunction with the classroom teacher is one of sheltered instruction. Sheltered instruction is an approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students' English language development.. Strategies that promote the acquisition of cognitive academic language proficiency include sheltered English instruction. We expect that our classroom teachers, through targeted professional development as well as through push-in support with a trained ELL specialist, will build their own capacities in integrating sheltered strategies in the classroom. Thus, we believe our instructional model will have the capacity to meet the needs of the ELLs we project to have in the elementary grades.

- **The research and evidence that supports the appropriateness of this approach**

Years of research have proven that students in classrooms implementing the sheltered instruction model understand what is being taught and have experienced success in learning grade-level content while developing their ability in English language skills.¹² ORCS ELL specialist and teachers will be able to positively impact all students in the classroom, as all students will benefit from sheltered instructional strategies. The framework that was developed, the Sheltered Instruction Observation Protocol (SIOP) model, has proven to bridge the gap between teachers and ELLs and fully supports content instruction, while utilizing proven methods of language teaching that incorporate reading, writing, speaking, and listening.¹³

- **The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs**

Common planning and staff development time is built into the teacher's weekly schedule providing opportunities for collaboration between all instructional staff, including between classroom teachers and the ELL specialist where they can collaborate to develop a plan of action and to monitor ongoing progress of ELLs towards English proficiency and school accountability goals. The Principal and his or her designee and the ELL specialist will be responsible for facilitating this coordination and monitoring the progress. The SST is also a vehicle by which teachers can report their observations and make recommendations about any ELL student who may be struggling with English language acquisition. Ongoing professional development scheduled during the summer months and weekly during the school year, will be coordinated for teachers and the ELL specialist to include training on the sheltered instruction model and interventions for ELL students.

- **The process that will be used to monitor the achievement and progress of ELLs including exit criteria**

The ELL specialist will provide progress reports to teachers and parents in addition to the regular report card. Since ELL students could fall into tier 2 services depending on their ELL classification (beginning, intermediate, advanced), progress monitoring should occur according to their tiers. The ELL specialist would work with classroom teachers to tailor instruction.

NCLB requires that the English proficiency of all ELLs be annually assessed. The Open Roads Charter School will administer the NYS ELA assessment to ELLs who, as of January 3, 2007, have been enrolled in school in the U.S. (excluding Puerto Rico) for one year or more. To measure the progress in English acquisition of ELLs, Open Roads Charter School will analyze annual NYSESLAT results. Scores on the NYSESLAT indicate the proficiency level students have achieved each year, and whether or not a student's level of English proficiency is high enough to exit ESL services. Any student classified and receiving educational services as an ELL who subsequently tests above the established cut-off point will be deemed to be no longer in need of ESL services.

- **The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met**

¹² <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1026&context=esed5234-master>

¹³ <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1026&context=esed5234-master>

School leaders and staff will regularly evaluate the efficacy of our ELL program by disaggregating student performance data and reviewing student progress towards English proficiency. Observation of instruction and learning support team meetings will provide qualitative data about the quality of implementation of the program. Parents will also be surveyed to determine their perspective on services and communication.

- **How the school will make all necessary materials available to parents of ELLs in a language that they can understand**

ORCS will ensure that ELL students will not be excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. The school will also make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage participation in the school by all members of the school community.

Open Roads Charter School will translate all materials necessary for parents into the appropriate language spoken by non-English speaking parents. All materials will be translated by members of the school staff who are proficient readers, writers and speakers of the targeted languages, and to the extent there is no one on staff available to translate these documents into a targeted language, ORCS will hire a translation service.

- **How the school will make after school and other extra-curricular programming accessible to ELLs**

All students at the Open Roads Charter School will be eligible to participate in after school and extra-curricular programming provided by East Side House Settlement (ESH), the school's partner. ESH has many years of experience and a track record providing these services in the South Bronx and to non-English speaking families. School staff will ensure that all non-English speaking parents (whether or not their child is an ELL) are aware of the after school program and all other extra-curricular programming and school celebrations by ensuring that all notifications are provided to parents in their respective language. The school will have in place a monitoring process to ensure that all members of the community are participating in these programs. Semi-annually, the Principal or his/her designee will conduct a comprehensive review of ELLs' participation in extra-curricular activities to identify any impediments to their full participation. The results of this review along with recommendation for improvement if necessary will be presented to the Education Committee of the Board.

(d) Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- **How the school will identify advanced and/or gifted and talented students**

ORCS is committed to addressing the needs of more accelerated learners in addition to those students who are at or below grade level. Students will be deemed academically advanced when they are performing above grade level in ELA and/or math. ORCS' blended-learning model, co-teaching, and systematic approach to assessment, all will contribute to its ability to personalize instruction for each child. School leaders and teachers will regularly evaluate

students' academic achievement data. Through targeted data analysis, grade teams will determine student groupings in an effort to challenge specific students or groups of students and teach them with their zone of proximal development.

ORCS will create enrichment activities for students to apply higher order levels of Bloom's Taxonomy. Our blended learning and co-teaching model provides students the opportunity to dig deeper and explore a greater breadth of content both individually and within smaller groups. These activities may include inquiry – and project-based extensions that cross into other subject areas and the technology employed in every classroom allows for further integration and augmentation in all core subjects.

ORCS' blended-learning model, co-teaching, and systematic approach to assessment, all contribute to its ability to personalize instruction for each child. School leaders and teachers will regularly evaluate students' academic achievement data. Through targeted data analysis, grade teams will determine student groupings in an effort to challenge specific students or groups of students and teach them with their zone of proximal development.

- **Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and talented students**

ORCS is designed to accelerate the achievement of advanced and gifted students, just as it is designed to accelerate the achievement of at-risk students. Blended learning and differentiated instruction enables learners to advance at a pace that is appropriate for them and perhaps beyond that of their peers. Effective and comprehensive education services for advanced and gifted and talented students will require an investment in professional development, assessments, and advanced curriculum. Gifted education strategies must be flexible and varied. ORCS will provide professional development for teachers to help them work with advanced and gifted students so that they remain engaged, and learn to modify the curriculum to better serve these students. Regular and ongoing assessments will also help teachers identify student progress so that students are continuously challenged.

R-08ad – Instructional Leadership

(a) Instructional Leadership Roles

Describe instructional leadership 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**

The chart below outlines the roles and responsibilities of key instructional leaders – Executive Director, Principal, Assistant Principal, Instructional Coach, and Dean of Students. The Principal will be directly responsible for guiding, coaching and evaluating classroom teachers in the first two years of the school, as s/he simultaneously develops these strengths and skills in the Instructional Coach, the Dean of Students (who will supervise the Student Support Coordinator and counselors/social workers). In year 3, the Principal will delegate teacher supervision to the Assistant Principal, and will coach and closely monitor all three leaders.

Role	Responsibilities
Executive Director	<ul style="list-style-type: none"> • Responsible for leading and managing the strategic direction for Open Roads Charter School. • Will oversee overall operations and ensure that the school follows the respective rules and regulations required by their charter and mission, ensuring its excellence, sustainability, and growth. • Will manage the day-to-day performance of the ORCS Principal, acting as mentor and coach • Responsible for supporting the implementation of structures, curricula and culture • He/she will work with the ORCS Board of Trustees to annually evaluate the Principal’s job performance. • Will also serve as the voice and face of ORCS for the media and outside world, and will be responsible for cultivating rich and impactful relationships within the multiple facets of the local education community. • Will work with the Board of Trustees to raise funding to support the growth and programming plans of the school.
Principal	<ul style="list-style-type: none"> • Serve as primary instructional leader of the school • Provide directions, guidance, and support to teachers to improve instruction and raise student achievement • Ensure the proper use of student data to drive and improve instruction • Evaluate school programs and recommend policy changes and resource allocation • Evaluate teachers and make recommendations for placement and retention • Institute and sustain the culture of success • Ensure a rigorous and inclusive instructional program for all students • Facilitate the professional growth of instructional staff members • Ensure assessments are administered with fidelity, and data is utilized to drive instruction • Ensure a safe and respectful school community for all

	<ul style="list-style-type: none"> students, families and staff Assume responsibility for all planning, policy and compliance concerns Ensure effective talent management and operations systems are established and maintained
Assistant Principal	<ul style="list-style-type: none"> Support Principal in instructional leadership duties Provide staff development training Manage blended learning data reports and coordinate relevant interventions Manage content planning and development, building a vertically aligned scope and sequence for each grade level Regularly observe teachers and provide critical feedback to improve instruction Assist Principal in evaluation of teachers and make recommendations for placement and retention Facilitate development of curriculum, instruction and assessment Supervise Instructional Coach and ELL Specialist Contribute to planning, policy and compliance concerns
Instructional Coach	<ul style="list-style-type: none"> Support Principal and Assistant Principal in instructional leadership duties Regularly observe teachers and provide critical feedback to improve instruction Provide intensive coaching and mentoring for teachers Coach teachers in assigned content area, providing guidance in lesson and unit planning Analyze content-level data to monitor progress
Dean of Students	<ul style="list-style-type: none"> Responsible for reducing the barriers to academic success through direct mandated and at-risk academic interventions with students, educating and supporting families and facilitating growth of staff. Supervise Student Support Team which includes Student Support Coordinator and Social Worker Supervise Student Support Coordinator to maintain IEPs and liaise with the NYCDOE Committee on Special Education Provide the Principal with monthly reports documenting the status of students who are being processed or receive support through the CSE, SST and RtI programs Provide or arrange ongoing staff development with respect to special needs and effective instructional strategies Foster alignment of students, teachers, staff, and parents around the school's philosophy and core values, to establish consistent norms of rigorous learning and respectful behavior throughout the school

- The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission**

The ORCS Board of Trustees and Executive Director will be responsible for hiring the Principal. Upon formal approval of the school's charter, the formal search will begin. The members of the ORCS founders group and the Board of ORCS have begun to informally reach out to their

professional circles seeking qualified and appropriate candidates, including search firms that specialize in school leadership for charter schools.

For the formal search, the position will be posted in a wide range of print and online media, such as Education Week, Idealist, Common Ground, Indeed and the New York Charter School Center. The Board may also engage a professional search firm such as Charter School Jobs for assistance. Open Roads Charter School will establish a broad and diverse applicant pool for all vacant positions and will leverage the relationships and experiences of its Board members to expand its outreach, networking and teacher and staff recruitment initiatives. Successful strategies include social media, attendance at conferences and events, and institutional partnerships, all of which will attract a diverse and high potential candidates' pool, which will benefit the Open Roads Charter School. ORCS will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

For the Principal role, the ORCS Board of Trustees will seek candidates who have a track record of effective school leadership and teaching, preferably in urban charter schools, and are able to provide evidence of high levels of student achievement. Previous experience as a Principal or Assistant Principal will be required. Strong candidates will demonstrate a commitment to inclusion, and knowledge of high-quality teaching, progressive learning standards, and curriculum resources. S/he must be data and evidence driven, a systems thinker, skilled at coaching adults and able to inspire and engage a range of constituents. S/he must embrace high expectations and a growth mindset when reflecting on her/his own practice, coaching others, and supporting students and their families.

Finally, the Board will prioritize candidates who are Spanish-speaking, and have worked in or are connected to similar communities to the one the Open Roads Charter School intends to serve (e.g. urban, high poverty, families experiencing complex risk factors). From our experience working in the South Bronx, Spanish continues to be the dominant second language and many families have parents or caregivers who only speak Spanish. If the school leader does not speak Spanish, we will try to hire other key positions that have some fluency in the language.

The ORCS Board of Trustees will work in conjunction with the Executive Director to screen and evaluate Principal candidates. The multi-step process will include:

1. Resume and cover letter submission and review
2. Structured phone call screen and data collection
3. Interview with Executive Director and COO (2 per candidate) and Search Firm if applicable
4. Teacher observation and coach role play, presentation of scenarios
5. Professional reference phone calls, collection of certifications and criminal clearance (fingerprinting)
6. Final interview of top 3 candidates with full ORCS Board
7. ORCS Board of Trustees selects one candidate
8. ORCS Board of Trustees presents offer and negotiates agreement, with support from ORCS Executive Director.

The ORCS Principal will apply a similar protocol to the search for other instructional leaders – Assistant Principal, Instructional Coach, and Dean of Students– while making certain adjustments based on the specific roles these candidates will fill and involving other staff in selection process. S/he will be supported in these processes by the operations staff, which will publicly post open ORCS positions, collect and pre-screen resumes (for foundational qualifications), and by the Executive Director, who may coach or provide input. The ORCS Board of Trustees may also provide advisory support as needed. All instructional leaders identified must be committed to a progressive education model and possess an unwavering belief that all children can achieve both moral and academic excellence.

- **How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance**

Instructional leaders will monitor the effectiveness of the academic program by reviewing all student academic data in its entirety to identify common trends, as well as potentially conflicting evidence, across the school, across data sets, within various identifier subgroups (grade, poverty level, ethnicity, gender, English language learner, etc.) and within various service provision groups (special education, ELL students, Rtl interventions, afterschool or summer school participation, etc.). Leaders will look for evidence of academic learning – absolute, growth and comparative. In the planning and initial years of the school, ORCS intends to invest in and customize tracking systems, such as Engrade or PowerSchool, to ensure there is easy access to information, and the capacity to perform analysis and generate reports.

Instructional leaders will also conduct programmatic audits that focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by the instructional leadership team through planning meetings and direct observation. Teachers will be expected to annotate lessons after they have been taught and that information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We will disaggregate data and look for trends in sub-groups. ORCS will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to participate in inter-visitation with other high performing schools that result in critical feedback. In particular, we hope to visit progressive schools with a similar mission and focus. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

The Open Roads Charter School leaders will be charged with creating a culture that is transparent and evidence-based. Findings from these data reviews will be presented to the staff and board at least annually, while data subsets will be shared more often (e.g. in dashboard form at monthly board meetings, at leadership team meetings, during individual leader coaching meetings).

(b) Teacher Support and Supervision

Describe the school's approach to on-going individual teacher supervision and support including, but not limited to: coaching and feedback systems and supports to ensure high quality instructional planning and implementation

At ORCS we believe that distributive leadership is critical to a school's success and all individuals will understand and share the leadership's beliefs and will carry out the school's mission with fidelity. For distributive leadership we will create structures and implement practices to strengthen the leadership capacity of staff to ensure that they share the school's belief and help realize the vision. These structures will be based on the following:

- Cohort Teams
- Content Specialists
- Grade Liaisons
- Curriculum Teams
- Data Teams
- ICT Partnerships
- Positive Behavior Intervention Specialists
- Response to Intervention Specialists

These cohorts noted above will set the purpose and expectations for distributive leadership as well as help instructional leadership develop teams according to different staff strengths and/or interests. Developing a school culture where everyone feels responsible and accountable is important and rather than assigning roles, ORCS leadership will conduct interest surveys as well as interview and observe individuals before making decisions about cohorts. The cohort structure will be fluid and teams will change based on needs and observations. The ultimate goal is for every single staff member at ORCS to play a vital role in our school's success.

ORCS teachers will also have collaborative opportunities to analyze and dissect their own practice in grade level teams and during professional development time. Teachers will also receive individual coaching from the Instructional Coach to support continual improvement and high quality instruction. Our staffing plan includes a robust operations staff to free up instructional leaders to spend significant time supporting faculty. The Instructional Coach will have the primary role of coaching and supporting teachers individually and in groups. Coaching may include review of and feedback on curriculum and lesson plans, modeling instruction, co-teaching, observation of classroom practices, facilitation of collaborative activities, as well as critical feedback. The Principal, Assistant Principal, and Instructional Coach will visit classrooms, lead, and/or attend grade team meetings, either for quick pop-ins or extended periods. They will also use these opportunities to collect evidence related to each teacher's professional growth goals and evaluate the implementation of staff development training into practice.

A constant theme of classroom observation will be instructional rigor and student engagement. We expect teachers to guide students to do their personal best in all content areas while creating an atmosphere in which students are joyful learners who are engaged and enthusiastic about their learning. Feedback for teachers may be verbal or written, and will be aligned with the

teacher performance rubric. The Principal (and Assistant Principal starting in Year 3) will hold one-on-one meetings with individual teachers. These meetings will formally occur at least twice per month, though we anticipate much more frequent informal interaction. Once the school has grown, the meetings may take place with Grade Level leads who in turn will have meetings with individual teachers.

Staff will be provided with guiding frameworks, resources and sufficient time to plan, assess and reflect on their students' evidence of learning, and growth in their own practice as educators. As described in the Curriculum and Instruction subsection, teachers will input their plans a data system, which will have curriculum maps to guide them. Leaders will access plans through this system in order to review and provide questions and feedback. Noted in the teacher daily schedule is ample daily prep time designated for individual, team, and grade level planning time, which may be tied to the curriculum, focused on a specific aspect of instruction, or driven by academic assessment results. Instructional leaders may attend or facilitate these meetings.

ORCS will provide clearly defined structures to assure professional accountability for the critical work of teaching. Instructional leaders will be present in classrooms frequently, doing informal walk-throughs and check-ins, as well as formal lesson observations. Each instructional leader will meet with each teacher s/he supervises on a weekly basis, to provide differentiated, facilitative coaching support. The organizational chart and personnel subsections present and describe the supervisory structure and how it evolves as the school grows.

Instructional leaders will use The Danielson Framework for Teaching, a research-based set of components of instruction grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:(1) planning and preparation, (2) classroom environment, (3) instruction and (4) professional responsibilities.¹ Teachers will be guided through cycles of lesson observations over the course of the year. This approach instills a sense of urgency around teaching and learning. The Framework will be used as the foundation of the school's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

The cycle will typically include the following components:

Pre-observation meeting: Leader and teacher discuss the lesson plan and preparation.

Lesson observation: Leader scripts the lesson as a means to collect evidence of teacher practice.

Evidence categorization: Leader categorizes the evidence collected as it fits within each component of Domains 2 and 3 and sends script and categorized evidence to teacher.

Teacher reviews, reflects and self-rates within Domain 2 and 3, based on evidence, and sends to leader.

Leader reviews reflects and ratings, and plans for teacher coaching meeting.

¹ <http://www.danielsongroup.org/framework/>

Leader facilitates coaching meeting, dialoguing with teacher around reflection and ratings and co-constructing action plan.

As a result of this process, teachers will be well aware of their own strengths and areas of growth, and, with leaders, will draft SMART goal-oriented action plans that capture what they need to achieve, how and by when, within certain prioritized Danielson components, in order to improve their practice. The action plan may reflect additional support the leader will provide (e.g. targeted lens observation, co-planning, modeling, assessment review, etc.)

The Principal will develop a tracking system of each aspect of this process, which all instructional leaders will update on a bi-weekly basis. This data will be reviewed at least monthly by the Principal, and used to strengthen coaching work, address small or whole group growth priorities (in settings such as grade level meetings, Professional Learning Groups, or Wednesday afternoon all staff meetings and professional development time).

(c) Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- **An overview of the frequency and format of professional development**

ORCS will allocate substantial financial resources from the school budget to ensure that the school can implement extensive professional development for teachers and staff. Professional development will be led by the ORCS Principal, Assistant Principal, Instructional Coach, and Dean of Students. The school will also coordinate to bring external facilitators on certain topics like curriculum. Professional development for teachers and staff will be provided in-house in a variety of ways, which include:

1. Annually: Two-week summer institute prior to the beginning of each school year

The summer institute will provide workshops on school model and mission, with an emphasis on progressive education and pedagogical implications; expectations for lesson planning and coaching; co-teaching methods; curricula specific training; school culture and discipline; classroom management; and training on the use of Engrade, PowerSchool, and any other technology systems used to support instruction.

2. Weekly: Wednesday afternoons, 3:30-5:30 pm all staff meetings

The weekly Wednesday staff meetings and professional development sessions will cover topics similar to those included above for summer institute. In addition, the Principal will add other topics and workshops as the school year progresses and the need arises.

3. As indicated in the teacher schedule, teachers have protected time each day (while students are in art, music, physical education, lunch, and recess) to work independently, collaboratively with co-teacher, or with their coach.
4. Weekly: grade level meetings
5. Weekly: individual differentiated coaching
6. Monthly: formal observations

7. Student Support Team meetings (held weekly teachers will attend as needed if their student is being discussed)

Instructional leaders, teachers, and staff will also have opportunities to attend conferences and off-site professional development. These requests will be honored if deemed appropriate to support instruction and help the staff person meet school's goals.

- **Who will be responsible for leading and providing professional development**

Our Principal will be the driving force behind staff development and will work closely with his or her leadership team to ensure adequate resources, including dedicated time in the schedule, trainers with relevant expertise, and technology such as video cameras and data analysis software. The ORCS budget has allocated sufficient resources for staff development, and it should make it possible for the school to afford external facilitators when needed. The Principal will plan the summer institute months in advance. Weekly PD will also be planned but will evolve as the needs of the school change during the school year.

We intend to connect the school with external resources as well, such as the Special Education Collaborative and test scoring initiatives organized through the New York City Charter School Center. Faculty may request funds for external training that is aligned with the school program and can be turn-keyed for the benefit of others. For our nonacademic staff ORCS will participate during the start-up phase in the Start Right Program at the NYC Charter School Center. Depending on their level of experience, we may put our Principal through the KIPP School Leadership Institute or other leadership program and will encourage him/her to participate in on-going leadership development offered by KIPP or similar organizations. Given the school's progressive mission and philosophy, we expect a great deal of PD around this via progressive school visits or participating in progressive education conferences.

The Principal will be responsible for ensuring teachers receive professional development. S/he will provide it directly, delegate it, or outsource it, based on his/her and others' areas of expertise and responsibility. For instance, the Principal will familiarize the teachers with the Danielson rubric, and will introduce the cycles of instructional coaching. The Dean of Students will provide whole school training on students with special needs, as well as the Response to Intervention framework. As the school grows, these internal professional development responsibilities may be distributed amongst leadership team members and grade level leaders. Further, the Principal will coordinate with the Executive Director to strategically share resources and expertise.

- **How the school will identify professional development topics**

The priorities for school-wide professional development in the first year of the school will be largely driven by the curriculum, instructional and cultural vision as set forth in this charter application, to ensure a high degree of fidelity and consistency with progressive and constructivist education. The Principal will administer a needs assessment during the ORCS Summer Institute to gauge gaps and interest, and potentially adjust or expand plans for the year ahead. Professional development priorities will be further refined or adjusted throughout the year based on assessments of teacher knowledge and skill, and influenced by teacher feedback. Decisions will be made based on data trends related to student learning and teacher practice, and the process of determining priorities and planning for high-quality, relevant professional development will become increasingly more collaborative as the school grows.

Curriculum priorities for the first year include but are not limited to:

Teaching English Language Arts

- Engage NY ELA Professional Development Turn Key Kits
- ELA K-2

Teaching Writing:

- The Teachers College Reading and Writing Project

Teaching Mathematics

- Bridges in Mathematics, The Math Learning Center

Teaching Science and Social Studies

- Core Knowledge resources
- Historical Thinking Benchmarks
- FOSS Science Curriculum

Instructional practice priorities for the first year include but are not limited to:

- Elements of progressive education
- Defining rigor - academic rigor that is grounded in the progressive belief that children learn best when they actively construct meaning
- Common Core Learning Standards – how to align with progressive methods
- Bloom's Hierarchy
- Instructional Planning
- Lesson structure
- Serving and Including ALL Students
- RTI – academic and psychosocial/behavioral tiers
- Small group differentiated learning
- Special education, ESL, at-risk, advanced
- Teacher Coaching, Growth and Evaluation
- Charlotte Danielson Framework for Teaching Tool: Content and Research-base
- Reflect and stretch cycles of coaching
- Data Housing Tools
- Developing an effective co-teaching model: Parallel teaching, Staging teaching, Alternative teaching, One teaches One assists
- **How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs**

ORCS will spend a great deal of professional development resources and time emphasizing progressive education and what we expect will be the key elements of this philosophy at ORCS. We expect progressive education to thrive at ORCS and that each day we will nurture students along individual learning trajectories with daily opportunities to construct meaning, think critically, work collaboratively and self-reflect. Underlying each of these moments is the belief that children can and should develop into resilient, socially aware, lifelong learners who take

risks. Progressive education is about creating active citizens, teaching children that they have a voice and can make change both within and beyond the school walls.

To ensure fidelity to our school mission and these design elements we will have a great deal of PD covering the model and helping teachers create lessons aligned with this philosophy. Some of the topics covered during professional development will help teachers (1) organize concepts into a unified course, (2) create developmentally appropriate, differentiated lessons based on the needs and interests of their students, (3) focus on direct instruction in decoding and comprehension, coupled with ongoing assessment to cater to the needs of each reader, and (4) teach balanced literacy and writing which includes content based as well as creative writing.

Every year, all staff will be required to attend an on-boarding and professional development period two-weeks prior to the start of each school year. During this time teachers will be introduced to and will reflect on the ORCS mission, align curriculum and instruction across the teaching team, and will engage in activities to develop a sense of cohesion around our shared goals. Every week staff will also gather to participate in a mission specific professional development training. Topics covered during these sessions will include: elements of progressive education, highlighting best practices; and community team building activities.

The Principal and Dean of Students will also lead professional development regularly to support instruction for special needs students. School demographic and assessment data will be used to support professional development.

- **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**

As noted in the prior sections, professional development will be provided to teachers on a variety of levels – whole school, small group and individual. As the school evolves, whole school and small group professional development will become more targeted to the needs of the staff, and to the particular students they serve; however, individual coaching will be differentiated from day one.

In terms of individual coaching, the Instructional Coach will develop rapport and relationships at the beginning of each school year, do baseline observations with each teacher, scripting a lesson and categorizing the evidence collected within Charlotte Danielson's Framework for Teaching Domain 2: Classroom Environment and Domain 3: Instruction. The script and categorized evidence will then be shared with the teacher, and s/he will review, reflect and self-rate within the domains. The leader will then review the teacher's reflection and self-rating, and plan for a coaching meeting. Based on a final set of ratings, the leader and teacher will collaboratively identify one or two priority areas, establish SMART goals, and plan for support and follow-up.

Novice teachers may be more likely to prioritize components within the classroom environment domain, shifting their practice from unsatisfactory to basic, or basic to proficient. Coaching would be more likely to include modeling, frequent observation and directive quick fixes. More experienced or stronger teachers may be working on moving their practice within certain components, and coaching would be more likely to include collaborative research and planning or targeted lens observations. Cycles of observation and coaching will be experienced

differently by each teacher, depending on where s/he is developmentally in his/her teaching practices and considering the learning needs of his/her students.

Since all classes at ORCS will have either two co-teachers or a lead teacher and an assistant teacher, co-teaching will be greatly discussed and covered during both coaching and professional development. The Instructional Coach may choose to have some coaching sessions with the team, to address observations of co-teaching modalities. Professional development sessions will be devoted to co-teaching, in particular parallel and station co-teaching modalities to support instruction and reinforce the school's goals.

Based on feedback from the Instructional Coach, other instructional leaders, and teachers, group professional development sessions will be tailored to meet the needs of teachers at different stages of their career. Teachers will be paired or placed in groups depending on their experience level and workshops will be differentiated based on skill or area needed by each teacher group. Highly effective teachers may be charged with leading a group, mentor a novice teacher, or lead some professional development to share best practices.

Specials teachers will also receive observations and coaching to ensure that they are receiving adequate support, and that their lessons, instruction, and classroom management aligns with the school philosophy and that there is consistency across all subjects. Our passion at ORCS is for the whole child. Closely integrated with the content and skills development of the classroom are the programs provided by our experienced specialists. These programs will be part of the unique learning experience at ORCS and integral to our core value of developing and inspiring the whole child. Professional development will provide opportunities for specials teachers to learn how to integrate special subjects with regular classroom content.

- **The process for evaluating the efficacy of the professional development program**

The efficacy of the professional development program must be evaluated to determine the level of impact on:

Student learning and outcomes.

Teacher practice within all Danielson domains.

Teacher professional learning

The process of evaluating the professional development efforts at ORCS will be ongoing, with data and feedback collection, review and analysis occurring at established intervals throughout the year.

Student academic data reviews, as described in the Curriculum and Instruction subsection, will provide the Principal and other instructional leaders with objective information about student learning progress, gaps and challenges. Trends will inform any fine-tuning or mid-course corrections to improve the quality of the professional development program, and will guide plans for the future. Student assessment data will be evaluated in the aggregate as well as broken down into disaggregated groups (ELLs, special education, economic status, etc.), and will be reviewed in the context of the school's charter accountability goals. The Open Roads Charter School believes this process is fundamental to school improvement and its overall success.

As described above, cycles of teacher observation, ratings, goals and actions will be tracked, and school leaders will review this data, in order to address priorities over the course of the year and inform professional development plans for the upcoming school year.

(d) Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- **An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff**

Expectations for teacher performance and student achievement will be communicated during the teacher recruitment, Summer Institute, in staff and family handbooks, personnel manuals, instructional toolkits, at staff and grade level meetings and constantly reinforced through the words and actions of leaders at the school in various interactions.

As noted above, expectations for teacher performance will be reinforced within the coaching framework and grounded in the four domains of Charlotte Danielson's Framework for Teaching Tool – Domain 1: Planning and Preparation; Domain 2: The Classroom Environment; Domain 3: Instruction; and Domain 4: Professional Responsibility.

In order to articulate clear expectations and hold staff accountable, we believe staff development and evaluation should be organized around explicit standards for teaching performance. The Principal in collaboration with staff will create a teacher performance rubric that describes levels of practice and addresses key domains. The ORCS teacher performance rubric will be based on Danielson's Framework, and will set clear expectations in areas such as instructional rigor, student engagement and classroom management, and will also address unique school practices, such as blended-learning and student-centered exploration.

Teachers are expected to progress towards proficient and distinguished practice over time, and leaders will help them to prioritize key areas for growth. Every coaching session, and the pre and post work around each one, will reinforce a vision of excellence for teachers. In addition, at least twice during the school year (e.g. December and April) teachers will be asked to submit self-ratings and supportive evidence for Domain 4: Professional Responsibilities, which, similar to the coaching cycle protocol, will then be used to inform a collaborative discussion with each teacher.

Teachers will be informed of the charter accountability goals, which reflect high and attainable student achievement goals. Grade level expectations for content learning, framed by the Common Core Learning Standards, will be documented in the ORCS curriculum maps, and reinforced in the process of lesson planning and implementation. Standard expectations for assessments (for instance the appropriate instructional and independent Developmental Reading Assessment levels) will be clearly articulated as well.

- **A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement**

Performance evaluations are an essential component of staff development. They are conducted for all staff annually and provide an opportunity to discuss plans for professional growth and

development. The Principal will be responsible for teachers' performance evaluations as well as the instructional leadership team. At this time the employee will receive formal feedback on his or her performance. The performance evaluation will consider evidence gathered throughout the school year, formal and informal observations of planning and instruction, parent survey results and feedback, student performance data, and attendance and punctuality. A performance evaluation consists of a written review and assessment of job performance followed by an in-depth discussion. The written performance evaluation and any written comments become part of the staff member's personnel file.

Teacher evaluations will be used to determine retention, placement and performance bonuses. The school may use the following mechanisms to inform teachers and other staff if their performance is below expectations: oral and written warnings, improvement plans and suspension. Employees may also be terminated for misconduct and/or poor job performance. All teachers will receive ongoing staff development through trainings, coaching and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be dismissed. The Principal is directly responsible to the Executive Director, who is directly responsible to the ORCS Board of Directors.

The traditional approach to teacher evaluation typically consists of one annual observation conducted by a supervisor, who then provides a simple rating, sometimes with feedback. ORCS will go beyond this and institute a process to involve support and evaluation throughout the year. The process will involve providing actionable feedback to teachers; developing communities of practice in which teachers share goals, work, and responsibility for student outcomes; offering abundant support for teachers' work; and creating systems in which teachers have regular opportunities to develop and refine their skills.

Providing both support and evaluation simultaneously throughout the year will create plenty of opportunities for growth, but also provide a high degree of accountability, and many opportunities in time for progress or lack of progress to be documented. Lack of progress is addressed with urgency, as leaders are meeting with teachers at least weekly to focus on individual practice. A teacher who is struggling will receive coaching and support that will increase in intensity and frequency, and become more directive, as s/he continues to demonstrate limited or no progress, and this will be accompanied with personnel warnings that include evidence of concerns and reiterate required action steps. Although ORCS will be intentional about hiring and retaining strong teachers who continue to grow and develop, when changes do need to be made, decisions will be driven by evidence.

At least annually, teachers will engage in a structured self-assessment of the work they have accomplished throughout the year. This summative process will require them to take a cumulative look at evidence of student learning and academic growth and all documented cycles of teacher observation, reflection, rating and action planning. Teachers will also be asked to rate themselves on all components within Domain 4: Professional Responsibilities, and provide evidence to support their ratings. Teachers will present their evidence, reflections and self-ratings to their coach (the Principal or another instructional leader), who will then review and plan for and lead a summative meeting to culminate the school year.

R-09a – Culture and Discipline

(a) 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**

Open Roads Charter School believes that schools should be small, democratic, nurturing places in order to be able to encourage children to develop a love of learning and the ability to think for themselves. Our goal is to provide a progressive education to children in the South Bronx. By challenging children through active exploration of content and by allowing them to develop at their own pace, we will teach them to be critical and creative thinkers, readers, writers, mathematicians, scientists and artists. Furthermore, by emphasizing their place in the school community, as well as our school’s place in the civic community, we will aim to inculcate in them the importance of taking part in society as a whole. We want our children to be activists who make a difference in the world.

The school's core values will be as follows:

R - Rigor

O - Optimism

A - Advocacy

D - Determination

S - Service

ORCS will be a cheerful progressive school that values exploration and discovery. Children will be encouraged to speak up, think for themselves and pursue their own interests. Our school will have an eclectic approach to lessons and teachers are equal partners with the administration in making decisions. At ORCS, teachers will include a great deal of hands-on activities in their lessons, but children will be taught and expected to master foundational skills as well. A standards based rigorous instructional program will ensure that our children are mastering basic literacy and math skills in the early grades. Students will be nurtured along individual learning trajectories with daily opportunities to construct meaning, think critically, work collaboratively and self-reflect. Parents will be engaged regularly in their child's learning and will receive weekly updates for their child, identifying a specific skill the child needs to work on as well as suggestions for how the family can help at home.

We will build the curriculum based on the staff’s understanding of pertinent research on children’s development, as well as on city and state curriculum requirements. Our curriculum will promote choice, independence, and student agency. We believe that children learn best when they feel safe and cared for. We utilize the Responsive Classroom approach, Restorative Practices and our work with Emotionally Responsive Practice (ERP) to create a calm, caring and safe atmosphere in our school. We also recognize that in order for children to feel truly safe and cared for, they must also feel valued and included. Our practices will be assessed through racial and social justice lenses to ensure we are intentionally countering bias and discrimination. At ORCS, we believe in applying our learning outside of school walls to make our society fairer and just. This will include explorations of social justice issues and community projects.

The success of our academic program depends on the creation and maintenance of a strong school culture for students, staff and parents. We believe that school culture should be respectful, structured and above all else completely in service to helping the school to achieve its goals. Our approach to school culture supports learning and achievement and is defined by the following:

- Our school is small, to foster a sense of community. Teachers know each student and students know all teachers.
- Our educational philosophy is child-centered. Child-centered means that the organization of the school and the methods we use to teach children emerge from our knowledge of how children learn best, and from our belief that, given appropriate opportunities, children actively and enthusiastically participate in developing their own abilities and identities.
- Our curriculum is developmentally appropriate, meaning that children are introduced to new ideas and skills at a pace appropriate to their readiness to learn. Since children of the same age will typically reflect different levels of readiness, they may be working at different levels of complexity in our classes. Children who learn when they are ready are naturally enthusiastic and love learning.
- Our curriculum is hands-on; children are encouraged to experience concepts. There is an emphasis on building from children's interests and learning in a meaningful way, with opportunities to apply skills and knowledge to meaningful problems. Our classrooms include activities that foster learning by doing.
- We believe learning happens within a social context. Therefore, we teach cooperative learning. Children work independently, but they also collaborate on projects in groups and with partners. We emphasize that each child discusses what he or she has learned with the group. In addition, we teach children to interact with their peers and their teachers with respect, kindness and responsibility. In line with the philosophy of the Responsive Classroom, each class has a morning meeting where every child is greeted and welcomed for the day. Other activities, based on Emotionally Responsive Practice, serve to build self-respect and respect for others. All members of the community get to know each other in many ways.
- One of the fundamental principles of our philosophy is that engaging in music and the arts is crucial to intellectual development. Consequently, our arts program includes visual and performing arts.

Open Roads Charter School will establish a vibrant learning environment built on good character through the following practices:

Explicit Expectations: students will be explicitly taught the expectations for conduct and how the virtues will contribute to their success in school and life. For example, teachers will use the

virtues to explain the rationale for explicit routines and procedures in the classroom, hallways, public spaces and buses that both foster a sense of security and maximize learning time.

Character Education: We believe schools are about more than academic skills and knowledge; they are also about teaching students to be good people. Regardless of whether a school deliberately teaches character, students will learn character from the way teachers treat their students and allow students to treat each other and their environment. We have selected Core Knowledge, Junior Great Books, Social Studies Alive!, and other materials that include indelible fables, biographies, myths and stories to illuminate our virtues.

Building Community: It is important for students to feel safe and part of a larger community that cares about their well-being. ORCS will take a number of steps to ensure students feel a strong sense of belonging to and responsibility for their community. Students will be consistently and warmly welcomed into the building and classrooms by adults. Our morning meetings are a very important part of our school day. Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together and interact with one another during four purposeful components:

- **Greeting** Students and teachers greet one other by name and practice offering hospitality.
- **Sharing** Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- **Group Activity** Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).
- **Morning Message** Students read and interact with a short message written by their teacher(s). The message is crafted to help students focus on the work they'll do in school that day.

Routines and Procedures: School leaders and teachers will develop a system of explicit routines and procedures so that students know what to expect and do at every point in the day. Given the frequent rotation between whole class lessons, small group instruction and independent work on computers, efficient transitions are an important part of school culture. Transitions will be signaled with visual cues, songs, raps, rhythms or chants. Students will also be taught to use signals to avoid disrupting instruction; for example, students might silently hold up one finger to indicate the need to use the bathroom and the teacher will need only point to give permission. In the beginning of the year students will participate in fun activities to practice these routines and procedures until they have internalized them.

Recognition: Teachers and staff will develop systems for monitoring and recognizing students' embodiment of the virtues and other character traits, such as quick words of praise in the classroom and coordinated celebrations during daily meetings and weekly assemblies. They will track and recognize both academic and personal accomplishments, individual and class attainment, and progress and mastery for students, parents and the community to see.

Rituals and Traditions: To foster a sense of shared identity, ORCS will develop and implement an array of rituals and traditions. Examples may include selecting a mascot, slogan, or school colors, creating ritual events, or selecting imagery aligned to school virtues.

Town Hall Meeting: To encourage community, we will institute a weekly assembly of multiple grade levels. Students will sing chants and cheers to rally behind their identity as a class. The assembly may also feature student performances, competitions, recognition ceremonies, and other community building events.

Love and Logic: Traditional behavior management systems based on prescribed consequences and rewards may send students the message that the outcomes of their actions are based solely on external controls. To develop strong character, students must be empowered to take responsibility for their choices, and to accept the logical outcomes that may follow. This system allows students to be active participants in owning and solving their own problems, with teacher guidance.

Character Report Card: To hold ourselves accountable to our mission, we must evaluate not only student's academic outcomes, but also outcomes related to their character growth. Students will be evaluated on their ability to display several age-appropriate, observable actions. Student progress on these metrics will be discussed during Report Card Conferences.

Discipline: By establishing and teaching clear expectations for behavior, the school can then implement an effective discipline system for misbehavior, the sole purpose of which is to redirect students to productive learning and develop habits necessary for future success. A code of conduct will be disseminated to all families as part of the Commitment to Excellence. It will be printed in multiple languages and parents will be expected to sign it to demonstrate that they have received and read it. The code will spell out consequences for infractions based on their severity and frequency. Staff will be extensively trained on this policy during Summer Onboarding. The policy will also be revisited during professional development sessions throughout the year. Behaviors that disrupt learning, harm physical and emotional well-being, and diminish the common good will not be tolerated. Our guiding policy is to be fair and firm in the application of discipline for inappropriate behavior, while also involving the student in the resolution process. We recognize the vast emotional and moral development of students between kindergarten and 5th grade. To be fair, consequences will "fit the crime" and be developmentally appropriate. Teachers will be trained in the discipline system at the beginning of the year and, based on regular observation, receive critical feedback and suggestions to ensure adherence to this policy.

Consequences for minor infractions such as inappropriate language or failure to follow directions may include: • verbal warnings • removal from group activities • silent meals • loss of privileges • communication with parents/guardians

Consequences for more serious infractions such as intentional physical harm or threats, sustained disruptions or disrespect, or destruction of property may include: • removal from class • parent/guardian conferences • suspension • expulsion

Regardless of the type of infractions, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community. The school will create time and tools to support and document reflection, e.g., verbal reflection protocols for younger students or incident reflection forms that require older students to write what happened,

what rules and virtues were violated, and what alternative actions could have been taken. Reconciliation will include apologies and/or action related to the harm done. Students who are suspended will be provided with alternative instruction.

Due Process: The ORCS Code of Conduct describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. Students will be told of all charges against them and asked for their side of the story. The Principal or other school official shall consider this explanation prior to taking disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

Short-Term Suspension: The Principal may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The Principal will present the student and his or her parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to the charges prior to the suspension. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension.

Long-Term Suspension: The Principal may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses and present evidence. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Directors.

Expulsion: If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Directors, which will make the final decision. That decision may be appealed to the Board.

Students with Disabilities: ORCS's disciplinary policy for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. 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. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. Teachers will be informed of the BIP for each student they instruct during Summer Onboarding, and may request to review the BIP at any point throughout the year. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her

current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

Evaluating School Culture and Climate: As a data-driven school, ORCS will collect specific information about school culture to monitor implementation of practices and procedures and make continuous improvements. Parents and staff will be surveyed regularly to gauge their perceptions about school safety and climate. Discipline data will be analyzed to determine consistency across teachers and grades and identify topics for staff development. Data from recognition activities, character report cards, and individual student's behavior and performance will be used to evaluate the efficacy of character development initiatives.

- **How the school will maintain a safe and orderly environment**

Our school community places a priority on being a safe space where children and adults value empathy and non-violence. Children learn best where they feel safe and cared for. All students will receive the ORCS Discipline Policy at the beginning of every school year and will be reminded periodically of the expectations.

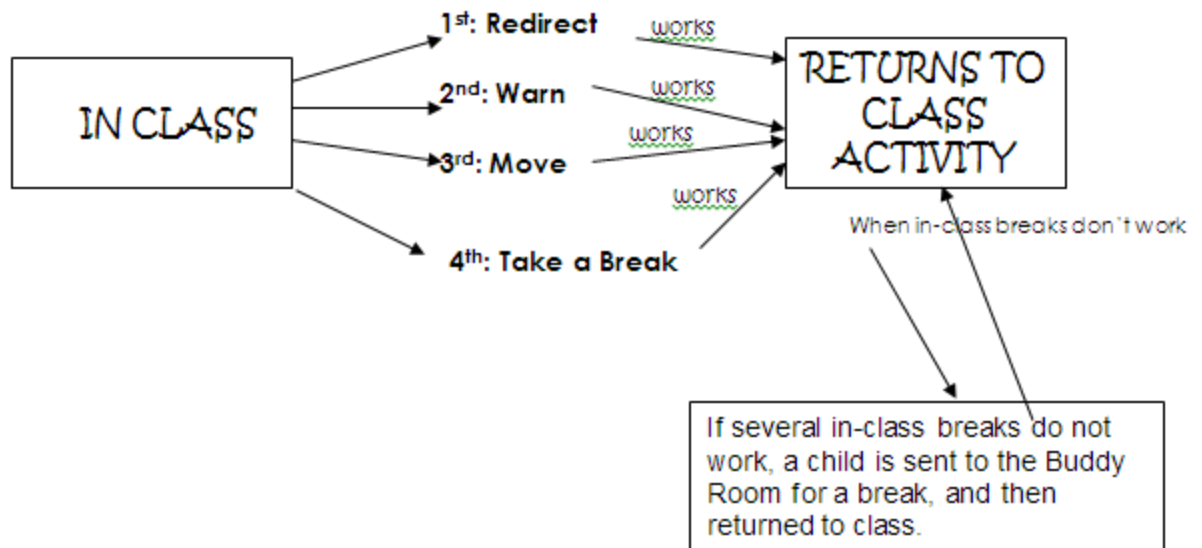
Physical violence will not be allowed. Teasing, name-calling and other forms of verbal harassment are also not tolerated. The staff of Open Roads Charter School works to support students in finding ways to express their anger and solve problems without hitting or name-calling. Students and adults are all expected to speak respectfully to each other, to use kind words and avoid unkind words, and to work out any disagreements or struggles through conversation, debate, and consensus. Parents can support this process by reminding their children of these rules. Please speak to your child about their school day on a regular basis. If a child reports that these rules are being broken, parents should alert the school immediately.

We will use several programs aimed at teaching children how to be kind and how to negotiate conflicts. These include Responsive Classroom, Emotionally Responsive Practice. Using the Responsive Classroom approach, teachers will promote social and emotional learning in the classroom.

ORCS will also implement logical consequences. We want children to cooperate all the time. We want them to care about the entire school community and beyond. We keep these ideas in mind when children are not cooperating. Each room has a "time out" space where students can make themselves ready to return to the classroom activities under way.

When a child's behavior does not match what we expect of them, we support them in learning what is appropriate. This is not done through punishment, but by logical consequences. This includes redirecting students when behavior is not appropriate. Giving a child an in class time out when redirection has not worked and then giving them a time out in your buddy room. The goal is to reintegrate them into the work as soon as they are ready to do so.

Disruptive Behavior



Any student that is struggling and having behavioral issues will be referred to the Student Support Team for counseling. The strengths of the support team are in their ability to follow up with our referrals and needs of our students and family, the utilization of a team system, its ability to empower parents and continued advocacy of the students and their families.

- **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 cost of any uniform would be subsidized for parents unable to afford it**

Open Roads Charter School will not require a formal school uniform. Students will be encouraged to dress in clothing that is comfortable since school activities often require sitting on the rug or floor. Daily recess is best enjoyed in sneakers, or other sturdy footwear. Parents will be asked to purchase one ORCS t-shirt printed with school logo. In the event that a family cannot afford to purchase the t-shirt, ORCS will provide one for the student. ORCS will encourage all students to wear the ORCS t-shirt during school special events and programs, and school trips.

R-09b – Discipline Policy¹

The following Discipline Policy for general education students sets forth the draft policy of the Open Roads Charter School regarding how students are expected to behave when participating in school activities, on and off school grounds, as well as traveling to and from school, and how the school will respond when students fail to behave in accordance with these rules.

The draft Discipline Policy that follows is modeled after the NYCDOE's Citywide Standards of Discipline and Intervention Procedures. This policy exists to enable the school to function effectively without disruption and to help strengthen the integration of students into the overall school community. The focus is on behaviors that are helpful and constructive for the community and to reduce/eliminate behaviors that weaken the community. This helps us to live in a community where everyone is respected and feels safe emotionally and physically. Administrators, school staff and students will use self-discipline to develop a positive, safe, healthy and successful school environment. Therefore, everyone is responsible for respecting and implementing the aforementioned common understandings.

Should the Open Roads Charter School be authorized, these policies and procedures will be examined (and may be revised) by the Board of the education corporation and reviewed by legal counsel before final publication in the ORCS Family Handbook and its distribution to members of the school community. As part of the pre-opening professional development, all staff will be educated about the school's discipline policies for both general education and special education students. The topic may be revisited during the school year as part of the annual professional development program should a needs assessment determine that staff is unclear of how to handle student discipline issues. In both pre-opening professional development and ongoing professional development, the social worker and special education staff will support the Principal and Dean of Students in training staff on appropriate implementation of the Discipline Policy.

Parent/Guardian Commitment

1. Attendance – We will make sure our child comes to school every day. We will schedule doctor's appointments, vacations, etc. for days when school is not in session. We understand that there will be consequences for multiple absences.
2. Timeliness – We will make sure our child arrives at school every day on time. We will make sure to promptly pick up our child at the end of the school day.
3. Support & Homework – We will provide a quiet space at home for our child to study. We will check our child's homework every night and ensure that our child reads and/or is read to every night. We will make sure our child gets enough sleep each night (at least 8 hours). We will do whatever it takes for our child to learn and perform to his/her optimal ability. We will reinforce the ORCS virtues at home.
4. Communication – We will make ourselves available to our child and the school, and respond to any concerns they might have. We will return phone calls from the school within 24 hours. If we are asked to attend a meeting regarding our child's education or behavior, we will attend. If

¹ <http://www.nyccharterschools.org/sites/default/files/resources/>

we have any concerns, we will raise them with someone at the school. We will promptly inform the school if our address and/or phone number changes.

5. Civility – We promise to maintain a high level of civility in our communication with the school. We know that we are on the same team and we will conduct ourselves in a respectful and professional manner.

Student Commitment

1. Kindness – I will be nice to everyone every day.
2. Work Hard – I will work hard and do my best every day.
3. Homework – I will do my homework when assigned and call my teacher if I need help.
4. Directions – I will follow the directions of my parents and all of the adults at school.
5. Respect – I will respect adults, students, myself and school property.
6. Choices – I will use appropriate behavior and language at all times.

Code of Conduct

Open Roads Charter School has very high expectations for student behavior to ensure students act appropriately at all times and are always within a safe, structured environment. Our school community places a priority on being a safe space where children and adults value empathy and non-violence. Children learn best where they feel safe and cared for. There is NO HITTING and NO HITTING BACK at ORCS. Teasing, name-calling and other forms of verbal harassment are also not tolerated. The staff of ORCS will work to support students in finding ways to express their anger and solve problems without hitting or name-calling. Students and adults are all expected to speak respectfully to each other, to use kind words and avoid unkind words, and to work out any disagreements or struggles through conversation, debate, and consensus. Parents can support this process by reminding their children of these rules. The school takes a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning.

Proactive Measures: It is important for students to feel safe and part of a larger community that cares about their well-being. ORCS takes a number of steps to ensure students feel a strong sense of belonging to and responsibility for their community. Students are consistently and warmly welcomed into the building and classrooms by adults. Each day begins with a morning meeting, including routines, chants or songs, and activities to recognize the achievements of students and adults. School leaders and teachers have a system of explicit routines and procedures so that students know what to expect and do at every point in the day. Beyond the larger-picture, ORCS takes proactive measures to ensure all students are set up for success.

There are a variety of targeted, proactive systems that address students who need another tier of support to feel responsible to their community. These systems may include, but are not limited, to the following:

- Routines and Procedures: School leaders and teachers employ a system of explicit routines and procedures so that students know what to expect and do at every point in the day. Given

the frequent rotation between whole class lessons, small group instruction and independent work on computers, efficient transitions are an important part of school culture. Transitions will be signaled with clear cues. Examples include, visual cues, songs, raps, rhythms or chants. Students will also be taught to use signals to avoid disrupting instruction; for example, students might silently hold up a sign language “r” to indicate the need to use the restroom and the teacher will only need to point to give permission. In the beginning of the year students will participate in fun activities to practice these routines and procedures until they have internalized them.

- **Recognition:** Teachers and staff have systems for monitoring and recognizing students’ embodiment of the core values and other, positive character traits, such as quick words of praise in the classroom and coordinated celebrations during daily meetings and weekly assemblies. Teachers track and recognize both academic and personal accomplishments, individual and class attainment, and progress and mastery for students, parents and the community to see.
- **Rituals and Traditions:** To foster a sense of shared identity, ORCS has developed an array of rituals and traditions. These traditions will take the form of scheduled events throughout the year such as Winter Wishes, Family Potluck Dinner, Family Picnic, and Town Hall meetings every Friday.
- **Town Hall:** To encourage community, we have instituted a weekly assembly of multiple grade levels. Students will sing chants and cheers to rally behind their homeroom’s identity. The assembly may also feature classroom presentations, student performances, competitions, recognition ceremonies, and other community building events.
- **Character Report Card:** To hold ourselves accountable to our mission, we must evaluate not only student’s academic outcomes, but also outcomes related to their character growth. Students are evaluated on their ability to display several age-appropriate, observable actions. Student progress on these metrics is discussed during Report Card Conferences.
- **Observation/Feedback:** In addition to observations from administration, teachers may request targeted feedback from other teachers or the Student Support staff. Observations from Student Support may include a Functional Behavioral Analysis (FBA), and/or an informal academic evaluation.
- **Counseling Referral:** Counseling can occur for non-mandated students on an at-risk basis. Teachers may refer a student to the social worker for such services by submitting a counseling referral form.
- **Special Education Referral:** A student who presents with academic and/or behavioral challenges may be referred to the Committee on Special Education. Teachers may reach out to the Dean of Students and the Student Support Coordinator if they believe a referral is necessary.

Reactive Measures: We want children to cooperate all the time. We want them to care about the entire school community and beyond. We keep these ideas in mind when children are not cooperating. Each room has a “time out” space where students can make themselves ready to return to the classroom activities under way. When a child’s behavior does not match what we expect of them, we support them in learning what is appropriate. This is not done through

punishment, but by logical consequences. This includes redirecting students when behavior is not appropriate. Giving a child an in class time out when redirection has not worked and then giving them a time out in your buddy room. The goal is to reintegrate them into the work as soon as they are ready to do so.

Consequences are designed to help students recognize negative behavior, teach them alternative choices, promote positive behavioral choice, and protect themselves or other members of the community from disruptions or danger. There is a range of possible consequences for negative behavior depending on the severity of the infraction or the logical consequence within the given situation. Regardless of the type of infractions, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community.

- Verbal Warning: Students are informed that their conduct is not conducive to learning and are warned not to continue the conduct. Continuing the conduct will result in more severe consequences.
- Cool-down: Used primarily in the lower grades, students take a “break” by going to a designated part of the room or to another classroom to complete their assigned work. This gives a student time to get back on track and think briefly about their actions. The length of a time out varies from grade to grade and is also based on the severity of the behavior.
- Parent Contact: Teachers will call family members to inform them of their child’s behavior and the consequence and to discuss appropriate strategies that can be used both at school and at home.
- Silent Lunch: Teachers keep students in their classroom during the lunch period. Students may be required to complete written reflections, complete missed work, or make up for their behavior by doing some form of community service during this time.
- Reconciliation: We believe deeply in the idea of community and that students are responsible for their actions and the impact they have on others. Therefore, depending on the severity of the incident, students may be asked to publicly acknowledge the negative impact that their conduct had on the community and/or their individual class. If a child has been suspended or removed from class, for example, the child will return to his/her class and be asked to acknowledge his/her unacceptable behavior and articulate what he/she did wrong. The student will also be asked to say how his/her conduct violated one of the school’s virtues or rules, and state how he/she will act differently in the future. This acknowledgement emphasizes the student’s responsibility towards his/her community.
- Reparations: In order to reinforce the idea that negative behavior affects others, students may be asked to compensate those affected by their negative behavior, or “fix” the situation. For example, a student may be required to clean or paint over vandalism, clean an area that was destroyed, replace damaged property that he/she caused or perform community service.
- Classroom Removal: If a student repeatedly disrupts the learning environment, the student may be removed from class at the discretion of the teacher. The student will be sent to another classroom, until such time as he/she is instructed to return to class. If the problem persists, the student may be referred to the Dean of Students or another administrator. This contact with different staff provides the student with the chance to stop negative behavior, reflect on his/her

actions and return to class ready to be productive members of the learning community. If the student is not able to return to a calm state, he/she may be sent home for the remainder of the day.

- **Parent Conference/Conversations:** Parents or guardians are integral partners in helping us support a child who is struggling in school either socially or academically. By coordinating strategies to support students in understanding appropriate behavior, we increase the likelihood of success and avoid confusion and mixed messages. Teachers will be communicating on a regular basis via phone, email or by meeting to make sure that all parties are aware of issues and are working together to solve the problem. Administrators may also get involved in working with families to develop productive solutions.
- **Behavior Contract:** A behavior contract may be developed for students who regularly violate behavioral expectations and require consistent monitoring to modify their behavior. The behavior contract will clearly describe expected behaviors for the student and a parent or guardian will be required to sign the document. Students will keep the contract with them each day and have it signed by their teachers during the day. The contract will be reviewed on a regular basis to determine whether it is still necessary.
- **Loss of Privileges:** Students who continue to exhibit negative behaviors will face the loss of privileges, including access to extra-curricular programs, field trips, special events and ceremonies. Examples may include: silent lunch, silent breakfast, working lunch, missing electives, missing experiments, missing library books sign-out, isolated seat in classroom, transitions with a teacher.
- **In-School Suspension:** ORCS may require students to serve an in-school suspension during which they are not allowed to spend the day as members of their class communities. In-school suspensions are determined by the school administration and are used only for serious or persistent infractions of school rules. Students who have received an in-school suspension must spend the school day supervised by a staff member in one of the school offices or in another classroom doing their schoolwork, which must be completed and signed by his or her teacher or a member of the Leadership team, before he or she can be dismissed.
- **Out of School Suspension and Expulsion:** To create and maintain a safe, supportive, fair and reliable school community, ORCS will suspend students from school for the most serious breaches of ORCS's behavioral expectations. In all cases, parents or guardians will be informed and must attend a conference with administration. Suspensions will be filed in students' records. In the event that a child is suspended, an alternative instructional setting will be established as soon as possible and no later than the day after the suspension or expulsion is effective.

Below is a list of possible infractions that may elicit use of the above interventions. All discipline will take into account the history, specific context and severity of the negative behavior. Consequence determinations fall foremost on the classroom teacher, who may defer to the Dean for severe or repeat infractions. Final determinations may be subject to the discretion of the school administration.

Infractions:

- Physical or psychological danger
- Leaving school property

- Gang affiliation/mentality
- Sexual assault
- Attempted assault
- Bullying; using fear or intimidation; physical or psychological threats
- Fighting
- Throwing objects that could harm self/others
- Bringing dangerous or illegal items to any area of school property
- Using common objects in a dangerous way Abuse in tone, gesture, or word
- Harassment of any kind
- Public indecency
- Profanity
- Disrespect in action, tone, or gesture after repeated correction
- Vandalism Out of control behavior
- Refusal to listen to or follow directions
- Repeated violations of classroom rules
- Willful misbehavior toward a teacher, school personnel, or volunteer

Disciplinary Procedures: Any of the above incidents warrant an incident report, a therapeutic conversation, completion of a reflection sheet, and a call home to all involved parties.

Depending on the severity and nature of the incident, teachers may choose to follow these procedures independently and return the incident report to the Dean of Students, or they may defer to the Dean directly. The Dean may defer to the counselor for therapeutic assistance. The Dean or the counselor will follow up with administration if more severe disciplinary action is needed. If classroom removal or suspension is necessary, the re-entry process will be followed.

- **Incident Reports:** An incident report is an official school document that allows school staff to document infractions and resulting interventions. The Dean of Students is responsible for collecting each grade's completed incident reports and returning them to the Main Office. Operations staff will share the incident reports with administration and file the documents.
- **Therapeutic Conversation:** After an incident occurs, students are usually in an escalated state. As such, the staff member addressing the student should do so in a calm manner that allows the student to return to a stable state and articulate his/her feelings. If the student is unwilling or unable to have a conversation, he/she may calm down in an alternative manner. This may include, but is not limited to, brain-break cards, journaling, or drawing.
- **Reflection Form:** Following an infraction, students must complete a reflection form. This form will be sent home and returned the following day with a parent/guardian's signature
- **Call Home:** The staff member most proximate to the infraction will call the parents/guardians of all students involved in the incident. If the teacher has deferred the incident to the Dean, the Dean will determine the appropriate person to make the call home.
- **Re-entry Process Following Class Removal (within the school building):** After a child has deescalated from an incident, he/she may return with a completed reflection sheet. If necessary, the staff member returning the student will stay in the classroom for 10-15 minutes to supervise his/her transition back to class.

- **Re-entry Process Following Class Removal (sent home):** When the student returns to school the following day, he/she will have breakfast in his/her classroom with his/her teacher. The group will review the student's signed reflection form. The student's parent/guardian will receive a check-in phone call midday with the student present.
- **Re-entry Process Following Suspension:** Upon return from an out of school suspension, the student will come to school at 8:00 AM. At this time, a meeting between one administrator, the student's teacher, and the student's parent/guardian will occur. The group will review the reflection form. The student's parent/guardian will be encouraged to sit in the classroom. The parent/guardian will receive a check-in phone call midday for a minimum of three days.

Procedures and Due Process for Short Term Suspension: Before imposing a short-term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided. Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address or addresses of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardians. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with school's complaint process.

Long-Term Suspension/Expulsion: A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

Alternative Instruction: Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or

some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

Bus Policy: Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus:

- 1st incident: a warning is issued
- 2nd incident: the student will not be allowed to use the bus for one day
- 3rd incident: the student will not be allowed to use the bus for an entire school week
- 4th incident: the student will be prohibited from using the bus.

Gun-Free Schools: Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify in writing such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

R-09c – Special Education Policy¹

In addition to the ORCS discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. These procedures apply to students with identified disabilities under the Individuals with Disabilities Education Act (IDEA). Such students have an Individualized Education Program (IEP) describing their needs. A student not specifically identified as having a disability but about whom the school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may also request to be disciplined in accordance with these provisions. ORCS shall comply with sections 300.530-300.536 of the Code of Federal Regulations (“CFR”) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student’s behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

For infractions that do not constitute a change in placement or that constitute a change in placement for ten 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.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, the school will contact the CSE for reconsideration of the student’s educational placement. Such student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

ORCS will work with the CSE to ensure that it meets within seven days of notification of any of the following:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.

¹ <http://www.nyccharterschools.org/sites/default/files/resources>

2) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of ten days

Specifically, when a change of placement of greater than 10 days is proposed, a manifestation team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; (b) the parent/guardian; and (c) relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than 10 days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

Students with 504 Plans: Students whose disabling conditions entitle them to services under Section 504 of the Rehabilitation Act of 1973 (504) and who have a 504 plan shall be subject to the same disciplinary policies as students with IEPs, with the exception that in the case of a change of placement totaling more than ten days, the student shall not be referred to the CSE for a manifestation determination hearing. The school will conduct its own hearing to assess any link between the problem behavior and the student's condition.

Provision of Services During Removal: Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring. For each student with an IEP, during any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. 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 student with an IEP to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. 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).

Bus Policy: In the event that there is an incident on a school bus, either morning or afternoon shifts, or during school trips, the following policy will apply:

- 1st incident: a warning is issued
- 2nd incident: the student will not be allowed to use the bus for one day

- 3rd incident: the student will not be allowed to use the bus for an entire school week
- 4th incident: the student will be prohibited from using the bus

Gun-Free Schools: Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify in writing such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

Due Process: If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken:

(1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and

(2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, 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.

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 §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the 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 any 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 the School agree otherwise.

R-09d – Dress Code

Open Roads Charter School will not require a formal school uniform. Students will be encouraged to dress in clothing that is comfortable since school activities often require sitting on the rug or floor. Daily recess is best enjoyed in sneakers, or other sturdy footwear. Parents will be asked to purchase one ORCS t-shirt printed with school logo for students to wear during school trips or special events. In the event that a family cannot afford to purchase the t-shirt, ORCS will provide one for the student.

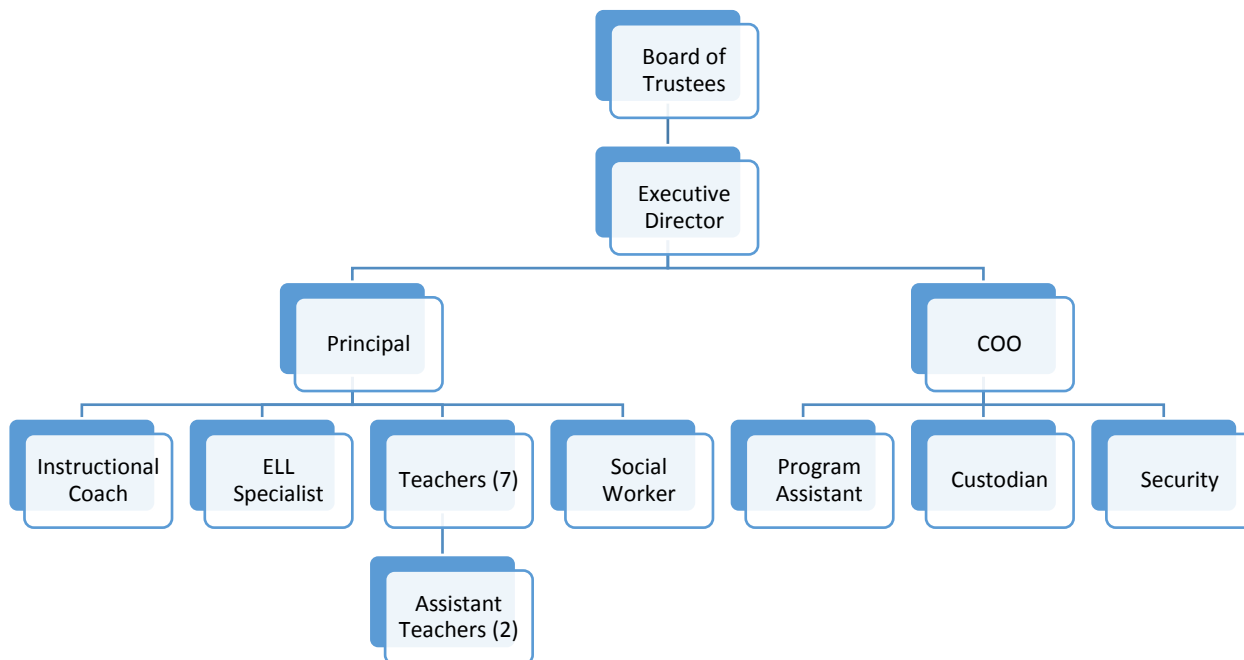
At the beginning of the school year, families will be encouraged to bring a second set of acceptable clothing to store in their child's classroom, in the case of any accidents or illness.

The ORCS Board reserves the right to change this policy at a later time if there is sufficient evidence or feedback from parents and school community that the current policy should be reexamined.

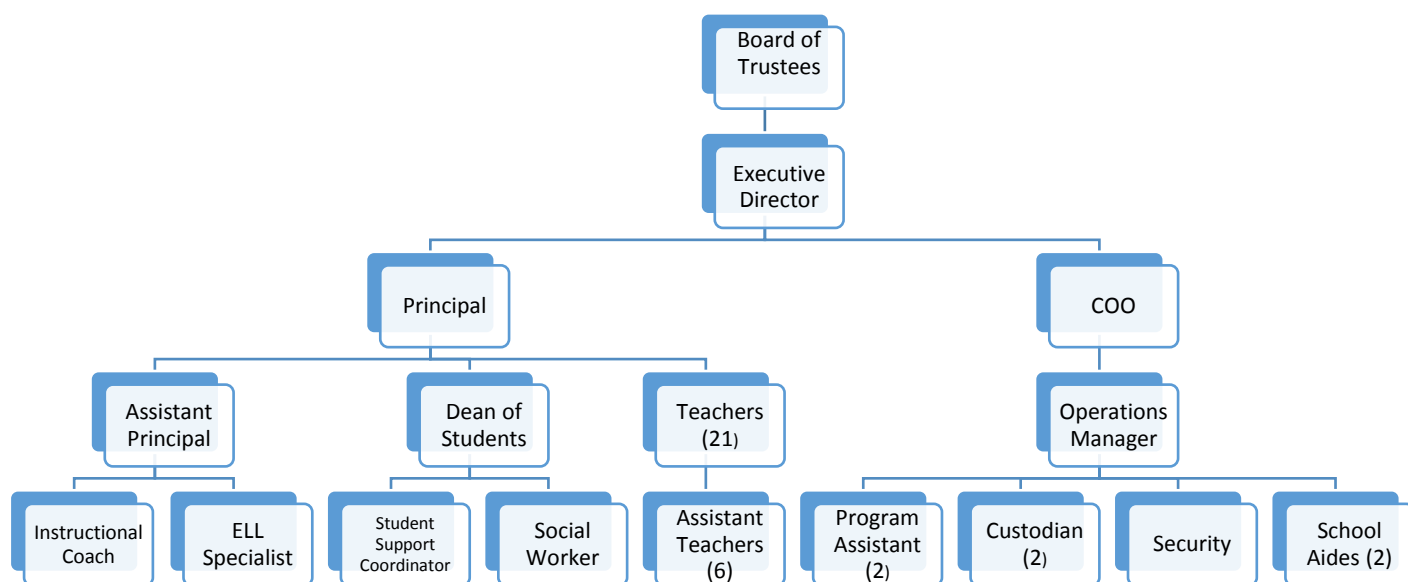
R-10ab – School Management and Leadership

(a) Organizational Chart

Open Roads Charter School – Year 1



Open Roads Charter School – Year 5



(b) School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- Describe the management practices and procedures
- Outline the evaluation procedures for staff in management positions

The ORCS Executive Director will have overall responsibility for setting priorities and making key organizational decisions that are aligned with the Board's overall goals and objectives to meet the mission of the school established in the charter. The Executive Director will supervise and support the Principal and COO, and in turn they will supervise Instructional and Operations Teams respectively. The Executive Director, COO, and Principal will have regular monthly meetings to discuss school progress, academic and operational outcomes, and any issues that need to be addressed. These meetings will provide needed information for setting priorities and making organizational decisions, as well as reporting to the Board. During the first few years of operation, the Principal will directly supervise all instructional staff with support from the Instructional Coach, and will work collaboratively with the COO to determine school needs including but not limited to improving student achievement, increasing operational efficiency, increasing financial strength and improving stakeholder satisfaction. At all times, discussions around needs will be supported by data from quantitative and qualitative measurement tools.

Once we are able to hire an Assistant Principal and the Dean of Students, the Principal will be able to focus on overall instructional practices and accountability, as well as overall academic outcomes of the school. The Executive Director and the Principal will present monthly reports to the Board of Trustees highlighting school outcomes and outlining recommendations with supporting evidence for any changes that we may need to implement and that will result in increased performance outcomes aligned to the school's mission. The Board will act on any recommendations that require their approval. Also, it will be the responsibility of the Executive Director, COO, and Principal to implement any recommendations that the Board makes and approves during their monthly meetings.

During our second year of operation, we will hire a Dean of Students who will provide assistance to the Principal in managing discipline and culture for the school, and will also supervise the Student Support Team comprised of the Social Worker and eventually the Student Support Coordinator. The Assistant Principal, hired for the school's third year of operation, will complete the school management team, and will provide the Principal with support in teacher supervision and decision making.

All ORCS staff will receive annual performance evaluations as part of our HR practices. The ORCS Board of Trustees will conduct an annual evaluation of the Executive Director using key benchmarks and accountability goals, who in turn will conduct an annual evaluation of the COO. The Board in partnership with the ORCS Executive Director, will carry out an annual evaluation of the Principal that uses key instructional benchmarks, progress towards accountability goals, operational benchmarks, staff and student satisfaction surveys and other criteria that measure the overall health of the school. The Principal will evaluate all other staff members who are his or her direct reports, using designated academic, operational and other job-specific benchmarks in a similar fashion. ORCS will have an evaluation process and tools that utilize data-driven measures and clear rubrics to assess the performance of all staff.

- **Describe the recruitment plans for the school leader**
- **The process and criteria the school will use to select the school leader**
- **Who has been, or will be involved in selection process**
- **The role of any CMO or partner organization in the selection process**

The ORCS Board of Trustees and Executive Director will be responsible for hiring the Principal. Upon formal approval of the school's charter, the formal search will begin. The members of the ORCS founders group and the Board of ORCS have begun to informally reach out to their professional circles seeking qualified and appropriate candidates, including search firms that specialize in school leadership for charter schools.

For the formal search, the position will be posted in a wide range of print and online media, such as Education Week, Idealist, Common Ground, Indeed and the New York Charter School Center. The Board may also engage a professional search firm such as Charter School Jobs for assistance. Open Roads Charter School will establish a broad and diverse applicant pool for all vacant positions and will leverage the relationships and experiences of its Board members to expand its outreach, networking and teacher and staff recruitment initiatives. Successful strategies include social media, attendance at conferences and events, and institutional partnerships, all of which will attract a diverse and high potential candidates' pool, which will benefit the Open Roads Charter School. ORCS will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment,

contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

For the Principal role, the ORCS Board of Trustees will seek candidates who have a track record of effective school leadership and teaching, preferably in urban charter schools, and are able to provide evidence of high levels of student achievement. Previous experience as a Principal or Assistant Principal will be required. Strong candidates will demonstrate a commitment to inclusion, and knowledge of high-quality teaching, progressive learning standards, and curriculum resources. S/he must be data and evidence driven, a systems thinker, skilled at coaching adults and able to inspire and engage a range of constituents. S/he must embrace high expectations and a growth mindset when reflecting on her/his own practice, coaching others, and supporting students and their families.

Finally, the Board will prioritize candidates who are Spanish-speaking, and have worked in or are connected to similar communities to the one the Open Roads Charter School intends to serve (e.g. urban, high poverty, families experiencing complex risk factors). From our experience working in the South Bronx, Spanish continues to be the dominant second language and many families have parents or caregivers who only speak Spanish. If the school leader does not speak Spanish, we will try to hire other key positions that have some fluency in the language.

The ORCS Board of Trustees will work in conjunction with the Executive Director to screen and evaluate Principal candidates. The multi-step process will include:

1. Resume and cover letter submission and review
2. Structured phone call screen and data collection
3. Interview with Executive Director and COO (2 per candidate) and Search Firm if applicable
4. Teacher observation and coach role play, presentation of scenarios
5. Professional reference phone calls, collection of certifications and criminal clearance (fingerprinting)
6. Final interview of top 3 candidates with full ORCS Board
7. ORCS Board of Trustees selects one candidate
8. ORCS Board of Trustees presents offer and negotiates agreement, with support from ORCS Executive Director.

Our community partner East Side House Settlement will not have an official role in the selection of the school Principal. East Side House has a staff person on the ORCS Board who will have selection and voting power but will be acting as representative of ORCS not East Side House.

R-11ac – Personnel

(a) Staffing Chart and Rationale

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100	150	200	250	300

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.5	0.5	1.0	1.0	1.0
Instructional Management	1.0	1.0	2.0	2.0	2.0
Deans, Directors & Coordinators	1.0	2.0	2.0	3.0	3.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	0.0	0.0	0.0	0.0	1.0
Administrative Staff	1.0	2.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	4.5	6.5	9.0	10.0	11.0

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	4.0	6.0	8.0	10.0	12.0
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	2.0	3.0	4.0	5.0	6.0
Specialty Teachers	2.0	2.0	3.0	4.0	4.0
Aides	0.0	0.0	0.0	2.0	2.0
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.0	15.0	20.0	27.0	31.0

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	2.0	2.0	2.0	2.0
Security	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.0	3.0	3.0	3.0	3.0

TOTAL PERSONNEL SERVICE FTE	17.5	24.5	32.0	40.0	45.0
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Year 1

From our experience successfully opening and running schools, we are aware of the critical importance of a new school's first year. A successful first year can be a very strong predictor of future success while a poor first year points to continued struggles in the years to come. This staffing plan was conceived based on our successful experience opening the Storefront Academy Charter School. Lessons learned from what worked and didn't work, as well as our understanding of budgetary constraints, helped us come up with this staffing plan as the most logical for ORCS.

The Executive Director, an experienced school administrator, will work half time to ensure that school structures are established, to continue developing the board, handling board matters and preparing and attending board meetings, and to assist with hiring and professional development. The Principal will receive strong support from the Executive Director to ensure the school is off to a good start. An Instructional Coach will work closely with the Principal to build a

strong instructional culture while achieving early academic gains. So the Principal can confidently handle day-to-day instructional management and serve as the primary instructional leader of the school, the Chief Operations Officer will provide full operational and fiscal management support. The COO will hire a Program Assistant who will have primary responsibility for outreach and enrollment, as well as ongoing administrative duties once the school opens. A Social Worker will also be employed in year 1 following the same rationale: to ensure all early student social/emotional supports are in place to start the year strong and begin coordination of special intervention services where needed.

During the first year, the COO will train and supervise a Program Assistant who will do enrollment and handle other operational matters like school food, transportation, school supplies, etc. Although the Principal and other staff will meet each student and parent at the front door every day for drop-off and pick-up times and will also be in regular communication with the parents, the Operations Team will be the ones trouble shooting problems and coming up with creative solutions to everyday problems and questions. Custodial and security staff will complete the ORCS Operations Team and also report to the COO.

With two classes per grade, ORCS will employ two teachers per class. One class per grade will have one lead certified general education teacher and one assistant teacher. The ICT class per grade will have one lead certified general education teacher and one lead certified special education teacher. The ICT classroom will address the educational needs of all students with IEPs. One music teacher will provide both music and movement as the only specials teacher hired for year 1. An ELL Specialist will also be hired to provide additional support for ELL students and handle Student Support Coordination for the first few years of the school. The ELL Specialist is listed as Specialty Teachers in the chart above.

The school will outsource the nurse.

Year 2

Open Roads Charter School will add only one grade per year after year one, so year two will see the introduction of second grade. This growth will require 3 more teachers (2 general education and 1 special education) and 1 assistant teacher. The school will also hire a Dean of Students to support the Principal and lead the Student Support Team. The Dean of Students will have primary responsibility for managing the social/emotional needs of students and to handle discipline and school culture.

The Operations Team will grow by one Program Assistant and one Custodian.

Year 3

This year, the Executive Director moves to a full time position to increase fundraising capacity for the school. Fundraising and external management will become primary responsibilities as the Principal continues to be the instructional leader and in charge of day to day management of the school. The Assistant Principal will be hired for year 3. S/he will supervise the Instructional Coach and the ELL Specialist, and will provide instructional management support to the Principal. Three more teachers and one assistant teacher are hired to accommodate third grade. ORCS will also hire the Art teacher for this year as another specials teacher. The Operations Team will also add one Program Assistant.

Year 4

This year the Student Support Coordinator position is added as a full time position to complete the Student Support Team and oversee all aspects of IEP coordination and management. Also, a Phys Ed specials teacher is hired to add a full physical education component in addition to the movement classes. As we add fourth grade, three more teachers and one assistant teacher will be hired. Two School Aides are also hired to assist Operations Team and/or with classroom or other school needs.

Year 5

Three more teachers and one assistant teacher will be hired as we add fifth grade. Also the Operations Team hires a Director of Operations to supervise the Operations Team and assist the COO with fiscal, procurement, and human resources responsibilities.

(b) Qualifications and Responsibilities

Executive Director

Responsibilities:

- Provide overall leadership and direction for all staff
- Implement all school policies and procedures as empowered by the Board of Trustees
- Continue growing the Board and handling all board reporting
- Ensure proper budgeting and financial oversight
- Facilities management
- Fundraising and external management

Qualifications:

- Advanced degree
- Successful experience as school administrator and/or executive manager
- Commitment to ORCS' mission, culture, and values
- Experience with budgeting and fiscal oversight
- Experience working with a Board of Trustees

Principal

Responsibilities:

- Provide leadership and direction to all school staff members
- Hire, evaluate and terminate staff members
- Implement the school program with fidelity to the charter
- Implement all school policies and procedures as directed by the Executive Director and as empowered by the Board of Trustees
- Ensure the proper use of student data to drive and improve instruction
- Facilitate and encourage parent involvement
- Make formal reports to the Board of Trustees, charter authorizer, and others

- Establish a strong school culture and provide a safe learning environment
- Provide guidance and support to teachers to improve instruction and raise student achievement
- Evaluate school programs and recommend policy changes and resource allocation
- Respond to grievances by parents and staff
- Handle serious discipline issues, including suspensions and expulsions

Qualifications:

- Advanced Degree
- NYS Certification (preferred)
- Commitment to ORCS/ mission, culture and values
- Demonstrated success in raising urban student achievement
- High expectations for themselves, staff and students
- Teaching and leadership experience, especially in an urban setting, charter school experience preferred
- Commitment to progressive education, blended learning model and use of data
- Experience hiring, managing and evaluating employees
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary communication skills and sophisticated analytical analysis
- Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred)
- Fluent in Spanish (preferred)
- Experience with elementary grades, Core Knowledge, and/or progressive education experience (preferred)

Assistant Principal (starting in Year 3)

Responsibilities:

- Support Principal in instructional leadership duties
- Serve as school leader in absence of Principal
- Provide staff development training
- Regularly observe teachers and provide critical feedback to improve instruction
- Evaluate teachers and make recommendations for placement and retention
- Facilitate development of curriculum, instruction and assessment
- Support school culture and handle minor discipline issues
- Communicate with parents
- Supervise Instructional Coach and ELL Specialist

Qualifications:

- Demonstrated success in raising urban student achievement
- Experience with instructional leadership as a teacher or administrator
- Ability to work effectively as part of a team
- Commitment to progressive education, blended learning model and use of data
- Advanced degree
- Fluent in Spanish (preferred)
- Experience with elementary grades, Core Knowledge, and/or progressive education experience (preferred)

Instructional Coach

Responsibilities:

- Support Principal and Assistant Principal in instructional leadership duties
- Manage aspects of instructional team, including professional development, instructional materials, report card standards, character integration, electives, summer school, major assessments (IAs, NWEA, state exams, etc)
- Regularly observe teachers and provide critical feedback to improve instruction
- Participate in teacher evaluations
- Provide intensive coaching and mentoring for teachers
- Manage blended learning data reports and coordinate relevant interventions
- Manage content planning and development, building a vertically aligned scope and sequence for each grade level
- Coach teachers in assigned content area, providing guidance in lesson and unit planning
- Analyze content-level data to monitor progress
- Regularly assess student learning against measurable benchmarks
- Use student performance data to organize student learning on computers and with adults

Qualifications:

- High expectations for learning and behavior
- Ability to work effectively as part of a team
- Demonstrated success raising achievement of urban students
- Experience integrating digital resources into teaching and learning
- Strong classroom management skills
- Commitment to progressive education, blended learning model and use of data
- Reflective and open to feedback with the desire to continuously improve
- A team player who is not deterred by a fast paced, constantly changing environment
- Eagerness to go above and beyond the requirements of the job to innovate and improve the organization
- Bachelor's Degree, Advanced Degree preferred
- Certification in appropriate field(s)

Teachers

Responsibilities

- Prepare joyful, rigorous and engaging lessons for classes of up to 25 students
- Regularly assess student learning against measurable benchmarks
- Use student performance data to organize student learning on computers and with adults
- Mentor and provide critical feedback to Assistant Teachers (as applicable)
- Contribute to the professional community by identifying needs and developing solutions
- Develop expertise in progressive education and practice

Qualifications:

- High expectations for learning and behavior
- Demonstrated success raising achievement of urban students
- Experience integrating digital resources into teaching and learning
- Strong classroom management skills
- Commitment to progressive education, blended learning model and use of data

- Reflective and open to feedback with the desire to continuously improve
- A team player who is not deterred by a fast paced, constantly changing environment
- Eagerness to go above and beyond the requirements of the job to innovate and improve the organization
- Bachelor's Degree
- NYS Certification

Assistant Teacher

Responsibilities:

- Prepare joyful, rigorous and engaging lessons for classes of up to 25 students
- Contribute to professional community and provide assistance to lead teachers
- Develop expertise in progressive education and practice

Qualifications:

- High expectations for learning and behavior
- Strong classroom management skills
- Commitment to progressive education, blended learning model and use of data
- Reflective and open to feedback with the desire to continuously improve
- Bachelor's Degree

Specials Teachers

Responsibilities:

- Apply expertise in given field to prepare joyful, rigorous and engaging lessons for classes of up to 25 students
- Regularly assess student learning against measurable benchmarks
- Contribute to the professional community by identifying needs and developing solutions

Qualifications:

- High expectations for learning and behavior
- Demonstrated success engaging urban students in non-core academic subjects
- Strong classroom management skills
- Reflective and open to feedback with the desire to continuously improve
- A team player who is not deterred by a fast paced, constantly changing environment
- Eagerness to go above and beyond the requirements of the job to innovate and improve the organization
- Expertise in appropriate field(s)
- Bachelor's Degree
- NYS Certification (preferred)

Student Support Coordinator (starting in Year 4 full time)

Responsibilities:

- Manage the school's RTI process
- Coordinate all meetings and activities with the Committee on Special Education (CSE)
- Provide information to and obtain information from CSEs as needed throughout the year

- Determine if entering students have IEPs
- Ensure that all services are provided in accordance with each student's IEP in the context of the charter school setting.
- Coordinate all external service providers
- Ensure that all compliance and reporting requirements are satisfied
- Train instructional staff on effective methods for educating at-risk students
- Inform staff of all FERPA requirements as they relate to student record privacy

Qualifications:

- Special Education certification (preferred)
- Demonstrated success raising the achievement level of at-risk students
- Experience supervising and evaluating intervention staff
- Commitment to data-driven instruction
- Knowledgeable about best practices in special education and urban K-8 education
- Knowledgeable about CSE and IEP referral process and ELL programs
- Excellent interpersonal and communication skills with experience in presentations, process facilitation, problem solving and relationship building
- Demonstrated respect and concern for children and their parents and a passion for education

ELL Specialist (Will handle both ELL and Student Support responsibilities until Year 4)

Responsibilities:

- Provide intervention for ELL students
- Ensure that all compliance and reporting requirements are satisfied
- Assist classroom teachers with ELL students
- Assess ELL students as required

Qualifications:

- NYS Certification Bi-lingual education
- Demonstrated success raising the achievement level of at-risk students
- Experience supervising and evaluating intervention staff
- Commitment to data-driven instruction
- Knowledgeable about best practices in special education and urban K-8 education
- Excellent interpersonal and communication skills with experience in presentations, process facilitation, problem solving and relationship building
- Demonstrated respect and concern for children and their parents and a passion for education

Dean of Students (will start Year 2)

Responsibilities:

- Supervise ORCS Student Support Team
- Provide counseling services as mandated by students' IEPs
- Handle all discipline related matters
- Support and train teachers in handling social and emotional issues
- Support the development of the school culture
- Participate in required RTI and special education meetings
- Maintain private records
- Communicate with parents

- Connect families to external mental health and social service resources

Qualifications:

- Advanced degree and Certification as counselor or social worker in accordance with NYS law
- At least two years of successful management experience
- Strong interpersonal and communication skills
- Demonstrated capacity to work collaboratively with a professional team
- Skills for outreach to families and the local community
- Ability to access resources available to the community
- Ability to run small groups and work one-on-one with students
- Fluent in Spanish (preferred)

Social Worker

Responsibilities:

- Provide counseling services as mandated by students' IEPs
- Provide crisis intervention
- Participate in required RTI and special education meetings
- Maintain private records
- Communicate with parents
- Connect families to external mental health and social service resources

Qualifications:

- LMSW
- At least two years of successful experience working with urban students
- Strong interpersonal and communication skills
- Demonstrated capacity to work collaboratively with a professional team
- Skills for outreach to families and the local community
- Ability to access resources available to the community
- Ability to run small groups and work one-on-one with students
- Fluent in Spanish (preferred)

Chief Operations Officer

Responsibilities:

- Oversee all day-to-day operational and fiscal activities of the school in collaboration with Executive Director and Principal
- Hire and Supervise Operations Manager (Year 5)
- Track spending and manage finances
- Prepare all financial reporting for Board of Trustees
- Oversee all HR functions including managing employee health insurance and other benefits
- Track spending and manage finances
- Prepare all financial reporting for Board of Trustees
- Oversee all HR functions including managing employee health insurance and other benefits
- Manage all facilities' related matters including building maintenance, renovations and upgrades

Qualifications:

- Advanced Degree

- At least 2 years' relevant professional work experience, ideally in a charter school or other K- 12 education organization
- Extensive financial management experience including experience preparing financial reports to Board
- Strong interpersonal skills and track record of collaborating with diverse stakeholders
- Strong communication, writing, and presentation skills
- Experience managing operations and staff
- Prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines.
- Relentless determination to do whatever it takes to help our students succeed
- Proactive and creative problem-solve

Operations Manager (will start in Year 5)

Responsibilities:

- Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems
- Supervise Operations Team
- Coordinate food services and transportation
- Plan logistics for school-wide events for students, staff and families
- Manage all volunteers, including sourcing, selection, and assigning of duties
- Coordinate communications with parents and the community
- In coordination with the COO, track and monitor technology needs

Qualifications:

- Organized planner and project manager with proven ability to multi-task, take initiative
- At least 2 years' relevant professional work experience, ideally in a charter school or other K- 12 education organization
- Strong interpersonal skills and track record of collaborating with diverse stakeholders
- Strong communication, writing, and presentation skills
- Experience supervising staff
- Bachelor's Degree

Program Assistant

Responsibilities:

- Warmly greet all visitors to the school and direct them to the appropriate place or person
- Serve as primary contact for all school communication via phone
- Maintain records in accordance with legal requirements and audit guidelines
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community
- Type, translate, and distribute school correspondence
- Maintain and ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs
- Update data in student information system
- Assist in ordering and receiving materials
- Provide administrative support including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence
- Check and summarize all voice messages and respond to general inquiries
- Sort and route mail

- Manage inventory and order office supplies
- Update school calendar
- Manage student recruitment and enrollment; student information systems;
- Food services and transportation
- Communications with parents and the community

Qualifications:

- Bachelor's Degree
- Minimum of 1 Year of school experience required
- Fluent in Spanish
- Proficiency with the Microsoft Office Suite;
- Experience in proper Office Procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Relentless results orientation
- Detail oriented team player willing to roll up sleeves and get the job done
- Demonstrates initiative and a desire to learn
- Food Handlers certification

School Aide

Responsibilities:

- Warmly greet all visitors to the school and direct them to the appropriate place or person
- Answer telephone and handle other office duties as assigned
- Help prep lunch and serve as needed
- Monitor hallways
- Assist Operations Manager on other operations matters as needed
- Provide classroom support as requested by Principal

Qualifications:

- High School Diploma or equivalent, AA Degree preferred
- Demonstrates initiative and desire to learn
- Food Handlers certification
- Strong interpersonal skills
- Some school experience preferred

Security

Responsibilities:

- Greet all visitors and enforce signing in before proceeding to offices or classrooms
- Monitor all building activities
- Monitor exits to ensure that they are properly closed and students are not leaving premises

Qualifications:

- Security Guard license
- Experience working in schools

Custodian

Responsibilities:

- Clearing and cleaning front of building
- All maintenance needs of school
- Putting out garbage as per pick up schedule
- Assist with food prep and service as needed
- Handle minor repairs and/or upgrades

Qualifications:

- At least 2 years' relevant experience in maintenance, minor repairs, etc
- Food Handlers certification

(c) Staff Recruitment and Retention

Describe plans to recruit and retain staff, particularly high quality teachers including:

- **The processes and policies to recruit and hire teachers and other staff**
- **The strategies for retaining high quality teachers**

The Open Roads Charter School Executive Director and Principal will participate in annual recruitment and hiring fairs sponsored by Charter School Jobs as well as the Diversity Fair that specifically targets staff interested in working in private or charter schools. All staff positions will also be posted in all online job boards.

The high quality candidates we attract and hire will be individuals who are attracted to our mission driven school and school culture, believe in progressive education, believe that all students have a right to a high quality education, and believe in accountability. We will be able to retain our high quality teachers because we will support, respect, encourage and motivate them and we will provide them with tremendous opportunities to build their capacities and grow in their professions. From our experience, teacher recruitment and retention is difficult if salaries and benefits are not competitive and teachers don't have adequate supports to properly do their jobs. We believe that our salary structure is competitive based on current salary trends. Also our staffing plan is adequately configured to provide instructional support for teachers.

ORCS will seek candidates that have an understanding and passion for progressive education, have strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the Open Roads Charter School's mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors. In selecting and hiring teachers, the Open Roads Charter School will comply with state laws regarding certification.

The Principal will conduct all instructional staff interviews. Teaching staff will have a series of interviews including lesson demos. For demonstrations, ORCS will use East Side House program classes with children in Kindergarten and First Grade, the school's first year grades. The Executive Director and COO will conduct all non-instructional staff interviews. The Principal will also hire the Dean of Students and other members of the Student Support Team as appropriate.

All staff hiring will be conducted as follows:

1. Resume and cover letter submission and review
2. Structured phone call screen and data collection
3. Face-to-face interview
4. Demonstration lesson, self-reflection, feedback provision and writing assignment (for instructional staff)
5. Second face-to-face interview (non-instructional staff)
6. Collection of certifications and criminal clearance (fingerprinting)
7. Professional reference phone calls
8. COO receives all documentation for candidate from hiring manager and prepares offer letter
9. OCRS presents offer and negotiates agreement

The Principal will apply a similar protocol as noted above to the recruitment and hiring of other leaders – Assistant Principal, Dean of Students, Instructional Coach, and Student Support Coordinator. S/he will be supported in these processes by the Executive Director and receive guidance and input from the ORCS Board of Trustees.

To ensure that we retain high quality teachers, ORCS will provide competitive salaries and benefits packages to all teachers and will continuously invest in professional development. Our commitment to supporting teacher growth through ongoing cycles of coaching, and the ability to compensate teachers based on their performance and contributions will provide the structure for all teachers to grow and for their growth to be recognized.

We strongly believe that professional development is very important for teachers and staff to feel successful and supported. Understanding that a highly effective teacher is the single most important factor to a child's academic success, we are committed to recruiting top talent and empowering our instructional staff to succeed. All teaching staff will engage in comprehensive and ongoing professional development in three distinct ways: school wide; within their grade-level team; and individually. On a school-wide basis, all staff will be required to attend an on-boarding and professional development period two-weeks prior to the start of each school year in the summer. During this time, teachers are introduced to and reflect on ORCS' mission, align curriculum and instruction across the teaching team, and engage in activities to develop a sense of cohesion around our shared goals. Also, staff will gather every Wednesday when school dismisses students early, to participate in scheduled professional development training. Topics covered during these sessions will include: progressive education and constructivist approach to instruction, how to use data to inform lesson planning, highlighting best practices, and community team building activities.

Grade-level planning time will also be scheduled weekly. Grade level teams will meet for shared lesson planning and discuss student needs. Additionally, in an effort to create opportunity for further connection and collaboration all teachers on a given grade-level have their scheduled planning period for the same time.

All teachers have prep time scheduled more than once per day, every day. Individual teachers will also be supported to grow and target specific strengths and weaknesses through coaching provided by the Instructional Coach. All teachers will receive face-to-face and written feedback weekly. Additionally, individual teachers will have access to external professional development and will be given opportunities to visit other high-quality schools. The Principal will get substitute teachers to cover classrooms when teachers have to be out for professional development.

At ORCS we believe that happy and engaged teachers will ensure high staff retention which will lead to better outcomes for children. As such, we will foster a positive staff culture. The school will create many opportunities to celebrate and highlight teachers and staff, both as individuals and group success. ORCS will structure opportunities to build community and foster positive school culture by arranging staff events and outings; by having a manageable workday (instructional staff can typically leave school by 4pm, and all others by 5:30pm); and by allowing some flexibility with structured prep time that can be done at home instead of at school.



OPEN ROADS

Personnel Manual

WELCOME

Welcome to the team! We hope you will find your employment at Open Roads Charter School to be rewarding, stimulating, challenging, and instrumental in your own personal and professional development.

Personnel Manual Purpose

This manual describes some of the basic terms and conditions of employment with the school and is intended to serve as a resource. You are expected to read this manual carefully, to know and understand its contents, and to abide by its provisions. If you have any question about anything in this manual, or about Open Roads Charter School's employment policies or practices in general, you are expected to ask the COO. Open Roads Charter School has the right to change anything in this manual. You are responsible for knowing about and understanding those changes once they have been disseminated.

Personnel Manual Revisions

We intend our personnel policies to be applied with flexibility and discretion. Exceptions may be granted in unusual circumstances when the employee's interests will be served and those of Open Roads Charter School will not be damaged, but exceptions should be recognized as such and do not establish any right or privilege in any employee. The Board of Trustees, Executive Director, COO, and Principal are the only parties authorized to grant exceptions.

Open Roads Charter School can change or eliminate anything in this manual, and any employment policy, practice, work rule or benefit, at any time without prior notice. However, any such change is effective only if it is in writing and is signed or authorized by the Executive Director/Principal. No one has the authority to make any promise or commitment contrary to what is in this manual.

Please Note: This personnel manual was drafted in part from sources obtained from <http://www.nyccharterschools.org/resources/staff-handbook>.

I. **EMPLOYMENT POLICIES**

A. **EQUAL EMPLOYMENT OPPORTUNITY POLICY**

ORCS is an Equal Employment Opportunity (EEO) employer and supports the principles of equal opportunity and diversity in employment. The school seeks to insure that no person encounters discrimination in employment on the basis of race, color, religion, sex, national origin, age, disability, genetic information, ancestry or ethnicity, alienage or citizenship status, or any other federally protected category. In addition, school policy prohibits discrimination against an applicant or employee on the basis of marital status, partnership status, sexual orientation, gender identification, domestic violence victim status, arrest record, or prior criminal convictions. This commitment applies to all school employment practices including, but not limited to, hiring, termination, retention, promotion, tenure, recruitment, or compensation.

ORCS will be in compliance with its own policies and the various Federal laws enacted to prohibit discrimination in all aspects of employment. These laws include but are not limited to:

- Title VII of the Civil Rights Act of 1964 (Title VII), as amended
- Age Discrimination In Employment Act of 1967 (ADEA), as amended
- Title I, Americans With Disabilities Act, as amended
- Equal Pay Act of 1963 (EPA), as amended
- Civil Rights Act of 1991, as amended

Employee awareness of workplace discrimination, harassment and retaliation is essential in helping us achieve our goals. The school provides awareness training using a variety of methods including but not limited to special briefings for all new employees on their first workday, traditional classroom training, and the utilization of publications and technology to inform all employees of their legal obligations and protections in the context of daily work situations.

ORCS will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodations will be provided to individuals with a known physical or mental disability if such accommodations would not impose an undue hardship on the school and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. ORCS will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the school will make the accommodation. The individual is encouraged to fully cooperate with the ORCS in seeking and evaluating alternatives and accommodations. The school may require medical verification of both the disability and the need for accommodation. For further information, please contact the Director of Operations.

ORCS will attempt to make reasonable accommodations for staff member's observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue

hardship on school operations. If you desire a religious accommodation, you are required to make the request in writing to your supervisor as far in advance as possible.

B. SEXUAL HARASSMENT POLICY

Sexual harassment, like any other form of harassment, will not be tolerated at the ORCS. Unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature constitute harassment.

Sexual harassment refers to behavior:

- (1) that is not welcome
- (2) that is, or would be, offensive to a person of reasonable sensitivity and sensibilities
- (3) that fails to respect the rights of another
- (4) that unreasonably interferes with an employee's work performance and effectiveness or creates an intimidating, hostile or offensive working environment

It makes no difference if the harassment is just joking, teasing or playful. Such conduct may be equally offensive to an individual as any other type of harassment.

Specific forms of behavior that are considered to be sexual harassment in violation of ORCS policy include, but are not limited to, the following:

1. Verbal Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors. Abusive language related to an employee's sex, including, but not limited to, sexual innuendoes, slurs, suggestive, derogatory or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions, and threats. Use of demeaning or offensive words when referring to an individual's gender. Demands for sexual favors or sexually-oriented comments about an employee's body or appearance, sexual habits, sexual preference or sexual desirability.
2. Visual Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries or obscene gestures in the workplace.
3. Physical Contact - Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, massaging, coerced sexual intercourse, assault or persistent brushing up against a person's body.

Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment or other forms of harassment, or believes that he or she has witnessed sexual or other forms of harassment, that employee should immediately notify any ORCS official with whom that employee feels comfortable. All reports of sexual harassment will be promptly investigated by the school official who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If an ORCS official or their designee is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to a school official, the

employee should make a report directly to the Board of Trustees. If an investigation confirms that harassment has occurred, the Executive Director, the Principal or their designee or other designee as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Executive Director, Principal or their designee include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee.

All reports of harassment will be treated seriously and kept confidential to the extent practicable. However, absolute confidentiality is not promised nor can it be assured.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

C. WHISTLEBLOWER POLICY

ORCS requires its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the school, in the conduct of their duties and responsibilities. Employees and representatives of the school must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. This policy is not a vehicle for reporting violations of the school's applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the school's Personnel Policies and Procedures (the Policies and Procedures), as it is those sections of the Policies and Procedures that are applicable to such matters. The matters which should be reported under this policy, include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the school's assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations.

Under the Occupational Safety and Health Act (OSH Act), employees may file complaints with OSHA if they believe that they have experienced discrimination or retaliation for exercising any right afforded by the OSH act, such as complaining to the employer union, OSHA, or any other government agency about workplace safety or health hazards; or for participating in OSHA inspection conferences, hearings, or other OSHA-related activities. Under the Asbestos Hazard Emergency Response Act (AHERA), employees may file complaints with OSHA if they believe they have experienced discrimination or retaliation for reporting alleged violations of environmental laws relating to asbestos in elementary and secondary school systems.

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.

Reporting Violations

Questions, concerns, suggestions, or complaints regarding the ethical and legal standards noted above should be addressed directly to the Executive Director/Principal.

Non-Retaliation

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences because of such 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 the school prior to seeking resolution outside the school. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the school and its employees, nor does it change the fact that employees of the school are employees at will. Where provisions exist elsewhere under law and/or school policy governing the disclosure of information and other obligations, and /or retaliation relative to such disclosure, such laws and/or school policies shall govern.

D. IMMIGRATION REFORM AND CONTROL ACT

In accordance with the Immigration Reform and Control Act of 1986, the Homeland Security Act of 2002, and applicable Federal regulations, Open Roads Charter School is required to verify that all employees are legally authorized to work in the United States. ORCS is further prohibited by law from employing persons who are not legally authorized to work in the United States or do not present appropriate documentation evidencing employment authorization.

Within three (3) business days of the commencement of employment, newly hired employees will be asked to complete the employee portion of the Employment Eligibility Verification Form I-9 and present for examination by ORCS appropriate documents establishing both identity and authorization to engage in employment.

Employees who do not present a document that establishes both employment authorization and identity are required to present separate documents concerning those requirements.

Employees who wish to determine what documentation may be presented should request further information from the Director of Operations.

In the event an employee is unable to produce the required original documents within three (3) business days of the commencement of the employment, the employee is required to submit a receipt indicating that the missing documents have been ordered from the appropriate authority. Thereafter, the employee is required to supply the missing documentation within 21 days of beginning employment.

Pursuant to law, failure of an employee to produce the documents for inspection within the time periods stated above will result in termination of employment. ORCS is further prohibited by law from continuing to employ persons whose employment authorization has expired, and the expiration of employment authorization will result in the termination of employment.

E. SUSPECTED CHILD ABUSE AND MALTREATMENT

In order for the school's students to receive the full benefits of public education and to engage in all school activities for which they are qualified, they must be free from physical danger, abuse, maltreatment and neglect from their parent, guardian, or custodian. The school recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

Pursuant to applicable law, any ORCS official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment will immediately report this to the Principal or his/her designee who will report the case to the New York State Child Abuse and Maltreatment Register, as required by law.

In accordance with the law, any employee who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report. The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist them and their families.

The law grants employees and other persons who report instances of child abuse immunity in good faith from any liability that might otherwise be incurred. Therefore, school officials have the legal right and responsibility to report all children suspected of physical or emotional abuse, maltreatment or neglect to the appropriate authorities. They are authorized to take whatever action is necessary to report and protect children while in their custody whenever abuse or neglect is suspected. Any ORCS official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

School employees and officials should not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated. The school will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse.

The Principal, or Dean of Students will follow the procedures as developed by the administration and included in their training. The number used by mandated reporters to file a report is: The Child Abuse and Maltreatment Hotline - 1-800-635-1522.

Open Roads Charter School will follow all procedures for Child Abuse in an Educational Setting as set forth in Article 23-B of the New York Education Law (§ 1125 *et seq.*).

II. WORKING HOURS, BENEFITS, TIME OFF AND LEAVES OF ABSENCE

A. SCHOOL YEAR

The ORCS school year is divided into three trimesters running from September to June. Staff training begins in mid to late August for all staff. There are breaks in December, February and early spring.

The School Calendar will be finalized by May each year and shared with staff and families. In addition to the normal school year, ORCS will run an academic summer program.

B. WORKING HOURS

All employees are required to work according to a schedule determined by the School. Regular attendance is essential to the school's efficient operation and is a necessary condition of employment. Employees are expected to report to work as scheduled and on time.

Instructional staff - Monday, Tuesday, Thursday, and Friday from 8:00 am to 4:00 p.m. Wednesday from 8:00 am to 5:30pm. Professional Development sessions are scheduled weekly on Wednesday from 3:30 p.m. to 5:30 p.m.

Non instructional staff - schedule will be set at the discretion of the Principal or his or her designee.

The School reserves the right to make changes to its work schedule at any time as business needs dictate. If it is impossible to report for work as scheduled, employees are required to call or text their supervisor by 6:00a.m. on their scheduled day. If the absence is to continue beyond the first day, the employee must notify their supervisor on a daily basis unless otherwise arranged. It is the responsibility of each employee to notify the school operations team. Absence for three consecutive workdays without notifying the supervisor is considered a voluntary termination. If arriving to work late, employees should advise their supervisor when they can be expected to arrive for work. If unable to call because of an illness, emergency or for some other reason, employees are required to have someone else contact the school.

Attendance, in addition to being essential to the operation of the school, is a measurement of an employee's overall job performance. Employees are expected to be at work ready to start at the scheduled time. Should arrival be delayed, employees must notify their supervisor one hour before their starting time (if physically possible). Excessive absenteeism, lateness or failure to give proper notice for absence or lateness may result in disciplinary action up to and including termination. Working hours for an employee are generally determined by the specific responsibilities of the position and may vary from normal business hours. Employees may be required to work beyond normal office operating hours when the situation warrants it.

Non-Exempt Employees

Non-exempt employees (those employees who are subject to the minimum wage and overtime provisions of the Fair Labor Standards Act) who work over forty hours in any particular week will

be paid overtime for those additional hours at the rate of time and one-half unless state law dictates otherwise.

Time not worked for which an employee is entitled to be paid (i.e., paid absences, paid holidays or paid vacation time) should be entered on the time record. Overtime must be authorized by the Principal and/or COO before over forty hours are worked in a particular week. The Principal or COO will assign overtime (if any) to non-exempt employees as needed.

Employees are not permitted to work overtime without the prior approval of the Principal or COO. If the school finds that an employee has worked overtime hours that were not approved in advance, appropriate disciplinary action will be taken.

Non-exempt employees will be compensated for attendance at lectures, meetings and training programs if such attendance is requested by management.

Exempt Employees

Personnel employed in executive, administrative, professional or certain computer-related capacities are generally exempt from the provisions of the Fair Labor Standards Act. Allocation of time must be recorded on the appropriate form as Regular, Vacation, Sick, Personal, Bereavement or Jury Duty.

The school's policy regarding salary payments to exempt employees is set forth below.

1. All employees classified as exempt from overtime must be paid on a salary basis (except professional employees paid on a fee basis and exempt computer professionals). This means that the employee must be paid, on a weekly or less frequent basis, a predetermined amount constituting all or part of the employee's compensation, which amount is not subject to reduction because of variations in the quantity or quality of work performed. Except as provided below and in accordance with Department of Labor regulations, an exempt employee will receive the full salary for any week in which the employee performs any work, without regard to the number of days or hours worked. The school prohibits deductions from the salary of exempt employees for absences occasioned by the school or by the operating requirements of the school or that are otherwise prohibited by Department of Labor regulations regarding payment of exempt employees on a salary basis.

2. The following is a summary of the exceptions to the prohibitions against deductions from pay in the salary basis requirement:

a. Deductions from pay may be made when an exempt employee is absent from work for one or more full days for personal reasons other than sickness or disability.

b. Deductions from pay may be made for absences of one or more full days occasioned by sickness or disability if the deduction is made in accordance with a bona fide School plan, policy or practice of providing compensation for loss of salary occasioned by such sickness or disability. For example, deductions from pay for one or more full days may be made if an employee has exhausted his or her sick time allowance.

c. Deductions cannot be made for absences due to jury duty, attendance as a witness or temporary military leave. However, the School may offset any amounts received by an employee as jury fees, witness fees or military pay against the salary due for that particular week.

- d. Deductions from pay may be imposed for penalties imposed in good faith for infractions of safety rules of major significance.
- e. Deductions from pay may be made for unpaid disciplinary suspensions of one or more full days imposed in good faith for infractions of workplace conduct rules, such as, but not limited to, a violation of the school's Anti-Harassment Policy or policy against Sexual Harassment.
- f. Prorated salary may be paid in an employee's first or last week of employment.
- g. The school may pay a proportionate part of the full salary for time actually worked in any week that an employee takes unpaid leave under the Family and Medical Leave Act.

Complaint Procedure: Any exempt employee who believes that an improper deduction has been made from his or her pay shall first bring the matter to the attention of the Principal who shall attempt to resolve the matter with the employee on the basis of this policy. If the matter is not resolved within two weeks of the date on which the employee raised the matter, he or she may raise the matter with the COO, in writing or by e-mail. The COO or his or her designee will contact the employee within two business days of receiving the complaint to ascertain the employee's position and the amount, date and reason for the deduction. The COO, either alone or in consultation with legal counsel, shall determine whether the deduction violates the prohibition against deductions from the wages of exempt salaried employees and communicate the decision to the employee in writing no later than two weeks after the initial complaint by the employee. If the deduction is determined to be inappropriate, the employee will be reimbursed by the next regularly scheduled pay day

Snow Days

ORCS may be closed due to inclement weather or other situations. The school will follow the direction of the New York City Department of Education for all weather-related school delays and closings. Families, faculty and staff of ORCS will receive an automated phone call to alert them of the delay or closing. At the discretion of the Principal, 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 the school year.

C. PAY DATES / PAYROLL DEDUCTIONS

All ORCS staff are paid twice each month or 24 times per year. Salaries are paid on the 15th and last day of each month, with payment by checks to employees or by direct deposit to employees' bank accounts. If either of these days falls on a legal holiday or weekend, paychecks will be given out on the last weekday prior to those dates. All paychecks are accompanied by a statement describing the earnings, applicable deductions for federal and state taxes and other required withholdings, deductions and adjustments, and the net pay.

D. OVERVIEW OF EMPLOYEE BENEFITS

ORCS has established a variety of employee benefit programs designed to assist employees and their eligible dependents in meeting the financial burdens that can result from illness and disability, and to help employees plan for retirement.

Generally, employees are eligible for benefits if they are full-time, year round, salaried employees, which means that they work no less than 20 hours per week (“full-time employees”). Benefits begin at different times depending upon the category. Hourly employees do not receive benefits. This Handbook is not intended to, and does not, provide employees with all the details of their benefits. Rather, an employee’s specific benefits can be determined only by referring to the full text of the official plan documents, which are available from the Business Office.

ORCS reserves the right, in its sole and absolute discretion, to amend, modify or terminate, in whole or in part, any benefit plans, including any health benefits that may be extended to retirees and their dependents. Further, ORCS reserves the exclusive right, power and authority, in its sole and absolute discretion, to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans.

Any questions relating to employee benefits should be directed to the Business Office. However, it is the employee’s responsibility to file any medical reimbursement claims directly with the insurance carrier.

E. PAID TIME OFF

Holidays

ORCS will observe various holidays each calendar year. A listing of the paid holidays will be distributed to employees at the start of each new school year. All full-time regular employees are eligible to receive holiday pay. Part-time regular employees will only receive holiday pay when the holiday falls on their regularly scheduled workday. In order to receive holiday pay, eligible employees must work the full scheduled work day before and after the holiday, unless they have previously-approved time off on one or both of those days. If a holiday falls on a day when an employee is on vacation, that day will not be counted against the employee’s vacation time. Employees on leave are not eligible to receive holiday or recess pay. The school reserves the right to make changes to its holiday schedule at any time as business needs dictate.

Vacation Time

Full-time administrators and support staff members will receive 20 paid vacation days per year. After 3 years of service, accrued vacation will increase to 25 paid vacation days per year.

In an employee’s first year of employment, vacation time will only be accrued during the time period actually worked by the employee. The school’s vacation time policy will be applied and interpreted subject to applicable state laws.

The School encourages employees to take vacation time during the summer or other school breaks within the calendar year that it is earned. Vacation time accrued must be used during the school's fiscal year. Any unused vacation time will not be carried over and will be lost.

Vacation Scheduling

A request to take vacation time should be submitted at least three weeks in advance of the requested time off to allow supervisor to adequately plan for the employee absence and to secure appropriate coverage. Such requests for time off must be approved by the supervisor prior to the time off being taken. School administrators and support staff are expected to schedule vacation time during the summer when they are not required to report to work as defined by the administrative calendar. Vacation can be mandated depending on the needs of the school, at the discretion of the Principal or his or her designee.

Illness or Injury Before Vacation

If an employee is absent from work on the day before a vacation is scheduled to begin because of a verifiable personal illness or injury, the employee may attempt to postpone the vacation period to a later date.

Vacation Credit Upon Termination

Upon separation from the School, an employee with unused earned vacation time will receive payment for the unused accrued time for that current school year at his or her current base rate of pay.

Payment In Lieu Of Vacation

An employee may not waive his or her vacation time and receive pay in lieu of vacation usage, except upon retirement, resignation or termination of employment.

Breaks In Service/Rehires

Rehired employees will be treated as new hires for the purpose of vacation accrual if their period of absence is greater than their period of employment with the school as a full-time regular employee. Should an employee's break in service be less than their period of service they will be given an adjusted seniority date for the purpose of future vacation accrual. Employees do not accrue vacation time while on leaves of absence, including, without limitation, leaves taken pursuant to the federal Family and Medical Leave Act of 1993.

School and Summer Recess for Non Instructional Staff

The administrative calendar (as it may be amended at any time at the Board of Trustees sole discretion), as adopted by the Board of Trustees, establishes the school recess periods and holidays for school non instructional support staff members. School support staff members (including but not limited to Operations Manager, Operations Associate, Administrative Assistants, Student Aides, and Maintenance) may take vacation during the school breaks with the prior approval of their supervisor. School support staff members are required to report to work during the summer recess, specifically the two weeks before staff orientation and professional development and two weeks after the last day of school at the end of the school year. Staff members are encouraged to take vacation during the summer when they are

expected to report to work with prior approval by their supervisor. Support staff members will not receive additional compensation for work during any school recess.

School and Summer Recess for Administrative Staff

The administrative calendar (as it may be amended at any time at the Board of Trustees sole discretion), as adopted by the Board of Trustees, establishes the school recess periods and holidays for school administrative members. School administrative members (including but not limited to the Principal, Chief Operating Officer, and Assistant Principal) may take vacation during the school's breaks with prior approval. The Principal must get prior approval from the Executive Director or the school's Board of Trustees. All other administrative team members must get prior approval from their supervisor. Requests to take vacation time even during the summer should be submitted at least two weeks in advance of the requested time off. Such requests for time off must be approved by the supervisor prior to the time off being taken. School reports, documents and materials required or requested by the Board or any governmental authority, including, the school's annual accountability report, must be satisfactorily completed by school administrative staff members prior to vacation being taken by the administrative staff member. Administrative staff members shall inform their supervisor of any day that he/she is out or will be out of the building, excluding those leaves or vacations scheduled in advance with their supervisor's knowledge. School administrators are required to report to work during the summer recess, specifically the two weeks before orientation and professional development and two weeks after the last day of school at the end of the school year. Staff members are encouraged to take vacation during the summer when they are expected to report to work with prior approval by their supervisor. School administrative staff members will not receive additional compensation for work during any school recess.

Sick Time

All full-time regular instructional and non-instructional employees will receive six (6) days of sick time annually. Sick days will be prorated for employees who begin work after the commencement of the school year.

- a) Any unused sick time can be banked for future short-term or long-term disability, up to a maximum of thirty (30) days.
- b) Employees will not be paid for unused sick time upon separation from employment.
- c) Holidays occurring during the time of paid sick leave shall not be charged against any such leave.
- d) Paid sick leave should be used when an employee is ill or caring for an ill family member.
- e) Individuals who have used all of their earned sick time and then become or remain ill will be classified as absent without pay. These employees may be entitled to short-term disability benefits with proper documentation from a physician.
- f) Employees on a leave of absence do not accrue sick time.
- g) An employee may not waive his or her sick time and receive pay in lieu of sick time usage.
- h) Rehired employees will be treated as new hires for the purposes of sick time accrual.

i) At the discretion of the Principal or COO, the school will allow an employee to use their unused personal time in lieu of exhaustion of sick time

Personal Days

Personal days are provided to all full-time regular employees to allow for time off for medical/dental appointments, to celebrate religious holidays or to attend to other personal matters that cannot be attended to outside of normal work hours. Full-time regular employee receives two (2) paid personal days per calendar year.

Employees who work ten months per year pursuant to an employment agreement are entitled to receive two personal days per school year.

Employees who work year round will receive two personal days on July 1st of each year.

Personal days will be prorated for employees who begin work after the first day of the academic or calendar year. An employee is not entitled to use personal days until he or she has completed three months of continuous employment as a full-time regular employee. To the extent possible, the use of personal days should be approved at least two weeks in advance by the employee's supervisor. At the discretion of the supervisor or his or her designee, the school will allow an employee to use their unused sick time in lieu of exhaustion of personal time.

Personal days cannot be carried over from one year to the next. Employees will not be paid for unused personal days upon separation.

Bereavement

If an employee suffers the loss of an immediate family member, the employee will be entitled to bereavement pay for up to (3) days. At the discretion of the supervisor or his/her designee, the employee may be granted additional time with or without pay or may use earned unused personal days for additional bereavement leave. The employee is expected to notify their supervisor or their designee as soon as possible for the reason for and expected length of the employee's absence.

ORCS classifies immediate family members as the employee's spouse, domestic partner, parent, stepparent, child, stepchild, sibling, grandparent, grandchild, or any other relative that permanently resides with the employee. If an employee suffers the loss of a non-immediate family member, the employee will be entitled to (1) day of bereavement pay.

Jury Duty

Full-time regular employees who are called for and report to jury duty will be paid their regular rate of pay. Any non-travel allowance that an employee may receive in connection with serving jury duty is to be reimbursed to the school during the time period that the employee is receiving compensation from the school. An employee must provide the Director of Operations with written notification of the jury duty obligation as soon as possible (preferably the next business day or within 48 hours of receiving jury summons) following his or her receipt of notice. At the end of jury duty, employees must provide certification of having served jury duty and the amount of money that was received in connection with such service, if any. Employees who have the option to serve on call are required to do so and to report to work if they are not called for the day. Employees must report to work when excused or dismissed from jury duty.

Voting

Generally, employees are expected to vote before or after work hours on Election Day. However, if there is not sufficient time for an employee to vote during non-working hours, the employee may request time off during the workday to vote. In accordance with applicable state law, time off to vote will be paid. Time off during the workday requires pre-approval of an employee's supervisor.

Military Leave

Employees who perform service in the Armed Forces of the United States will be entitled to take an unpaid leave of absence in accordance with applicable federal and state law. If they so choose, employees may apply any accrued and unused vacation time or other paid leave to this unpaid leave, in which case that portion of the employee's military leave would be paid. Employees will be given the right to choose to continue health insurance coverage while they are on military leave.

At the end of military service, employees must return to work within the applicable time period. Employees should contact the COO for further information concerning military leave.

F. PERSONAL LEAVE OF ABSENCE WITHOUT PAY

While ORCS general policy is not to grant requests for unpaid leaves of absence, the school may grant a personal leave of absence without pay to a full-time employee if compelling personal needs warrant a leave. Requests will be reviewed and approved by the COO on a case-by-case basis. ORCS will not guarantee reinstatement to an employee who is granted an unpaid leave of absence which is not otherwise mandated by law. A personal leave for maternity, paternity or family emergencies is determined by the COO.

G. MEDICAL LEAVE OF ABSENCE

Any employee requesting a medical leave, will notify his/her supervisor of their approximate expected date when leave will be needed. When an employee is taken ill and it appears a medical leave will be needed the COO will contact the insurance company about disability. In order to receive approval for a medical leave of absence, an employee must submit an approved certification of disability from his or her physician or other health care professional to the Director of Operations. The Director of Operations will help the employee plan for his or her leave, expected dates for departure and return. During the medical disability leave, the employee shall receive full pay from ORCS, less any disability benefits. All benefit issues are ultimately approved and coordinated by the COO. During an unexpected medical leave, as well as planned medical leaves, the employee must stay in contact with the school, updating the school on anticipated time or return to work.

In terms of a maternity medical leave, the employee will notify the Director of Operations and their supervisor as to expected time of the leave. The employee must submit an approved certification of medical disability from her physician to the Director of Operations. The Director of Operations will help the employee plan for his or her leave, expected dates for departure and return. During the medical disability leave, the employee shall receive full pay from

ORCS, less any disability benefits. All benefit issues are ultimately approved and coordinated by the COO. After six weeks of medical disability leave, the employee with the COO and/or their supervisor determine the time of return to work. The school offers up to six weeks of unpaid family leave following the maternity medical disability leave.

H. FAMILY AND MEDICAL LEAVE ACT (FMLA)

The Family and Medical Leave Act (FMLA) provides employees who meet the eligibility criteria with unpaid leave for certain family and medical reasons during a 12-month period. During this leave, employees are entitled to continue group health plan coverage as if they had continued to work. At the conclusion of the leave, subject to some exceptions, employees generally have the right to return to the same or to an equivalent position, equivalent pay, benefits and working conditions.

Employment Eligibility Criteria

To be eligible for FMLA leave, an employee must have been employed by ORCS:

- For at least 12 months (which need not be consecutive); and
- For at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave; and
- The employee must work at a worksite –
 - With 50 or more employees; or
 - 50 or more employees are located within 75 miles of the worksite.

Events That May Entitle Employees to FMLA Leave

An eligible employee will be entitled to a total of 12 workweeks of leave during any 12-month period for one or more of the following:

- Because of the birth of a child of the employee and in order to care for such child.
- Because of the placement of a child with the employee for adoption or foster care.
- In order to care for the spouse, or a son, daughter, or parent, of the employee, if such spouse, son, daughter, or parent has a serious health condition.
- Because of a serious health condition that makes the employee unable to perform the functions of his or her position.
- Because of any Qualified Exigency (defined below) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

Instructional Employees FMLA Leave

Special FMLA rules apply to employees who work in an instructional capacity. Instructional employees may be required to continue their FMLA leave until the end of the semester under the following circumstances:

If the leave is scheduled to begin more than five weeks prior to the end of the semester, and (i) the leave will last at least three weeks and (ii) the employee's scheduled return to work would occur within the three-week period of the end of the semester;

If the leave is scheduled to begin within five weeks prior to the end of the semester, and (i) the leave will last for more than two weeks, and (ii) the employee's scheduled return to work would occur within the two-week period of the end of the semester (this does not apply to medical leave for the employee's own serious health condition); or

If the leave is scheduled to begin within three weeks prior to the end of the semester and the leave will last more than five working days (this does not apply to medical leave for the employee's own serious health condition).

An instructional employee who needs intermittent leave or leave on a reduced schedule to care for a family member or for the employee's own serious health condition is subject to special rules when the employee would be on leave for more than twenty percent (20%) of the number of working days over the period that the leave would extend. These special rules include being required to take leave for periods of a particular duration or to transfer temporarily to an alternative, equivalent position that better accommodates the leave.

Service Member FMLA Leave

An eligible employee may be eligible for up to 26 weeks of "Service Member Family Leave" if the employee's spouse, child, parent (not parents-in-law), or next of kin, is a current member of the active duty Armed Forces (including National Guard or Reserves), or a member of the Armed Forces (including National Guard or Reserves) on the Temporary Disability Retired List, who is recovering from a serious injury or illness incurred in the line of duty, while on active duty for which he or she is undergoing medical treatment, recuperation, therapy, in outpatient status, or otherwise on the Temporary Disability Retired List. (Does not include former members of the Armed Forces, former members of the National Guard and Reserves and members on the Permanent Disability Retirement List.)

Qualifying Exigency FMLA Leave

An employee may be entitled to Qualifying Exigency FMLA leave if the employee's spouse, child, or parent is in the National Guard, is a Reservist, or is retired military and is called to active duty, or has been notified of an impending call or order to active duty in support of a contingency operation as defined by federal law. The time spent in several specific activities, defined by law as "Qualifying Exigencies," may also be considered FMLA time. (Does not include those on the Permanent Disabled Retired List or Active Duty Military). An employee may also be granted Qualifying Exigency FMLA leave if ORCS and the employee agree that the leave qualifies as an exigency and agree to the timing and duration of the leave.

With respect to both Qualified Exigency and Service Member Family leave, eligible employees may take the leave intermittently or on a reduced leave schedule. However, if an employee has accrued paid leave (vacation, sick, or personal leave), he or she must substitute any qualifying paid leave for unpaid leave first. "Qualifying paid leave" is leave that would otherwise be

available to employees for the purpose for which FMLA leave is taken. The remainder of the 26 workweeks of leave, if any, will be unpaid leave. Any paid leave used for an FMLA-qualifying reason will be charged against an employee's entitlement to FLMA leave. This includes leave for disability or workers' compensation injury/illness, provided that the leave meets FMLA requirements. The substitution of paid leave for unpaid leave does not extend the 26 workweek leave period.

Certification of Leave

The first time an employee requests Qualifying Exigency leave, ORCS will require the employee to provide a copy of the covered military member's active duty orders or other documentation issued by the military that indicates that the covered military member is on active duty, or call to active duty status in support of a contingency operation, and the dates of the covered military member's active duty service.

In addition, each time an employee first requests leave for one of the Qualifying Exigencies, ORCS may require certification of the exigency necessitating leave. Certification supporting leave for a

Qualifying Exigency includes:

- appropriate facts supporting the need for leave, including any available written documentation supporting the request;
- the date on which the Qualifying Exigency commenced or will commence, and the end date;
- where leave will be needed on an intermittent basis, the frequency and duration of the Qualifying Exigency;
- and appropriate contact information if the exigency involves meeting with a third-party.

Post-Deployment Activities

An eligible employee may be entitled to take Qualifying Exigency leave for certain qualifying post-deployment exigencies, including reintegration activities, for a period of 90 days following the termination of the covered military member's active duty status.

State calls to active duty are not covered unless under order of the President of the United States.

Maximum Amount of FMLA Leave Within a 12-Month Period

Except as provided above, an eligible employee is entitled up to 12 workweeks of unpaid leave during a 12-month period for any FMLA qualifying reason(s). ORCS utilizes a fixed 12-month "leave year" beginning on August 1 of each calendar year to determine the 12-month period in which FMLA leave is available. An employee who is eligible for Service Member Family Leave may take a maximum of only 26 weeks during a rolling 12-month period, even if the employee also qualifies for FMLA leave for a reason other than Service Member Family leave.

Limitations on FMLA Leave

Leave to care for a newborn, or for a newly placed adopted or foster child, must conclude within 12 months after the birth or placement of the child. When both spouses are employed by Harmony, they are entitled to a combined total of 12 work weeks of FMLA leave within the designated 12-month period for the birth, adoption, or foster care placement of a child, for aftercare of the newborn or newly-placed child, and to care for a parent (but not an in-law) with a serious health condition. Each spouse may be entitled to additional FMLA leave for other FMLA-qualifying reasons, but not more than a total of 12 workweeks per person.

If the school's activity temporarily ceases and employees generally are not expected to report for work for one or more weeks – e.g., a school closing for Spring Break or for the Christmas/New Year holiday – those days do not count against an employee's FMLA leave entitlement. Similarly, the time during summer vacation when the employee is not required to report to work does not count against the employee's FMLA leave entitlement.

Intermittent or Reduced Work Schedule Leave

FMLA leave may be taken intermittently or on a reduced leave schedule under certain circumstances. "Intermittent leave" is FMLA leave taken in separate blocks of time due to a single qualifying reason. A "reduced leave schedule" is a leave schedule that reduces an employee's usual number of working hours per workweek, or hours per workday.

For leave taken because of the employee's own serious health condition, to care for a parent, son, or daughter with a serious health condition, or military caregiver leave, there must be a medical need for leave, and it must be that such medical need can be best accommodated through an intermittent or reduced leave schedule. Leave due to a Qualifying Exigency may also be taken on an intermittent or reduced schedule basis.

When leave is taken after the birth of a healthy child or placement of a healthy child for adoption or foster care, an employee may take leave intermittently, or on a reduced leave schedule, only if ORCS agrees.

III. WORKPLACE CONDUCT AND ENVIRONMENT

A. CODE OF CONDUCT

Each employee has an obligation to observe and follow the school's policies and to maintain proper standards of conduct at all times. The conduct of our employees reflects on the school, so employees are encouraged to observe the highest standards of professionalism and integrity. The school expects all its employees to conduct themselves ethically and appropriately. This not only involves sincere respect for the rights and feelings of others, but also demands that employees avoid any behavior that might be harmful to themselves, co-workers, students or the school, or that might be viewed unfavorably by those with whom the school does business, by our students or families, or by the public at large.

Note that the following list of Unacceptable Activities is by no means an exhaustive list of all types of conduct that can result in disciplinary action, up to and including suspension without

pay and/or termination. The types of behavior and conduct which are prohibited or considered inappropriate include, but are not limited to, the following:

1. Violation of any ORCS rule; any action that is detrimental to the school's efforts to operate successfully.
2. Violation of security or safety rules or failure to observe safety rules or the school safety practices; failure to wear required safety equipment; tampering with the school's equipment or safety equipment; unauthorized possession of dangerous or illegal firearms, weapons or explosives on School property or while on duty.
3. Negligence or any careless action which endangers the life or safety of another person.
4. Possession, use or sale of alcohol or controlled substances (except medications prescribed by a physician that do not impair work performance) during working time or while on school property; being intoxicated or under the influence of alcohol or a controlled substance in any quantity while on school premises.
5. Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on school premises or when representing the school; fighting, or provoking a fight on school property, or negligent damage of property.
6. Insubordination or refusing to obey instructions properly issued by your supervisor pertaining to your work; refusal to help out on a special assignment.
7. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
8. Engaging in an act of sabotage; negligently causing the destruction or damage of school property, or the property of fellow employees, suppliers, or visitors in any manner.
9. Theft or unauthorized possession of school property or the property of fellow employees; unauthorized possession or removal of any School property, including documents, from the premises without prior permission from school's management; unauthorized use of school equipment or property for personal reasons; using school equipment for profit.
10. Dishonesty; falsification or misrepresentation on your application for employment, other work records, or status of teacher certification; lying about sick or personal leave; falsifying reason for a leave of absence or other data requested by the school; alteration of school records or other school documents.
11. Violating the equal employment opportunity, anti-discrimination or unlawful harassment policies.
12. Violating the confidentiality policy or agreement; giving confidential or proprietary school information to other organizations or to unauthorized school employees; working for an entity that creates a conflict of interest; breach of confidentiality of personnel information.
13. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.
14. Immoral conduct or indecency on school property.

15. Unsatisfactory or careless work; failure to meet performance standards as explained to you by your supervisor.
16. Excessive lateness or absences; leaving work before the end of a workday or not being ready to work at the start of a workday without approval from your supervisor; stopping work before time specified for such purposes.
17. Sleeping or loitering during working hours or excessive use of school telephone for personal calls.
18. Creating or contributing to unsanitary conditions.
19. Posting, removing or altering notices on any bulletin board on school property.
20. Obscene or abusive language toward any affiliate of the school; indifference or rudeness towards parents, students or fellow employees; any disorderly/antagonistic conduct on the school premises.
21. Failure to report immediately injury or harm to a student, or damage to or an accident involving school equipment.
22. Alteration or falsification of any timesheets, attendance documents, or other records; failure to accurately record time worked.

B. DISCIPLINE

If a staff member violates a policy, procedure, rule or regulation of the school, if he/she fails to behave in accordance with the school's standards of conduct, if his/her attitude, conduct or demeanor becomes unsatisfactory, or his/her behavior interferes with the orderly and efficient operation of the school, corrective disciplinary measures will be taken.

Disciplinary measures may include a verbal warning, written warning, suspension, transfer, reassignment or termination from employment, with or without notice. The appropriate disciplinary action to be imposed will be determined by the school. The school does not guarantee that one form of action will necessarily precede another. Decisions to discipline will be based on an assessment of all relevant factors.

The following may result in disciplinary action, up to and including termination:

- Violation of the school's policies, procedures, or safety rules
- Insubordination
- Repeated tardiness
- Excessive absences
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises
- Poor performance
- Intoxication
- Theft or dishonesty

- Misuse of technology
- Fighting
- Abusive or foul language
- Physical harassment, sexual harassment or disrespect toward a student, fellow employee, visitor, vendor, or other member of the public
- Any other conduct deemed inappropriate by the Executive Director, Principal, and/or Board of Trustees.

These examples are not exclusive. We emphasize that decisions will be based on an assessment of all relevant factors

C. APPEARANCE & PERSONAL HYGIENE

Employees serve as models for students of successful and serious professionals and should always demonstrate that through their appearance and actions. This helps to create a professional atmosphere and projects a positive image of both you and the school.

Employees are expected to present a neat, professional appearance at all times. A neat appearance and personal hygiene are required regardless of whether you are a member of the administrative staff or work in a classroom. Guidelines for personal hygiene, grooming and attire are outlined below. Employees are expected to meet hygiene requirements during regular school day for the duration of their employment.

Hygiene

Maintain personal cleanliness by bathing daily. Oral hygiene (brushing of teeth) required. Clean body and minimized body odors. Use deodorant / anti-perspirant to minimize body odors. No heavily scented perfumes, colognes and lotions. Clean and trimmed fingernails. Neat and well-groomed hair, sideburns, mustaches and beards. Wash hands after eating, or using the restrooms.

Grooming

Clothing must be clean, pressed, in good condition and fit appropriately. Clothing must not interfere with the safe operation of equipment.

No dark glasses (unless prescribed by a physician).

Limited jewelry and no dangling or large-hoop jewelry that might create a safety hazard to self or students.

Tattoos that are perceived as offensive, hostile or diminish the effectiveness of the employee as a role model for our students must not be visible to students and staff.

Acceptable Dress

- Shirts with collars or banded collars
- Neck ties (to be worn around the neck)
- Button down shirts
- Blouses

- Polo Shirts
- Pullover or cardigan sweaters
- Vests with shirts
- Slacks, trousers or khakis
- Dresses (no shorter than 3 inches above the knee)
- Skirts (no shorter than 3 inches above the knee)
- Dress shoes or sandals (NO beach shoes or flip-flops)

Please remember that all clothing must be neat and appropriate for the workplace. Clothing which may be entirely acceptable in casual settings or for social activities may be inappropriate for a professional who is expected to establish an atmosphere conducive to learning and respect.

Unacceptable Dress

- Jeans, sweatpants, work pants, athletic attire or shorts
- T-shirts, rugby shirts, shirts without collars, sweatshirts, untucked shirts
- Sneakers, work boots, sandals, flip-flops, moccasins, slippers, crocs, etc.
- Inordinately revealing, tight or suggestive clothing
- Hats, caps, scarves, doo-rags, bandanas, etc.
- T-shirts or shirts with a printed logo, message, sports insignia, product/place insignia, etc.
- Halter tops, tube tops, tank tops, cropped shirts or low-cut tops
- Lycra stretch pants, leggings or spandex pants
- Shorts or skorts of any kind
- Short dresses or mini-skirts
- Sweat clothes, jogging suits or workout clothes
- Revealing/suggestive attire
- Beachwear
- Flashy jewelry

These lists are not all-inclusive. Violations of these guidelines may subject employees to disciplinary action, up to and including termination of employment. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work dressed and groomed in an appropriate manner.

D. CELLULAR PHONE

While you are at work, you are expected to be performing your job duties and responsibilities. The use of any and all personal electronic devices including cell phones, smart phones, and tablets are prohibited during the school day. Flexibility will be provided in circumstances demanding immediate attention. However, the use of any such devices may not interfere with the normal course of the school day. Personal calls, both incoming and outgoing, must be kept to a minimum, should be confined to meal and break periods and must not interfere with your duties and responsibilities or school's policies. Personal cell phones should not be visible or used during the workday unless needed for an emergency. The school will not be liable for the loss of personal cellular phones brought into the workplace.

E. PERSONAL USE OF SCHOOL-PROVIDED CELLULAR PHONES

Where job or school needs demand immediate access to an employee the school may issue a school-owned cell phone to an employee for work-related communications. To protect the employee from incurring a tax liability for the personal use of this equipment, such phones are to be used for business reasons only. Phone logs will be audited regularly to ensure appropriate use of the company phone. Employees in possession of school equipment such as cellular phones are expected to protect the equipment from loss, damage or theft. Upon resignation or termination of employment, or at any time upon request, the employee may be asked to produce the phone for return or inspection. Communicate internally and with parents and staff daily from 7 a.m-7 p.m.

F. CAMERAS POLICY

ORCS prohibits employee possession or use of cameras in the workplace, including camera phones, as a preventative step believed necessary to secure employee privacy, trade secrets and other school information. 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.

G. ELECTRONIC RECORDING

Employees shall not electronically record by audio, video, or other means, any conversations or meetings unless each and every person present has been notified and consents to being electronically recorded. Persons wishing to record a meeting must obtain consent from anyone arriving late to any such meeting. Employees shall not electronically record telephone conversations unless all persons participating in the telephone conversation have consented to be electronically recorded. These provisions are not intended to limit or restrict electronic recording of publicly posted Board meetings, grievance hearings, and any other Board sanctioned meeting recorded in accordance with Board policy.

H. SUBSTANCE ABUSE

ORCS seeks to maintain a safe workplace and learning environment by eliminating the hazards to health and safety created by alcohol and other drug abuse. Therefore, all employees and contractors are prohibited from the use, manufacture, distribution, sale and/or possession of any illegal drug, controlled substance or alcoholic beverage during work hours (including lunch and break time) in the school, on school property or in a school vehicle. Employees are prohibited from being under the influence of, selling, offering to sell, trading, purchasing, using or possessing any illegal drug or alcohol while performing school business or job related duties, while on school property or while operating school equipment or vehicles. [Note: School sponsored activities that may include the service of alcoholic beverages are not included in this provision.]

Employees who engage in the above-prohibited activities in violation of this policy are subject to disciplinary action, up to and including termination of employment. Furthermore, any employee who violates this policy or who voluntarily seeks assistance may be required, in connection with, or in lieu of disciplinary actions, to participate in and successfully complete a school-approved drug and/or alcohol assistance or rehabilitation program as a condition of continued employment. The school assures that any information concerning an individual's drug and/or alcohol use will remain confidential.

Each employee taking a legal drug which could affect job safety or performance is responsible for notifying his/her supervisor without disclosing the identity of the substance and for providing a physician's certificate stating the substance does not adversely affect the employee's ability to safely and efficiently perform the employee's job duties and/or provide any work restrictions. This certificate must be provided to the COO before the employee reports to his or her work area.

The School reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of shelves, desks or other suspected areas of concealment, as well as an employee's personal property when the school has reasonable suspicion to believe that the employee has violated this substance abuse policy.

I. 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 the school.

J. STAFF RELATIONSHIPS

ORCS recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes, misunderstandings and/or potential sexual harassment claims, supervisory employees are not permitted to date or engage in sexual relationships with subordinate employees. In the event that a dating or sexual relationship does develop between a supervisor and a subordinate, then the supervisor must promptly report the relationship to the Executive Director/Principal or his or her immediate supervisor. One of the parties may be required to transfer, if a position is available, or they may be required to choose which of them will resign. Violation of this policy may result in disciplinary action, up to and including termination of employment. Furthermore,

co-workers are strongly discouraged from dating or pursuing romantic or sexual relationships with each other.

K. NEPOTISM

No individual may be hired if s/he has an immediate family member 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.

L. TECHNOLOGY USAGE POLICY

These policies apply to the use of all computers inside and outside the school premises and staff members are expected to follow all of these policies when using ORCS computers and cell phones. These policies apply to both laptop computers, desktop computers, and cell phones or tablets that are property of ORCS. ORCS allows staff to use the school's computers and cell phones inside and outside the school in order to enhance, enrich, and facilitate teaching and administrative duties as well as school communications. The school's computers and cell phones are to be used as a productivity tool for school-related business, curriculum enhancement, research, and communications. Staff members may use the school's computers and cell phones for limited personal purposes subject to this policy. Staff members shall exercise appropriate professional judgment and common sense when using the school's electronic equipment. All computers and related equipment and accessories are school property and are provided to staff members for a period of time as deemed appropriate by the school's administration.

As a condition of their use of the school's computers, staff members must comply with and agree to all of the following:

Prior to being issued one of the school's computers or cell phones, staff members will sign the Technology Acceptance Form and agree to all outlined policies.

Staff members should NOT attempt to install software or hardware or change the system configuration including network settings without prior consultation with Tech Support. This includes installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.

Staff members are expected to protect school computers from damage and theft.

Each staff member is monetarily responsible for any hardware damage that occurs off school premises and/or software damage (including labor costs).

Staff members will not be held responsible for computer problems resulting from regular school related use; however, staff members will be held personally responsible for any problems caused by their negligence as deemed by the school's administration.

Staff members will provide access to any computer, equipment, and/or accessories they have been assigned upon the school's request.

General Computer Use Rules

If a staff member has important data on the computer, such as grades, tests or exams, s/he must back it up on the network folder as a safety precaution against hard drive failure. The staff member will not place drinks or food in close proximity to the computer. In the case of laptops: Extreme temperatures or sudden changes in temperature can damage a laptop. Staff members will NOT leave a laptop in an unattended vehicle. When using the laptop, it will be kept on a flat, solid surface so that air can circulate through it. For example, using the laptop while it is directly on a bed can cause damage due to overheating. Since the laptop's keyboard and touch pad are permanently attached to the rest of the system, hands must be clean of lotion, dirt and dust before using them. A staff member will be held personally responsible for any school laptop computers, equipment, and/or accessories that are stolen during the time they have been assigned to that staff member.

IV. SOCIAL MEDIA POLICY

It is important that ORCS have sound practices in place to handle situations involving social media, and create a culture of security among employees and students. Emerging online collaboration platforms are fundamentally changing the way schools and individuals communicate, and this policy is designed to offer practical guidance for safe, responsible, constructive communications via social media channels for employees and students. The same principles and guidelines that apply to the activities of employees and students in general, as found in the Code of Conduct, apply to employee and student activities in social media channels and any other form of online publishing.

ORCS fully respects the legal rights of our employees and students. Yet, it is important to weigh free speech and privacy rights against inappropriate communications via social media. In general, what you do on your own time is a personal matter. However, activities in or outside of work or school that affect your job or student performance, the performance of others, or the school's interests are a proper focus for school policy.

Teachers and other employees are banned from posting photographs of students or listing students as friends or followers on Social Media Channels and Tweeting or Retweeting to or about students through Social Media Channels.

All Social Media Disclosures by employees regarding students on Social Media Channels are prohibited. An employee is not subject to this prohibition to the extent the employee has a pre-existing social or family relationship with the student. For example, an employee may have a pre-existing relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a student who is a member or participant in the same civic, social, recreational, or religious organization.

Only a teacher, coach, or other employee who has an extracurricular duty may communicate with students through text messaging. The employee may communicate only with students who participate in the extracurricular activity over which the employee has responsibility.

Only those authorized personnel can use social media to speak on behalf of the school, although employees may use social media and Social Media Channels to speak for themselves individually.

When you see misrepresentations made about the school by media, analysts, bloggers or other social media users, you may certainly use your blog, social networking account, or someone else's to point that out. But you may only do so if you follow the terms of this policy.

Different Social Media Channels have proper and improper uses. For example, members of social networks are expected to read, and when appropriate respond, to questions asked of them from another member of their social network. It is important for employees and students to understand what is recommended, expected and required when they discuss or relate topics, whether at work/School or on their own time. Teachers and other employees may not share information about their students in such instances.

Teachers and other employees may not have contact with students outside of school-approved email or a school webpage.

Employee communication via school-approved email and webpage shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests).

Employees shall not communicate with any student between the hours of 11:30 p.m. and 5:00 a.m., except in the case of an emergency. An employee may, however, make public posts to a social network site, blog, or similar application at any time.

Upon request from administration, an employee will provide the phone number(s), social network site(s) via External and Internal Social Media Channels, or other information regarding the method(s) of electronic media the employee uses to communicate with any one or more currently enrolled students.

Upon written request from a parent, the employee shall discontinue communicating with the parent's minor student through Social Media Channels, whether by email, text messaging, instant messaging, or any other form of one-to-one communication.

Employees and students are responsible for making sure that their online activities do not interfere with their fulfilling their job or study requirements or their commitments to the school.

An employee may request an exception from one or more of the limitations above by submitting a written request to the Executive Director/Principal or Board of Trustees.

Personal use of Social Media

As role models for the students, employees are responsible for their public conduct even when they are not acting as ORCS employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for maintaining privacy settings appropriate to the content.

V. SEPARATION

Except as otherwise specifically provided in a contractual employee's annual contract, all employees serve at the will of the Board of Trustees and their designee. The decision to terminate an employee is vested with the school. An employee may be terminated at any time for any or no reason, with or without cause.

For purposes of these policies and procedures, each of the following constitutes cause for termination of employment:

- Violation of the school's policies or procedures
- Use of corporal punishment
- Use or sale of narcotics
- Poor performance
- Excessive absence
- Excessive lateness
- Intoxication
- Theft or dishonesty
- Misuse of technology
- Fighting
- Abusive or foul language
- Insubordination
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises
- Physical or sexual harassment or demeaning conduct or attitude towards a student, an employee, a visitor, or a vendor
- Any other conduct deemed inappropriate by the employee's manager

These examples are not exclusive. Discharge decisions for cause will be based on an assessment of all relevant factors. An employee who is terminated or who resigns is not entitled to compensation for any unused vacation days. Employees should remember that the school is free to terminate an employee's employment at any time for any reason or no reason. The behavior listed above illustrates the type of conduct which may result in disciplinary action, up to and including termination. The list is not meant to be all inclusive, nor is it intended to limit the authority and right of the school to take whatever action it deems in its sole discretion to be appropriate. No contract of employment is created by this policy.

Resignation

ORCS will consider you to have voluntarily terminated your employment if you do any of the following:

Resign

Fail to return from an approved leave of absence on the date specified by the school, without communicating with the school regarding a legitimate need for additional leave

Fail to report to work or call in for three (3) or more consecutive workdays. The school asks that you give at least two (2) weeks' notice in the event of your resignation.

Phasing-out and Elimination of Positions

We carefully create positions for the school. From time to time, it may be necessary to phase out or eliminate certain positions previously held established within the school.

Exit Interviews

Any employee who separates from the school will be asked to participate in an exit interview with the Operations Department. The exit interview is used to collect feedback about the employee's work with the school and any other information that the employee thinks that the school should know. This feedback will help ORCS maintain successful policies and practices and focus on areas that need improvement.

Return of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, computer, cell phone, parking permit (if applicable) and school-owned materials and supplies in such employee's possession to the Operations Department. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists or other similar information, may be taken by such employee without the express written permission of the Principal or his/her designee.

Continuance of Health Insurance Under COBRA

Under the Consolidated Omnibus Budget Reconciliation Act of 1985, better known as COBRA, and New York State law if an employee terminates employment with the School, the employee is entitled to continue participating in the school's group health plan for a prescribed period of time, usually 18 months. In certain circumstances, such as an employee's divorce or death, the length of coverage period may be longer for qualified dependents. COBRA coverage is not extended to employees terminated for gross misconduct. If a former employee chooses to continue group benefits under COBRA, the employee must pay the entire cost of the applicable premium plus a 2% administrative fee. Coverage will cease if the former employee fails to make premium payments as scheduled, becomes covered by another group plan that does not exclude pre-existing conditions, or becomes eligible for Medicare. Former employees and dependents who are eligible for COBRA will receive information on their right to elect coverage. For detailed information or questions on COBRA, please contact the COO.

Reemployment

Depending on the circumstances, the school may consider a former employee for re-employment. Such applicants are subject to the school's usual pre-employment procedures. To be considered, an applicant must have been in good standing at the time of his or her previous termination of employment with the school.

Post-Employment Inquiries

ORCS does not respond to oral requests for references. In the event your employment with the school is terminated, either voluntarily or involuntarily, the school 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 the school, 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.

Unemployment Compensation

ORCS is responsible for Unemployment Compensation as required by the reimbursement provisions for not-for-profit organizations in the State of New York. An employee should contact their local Unemployment Insurance Division to determine eligibility for unemployment benefits.

ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE MANUAL

I have received a copy of the Open Roads Charter School Employee Manual.

I acknowledge my obligation to read and understand its contents. I understand that it is my responsibility to acquaint myself with the contents of this Manual, that this Handbook is not a contract of employment for any purpose or for any specified duration and that my employment with ORCS is at-will, meaning that either the school or I may terminate my employment at any time, with or without notice and with or without reason, unless I have a written contract signed by the Board of Trustees or their designee.

I further understand that no other communication from ORCS shall constitute a contract of employment for any specified duration or alter the at-will nature of employment. I hereby agree to abide by the rules, regulations and policies of the school.

This Handbook supersedes any previous employee manuals or handbooks that may have been issued by the school. I agree to comply with all school policies and procedures contained within this Handbook. I understand and acknowledge that I have read and am required to read and agree to comply with the school's Anti-Harassment Policy, the school's Policy against Sexual Harassment and the school's Complaint Procedure.

I understand and acknowledge that, if I have any questions concerning this Handbook or do not understand any of its contents, I should contact the COO.

Employee Name (Print)

Employee Signature

Date

Employee Note: You are required to sign this form and return it to the school's Director of Operations. If you are reviewing this Handbook via the Internet, please print this page, sign and date it, and return it to the Director of Operations. Thank you.

R-12a – Partner Organizations

(a) Partner Information

Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:

- **The name of partner organization**

Open Roads Charter School will partner with East Side House Settlement.

- **The name, address, phone number, and e-mail of a contact person**

Daniel Diaz – Executive Director
337 Alexander Avenue, Bronx, NY 10454
(718) 665 – 5250
ddiaz@eastsidehouse.org

- **A description of the nature and purpose of the relationship**

East Side House Settlement is a community-based organization with a 126-year history. They have been providing services in the South Bronx since 1962. ESH works with schools, community centers and other partners to bring quality education and resources to residents of the Bronx. Their record of programmatic success, community connections and experience, and solid financials will help anchor ORCS, and provide the support and needed resources for the school to operate during the pre-opening period and once the school is established.

During the pre-opening period, ESH will provide office space and resources for staff to work out of until the school space is ready. They will also assist ORCS with fundraising from private sources, as well as from local government. ESH will be instrumental during the recruitment and enrollment phase, as they can connect ORCS with South Bronx families from all of their Bronx day care and community centers. ESH helps approximately 10,000 individuals each year, primarily in the South Bronx.

Once the school is open and running, ESH will provide after school programming which can include homework help and tutoring as well as recreational and health and wellness activities. Initially, services will be paid by ORCS through a service agreement that will have to be voted on and approved by the ORCS Board. ESH has also committed to raising private funds to expand after school programming at the school for future years.

ORCS counseling staff will also rely on ESH's many family supports services which include workforce development, housing assistance, services for the elderly, and high school equivalency education programs for young adults. ORCS staff will be able to refer families in need to ESH for assistance. ESH staff will also be at the school periodically for parent meetings and to make presentations and provide information on their services.

- **Any contract or monetary arrangements**

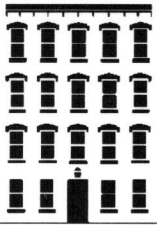
This partnership does not currently entail a fee structure. ESH has agreed to raise necessary funds to provide after school programming at the school. In the event that the ORCS Board decides to enter into a contract with ESH which will entail a fee structure, a service agreement

will be drafted and approved by the ORCS Board prior to any payments of funds to ESH for after school services or other agreed upon services. Any ORCS Board member currently employed by and/or affiliated with ESH will not vote on the service agreement if it involves monetary arrangements. This service agreement will be valid during the period agreed upon by the ORCS Board and ESH, and payment for services will be based on current after school programming fees (as determined by current city and state contracts). ORCS reserves the right to terminate the service agreement at any time and for cause.

- **Names of proposed school board members affiliated with the organization**

Natalie Lozada – Assistant Executive Director, will serve on the ORCS Board of Trustees.

Please note: Since the Partner Commitment letter was provided in November 2016, ESH has had a change in their senior leadership. Daniel Diaz who signed the letter as Assistant Executive Director was appointed as the organization's Executive Director. Natalie Lozada was promoted to Assistant Executive Director thereafter.



East Side House

S E T T L E M E N T

337 Alexander Avenue
Bronx, New York 10454

Tel (718) 665-5250

Fax (718) 585-1433

www.eastsidehouse.org

Board of Managers

Chairman
Philip L. Yang, Jr.

President
Thomas H. Remien

Vice Presidents
Courtney Booth Christensen
Dolores O'Brien Miller

Treasurer
Richard E. Kolman

Secretary
Stephanie B. Clark

Lucinda Ballard
Aida Basse
Debra Del Vecchio
Marvena Edmond
William S. Elder
Fay Gambie
Mrs. Thomas Shircliff Glover
Thaddeus Gray
Marjorie Johnson Hewett
Wendy Holmes
Sven E. Hsia
Mrs. Leslie Keno
Stephen J. Ketchum
George G. King
Arie L. Kopelman
Michael R. Lynch
Robert L. Meyer
Hon. Eugene Oliver, Jr.
Mrs. Emily Israel Pluhar
Robert Pondiscio
Andrew P. Siff
Elizabeth Donnem Sigety
Mrs. Charles F. Smithers
Mrs. Ruth H. Smithers
Joan P. Young*

Honorary Members
Robert F.R. Ballard*
Mario Buatta
Mrs. Roland W. Donnem
Ms. Christine Janis

Executive Director
John A. Sanchez

Associate Executive Director
Daniel Diaz

November 7, 2016

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

To whom it may Concern:

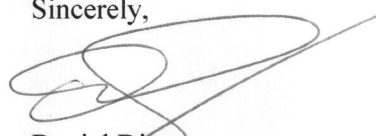
I am writing to express our support for **Open Roads Charter School**. Through discussions with the applicant, whose record of accomplishment gives me confidence in the future success of this school, I've come to see the mission as exciting, important, and closely aligned with the work of our organization.

I believe that the proposed Open Roads Charter School will be an asset in the South Bronx, a community whose families often times struggle to identify quality educational opportunities for students entering Kindergarten.

Open Roads Charter School and East Side House share in our drive to provide quality educational opportunities for low income youth that lead to success in the primary years and will allow for a strong academic foundation that will position them for continued life success in the middle and high School years. Open Roads and East Side House are exploring opportunities to partner on the current endeavor to ensure South Bronx students and their families receive the services they need to lead more fulfilling lives.

We are pleased to offer our support of Open Roads Charter School application. Please do not hesitate to reach out to me at [REDACTED] or at [REDACTED] should you need any additional information.

Sincerely,


Daniel Diaz,
Associate Executive Director

*Past President

R-13ac – Governance

(a) 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; and,**
- **Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school’s mission and goals.**

The Board of Trustees of the Corporation is the Open Roads Charter School oversight and policy-making body. Appropriate Board decisions will include setting the budget, determining the strategic plan, formulating major policy and overseeing the school’s compliance with relevant laws and regulations. The Board of Trustees may delegate certain responsibilities and duties to the Executive Director, COO, Principal or other staff, under the following conditions:

- (a) that the school staff will operate with oversight from the Board of Trustees; and
- (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

Our founding board understands full well the responsibility of governing a public charter school. The board’s roles and responsibilities will include: (a) Ensuring adequate resources for implementation of the school program, (b) Recruiting, hiring, evaluating, and holding to account the Executive Director/Principal, (c) Participating in the selection of new school leaders, (d) Approving major policies and regularly reviewing and revising them as necessary, (e) Preparing for and attending board and committee meetings, (f) Recruiting and orienting new board members and assessing board performance, and (g) Enhancing the school’s public standing.

Recruitment and hiring of school Principal will involve board participation in interview process, screening of candidates and final selection. The Board will use data to ensure objectivity when evaluating the Principal. This data-driven process and data-driven framework to evaluate the Principal will include looking at student achievement data—along with data from interviews and classroom observations, enrollment and retention data, assessment results, attendance/disciplinary information, relevant personnel-related data such as daily teacher attendance rates and teacher certification rates to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve academically. Performance evaluations for the Principal will be conducted annually by the Executive Director and the Board.

The Board will require the Executive Director, Principal, and COO to provide information about the school’s academic progress and operational and fiscal health at monthly board meetings. This monthly reporting will facilitate the Board’s monitoring of the school’s academic and fiscal performance. Minimum reporting requirements are as follows:

Monthly dashboard including:

- Enrollment, attendance, discipline, number of ELL students, number of students with IEPs, test results, and other compliance information.

Financial reports including:

- Budget vs. Actual report with projections for the operating and capital budget

- Balance Sheet
- Statement of Cash Flows
- Cash Flow projections as needed
- Federal grant reports as needed

Monthly reports on student academic performance including:

- Principal update
- NWEA scores (when available)
- Summary of all testing
- Summary of internal assessment outcome measures (when administered)

(b) Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation’s board of trustees, including:

- **Number of trustees**

The Board currently has 6 members. The by-laws allow for a minimum of 7 board members with the exact number of authorized directors to be fixed by the Board from time to time. No more than 40% of Trustees will be affiliated with any single entity, including the Partner Organization, East Side House Settlement.

- **Officer positions**

As noted in the By-Laws, the officers of the Corporation shall be a Chair of the Board, Vice Chair, Secretary, and Treasurer. The Chair of the Board must be a director. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by the By-laws or the Board.

If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these By-laws, and in general shall exercise and perform such other powers and duties as may be prescribed by the By-laws or the Board.

The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintain, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by the By-laws or the Board.

- **Ex-officio members (voting and non-voting);**

The Executive Director, Chief Operations Officer, and ORCS Principal will serve as ex-officio members. They will attend every board meeting but will not have voting rights.

- **Standing committees or committees with the full authority of the board (if any);**

The Board may create standing committees of no less than 3 directors, elected by the Board, to focus on particular aspects of the operation of the Corporation. These committees may include a finance committee to focus on accounting for revenues and expenditures, an audit committee to ensure a proper audit of the Corporation's finances on an annual basis, a development committee to focus on fundraising, and a program committee to focus on the accountability outcomes and education plan.

- **Delegation of authority to any committees, officers, employees or contractors;**

As per the Corporation's by-laws, the Board has the authority to delegate the management of the activities of the school to others including the Principal, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. In addition, 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;
- d. The appointment of other committees of the Board, or the members of the committees
- e. The amendment or repeal of any resolution of the Board

- **Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;**

The Board will require school leadership to provide it with comprehensive reports highlighting relevant data that will inform its discussions regarding the academic performance and fiscal and operational health of the school. The Board will use this data to: (1) establish priorities; (2) measure whether the school is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of the school's policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the Principal, instructional staff and other administrators—as well as the Board itself—accountable for results; (7) “de-personalize” decisions; and (8) make informed budget decisions.

The Board will also receive information regarding the progress of the Partner Organization, East Side House Settlement, against the annual goals and performance targets of the partnership that will be implemented at the beginning of each year.

- **Frequency of board and committee meetings;**

The Board will meet (12) times per year inclusive of the annual meeting. In addition, the Finance Committee will also meet (12) times per year. Other committees will meet quarterly or as needed and per Board resolution and/or agreement.

- **Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;**

Every meeting of the Board of Trustees will be open to the general public, except those portions conducted in an executive session. All reasonable efforts will be made to ensure meetings are held in barrier-free facilities to allow persons equal opportunity to attend a meeting. A calendar of regular meetings shall be conspicuously posted at the school. Public notice of the time and place of all meetings scheduled one week in advance shall be conspicuously posted at the school and also posted in Chalkbeat at least 72 hours in advance of such meeting. Public notice of the time and place of every other meeting shall be posted in Chalkbeat to the extent practicable and shall be conspicuously posted in the school at a reasonable time prior to such meetings. The school will also post this information on its website to the extent required by the NY Public Officers Law.

Consistent with the Open Meetings Law, an executive session may be held with a majority vote of the whole number of members taken in an opening meeting, identifying the areas of consideration.

Minutes will be taken at all open meetings and will consist of a record of all motions, proposals and resolutions voted upon, and the vote tally. Minutes also will be taken at executive sessions of any action taken by formal vote, and consist of a summary of such action, the date, and the vote tally. The summary need not include any matter that is not required to be made public by the Freedom of Information law. The minutes of an open meeting must be available to the public within two weeks from the date of the meeting. Minutes of an executive session must be available within one week from the date of the executive session.

- **Trustee recruitment and selection process and criteria;**

The Board is aware of the need to fill all current vacancies on the board, and also throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by our school as it grows from a start-up to a maturing academic institution.

On an annual basis the Board will analyze the profile of the current board to identify gaps between the skills and needs and help inform the Board as to the kinds of people whose professional experiences would meet the identified needs to support the school. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors will be considered. Current Board members will have responsibility for identifying potential individuals who meet the requirements the board is seeking. Based on their evaluation of potential candidates, the Board will nominate a slate of candidates to fill open positions on the Board. In accordance with the school's by-laws, prospective candidates will be elected to the Board by the vote of the majority of the Trustees then in Office.

- **New trustee orientation process;**

Providing new Trustees with the information they need to perform effectively will be a critical step in developing and maintaining a strong Board of Trustees for ORCS. The responsibility for

developing and implementing an effective program of Board orientation is shared among the Board's Executive Committee and the Executive Director.

When a new member has been brought onto the Board, the new Board member orientation process proceeds in the following way:

1. Before their first Board meeting, the Board Chair will schedule a meeting between the new Board member and key individuals in the school and on the Corporation's Board.
2. All new Directors will receive orientation materials, including a copy of the charter, board member job description and committee descriptions, previous board meeting minutes and dashboards, and major policies.
3. Also during this meeting, the Board Chair will discuss options for committee involvement with the new member. The intent is to forge a solid match between the interests, skills and preferences of each Board member and the requirements and challenges of the committee he or she joins.

All Board members will attend board governance workshops as available and provided by charter authorizer or other relevant sources. New Board members will receive copies of training materials and other information that will be helpful to them in joining the board and committees.

- **Board/trustee training and development**

The board will undertake ongoing governance training to ensure all members have a common vision of the board's roles and responsibilities and best practices. Board members are committed to developing a well-informed board, one with the knowledge needed to lead an effective charter school. The Executive Committee, working closely with the Board Chair, Executive Director and Principal will plan a formal program of board training and development for all members. In addition to new Board member orientation, the Executive Committee will also be responsible for planning an annual and ongoing board education and training program for all of the board. The Executive Committee will also plan more specialized training and development activities to strengthen the leadership skills of Board members who are being groomed for other leadership positions within the Board.

- b. Stakeholder Participation**

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

The ORCS Board will encourage parent and staff input into the governance of the school. Board meetings will adhere to the Open Meeting Law and include an opportunity for parents and school staff to attend, and for public comment. Surveys of parents and staff will be used as part of school oversight and the Executive Director/Principal's work performance. The Board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the Board and for the Board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events. Additionally, a representative of the school's Parent Committee will annually be invited to give a presentation on the school's strengths and weaknesses from the parent perspective. This will give the Board a critical perspective on the school and an opportunity to ask questions first hand on this important constituency.

BYLAWS

of

Open Roads Charter School¹

A New York Education Corporation

ARTICLE I: NAME

The name of the Corporation is Open Roads Charter School (hereinafter “the Corporation”).

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. 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 Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers: 1. To elect and remove Trustees; 2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation; 3. To conduct, manage and control the affairs and activities of the Corporation, 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 Corporation; 5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage; 6. To act as trustee under any trust incidental to the Corporation'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; and 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

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http://www.nyccharterschools.org/sites/default/files/resources/Policy_Exemplars_for_Charter_School_Applications_1.pdf

provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than seven (7) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. No more than 40 percent of the directors may be affiliated with any other single entity, other than another charter school education corporation. No more than two (2) directors may be affiliated with the Community Partner. In order for two directors to be affiliated with the Community Partner, the minimum size of the education corporation board must be seven (7).

C. Election of Trustees. 1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity. One Trustee position on the Board is reserved for a parent of a current student of the Charter School, one Trustee position on the Board is reserved for a community member of the district of location of the Charter School. 2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. 3. Interested Persons. Not more than 40% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation 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, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person. 4. Term of Office. a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible. b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year. c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized. d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action. e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action. 5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of 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 a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

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.

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 Bylaws, 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 Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: Open Roads Charter School, c/o: _____ or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate provided however that the location of any board meeting shall comply with the requirements of Article 7 of the New York Public Officer's (hereinafter referred to as the "Open Meetings Law").

B. Annual Meetings. An Annual Meeting shall be held in the month of June 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. A minimum of ten Regular Meetings shall be held each year on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

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. Notices. Notices to Trustees of Board Meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meetings Law, shall be given as follows 1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings. 2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

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.

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. Trustees other than those participating in-person or by live videoconferencing shall not vote. To the extent that there may be any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall control.

B. Action by the Board. 1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, 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 Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of videoconferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. 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 other than those in-person or participating by live video-conferencing shall not vote.

C. Committees 1. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. 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 Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chair of the Board. The Board shall also have Executive, Development, Operations and Program Committees. 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 fixing of Trustee compensation for serving on the Board or on any committee; d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and e. 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 governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling 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 Corporation 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 Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in 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 Corporation 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 Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the corporation's money, assets or funds in any manner proscribed by the New York State Constitution and/or any other law.

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 Corporation, 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.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation 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 Corporation, and such other powers and duties as the Board may prescribe. If present,

the Chair shall preside at Board meetings. 2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe. 3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, 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 Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe. 4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation'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 Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation'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 Corporation'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, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, 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 Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation 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 which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

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 Corporation may be signed by the Chair of the Board, the Executive Director, the Principal, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two 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 Bylaws. Without limiting the generality of the foregoing, words in these Bylaws 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 corporation and a natural person. The captions and headings in these Bylaws 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. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to

respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring: 1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and 2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

All changes to the bylaws and any other sections of the charter are subject to approval by the charter entity, the Chancellor of the city school district of the City of New York, and the New York State Board of Regents.

CERTIFICATE OF SECRETARY

I, _____ hereby certify:

That I am duly elected and acting Secretary of Open Roads Charter School, and that the foregoing Bylaws constitute Bylaws of Open Roads Charter School, as duly adopted at the meeting of the Board held on _____.

IN WITNESS WHEREOF, I have hereunder subscribed my name this _____ day of _____, 20__.

Secretary of the Corporation

R-13e – Code of Ethics

The Open Roads Charter School (“the Corporation”) Board of Trustees (“the Board”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Corporation Board and the Open Roads Charter School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the school’s goals and objectives. The Corporation Board also recognizes its obligation to adopt a Code of Ethics consistent with the provisions of the General Municipal Law and as required under Article 56 of the Education Law.

The Open Roads Charter School’s trustees, officers and employees shall at all times be in compliance with the following code of ethics:¹

1. The Board shall conduct and direct the affairs of ORCS and exercise all such powers as may be exercised by ORCS, subject to all applicable laws, the ORCS Charter and these Bylaws. The Board may delegate the management of the activities of ORCS to others, so long as the affairs of ORCS are managed and its powers are exercised under the Board’s ultimate jurisdiction.
2. Not more than 40% of the Board may be interested persons. An interested person is: (A) any person currently being compensated by ORCS for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or (B) any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a 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; (D) in the case of the Director or Co-Directors of ORCS, such person’s evaluation and compensation; or (E) any other matter at the discretion of a majority of the Trustees then present.
4. ORCS shall not engage in any self-dealing transactions, except as approved by the Board. A “self-dealing transaction” is one to which ORCS is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding the foregoing, the following 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 ORCS, if the transaction (A) is approved or authorized by the Board in good faith and without unjustified favoritism, and (B) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee, officer, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval or ratification, shall make a prompt, full and frank disclosure of such person’s interest to the Board or committee prior to its acting on such contract or transaction. The body to which such disclosure is made shall thereupon determine, by majority vote, from which such person shall be excused, whether a conflict of interest exists or may reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, use his or her

¹ <http://www.nyccharterschools.org/starting-up>

personal influence in connection with, or be present during the discussion or deliberations with respect to, such contract or transaction, other than to present factual information or to respond to questions prior to the deliberations and vote.

6. Trustees representing any not-for-profit corporation proposing to do business with ORCS shall disclose the nature and extent of such business propositions.

7. No trustee, officer or employee of a for-profit corporation having a business relationship with ORCS shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following: A. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys; B. Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school; C. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.

8. Trustees, officers or employees of any single external organization shall hold no more than 49 percent of the total seats comprising the Board of Trustees.

9. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.

10. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

11. Trustees shall not accept any gift or privilege in connection with ORCS worth \$50 or more that is not available to a similarly situated person unless that gift is for the use of ORCS.

12. ORCS Trustees, officers and employees shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

Conflict of Interest Procedures and Definitions

The Board of Trustees, Officers and staff members of Open Roads Charter School ("ORCS") owe a duty of loyalty and trust to ORCS, which requires that in their positions, they act in the interest of ORCS and not in their personal interests. Trustees, Officers and staff members may not use their positions or information they have about ORCS or ORCS property or information obtained through their positions in a manner that allows them to secure an economic benefit, either directly or indirectly, for themselves or their relatives or associates.

Trustees and Officers of ORCS are fiduciaries to the institution as a whole, collectively responsible for overseeing the welfare of the school and the pursuit of its mission. Although Trustees and Officers may have other relationships with ORCS, Trustees and Officers must put aside these personal relationships and concern themselves solely with what is the best current and long-term interest of the institution as a whole. Fiduciary responsibilities require each of them to approach every decision from the perspective of what is in ORCS' overall best interest,

putting aside consideration of how specific decisions may affect, favorably or unfavorably, themselves and family or friends.

The fiduciary duty also requires that Trustees and Officers avoid conflicts of interest and even the appearance of such conflicts, by refraining from participation in any deliberation or decision by the Board of Trustees that might affect them uniquely as an individual. To avoid a conflict of interest, Trustees, Officers or employees of any single organization shall hold no more than forty percent (40%) of the total seats comprising the Board of Trustees. In sum, it is the policy of ORCS that no transaction between it and its Trustees, Officers or staff members be tainted with an actual or perceived conflict of interest.

Disclosure

(a) Prior to election to the Board of Trustees or appointment as a Trustee or an Officer, and annually thereafter, all Trustees and Officers shall disclose in writing, to the best of their knowledge, any Interest (as defined below) in any corporation or other organization which provides goods or professional or other services to ORCS for a fee or other compensation. Under no circumstances shall any trustee, officer, individual, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with ORCS involving the provision of educational management services to ORCS for a fee or other compensation serve as a voting member of the Board of Trustees. A copy of each disclosure statement shall be available to any Trustee of ORCS on request.

(b) If at any time during his or her term of service, a Trustee or an Officer has any Interest which may pose a conflict of interest at any time during that Trustee's or Officer's service, he or she shall promptly disclose the material facts of that Interest in writing to the Chair of the Board of Trustees and the Chair of the committee of the Board of Trustees, if any, functioning as the Audit Committee of the Board.

(c) When any matter in which a Trustee or an Officer has an Interest comes before the Board of Trustees or any committee of the Board of Trustees for decision or approval, that Interest shall be immediately disclosed to the Board of Trustees or the committee by that Trustee or Officer, and the Trustee or Officer shall recuse himself/herself from any discussion and/or vote relating thereto.

Definition of "Interest"

Whether a Trustee or an Officer has an Interest in a matter shall be determined by whether that Trustee or Officer or a relative (or a company with which such persons are associated) would have an economic interest, either directly or indirectly, in a decision on the matter by the Board of Trustees or committee. A "relative" is an immediate family member, which is a mother, father, brother, sister, spouse, child, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandfather, grandmother, grandson, granddaughter, legal dependent or other relative(s) (including step relatives) who resides in the home. A person is associated with a company if he or she has a 5% or greater ownership interest in the company or is a director, officer, employee or partner of the company. An Interest is not intended to include fundraising and advocacy efforts.

Open Roads Charter School

Conflict of Interest Disclosure Statement

I have read the Conflict of Interest Policy (the "Policy") of the Open Roads Charter School, and I agree to comply with its provisions. To the best of my knowledge, except as disclosed in the attached statement, I do not have an Interest, as defined in the Policy, requiring disclosure under the Policy.

Please check one:

(A) Without exception / /

(B) Except as described in the attached statement / /

Date: _____

Signature: _____

Print Name: _____

R-13f – Complaint Policy

Open Roads Charter School will be a small community, providing a safe and supportive learning environment for all. We will foster an environment that is free from harassment, intimidation and/or bullying and from discrimination based on actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation, or weight. If there are any concerns, our goal is that parents, teachers, and staff can work them out. In the event that this is not possible, ORCS has adopted the following complaint policy.

General Concerns and Complaints

In the event that a member of the school community believes that a matter has not been properly resolved through internal discussion with the involved parties and/or school leadership, the following additional procedures are available:

1. Complainant submits a completed Complaint Form to the Principal. Complaint Forms will be available at the main office and will be included in personnel and family handbooks. The complaint should state the date of the complaint, a detailed statement of the circumstances, parties involved, and the requested remedy. A complainant shall not be limited as to the amount of text 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.
2. The Principal or their designee, will make all reasonable efforts to investigate the complaint. The 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.
3. The complaint will be reviewed and investigated within (10) business days from the date the complaint was received. A written response shall be provided within (15) business days of the initial filing to the complainant with a copy also going in the teacher/staff/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 response will inform the complainant of the right to appeal to the ORCS Executive Director.
4. If the complainant is not satisfied with the response and remedy provided by school leadership, the complainant may appeal to the ORCS Executive Director within fifteen (15) days of receiving a written response/report from school leadership. The Principal shall provide a copy of the disposition to the Executive Director if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. All complaints must be submitted to the Executive Director in writing, who will acknowledge receipt of said complaint within five business days. The Executive Director or a delegate will make all reasonable efforts to investigate the complaint. The investigation shall include, but not be limited to: interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint.
6. The Executive Director or designee shall respond to and, if necessary, remedy a valid complaint within ten (10) working days from the date the complaint was received. The Executive Director or designee 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 in the appropriate teacher/staff/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 response will inform the complainant of the right to appeal to the ORCS Board of Directors.

7. If the complainant is not satisfied with the response and remedy provided by the Executive Director the complainant may appeal and file a formal complaint.

Formal Complaints

In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a complaint directly to the ORCS Board of Directors alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the school. ORCS prefers that complainants voluntarily first use the complaint process described above to attempt to try to resolve their concerns with school management before bringing it to the attention of the ORCS Board of Directors. However, nothing in this policy should be interpreted as preventing the submission of a formal complaint directly to the ORCS Board of Directors. The formal complaint process should follow these steps:

1. Complainant submits a Complaint Form to the Chair of the ORCS Board of Directors. Complaint Forms will be available at the main office and will be included in personnel and family handbooks. The complaint should state the date of the complaint, a detailed statement of the circumstances, and the requested remedy. All complaints must be submitted to the Board in writing, which will acknowledge receipt of said complaint within (5) business days.
2. The Chair of the Board will determine which Board member investigates the complaint. The investigation will be completed within (30) business days of the Board receiving the complaint and present its findings and recommendations to the full Board at the next regularly scheduled Board meeting.
3. The Board will affirm or amend the recommendation and shall, as necessary, direct the Principal and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing and clearly set forth the reasoning of the Board's decision. Complainant will also be informed of the right to appeal the ORCS Board's decision to the Board of Directors of SUNY.
4. Any individual dissatisfied with the response of the ORCS Board of Directors may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of the ORCS to the Board of Directors of SUNY.
5. Any individual dissatisfied with the response of the Board of Directors of SUNY may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of ORCS to the Board of Regents. The complainant's right to a prompt and equitable resolution of a complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

R-14 – District Relations

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

The founders of the Open Roads Charter School have outreached to Elisa Alvarez, Superintendent of Community School District 7 and Karen Ames, Superintendent of Community School District 8, and are eager to develop mutually supportive relationships with both leaders and their offices over time.

Additionally, it should be noted that our community partner, East Side House Settlement has existing relationships and an excellent standing with a multitude of community stakeholders, including several programs in District 7 schools. ESH has a solid reputation in CSD 7 of providing quality academic and social/emotional supports to students in several schools. Our expectation is that our association with this respected community partner will help others in the community and district be receptive towards working closely with ORCS.

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain who the charter school might partner with those schools to share best practices and innovations.

As the New York Daily News reported back in 2015, CSD 7 is the worst performing school district in all of New York City. Parents of the 19,000 students who attend school in this district struggle to find promising options. As reported in the article, the following statistics apply to CSD 7 district schools. Students who reside in CSD 7 face many impediments to learning including:

- 93% of the district's students are economically disadvantaged
- One in 10 students is homeless, and the average school attendance rate is among the city's lowest
- The number of elementary and middle schoolers proficient in reading is just 10% — lowest of any district in the city. The number of elementary and middle schoolers proficient in math is just 13% — and also the lowest of any district in the city.
- Only 54% of the kids who stuck around to attend high school in the district graduated within four years

CSD 8 doesn't fare much better. Unfortunately for the families living in these communities, almost all of the schools are low performing, as the data presented in the Community Needs subsection indicates.

In addition to the concerted efforts the ORCS Board of Trustees and leaders will make to develop relationships with the Community School District superintendent, they will outreach to and set up meetings with leaders of NYC DOE, parochial and charter schools in close proximity to the ORCS location when that is determined. Although ORCS will be a new school, its partner organization, has a rich history of creating partnerships within the South Bronx. This provides great opportunities to engage other schools in the learning and development processes involved in growing a new school.

Open Roads intends to further engage all school and community leaders in the South Bronx community that ORCS will serve. The school's founder, Elisa Istueta, has over 15 years of experience working in education related programming and schools in the South Bronx, and has many established relationships in the area. Four out of the five founding Open Roads Charter School trustees in particular also have established relationships within the community and its schools. They reside in the Bronx, and work in either non-profit organizations or schools in the Bronx. The ORCS Board will be an asset in helping to further establish the school and connect further with the South Bronx community.

R-15abd – Student Demand

(a) General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

As described in Responses 1 and 2, the Open Roads Charter School will serve residents of CSD 7 or 8 and its surrounding communities. Our school will have 100 open seats in year 1 (50 in K, 50 in 1st grade), and then continue to add 50 new seats per year as we grow by one grade a year. We do not anticipate filling this number of seats each year to pose a problem for the following reasons:

- Excessive demand for charter school seats in the Bronx and in CSD 7 in particular;
- The feedback from families is that they feel overall there is poor quality of choices currently available to residents of CSD 7 and 8;
- The excitement and support experienced during our community outreach efforts.

The high demand for charter school seats in NYC is indisputable. The below excerpt from the New York City Charter School Center's 2015 report on charter school enrollment trends best describes the demand for more seats in the sector:

Applications to charter schools have doubled — from 115,000 to 250,000 — since the 2011- 12 school year, and the number of children on waitlists has consistently remained over 40,000. Notably, for the 2014-15 school year, 1 in 4 kindergarteners in NYC applied to a charter seat despite charter schools making up just one in nine kindergarten seats. The report went on to describe how in the South Bronx, as well as some other high-need neighborhoods, “charter school enrollment, as a proportion of total public school enrollment, has increased significantly, and will continue to grow as existing charter schools in these neighborhoods scale up into higher grades, and new schools open.”¹

For the 2017 – 2018 school year there will be 66 charter schools in the Bronx. In CSD 7 there are 10 elementary and 4 elementary/middle schools. CSD 8 has 4 elementary and 3 elementary/middle schools.² Growing enrollment and new schools are clear signs of strong demand. Nevertheless, according to the Charter School Center there is still far greater demand than supply. In 2015-16, the NYC Charter School Center estimated that 64,600 students applied for just 22,000 available seats, leaving a city-wide waitlist of 42,600 and waitlists at 95% of all charter schools.³ In particular, the evidence from the NYC Charter School Center's 2013- 2014 Enrollment Lottery Report presents compelling evidence of excessive demand for charter school seats in the South Bronx. According to the report, the Bronx had more applicants and a larger waitlist than any other Borough (24,647 and 20,531 students, respectively).⁴ Over half of the applicants and waitlisted students were from the South Bronx.

CSD 8, where Open Roads intends to open, ranked second highest in number of applicants to local charter schools in all of NYC with 4,899 applicants for just 633 available seats. CSD 7 ranked sixth highest with 3,790 applicants for 1,425 seats. This means 6,631 children in CSD 7

¹ <http://www.nyccharterschools.org/sites/default/files/resources/Charter-Enrollment-Trends.pdf>

² <https://newyorkcitydepartmentofeducati.app.box.com/s/aeqyx73h8y7ciiyllg79vp9o6y80f22>

³ <http://www.nyccharterschools.org/sites/default/files/resources/NYC-CSC-growth-15-16.pdf>

⁴ <http://www.nyccharterschools.org/sites/default/files/resources/EnrollmentLottery2013ReportFINAL.pdf>

and 8 were unable to attend their school of choice. Based on these statistics, ORCS expects to receive well over 900 applications for 100 seats in the first year.

Our community outreach to date supports this assertion. After presenting our proposal for ORCS in front of residents at community centers in NYCHA facilities, parents approached us and asked when applications would be available and if they could enroll their children now. The parents who attended our community chat/information sessions have been overwhelmingly supportive of the proposal and have said that the community wants a high performing school that will be a source of pride for the neighborhood. Of those we surveyed 96 out of 101 respondents have responded affirmatively that they would be interested in sending their children to ORCS and that the community would benefit from having ORCS open in the South Bronx.

(b) Target Population Enrollment

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- **Cite the proposed school’s enrollment and retention targets as determined through the enrollment and retention calculator**

The charts below cite the proposed school’s enrollment and retention targets as determined through the enrollment and retention calculator.

Enrollment CSD 7	Comparable District Percentages by Grade Level	School Enrollment Target (Shows target # of students in grade span)
Economically Disadvantaged	94.1%	96.7
English Language Learners	21.9%	22.5
Students with Disabilities	18.5%	19.0
Enrollment CSD 8		
Economically Disadvantaged	87.5%	89.8
English Language Learners	12.5%	12.8
Students with Disabilities	16.4%	16.8

Retention CSD 7	Comparable District Percentages by Grade Level	School Retention Target (Shows target # of students in grade span)
Economically Disadvantaged	90.5%	87.4
English Language Learners	91.8%	20.6
Students with Disabilities	91.7%	17.4
Retention CSD 8		
Economically Disadvantaged	90.5%	81.3
English Language Learners	90.6%	11.6
Students with Disabilities	91.3%	15.4

- **Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language)**

Open Roads Charter School will engage in extensive efforts to inform families in the South Bronx and its neighboring communities about the new school. We will knock on doors and recruit families in supermarkets, bodegas, community centers, local retail establishments, apartment complexes and public housing. We will reach out to community-based organizations, local businesses and religious organizations to raise awareness in the community. We will conduct open houses at the new school location and disseminate materials and host information sessions at day care centers, pre-k programs, public and private elementary schools, afterschool programs, and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages. We will work closely with East Side House Settlement which services over 500 children at different day care centers in the South Bronx, to get our information out to their parents.

As a school of choice, parents must indicate their desire to enroll their child by submitting an application. Applications will be as simple as possible, only requesting information necessary to ascertain eligibility and preference criteria, and will be available in multiple languages. We will enroll a new kindergarten class each year, fill all empty seats up through the 2nd grade, and fill up to 4 seats per grades in grades 3-5. If more students apply than the school has seats, a random lottery will be held to select students. Preference will be given to students who live within CSD 7 or 8, are low income, and their siblings. All applicants will be placed on a waitlist in the order in which they are drawn and offered seats in the school if any become available. We will conduct a thorough recruitment process that demonstrates to parents our commitment to serving students with disabilities, English language learners and low-income students.

Our marketing materials will describe our special education and ELL programs as well as our approach to individualized instruction so that all students can succeed. To ensure our program is accessible to low income students, our admissions policy will include a preference for students eligible for free and reduced price meals. Once admitted, all students will be screened to identify special needs and our robust Response to Intervention (RTI) process will ensure all struggling students are quickly provided targeted support. We will have a full-time Student Support Coordinator, certified special education teachers, and an ELL Specialist for English language learners.

Attracting Students with Disabilities and English Language Learners

Aligned with the charter law, the Open Roads Charter School is committed to making a good faith effort to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school. This will include students with IEPs (students with special needs), English Language Learners (ELLs) and students with Limited English Proficiency (LEP), as well as students eligible for free or reduced lunch, or who are otherwise at-risk.

Therefore, in Year 1, with 100 students, ORCS expects to enroll approximately 15 - 20 students who have or are eligible for an IEP (consistent with the districts' 16 - 19%), between 15 and 20 English Language Learners (consistent with the districts' 12-21%). With 87.5-94.1% free and reduced lunch rates in CSD 7 and CSD 8, ORCS anticipates a similar percentage of our incoming students will also qualify. The Open Roads Charter School will ensure that such students are welcomed and served effectively.

Some of the recruitment strategies the outreach team will employ to attract students with disabilities and English language learners include, but are not limited to:

- Designing marketing materials that emphasize the special education and related services that the charter school will provide such as ICT classrooms and on site coordination of additional services like speech and occupational therapy
- Designating one individual to oversee the provision of special education programs and services
- Designing marketing materials that will describe the type of program the school will provide LEP/ELL students
- Designing marketing materials that provide a description of how both LEP/ELL students, and those with disabilities, will have equal access to all programs and services including the following: instructional services (e.g., small skill and guided reading groups); support services (e.g., guidance and counseling); all school programs, including music, art, physical education programs; and all after school programs including academic support and enrichment
- Raising awareness of how the school will provide parental notices in multiple languages, how they will be kept informed of their rights and responsibilities, and how staff members will be available to communicate with them
- Outreaching to the Committee on Preschool Special Education (CPSE since they would manage IEPs for students in pre-K) and the Committee on Special Education (CSE) offices that serve students in CSD 7 and CSD 8.
- **Describe any at-risk admissions factors, set-asides, or “preferences” the school would offer to increase the likelihood of enrolling targeted students**

As described above, ORCS is committed to serving all students, particularly students with special needs, those who are English language learners, who are eligible to receive free or reduced price lunch, or are otherwise at risk. Our recruitment strategies will reflect our best efforts to create a school community that at least mirrors the surrounding community. However, ORCS will not apply any set-asides or preferences designed to increase the likelihood of enrolling targeted students.

- **Provide a brief explanation of 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**

ORCS is determined to support and retain students with disabilities and limited English proficiency. As described in greater detail in Response 07ad – Specific Populations, support and specialized instruction for struggling students, students with disabilities and English Language Learners (ELLs) is woven into the fabric of the school’s model. ORCS will hold all of its students to high academic standards, but understands that some will need extra support to achieve those standards. The ORCS model includes differentiated instruction and dedicated staff and resources to identify, support and assess students of all levels of ability.

The ORCS Student Support Team (SST), led by the Dean of Students, will be charged with the data-driven implementation of the Response to Intervention framework and related interventions, as well as the responsive support system for teachers who are employing strategies to address academic, behavioral or social-emotional challenges within the classroom. In the first year, the Student Support Team will consist of the ELL Specialist, the social worker, special education teachers, and the Principal. In future years, the Dean of Students, the Assistant Principal, and the Student Support Coordinator will join the SST. For SST meetings that focus on strategizing around addressing the needs of students, teachers who most closely work with them will be included.

ORCS will evaluate how well student needs are being met in real-time. While summative assessments, such as the NYS assessments or the Stanford-10, will be useful indicators, ORCS will also rely on benchmark assessments, math unit assessments and formative assessments, such as teacher-generated assessments, to evaluate the efficacy of its programs, particularly for struggling students and students with disabilities, throughout the school year. This will enable ORCS to adjust these programs as necessary to meet students' needs.

Training prior to the start of the school year will be provided to all staff on the RTI process, CSE referral process, implementation of IEPs, evaluation and reporting requirements and the necessity for confidentiality relating to student records. The Dean of Students will provide ongoing sessions throughout the year focusing on identifying, supporting and evaluating the progress of students with disabilities, and modifying instructional methods to support students with disabilities.

As described in Response 05ae-Curriculum and Instruction and Response 07ad-Special Populations, ORCS teachers will utilize curriculum and instructional techniques proven to help students with disabilities. Classroom teachers will employ a range of supportive strategies and interventions, including small group instruction, and students will receive more intense and frequent support (in Tiers II and III), as students demonstrate need.

ORCS will provide sheltered instruction to English language learners, to teach content in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students' English language development.

Classroom teachers and the ELL specialist will use a variety of sheltered instructional strategies, provide frequent scaffolding and integrate supplementary materials, all of which are described in Response 07ad-Specific Populations. The ELL specialist will push into classrooms and pull out students out in small groups or individually. The ELL specialist, under the guidance of the Dean of Students, will act as the case manager for students who are determined to need ELL services based on the LAB-R assessment results, and for those students already receiving such services.

The Open Roads Charter School will undertake a training program for teachers who are directly involved with ELLs. This training will become a standard part of the ORCS annual professional development plan. The staff development program will enhance staff appreciation for the ELLs' native languages and cultures, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs.

(d) Community Support

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

During the course of the community outreach, the ORCS founding team encountered little to no opposition to opening a charter school in either CSD 7 or 8. We made presentations at Community Board meetings that were well received, and community members present at those meetings offered support. Most of the feedback received from community representatives was consistent with the feedback received from parents when we asked them to sign our petition or fill out our survey. Community stakeholders want a school that can provide afterschool and additional support services to families, and they want a school that can increase the number of charter seats currently being offered in the South Bronx.

City council members and the Bronx Borough President's office were encouraged about our partnership with East Side House Settlement, an established and well known South Bronx community organization that serves thousands of Bronx residents annually. This sentiment was also echoed by Community Board members and some of the local residents that immediately recognized the organization.

We received letters from some local businesses that have offered support and will refer their customers/clients to apply to the school if the application is approved. Sunshine Day Care Center, a large provider of day care and universal pre-K programs in East Harlem and the South Bronx provided a letter of support and has offered to partner with the school if approved. We were able to make presentations at their day care centers, and will be able to recruit for the school lottery if the charter is granted.

Letters of support are included with Response 15e – Evidence of Support.

R-15c – Evidence of Demand

As noted in the RFP, if evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. We included signed petitions and survey responses with Response 03j – Outreach Evidence.

Evidence submitted includes signed petitions of parents with school age children that would consider enrolling their children in Open Roads Charter School.

When canvassing the neighborhoods and visiting day cares and pre-K programs, we met and spoke to many people who were in support of a new charter school opening in the community. Parents expressed concern over the poor performance of CSD 7 and 8 and said they planned to enter the lottery to enroll their children in charter schools.

ADRIANO ESPAILLAT
13TH DISTRICT OF NEW YORK



CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

July 7, 2017

SUNY System Administration
State University Plaza
353 Broadway
Albany, NY 12246

Dear SUNY CSI Trustees:

I am writing to offer my support for the Open Roads Charter School application to open an elementary charter school in Community School District 7 or 8 in the South Bronx. I strongly support the Open Roads proposal to the Trustees of the State University of New York.

The Open Roads Charter School will serve children residing in the South Bronx, where educational options for families are still lacking, especially for children entering Kindergarten. Open Roads has partnered with East Side House Settlement, an organization with 125 years of experience providing services to families in the Bronx. This partnership will ensure that children and families who choose Open Roads will receive not only a great education, but necessary additional support services to ensure academic and social success.

As the Representative of New York's 13th Congressional District, I recognize that the Bronx is developing and thriving in many ways, but we continue to strive for excellence and our schools greatly contribute to the success of our communities. Families in the Bronx are still fighting for more educational opportunities, and Open Roads Charter School can provide that option in a community that is greatly in need. My office is pleased to have Open Roads Charter School open in September 2018, and I look forward to their contributions to the families of the Bronx.

Thank you for your consideration of Open Roads Charter School's application. Please contact Mark Howell in my office by email at [REDACTED] if I can provide any further assistance.

Sincerely,

A handwritten signature in blue ink, consisting of a large, stylized 'A' followed by a horizontal line that extends to the right.

Adriano Espailat
Member of Congress



MARCOS A. CRESPO
Assemblyman 85th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Puerto Rican/Hispanic Task Force
CO-CHAIR
Task Force on Demographic Research
and Reapportionment

COMMITTEES

Cities
Energy
Environmental Conservation
Insurance
Transportation

MEMBER

Black, Puerto Rican, Hispanic
and Asian Legislative Caucus

July 7, 2017

SUNY System Administration
State University Plaza
353 Broadway
Albany, NY 12246

Dear SUNY CSI Trustees:

I am writing to offer my support for the Open Roads Charter School application to open an elementary charter school in Community School District 7 or 8 in The South Bronx. I strongly support the Open Road proposal to the Trustees of the State University of New York.

The Open Roads Charter School will serve children residing in The South Bronx, where educational options for families are still lacking, especially for children entering Kindergarten. Open Roads has partnered with East Side House Settlement, an organization with 125 years of experience providing services to families in The Bronx. This partnership will ensure that children and families who choose Open Roads will receive not only a great education, but necessary additional support services to ensure academic and social issues.

As Representative of the 85th Assembly District, I recognize that The Bronx is developing and thriving in many ways, but we continue to strive for excellence and our schools greatly contribute to the success of our communities. Families in The Bronx are still fighting for more educational opportunities, and Open Roads Charter School can provide that option in a community that is greatly in need. My office is pleased to have Open Roads Charter School open in September 2018, and I look forward to their contributions to the families of The Bronx.

Thank you for your consideration of Open Roads Charter School's application. Please feel free to reach out should my office be of further assistance.

Respectfully,

Marcos A. Crespo
Member of Assembly
85th District



Corporate Address: 40 Airport Road - Lakewood, NJ 08701

Mailing Address: P.O. Box 446 - Lakewood, NJ 08701

Dear SUNY CSI Trustees:

This letter is to certify our support of the application for *Open Roads Charter School* to open in the South Bronx in September 2018. As an organization serving families in the Bronx for 10 years, we are well aware of the need for quality schools in our area. The school would open in either Community School District 7 or 8, both still considered the lowest performing and most in need in New York City. It is imperative that more education options are made available for families in the Bronx.

Although this school will be new and doesn't have a proven track record, we are confident that the founding team and the partner organization East Side House, with 125 years of history and experience providing services to families in the Bronx, will provide a quality educational opportunity for Bronx children. Open Roads and East Side House will be an asset in the South Bronx as families still struggle to find quality educational opportunities for their children.

We look forward to the opportunity to collaborate with Open Roads Charter School and fully support their application. Please contact us if you need further information.

Best Regards,

Mark Sonnenschein
Sunshine Learning Center



Bronx NY 10455

Dear SUNY CSI Trustees:

This letter is to certify our support of the application for *Open Roads Charter School* to open in the South Bronx in September 2018. As an (organization/business) serving families in the Bronx for (5+) years, we are well aware of the need for quality schools in our area. The school would open in either Community School District 7 or 8, both still considered the lowest performing and most in need in New York City. It is imperative that more education options are made available for families in the Bronx.

Although this school will be new and doesn't have a proven track record, we are confident that the founding team and the partner organization East Side House, with 125 years of history and experience providing services to families in the Bronx, will provide a quality educational opportunity for Bronx children. Open Roads and East Side House will be an asset in the South Bronx as families still struggle to find quality educational opportunities for their children.

We look forward to the opportunity to collaborate with Open Roads Charter School and fully support their application. Please contact us if you need further information.

Best Regards,

A handwritten signature in black ink, appearing to read "René E. Peña", with a stylized flourish at the end.

René E. Peña, CPA
Owner



Dear SUNY CSI Trustees:

This letter is to certify our support of the application for *Open Roads Charter School* to open in the South Bronx in September 2018. As an (organization/business) serving families in the Bronx for (6) years, we are well aware of the need for quality schools in our area. The school would open in either Community School District 7 or 8, both still considered the lowest performing and most in need in New York City. It is imperative that more education options are made available for families in the Bronx.

Although this school will be new and doesn't have a proven track record, we are confident that the founding team and the partner organization East Side House, with 125 years of history and experience providing services to families in the Bronx, will provide a quality educational opportunity for Bronx children. Open Roads and East Side House will be an asset in the South Bronx as families still struggle to find quality educational opportunities for their children.

We look forward to the opportunity to collaborate with Open Roads Charter School and fully support their application. Please contact us if you need further information.

Best Regards,

A handwritten signature in blue ink, consisting of several overlapping loops and a final downward stroke.

Javier Peña
Owner

R-15f – Admissions Policy

a. 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 and students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to 15% set aside) in accordance with the Act.

Introduction

The Open Roads Charter School admission policy is nonsectarian and does not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. ORCS will not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant either to receive or submit an application for admission to the school. Any child who is a resident of New York State and is qualified under New York State law for admission to a public school is qualified for admission to ORCS. ORCS is an elementary school that will enroll students entering K through 5th grade. The school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title II of the Americans with Disabilities Act of 1990; and Section 2854(2) of the New York Education Law, which governs admissions to charter schools.

Recruitment and Eligibility Criteria

ORCS is a child-centered progressive K-5 school with a warm sense of community, serving children of all abilities. ORCS is open to all students eligible for public education in New York State. Student recruitment efforts will focus on attending community events and fairs, and conducting outreach at after day care centers and pre-k programs, elementary schools and community-based organizations serving the very diverse populations of District 7 or 8. To recruit the first entering class, ORCS will offer informational presentations during the months of February and March in the day and evening hours in District 7 or 8. ORCS will post flyers and conduct open house information sessions at local places of worship, visit local daycares and preschools to talk to school leaders and parents, conduct information sessions at local community recreation centers and speak at civic organizations, with a particular focus on the African American and Latino communities.

For admission to ORCS during the school's initial year, a child/student must be entering kindergarten or 1st grade in September 2019. Kindergarten students must turn five by December 31st of their incoming year. Approximately 50 kindergarten students and 50 1st grade students will be accepted. Every year thereafter, ORCS will add a grade level until we reach K-5. Admission to ORCS will be limited each year to pupils within the grade levels to be served by the school.

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

- (1) Requiring parents to attend meetings or information workshops as a condition of enrollment;
- (2) Having an unduly narrow enrollment period;
- (3) Giving preference to or unduly targeting students interested or talented in ORCS, or;
- (4) Requiring admissions tests, interviews or essays.

Applications

Applications for admissions will be made available at the informational presentations, on our website, and by mail at the request of a student or family. ORCS will use the uniform application form created by the State Department of Education and it will be available in English, Spanish and any other language requested by parents. ORCS will also participate in the common application for charter schools. Applications can be mailed, emailed, or hand delivered by April 1st. Applications submitted by mail must be postmarked no later than April 1st. If the number of timely submitted applications of eligible students for admissions exceeds the capacity of the grade level, students will be accepted for admissions from among the applicants by a random selection process (lottery).

Enrollment preferences will be provided to:

- (1) Returning students
- (2) Siblings of students currently enrolled at ORCS
- (3) Students of employees of ORCS (no more than 15% of total enrollment)
- (4) Students who reside in District 7 or 8

With the approval of the US Department of Education, New York State charter schools receiving CSP grant funds may weight admissions through the use of a Weighted Lottery Generator created by the New York State Education Department's Charter School Office. ORCS anticipates that the NYSED Charter School Office will issue guidance in the near future to authorizers and schools regarding a Weighted Lottery Generator. If permission is obtained from the NYSED Charter School Office, ORCS plans to use the approved weighted lottery process to provide a preference for students who reside in District 7 or 8 and who qualify for free or reduced-price lunch (FRPL). If seats remain after seating all applicants (including those who do not qualify for FRPL), then ORCS plans to also provide a preference to those students who reside outside of District 7 or 8 that qualify for FRPL. This would become ORCS' policy after we cease to receive CSP funds.

Admissions Lottery

If the number of applications received exceeds the number of slots available, ORCS will conduct a lottery. The lottery will be independently observed by a disinterested party (8 NYCRR 119.5), a person who is not a board member or an employee of the school and who is not the parent, person in parental relationship, sibling, aunt, uncle or first cousin of any applicant to the school or of any student enrolled in the school. It will be conducted in a transparent, equitable and random manner. The lottery will be held in a space that is open and accessible to the public as required by NYS Education Law 2854 (2)(b) and capable of accommodating the anticipated number of attendees.

At least one week prior to each lottery a public notice will publicize the lottery and the number of spaces available each year by grade level. Parents, guardians, persons in parental relationships and/or students will not be excluded from or required to participate in the lottery process. The random process used in the lottery may be generated by a traditional ball system, technology-based software, paper ticket process or other methodology that generates random results. After enough students have been selected via lottery to fill all available spaces, a waitlist for each grade level will be formed from the remaining names. This waitlist will be based upon the random selection from the lottery and will be the only official, legal document identifying the names, home addresses, telephone numbers and grade levels of grade-eligible students with applications to the school pending acceptance.

When vacancies arise, based upon the order of random selection from the lottery, families on the waitlist will be contacted by phone, mail, or email. The waiting list will expire annually at the lottery drawing for the next school year. Students applying for admission after the lottery is conducted will be admitted throughout the year on a space-available basis or placed on the waiting list. Whenever a vacancy occurs in grades K-2, either prior to the start of a particular school year or during the course of that school year, ORCS will contact the parent of the student next on the appropriate waiting list. The same process will be followed for grades 3- 5, up to four vacancies filled per grade per year. Additional backfilling during the same school year will require approval by the Principal. Reasonable and multiple attempts (at least 3) will be made to contact the family of the student on the top of the waiting list and to obtain confirmation that the student is still interested in enrolling at ORCS before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then ORCS may remove the student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create newly randomized waiting lists. The school will send a new admissions application directly to the parents of each child on the prior year's wait list.

Detailed documentation of the lottery process will identify the process used and demonstrated consistency with the procedures described above. The documentation will be recorded and made available to the NYSED and the Board of Regents upon request.

Student Registration and Enrollment

Once the lottery has been conducted, ORCS will, within two weeks of the lottery, notify parents and guardians of applicants by mail whether their child has been granted a seat at the school or if they are on the waiting list. The school will require each parent of a child who has been selected for admission to confirm within two weeks of this notification his or her intent to enroll or not to enroll the child in ORCS by signing and returning a letter of acceptance. If the parent does not confirm within two weeks, the child's name will be removed from the enrollment list. The notification letter will notify families of this policy. The school will require currently enrolled students to confirm in writing their intent for the student to remain in the school the next year. Prior to the commencement of each academic year, families of children who enroll at the school must complete the enrollment process. As part of this process, parents must provide verification of residency.

Proof of residency must be established by presenting at least two of the following documents:

- A residential utility bill (gas or electric) in the resident's name issued by Con Edison, or other utility service dated within the last 60 days;
- An original lease agreement, deed or mortgage statement for the residence;
- A current property tax bill for the residence;
- A water bill for the residence dated within the past 60 days;
- Official payroll documentation from an employer such as a form submitted for tax withholding purposes or payroll receipt; a letter on the employer's letterhead will not be accepted; must be dated within the past 60 days; and/or
- Documentation or letter on letterhead from a federal, state or local government agency, including the Internal Revenue Service (IRS), City Housing Authority, Human Resources Administration (HRA), the Administration for Children Services (ACS), or an ACS subcontractor indicating the resident's name and address; all must be dated within the past 60 days.

In addition to proof of residency families must provide a copy of the student's prior year academic record, birth certificate and immunization record. ORCS staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms. In compliance with The McKinney-Vento Act, ORCS will immediately enroll students experiencing homelessness, even if the student is unable to provide documents typically required for enrollment (M-V Section 722(g)(3)(c)(i)). Students will have the right to attend classes while ORCS requests and awaits student records from the former school (M-V Section 722(g)(3)(C); N.Y. Educ. Law § 3209(2)(e); 8 N.Y.C.R.R. § 100.2(x)(4)(ii)).

Voluntary Withdrawal

ORCS is a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. A parent wishing to withdraw their child from the school will be asked to complete a request for student withdrawal form. ORCS personnel will offer to meet with the family and discuss their reasons for withdrawing from the school, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, ORCS will ensure timely transfer of any necessary school records to the student's new school.

R-16ac – Facilities

(a) Facility Needs

Describe the facility needs of the proposed charter school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- **Desired location**
- **Number of general education classrooms**
- **Any additional classroom space required**
- **Space requirements for administrative functions, food service, and physical education**

Desired location: The Mott Haven, Hunts Point, Longwood, and Soundview sections of the Bronx, CSD 7 or 8.

Gen Ed Classrooms: should be large enough to fit twenty-five students plus two teachers per classroom. Quantity requirements by year are as follows:

- Year 1 (K-1): 4 classrooms
- Year 2 (K-2): 6 classrooms
- Year 3 (K-3): 8 classrooms
- Year 4 (K-4): 10 classrooms
- Year 5 (K-5): 12 classrooms

ORCS intends to submit a proposal for Universal Pre-K, which, if granted would increase the need for general education classrooms by 2 per school year.

Additional Classrooms (i.e., art, music, dance, physical education, science, etc.) and **space requirements** for administration and food service:

- 4 classrooms – Art, Music, Physical education/dance, Science (If there is a multipurpose room large enough, it can be divided and used as both cafeteria and recreation/PE space).
- Multipurpose Room (Cafeteria, School Assemblies, PE, Dance, etc.) - At minimum, cafeteria would need to accommodate 100 students (plus adults on lunch duty) at a time. At maximum, the cafeteria would need to accommodate 300 students so they could all eat lunch at the same time, though this is not essential. The entire room should be able to accommodate whole school assemblies (300 students plus staff)
- Warming Pantry in close proximity to Cafeteria
- Storage
- Staff Lounge with small kitchenette (sink, counter, refrigerator, microwave, cabinets)
- Staff Resource Room/Work Room (copiers, workstations, etc.)
- Principal's Office
- Assistant Principal's Office
- Operations Suite and/or Main Office (to fit at least 4 FTEs)
- Office space for ELL Specialist, Instructional Coach, and specials teachers
- Small conference/meeting room (to hold ~8 people)
- Nurse's Office

- Counseling Suite (for Dean of Students, Student Support Coordinator, Social Worker)
- Minimum 4 small pullout rooms (for 3-6 kids) for intervention, enrichment, and other 1:1 or small group sessions as required by IEPs, etc. Although our inclusion model will permit students with special needs to receive many of their required services within the general education classrooms, we will need dedicated resource space for counseling and other support services for special education, occupational, speech, and physical therapy.
- Appropriate bathroom count

(b) Facility Selection

Describe the efforts to date to secure a facility for the school including:

- **If the applicants have identified a facility, a description of the facility and how it meets the school's needs**
- **How the proposed facility will be able to meet New York City Department of Buildings School Use**
- **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 opens**
- **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**
- **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 plan**
- **If another organization is assisting the applicants in obtaining facilities, provide information about such organization**

Open Roads Charter School intends to seek co-location in a New York City Department of Education facility. As per the current regulation, a letter requesting space in either CSD 7 or 8 will be sent to the NYC DOE in the fall of 2018 (assuming ORCS is granted a charter). NYC DOE has 5 months after receipt of the letter (assuming ORCS is granted a charter) to offer co-located space or other private or public facility to the school. Based on this timeline, we will know by March 2019 if ORCS will be co-located or will have to secure space. If NYC DOE offers space, ORCS will be co-located in the public space offered. If NYC DOE does not offer ORCS space, then ORCS will appeal following formal required procedures to receive rental assistance from NYC DOE for private space.

If ORCS will not be co-located, we expect to have this decision in writing from DOE by early 2019. This will give us 6 months to secure a suitable facility and prepare it for use by the time the school opens in September 2019. However, we do not intend to wait until we receive the formal decision from DOE before we begin to search for private space. In the event that ORCS has to rent private space for school operations, contacts and spaces have already been identified as possible locations. We have worked with a current Bronx real estate developer who specializes in creating school spaces (Oren Sendowski) and have also toured spaces at the following locations: 766 Westchester Avenue; 521 Bergen Avenue; 388 Canal Place; 500 Gerard Avenue; and 192 East 151st Street.

We have also worked with Cushman and Wakefield who provided us with detailed information regarding many available spaces in the desired CSD. If ORCS is unable to secure a facility through one of these sources, we also have plans to contact Charter School Facilities, a division of IGUA Group Inc., a New York-based real estate corporation specializing in educational facilities that has placed more than 45 charter schools in private facilities in NYC.

In the event that we are unable to secure a facility that can accommodate the school at full capacity (K – 5th grade), one alternative plan will be to secure a temporary facility for the first two years of operation. The facility for the first two years should include at minimum 4,500 square feet of space, with capacity for 6 classrooms, 3 offices, some multipurpose space, and common areas like bathrooms and hallways. Once the school has opened and settled into temporary space, we will have more time to find a facility that can accommodate the school for growth and full capacity. The long term plan will be to sign a lease to secure space for the school for at least 10 years.

(c) Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts.

If ORCS has to lease private space for school use, the Executive Director and COO will identify the space, negotiate the lease with the landlord, and ensure that it is financially feasible for the school. ORCS will negotiate a fair-market lease that provides flexible rental terms such that ORCS can pay less rent when enrollment is low and increase its rent year by year as enrollment builds towards capacity. The ORCS Board must determine the lease terms to be fair, reasonable and in the corporation's best interest. The ORCS Board must approve the transaction by majority vote of those present, and authorize the Executive Director to sign the lease for ORCS. The COO will manage the financial aspect of the transaction and will ensure that the rental subsidy expected from NYC DOE will cover the lease for its duration.

The partner organization, East Side House Settlement, may provide assistance to ORCS to secure space but will not be the lease holder.

To our knowledge, there are no potential conflicts of interest with regards to facilities as none of the current board members have any connections with Bronx real estate.



PROPERTY TOUR

The Bronx, NY

Prepared for:

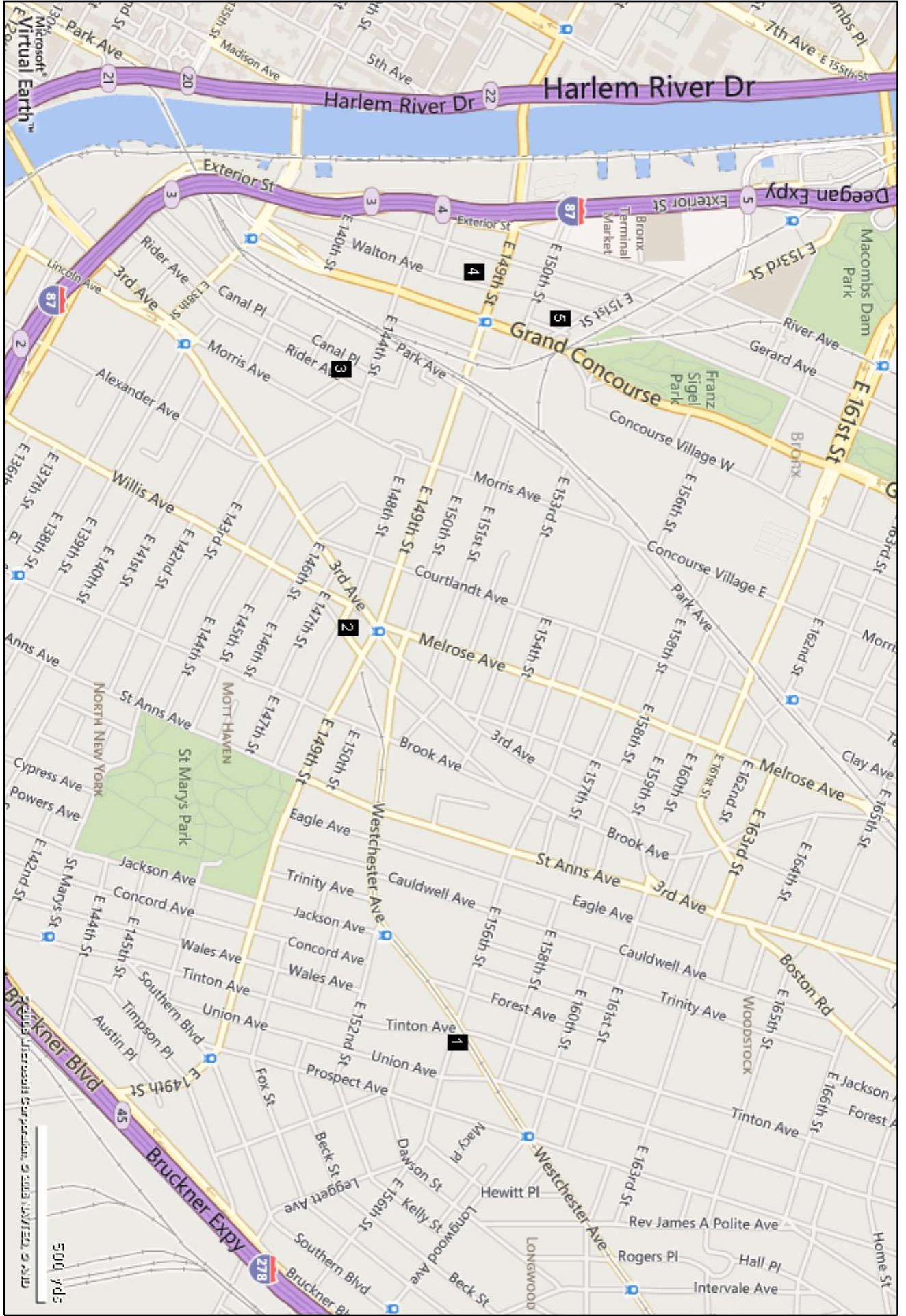


1290 Avenue of the Americas
New York, NY 10104

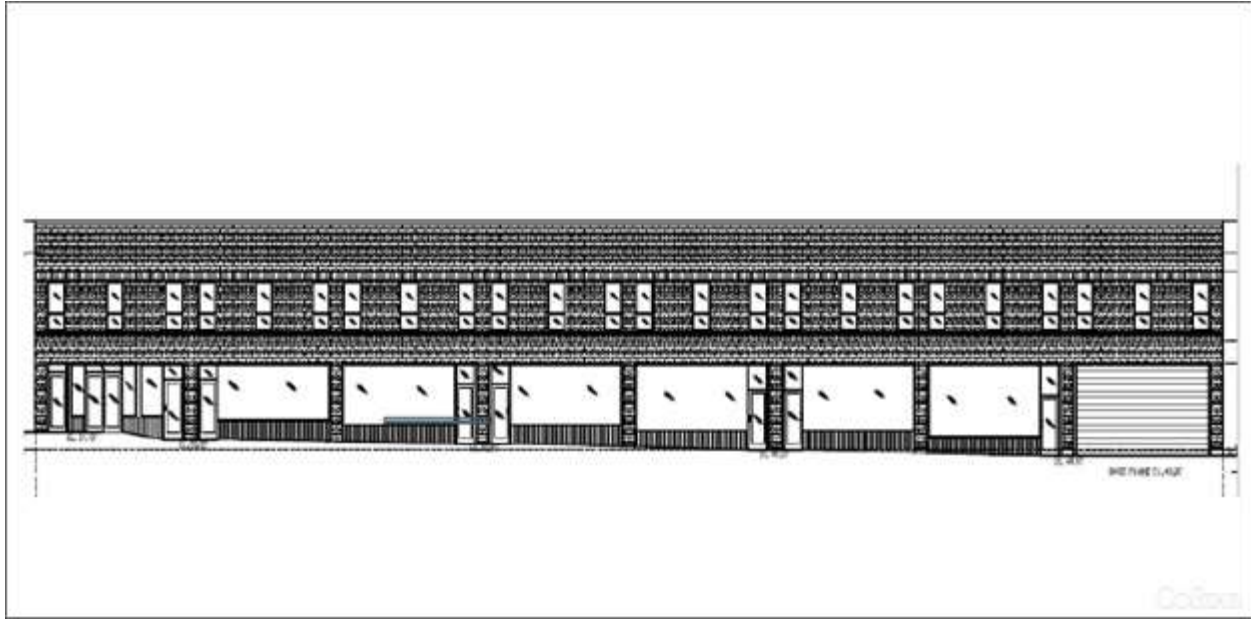
TABLE OF CONTENTS

Address

1. 766 Westchester Avenue
2. 521 Bergen Avenue
3. 388 Canal Place
4. 500 Gerard Avenue
5. 192 East 151st Street



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Location: Bronx Cluster
 Bronx Submarket
 Bronx County
 Bronx, NY 10455

Building Type: Retail/Freestanding
 Bldg Status: Proposed
 Building Size: 63,000 SF
 Typical Floor Size: 20,000 SF
 Stories: 3
 Land Area: 7,841 SF
 Total Avail: 44,852 SF
 % Leased: 28.8%
 Total Spaces Avail: 3
 Smallest Space: 12,412 SF
 Bldg Vacant: -

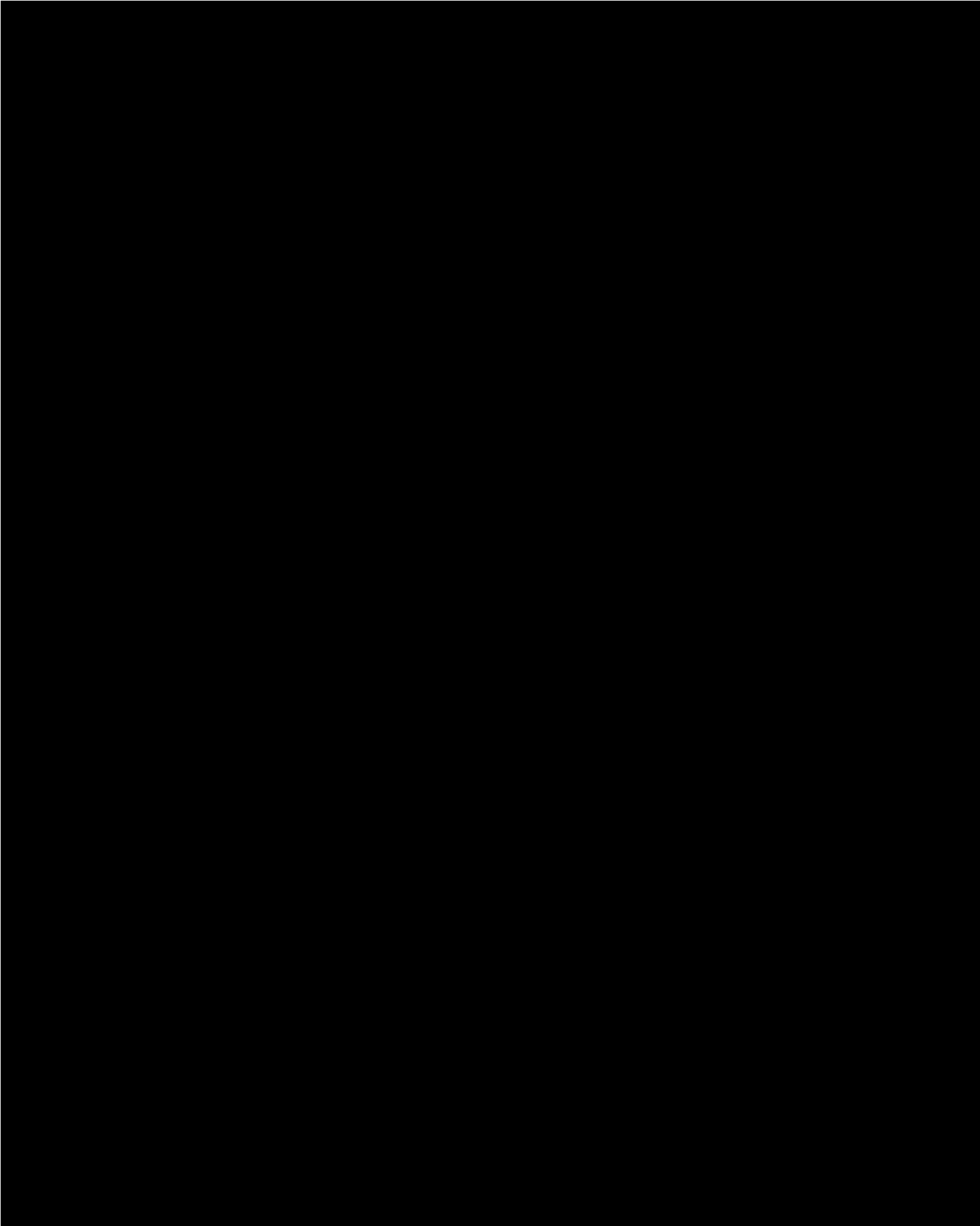
Developer: -
 Management: -
 Recorded Owner: 762 Westchester Ave Realty Llc
 Expenses: 2012 Tax @ \$0.16/sf

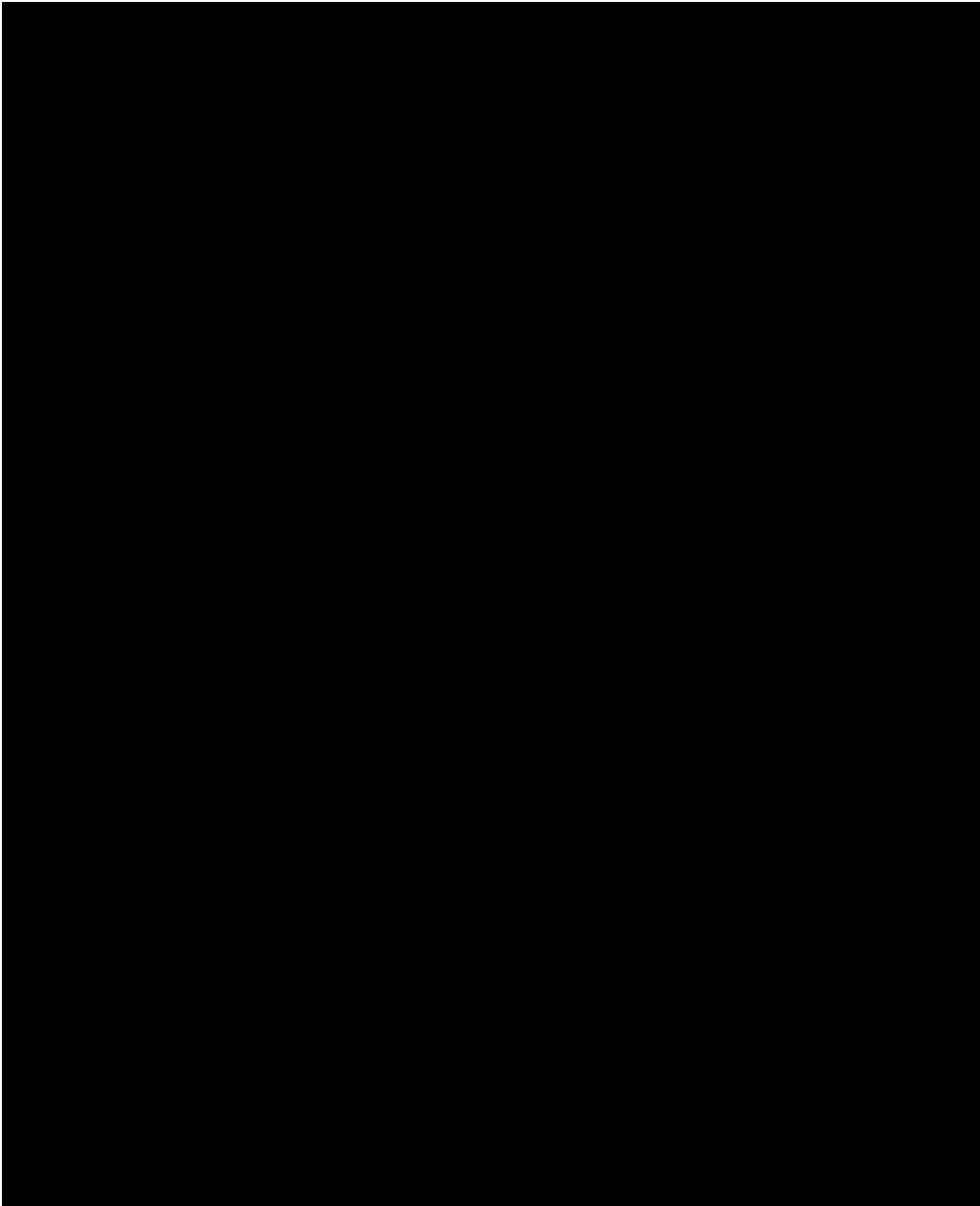
Parcel Number: 02676-0002
 Loading Docks: -

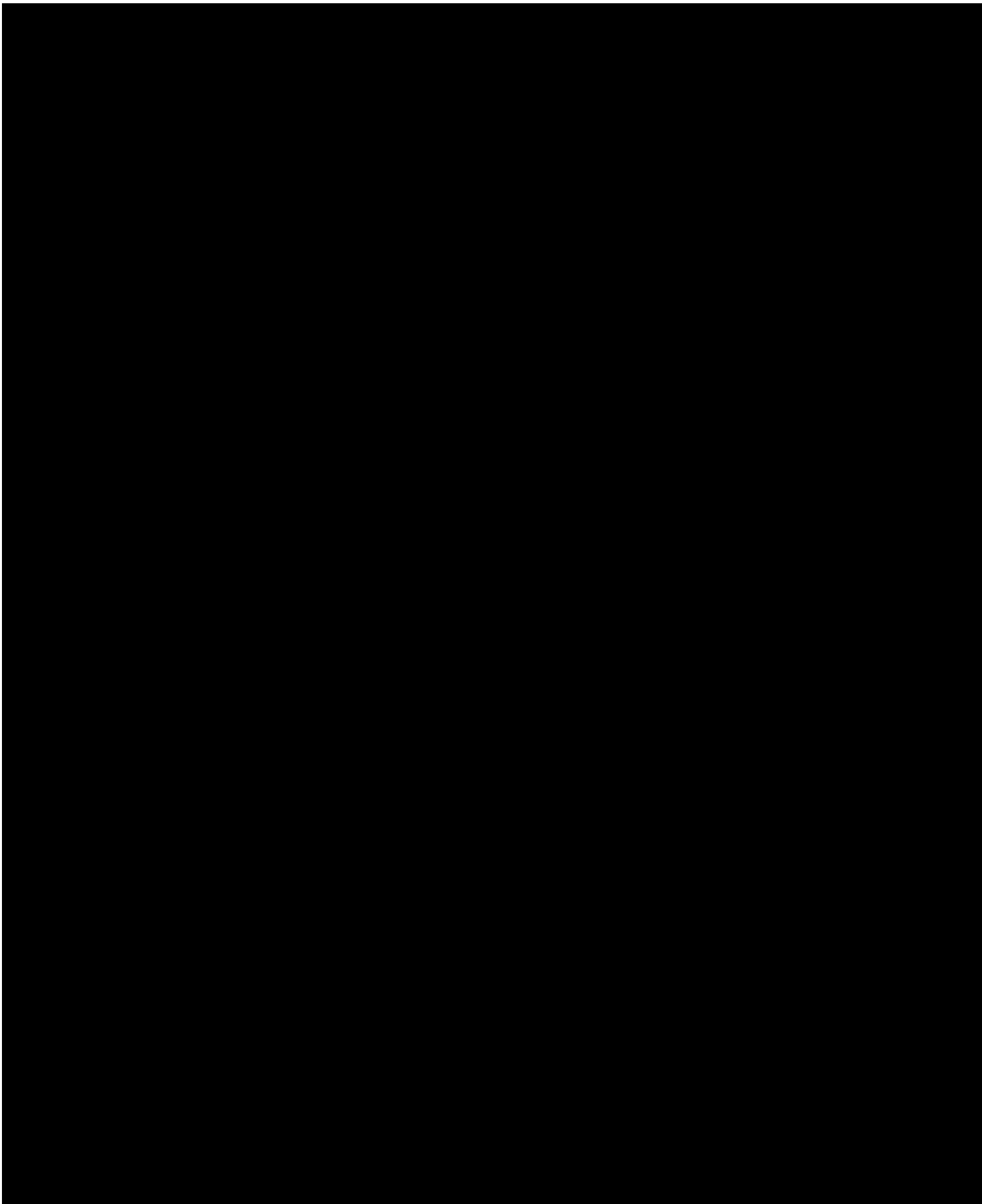
Ceiling Height: 12'-15'

Street Frontage: 200 feet on Westchester Ave
 Parking: -

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
E LL / Suite 766	12,412	12,412	44,852	\$32.00/fs	12/2014	Negotiable	New
P 1st	15,830	15,830	44,852	\$32.00/fs	12/2014	Negotiable	New
P 2nd	16,610	16,610	44,852	\$32.00/fs	12/2014	Negotiable	New









Location: Bronx Cluster
Bronx Submarket
Bronx County
Bronx, NY 10455

Building Type: Class C Warehouse
Status: Built 1904
Tenancy: Multiple Tenant

Management: -
Recorded Owner: JMS Realty Corp.

Land Area: 7,501 SF
Stories: 6
RBA: 52,500 SF

Total Avail: 52,500 SF
% Leased: 0%

Ceiling Height: 14'0"
Column Spacing: -
Drive Ins: 1
Loading Docks: None
Power: -

Crane: -
Rail Line: -
Cross Docks: -
Const Mat: -
Utilities: -

Expenses: 2014 Tax @ \$0.56/sf; 2012 Est Ops @ \$0.38/sf
Parcel Number: 02293-0023
Parking: Free Surface Spaces

Floor	SF Avail	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Use/Type
E 1st	7,500 div	52,500	\$14.00/+util	Vacant	1-20 yrs	Direct
E 2nd	7,500 div	52,500	\$9.75/+util	Vacant	1-20 yrs	Direct
E 3rd	7,500 div	52,500	\$9.75/+util	Vacant	1-20 yrs	Direct
E 4th	7,500 div	52,500	\$9.75/+util	Vacant	1-20 yrs	Direct
E 5th	7,500 div	52,500	\$9.75/+util	Vacant	1-20 yrs	Direct
E 6th	7,500 div	52,500	\$9.75/+util	Vacant	1-20 yrs	Direct



Location: Bronx Cluster
Bronx Submarket
Bronx County
Bronx, NY 10451

Building Type: Class C Warehouse

Status: Built 1952
Tenancy: Multiple Tenant

Land Area: 43,560 SF
Stories: 5
RBA: 30,000 SF

Management: Denco Distributors
Recorded Owner: Denco Distributors

Total Avail: No Spaces Currently Available
% Leased: 100%

Ceiling Height: 10'0"-14'0"
Column Spacing: -
Drive Ins: 1 - 8'0"w x 10'0"h
Loading Docks: None
Power: -

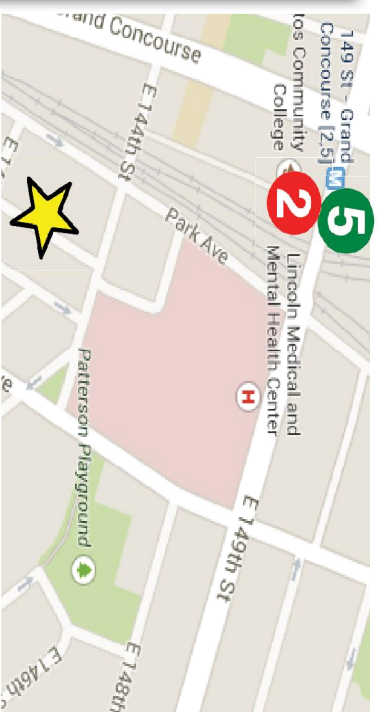
Crane: None
Rail Line: None
Cross Docks: -
Const Mat: Masonry
Utilities: -

Expenses: 2014 Tax @ \$2.10/sf, 2011 Est Tax @ \$1.84/sf, 2011 Est Ops @ \$1.60/sf
Parcel Number: 02340-0213
Parking: Free Surface Spaces

388 Canal Place
a.k.a
389 Rider Avenue

Five-Story Elevatored Industrial Loft Building For Sale

Bronx NY, 10451



Property Information

Block / Lot:	2340 / 213
Lot Size:	50' X 125' ⁽¹⁾
Building Dimensions:	50' X 125' ⁽¹⁾
Building SF:	31,250 Sq. Ft. ⁽¹⁾
Stories:	5
Lot Area:	6,250 Sq. Ft. ⁽¹⁾
Elevator:	Yes
Zoning:	M1-2
Assessment (14/15):	\$612,086
Taxes (14/15) :	\$63,186

⁽¹⁾All Square Footages are Approximate

Canal Place

Rider Avenue

ASKING PRICE:
\$4,500,000

A five-story elevatored industrial loft building located between East 144th and East 141st Streets. The property fronts both Canal Place and Rider Avenue. There are currently two tenants occupying 50% of the building who are month-to-month. The property can be delivered vacant and each floor is approximately 6,250 square feet. There is a cellular tower lease with annual escalations. The Rider Avenue side of the property has two drive-ins. The property benefits from being three blocks from the 2 and 5 subway lines at the Grand Concourse and E 149th St. The 4 & 5 subway line at the Grand Concourse and E 138th Street is approximately four blocks from the subject property.

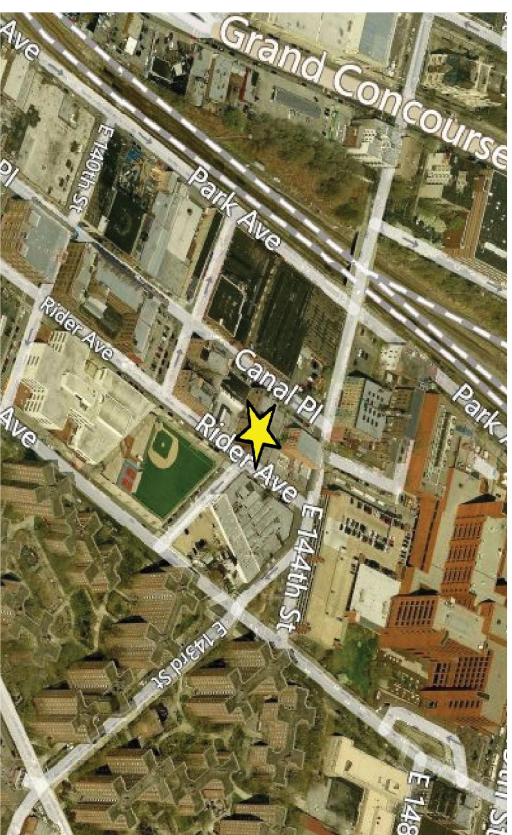
Response-16d-10

388 Canal Place
a.k.a
389 Rider Avenue

**Five-Story Elevated
Industrial Loft Building For Sale**
Bronx NY, 10451



Revenue	Floor	Square Feet	LXP	Monthly Rent	Annual Rent
	1st Floor	6,250	Vacant	\$5,000	\$60,000
	2nd Floor	6,250	Month to Month	\$4,250	\$51,000
	3rd Floor	6,250	Month to Month	\$4,250	\$51,000
	4th Floor	6,250	Vacant	\$5,000	\$60,000
	5th Floor	3,125	Vacant	\$2,100	\$25,200
	5th Floor	3,125	Month to Month	\$1,900	\$22,800
	Antenna	-	Expires in 2039	\$2,200	\$26,400
	TOTAL	31,250		\$24,700	\$298,400





Location: AKA 495 Walton Ave
 Bronx Cluster
 Bronx Submarket
 Bronx County
 Bronx, NY 10451

Building Type: Class C Warehouse
 Status: Built 1928, Renov Sep 2014
 Tenancy: Multiple Tenant
 Land Area: 29,621 SF
 Stories: 2
 RBA: 53,000 SF
 Total Avail: 53,000 SF
 % Leased: 0%

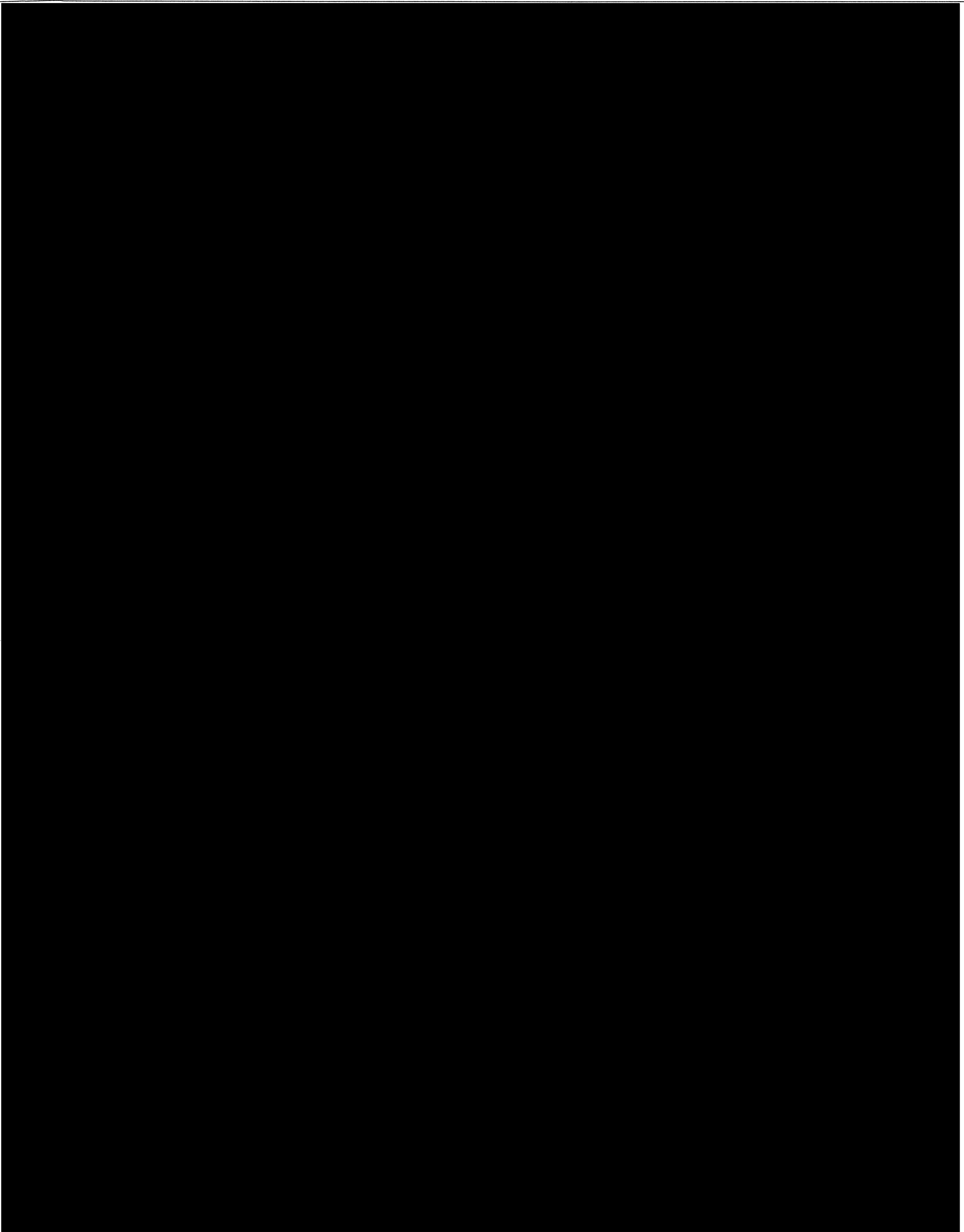
Management: -
 Recorded Owner: 495 Walton LLC

Ceiling Height: -
 Column Spacing: -
 Drive Ins: -
 Loading Docks: -
 Power: -

Crane: -
 Rail Line: -
 Cross Docks: -
 Const Mat: -
 Utilities: -

Expenses: 2014 Tax @ \$0.58/sf
 Parcel Number: 02350-0034

Floor	SF Avail	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Use/Type
E 1st	16,000	53,000	\$14.00/nnn	Vacant	Negotiable	Direct
E 2nd	37,000	53,000	\$14.00/nnn	Vacant	Negotiable	Direct





Location: Bronx Cluster
 Bronx Submarket
 Bronx County
 Bronx, NY 10451

Building Type: Class B Office

Status: Built 1956
 Stories: 2

RBA: 55,000 SF
 Typical Floor: 27,500 SF

Total Avail: 55,000 SF
 % Leased: 0%

Developer: -
 Management: -
 Recorded Owner: 192 East 151 St Associates

Expenses: 2014 Tax @ \$2.55/sf, 2011 Est Tax @ \$3.10/sf; 2011 Est Ops @ \$4.47/sf
 Parcel Number: 02348-0005
 Amenities: Bus Line, Metro/Subway

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
E GRND	30,000	30,000	55,000	Withheld	Vacant	Negotiable	Direct
E 1st	25,000	25,000	55,000	Withheld	Vacant	Negotiable	Direct

R-17 – Food Services

Describe the plans for food services the charter school will provide.

Open Roads Charter School will contract with NYC DOE Office of School Food and Nutrition Services to provide daily breakfast, lunch and snack. NYC DOE Office of School Food and Nutrition will provide ORCS with the necessary equipment to refrigerate food and keep meals hot before serving. Equipment will be kept onsite in the ORCS kitchen area. ORCS will request personnel for food prep and service from the NYC DOE Office of School Food and Nutrition. However, if NYC DOE cannot provide personnel, ORCS will hire staff with appropriate food handler permits to serve meals, or have existing school staff obtain their food handler certificate so that they can serve meals or serve as backup if designated staff is absent.

Students will not be required to participate in our meal program and can elect to bring their own food to school. ORCS intends to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements.

Prior to the start of school, ORCS staff will work with families to complete the online School Meals Application form at www.applyforlunch.com. The school will provide assistance to ensure every student's free and reduced price lunch eligibility is documented. The school will discretely track all meals eaten at the school; students' free and reduced lunch status will remain private. ORCS will never turn away a student whose parent cannot pay for lunch (if they don't qualify for free or reduced price lunch) and have will have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

R-18 – Health Services

Describe the plans for health services the charter school will provide.

Health Services Staff

ORCS will contact the Office of School Health to request a School Health Nurse and will ensure that the school has adequate space for the nurse as required by the Office of School Health. The school will work with the NYC Department of Education and the Department of Health to provide a nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse will be responsible for all record keeping and correspondence related to these responsibilities. If ORCS is unable to secure a nurse through the Office of School Health in the first year of operation, ORCS will employ a part-time nurse; when the nurse is not on-site those responsibilities that can be delegated will be assigned to the Program Assistant. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene by the Dean of Students.

Student Health Records

Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the school nurse, including reason and treatment, will be documented in each child's health file that will be kept in the nurse's office. Parents will be expected to provide at least three emergency contacts in the event their child becomes ill or is injured.

Immunizations

The school will ensure that all new students adhere to the New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 5 doses or 4 doses only if the 4th dose was received at 4 years or older or 3 doses only if the series started at 7 years or older); Polio (IPV, OPV: 4 doses or 3 doses only if the 3rd dose was received at 4 years or older); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (2 doses). Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications

ORCS will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications

being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner. ORCS will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions.

Medication orders must be renewed annually or when there is a change in medication or dosage. Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

R-19 – Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under the Education Law §3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation or any transportation that does not align with district options.

Open Roads Charter School intends to be located in the Mott Haven, Hunts Point, Longwood, or Soundview neighborhoods of the South Bronx, which are highly residential areas with a rapidly growing population. We expect many of our students to come from the surrounding school neighborhood and walk to school. For those students who live further away, ORCS will arrange for transportation as follows:

1. The NYC DOE is responsible for providing the same transportation services provided to other NYC district public school students for charter school students, and ORCS will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or MetroCards for students. Busing will be provided for any student who meets eligibility criteria based on their home address (students in grades K-2 who live outside a ½ mile radius and students in grades 3-5 who live outside a 1-mile radius).
2. Special education students will receive transportation as mandated in their IEPs; the school will work closely with the CSE to ensure appropriate transportation is required and provided.
3. Because the ORCS school year will be longer than the NYC DOE school year, or the school may be open on days that NYC DOE public schools are closed, ORCS will work with OPT to provide supplemental transportation at cost or make other transportation arrangements for those students who require busing.

The families of students who do not qualify for bus service or a full or half-fare MetroCard will be responsible for arranging their child's transportation to and from ORCS. The school's COO will be responsible for coordinating transportation, including submission of required eligibility forms and identification of bus routes and stops. The Program Assistant will contact eligible students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. ORCS intends to hold students accountable for their behavior on their way to and from school; our code of conduct will address transportation and staff will review bus safety rules and conduct bus drills.

Insurance Summary

For: [REDACTED]		Date Prepared: [REDACTED]		
Coverage	Limits	to [REDACTED]		
		Premium		
1 Hartford	Property – Choice Form			
	Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software Replacement Cost & Agreed Value Earthquake & Flood	200,000		\$4,048
		1,000,000		
	<i>Property Deductible:</i>	2,500		
	<i>Earthquake/Flood Deductible:</i>	25,000		
	<i>Wind Deductible:</i>	5,000		
	Equipment Breakdown	Included		
	Utility Services			
	Direct Damage	100,000		
	Business Interruption	100,000		
	Business Income with Extra Expense	750,000		
	No Coinsurance Provision			
	Crime			
	Employee Dishonesty including ERISA	350,000		
	Forgery	275,000		
Computer Fraud	250,000			
Money & Securities:				
Inside the Premises	50,000			
Outside the Premises	25,000			
Automobile				
Hired & Non-Owned Liability	1,000,000			
Hired Physical Damage - \$500 deductible	35,000			
2 Great American	Directors & Officers [REDACTED]			
	Including Educators Legal Liability	1,000,000		\$7,158
	Internet Liability	Included		
	Workplace Violence	100,000 sublimit		
	Employment Practices Liability	1,000,000		
	Third Party Liability	Included		
		<i>* Retention:</i>	15,000	
	Fiduciary Liability	1,000,000		
		<i>* Retention:</i>	1,000	
	Defense Costs are Outside the Limits			
<i>*Applies to both Indemnity & Defense Costs</i>				

Insurance Summary

For:		Date Prepared:	
Coverage		to	
		Limits	Premium
3 United Educators	General Liability		
	Any One Occurrence	1,000,000	\$4,970
	Annual Aggregate	3,000,000	
	Abuse & Molestation Coverage	Included	
	Corporal Punishment	Included	
	Employee Benefits Liability	Included	
	<i>Enrollment</i>	100	
	Umbrella Liability		
	Any One Occurrence	10,000,000	\$2,134
	Annual Aggregate	10,000,000	
	Abuse & Molestation Coverage	Included	
	Corporal Punishment	Included	
	Foreign Hostilities	5,000,000	
	<i>Retention:</i>	10,000	
	Excess Educators Legal Liability		
Including Directors & Officers and Employment Practices	10,000,000	\$1,150	
Excess Fiduciary Liability			
Annual Aggregate	3,000,000	\$173	
<i>Dividend Pending Approval</i>			
Total Annual Estimated Premium		\$19,633	

Other Coverage			
4 Hartford	Workers' Compensation & Employers' Liability		\$9,007
	Estimated Payroll:		
	Class 8868: School - Professional & Clerical	\$880,500	
	Class 9101: School - All Other	\$40,000	
	Experience Modification		
	Workers' Compensation is Subject to Audit		<i>Dividend paid at Audit</i>
5 Hartford	New York Statutory Disability		
	Teachers Included - Yes	\$170 Per Week Statutory Benefit	
6 QBE	Student Accident		\$400
	Accident Medical Expense	50,000	
	Accident Dental Expense	Included	
	<i>Deductible:</i>	0	
	Type of Coverage	Full Excess	
7 QBE	Catastrophic Student Accident		\$400
	Accident Medical Expense	1,000,000	
	Accident Dental Expense	Included	
	<i>Deductible:</i>	50,000	
	Type of Coverage	Full Excess	

Coverage Comparison	Account Name	Enrollment	Bldg & Cts Limits	Property Deductible	Business Income Limit	D & O Limit	Umbrella Limit	Student Accident Limit	CAT Limit	Employee Dishonesty Limit	Flood Limit	Quake Limit
		32	886,700	2,500	750,000	5,000,000	25,000,000	50,000	1,000,000	350,000	1,000,000	1,000,000
		80	257,500	2,500	750,000	1,000,000	10,000,000	50,000	1,000,000	350,000	1,000,000	1,000,000
		100	250,000	2,500	750,000	1,000,000	10,000,000	50,000	1,000,000	350,000	1,000,000	1,000,000
		100	200,000	2,500	750,000	1,000,000	10,000,000	50,000	1,000,000	350,000	1,000,000	1,000,000
		100	300,000	2,500	500,000	1,000,000	10,000,000	50,000	1,000,000	350,000	800,000	800,000
		132	275,000	2,500	750,000	1,000,000	15,000,000	50,000	1,000,000	350,000	1,000,000	1,000,000
		150	206,000	2,500	750,000	1,000,000	10,000,000	50,000	1,000,000	350,000	1,000,000	1,000,000

R-21ad – Fiscal Soundness

(a) Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budget 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.

We have prepared a conservative budget with assumptions and information provided by Charter School Business Management, Inc., and the New York City Charter School Center. Our revenue estimates are based on 100% of our target enrollment. We have assumed minimal revenue from uncertain grants and fundraising and intend to build a school that can ultimately operate primarily on public funds like any other public school.

Key assumptions are listed below.

Revenue:

- **Per Pupil Revenue:** Following the guidance of CSBM and the NYC Charter School Center, we understand the budget legislation enacted in March, 2014 provides for a set of fixed increases in the per pupil funding through the 2016-17 school year. In 2016-17, the per pupil funding was \$14,027. We assume no increase and use \$14,027 as our per pupil funding in Years 1 – 5.
- **Special Education Revenue:** We assume SPED revenue to be based on enrollment of 20 SPED students. This will be adjusted after Year 1 when we will have a better sense of actual enrollment. The annual budgets will be adjusted accordingly.
- **Facility Funding/Rental Assistance:** The Charter Center is consistent in their advice that each new school is legally entitled to either publicly provided space or rental assistance and thus far nobody who has applied has been denied funding. Given our experience handling this matter for the Storefront Academy Charter School, and following the SUNY guidance to submit one budget that reflects the most likely facility cost scenario when the school is to begin operation, we believe the most likely scenario is that ORCS will receive rental assistance of 20% the per pupil revenue to offset our private facility costs. We will follow the Charter Center's legal advice in applying for co-location space and assume we will be denied based on historical precedent. We will then appeal and assume we will be granted rental assistance as we experienced with SACS.
- **Additional Sources:** We have only assumed other revenue sources to be those that we consider the most reliable from previous experience: CSP, DYCD, NYSTL, NYSSL, NYSLIB, Title I & II, IDEA funds and E-rate reimbursement.

Expenses:

- **Cost of Living:** Except where otherwise indicated, cost of living adjustment for expenditures and salaries are assumed at 3% per year.

- Private Rent: ORCS plans to rent private space. Figures used are based on current market rates quoted when we did preliminary assessments of spaces available.

Pre-Opening

Revenue: We anticipate revenues based on the first year of CSP funding. The school founders have considerable experience with philanthropy in the charter sector and we believe our fundraising targets are reasonable. We anticipate requesting \$500K from CSP for the planning phase of the grant which will last the 12 months of the pre-opening year. Having carefully reviewed the CSP requirements and guidelines, we expect to receive 20% of our phase 1 allocation immediately, and then will request monthly allocations in line with monthly spending.

Expenditures: Expenditures will primarily include the salary of the Executive Director, the COO, Principal, and a Program Assistant. CSP funding is permitted to cover salaries in the pre-opening year. Other expenditures will consist primarily of staff and student recruitment, leadership training for the founding Principal and staff development, supplies and materials, and laptops for the incoming K-1 classes.

Cash Flow: We anticipate maintaining a positive cash balance during the Pre-Opening period and ending the year with a positive cash balance that will be carried over to Year 1. Having carefully reviewed the CSP requirements and guidelines, we expect to receive 20% of our phase 1 allocation immediately, and then will request monthly allocations in line with monthly spending. Should the CSP grant arrive later than anticipated, we will consider deferring compensation or delaying the purchase of certain supplies and materials (including student laptops) until July of Year 1.

Year 1 Budget

Revenues: 70% of revenue is from per-pupil funding for general and special education students. We anticipate requesting \$50K from CSP for the first implementation phase of the grant which will last 12 months. Additional revenue is anticipated in the form of facility funding and DYCD, NYSTL, NYSSL, NYSLIB, Title I & II funding.

Expenditures: Total personnel costs including fringe are 69% of year 1 budget. 16% of salary is traditional administration; 40% is instructional staff and management. 7% is devoted to contracted services. 17% going towards rent. Most academic and operations program costs are based on historical spending trends and our experience managing SACS.

Cash Flow: We expect to receive 20% of the CSP allocation immediately, will request another 20% the following month in anticipation of higher start-of-year expenses, and will request the remaining allocations in the months we don't expect to receive state funding. Based on CSMB's guidance and our prior experience, we anticipate receiving DYCD, NYSTL, NYSSL, and NYSLIB funds at the end of the fiscal year, receiving 20% of Title funds in January with the remainder in June, and receiving state funding (per pupil, SPED, and facility funding) every other month. Due to the bulk of our recurring revenue arriving every other month, but having to pay payroll every month, we project a small negative cash balance in two months of the first year of operation. Given our conservative estimates we believe we will be able to cover those months as well or, if necessary, will secure a short-term bridge loan. Start-up costs incurred early in the year include equipment and furniture, supplies and materials, and laptops for new

staff. Salaries are divided over 12 months, but teachers don't start receiving their pay until they start in August and receive a double payment at the end of the fiscal year in June.

Year 5 Budget

Revenue: Year 2 will be the final year of DYCD funding. We assume NYSTL, NYSSL, NYSLIB, Title I & II and rental assistance rates to continue yearly at the current rates and increasing proportional to enrollment. The increased state revenue resulting from increased enrollment will more than offset the soft funds that will be lost with CSP and DYCD and net income is positive and increases every year. By Year 5, per pupil and SPED funding account for 85% of all revenue.

Expenditures: Salaries increase 3% per year, though in reality that may vary depending on economic conditions. Additional administrative and instructional staff will be hired in Years 2, 3, 4 and 5. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution. By Year 5, traditional administration is 12% and instructional staff and management is 84% of total salary costs. Overall personnel account for 67% of total expenditures. Contracted services are down to 6%. Facility costs are 13% of total expenditures at the end of the charter term.

School Partner

The budget does not account for any costs associated with the partnership with East Side House Settlement. The partnership, as it is currently established, does not entail a fee structure. ESH is expected to raise funding for the after school program and any additional services that they will provide to ORCS students. If in the future this changes, and ORCS will pay a fee for services, an official agreement will have to be developed and approved by the Board prior to the allocation of funds.

(b) Financial Planning

Explain the process the school will use to develop its annual budget including:

- **Who will be involved**
- **How needs will be identified and weighed**
- **The timeline for creating and approving budgets**
- **Procedures for monitoring and modifying budgets and on what interval**

Each fall the Executive Director and the COO will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials. The Executive Director will prioritize major expenditure categories in the second fiscal quarter. The Executive Director will then work with the COO, and Finance Committee of the Board to create the budget, and will present a final budget to the Board for approval in the fourth quarter. The school will also maintain a five-year budget projection and revise it each year based on current information and long-term strategic plans. Budgets are monitored on a monthly basis by the Executive Director, COO, and Principal. The COO will provide school leaders with regular reports, including budget to actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer. Financials will be provided monthly to the Board with a monthly report on the school's financial health. Major modifications of the budget will require board approval.

(c) Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

ORCS will contract with an independent certified accounting and audit firm to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions will be recorded in accordance with generally accepted accounting principles (GAAP). All audits will be conducted in accordance with the Government Auditing Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders and network to address any found deficiencies.

(d) Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution.

In the event of the dissolution and closure of the school, the school will follow a clear process to ensure all students find suitable alternative schools, all debts are satisfied, and all records are secured and disseminated in a timely and efficient manner. Should the school plan to close, either under its own volition or the direction of its authorizer, the Board of Trustees will adopt a closure plan and form a Dissolution Committee comprised of Board members to oversee the closure. This plan will be shared immediately with the authorizer and school leadership.

The Board would expect to delegate to the Executive Director the responsibility for managing the dissolution process; should the Executive Director be unavailable the Board will designate another school staff member to implement the closure plan. The school will maintain the privacy of records and information that may personally identify students or staff members. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The school will collect all school property from staff before the termination date and ensure it has accurate contact information for all staff members.

The assets of the school will first be used to satisfy the school's debts and all property that the school has leased, borrowed, or contracted for use will be returned. Any remaining assets will be transferred to another charter school in New York City selected by the Board of Trustees. The proposed school budget includes \$75,000 for the cost of dissolution by setting aside

\$25,000 each year for the first three years of operation to cover costs in case of the school's dissolution.

Dissolution Timeline

Within 10 Days:

- The school will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence.
- Board and school leadership will meet with authorizer to discuss the closure process and opportunities for student placement in alternative schools.
- The COO will settle all outstanding financial obligations. In addition, the Operations Manager will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.
- The Executive Director, Principal, COO, and Board Treasurer will begin producing final financial statements through the closure and a preliminary process for identifying assets required for transfer.
- The Principal and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.
- School leaders will hold student meetings and share information about the school closure and the placement process.
- The school will host information sessions for families and students about other school opportunities and assist student in the application process.
- The school will post all official closure information on its website.

Within 20 Days:

- The school staff will meet with each student and their parents/guardians to determine placement options.
- The school will notify local public and private schools of the planned closure and placement needs of students.
- The COO will provide a status report to the Executive Director and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline.

Within 30 Days:

- The school staff will continue to meet with each student and their parents until placement is determined.
- The school will transfer students' records to the schools in which students are subsequently enrolled.
- Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.
- The COO and Operations Manager will provide a final report to the Executive Director and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

After 30 Days:

- The Board Finance Committee and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.
- Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which will be furnished to the authorizer.
- Available assets after all debts have been met will then be distributed to the charter school selected by the Board of Trustees.



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Open Roads Charter School

Contact Name: Elisa Istueta
Contact Title: Applicant
Contact Email: openroadscharter@gmail.com
Contact Phone: (646)535-5408

First Academic Year: 2019-20

Pre-Opening Period: July 1, 2018 - June 30, 2019

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

OPEN ROADS CHARTER SCHOOL
2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School	50	50	50	50	50	5-6
1st Grade	Elementary School	50	50	50	50	50	6-7
2nd Grade	Elementary School		50	50	50	50	7-8
3rd Grade	Elementary School			50	50	50	8-9
4th Grade	Elementary School				50	50	9-10
5th Grade	Elementary School					50	10-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		100	150	200	250	300	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	2	2	2	2	2
1st Grade	Elementary School	2	2	2	2	2
2nd Grade	Elementary School		2	2	2	2
3rd Grade	Elementary School			2	2	2
4th Grade	Elementary School				2	2
5th Grade	Elementary School					2
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	6	8	10	12

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	0	25	25	25	25
3rd Grade	Elementary School	0	0	25	25	25
4th Grade	Elementary School	0	0	0	25	25
5th Grade	Elementary School	0	0	0	0	25
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	100	150	200	250	300
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	100	150	200	250	300
Change in Net Enrollment from Prior Year (Count)	100	50	50	50	50
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	33.3%	25.0%	20.0%
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	100	150	200	250	300
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **1**

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000	\$ 23,100,000,000
ENROLLMENT (Charter School)		100	150	200	250	300
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		http://schools.nyc.gov/AboutUs/funding/overview/default.htm				

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

OPEN ROADS CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100	150	200	250	300

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.5	0.5	1.0	1.0	1.0
Instructional Management	1.0	1.0	2.0	2.0	2.0
Deans, Directors & Coordinators	1.0	2.0	2.0	3.0	3.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	0.0	0.0	0.0	0.0	1.0
Administrative Staff	1.0	2.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	4.5	6.5	9.0	10.0	11.0

Description of Assumptions

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	4.0	6.0	8.0	10.0	12.0
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	2.0	3.0	4.0	5.0	6.0
Specialty Teachers	2.0	2.0	3.0	4.0	4.0
Aides	0.0	0.0	0.0	2.0	2.0
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.0	15.0	20.0	27.0	31.0

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	2.0	2.0	2.0	2.0
Security	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.0	3.0	3.0	3.0	3.0

TOTAL PERSONNEL SERVICE FTE	17.5	24.5	32.0	40.0	45.0
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OPEN ROADS CHARTER SCHOOL

STAFFING PLAN WAGES	Acad Years	Year 1	Year 2	Year 3	Year 4	Year 5
		2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100.00	150.00	200.00	250.00	300.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ 100,000	\$ 50,000	\$ 51,500	\$ 103,045	\$ 106,136	\$ 109,320
Instructional Management	\$ 135,000	\$ 135,000	\$ 139,050	\$ 278,222	\$ 286,568	\$ 295,165
Deans, Directors & Coordinators	\$ 65,000	\$ 65,000	\$ 131,950	\$ 135,909	\$ 204,986	\$ 211,135
CFO / Director of Finance	\$ 120,000	\$ 120,000	\$ 123,600	\$ 127,308	\$ 131,127	\$ 135,061
Operation / Business Manager	\$ 75,000	\$ -	\$ -	\$ -	\$ -	\$ 75,000
Administrative Staff	\$ 40,000	\$ 40,000	\$ 81,200	\$ 123,636	\$ 127,345	\$ 131,165
TOTAL ADMINISTRATIVE STAFF		\$ 410,000	\$ 527,300	\$ 768,119	\$ 856,163	\$ 956,847

Description of Assumptions

INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Teachers - Regular	\$ 65,000	\$ 260,000	\$ 397,800	\$ 539,734	\$ 685,926	\$ 836,504
Teachers - SPED	\$ 68,000	\$ 136,000	\$ 208,080	\$ 282,322	\$ 358,792	\$ 437,556
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 48,000	\$ 96,000	\$ 146,880	\$ 199,286	\$ 253,265	\$ 308,863
Specialty Teachers	\$ 60,000	\$ 120,000	\$ 123,600	\$ 187,308	\$ 252,927	\$ 260,515
Aides	\$ 30,000	\$ -	\$ -	\$ -	\$ 60,000	\$ 61,800
Therapists & Counselors	\$ 55,000	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 667,000	\$ 933,010	\$ 1,267,000	\$ 1,671,010	\$ 1,967,141

NON-INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 30,000	\$ 30,000	\$ 60,900	\$ 62,727	\$ 64,609	\$ 66,547
Security	\$ 28,000	\$ 28,000	\$ 28,840	\$ 29,705	\$ 30,596	\$ 31,514
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 58,000	\$ 89,740	\$ 92,432	\$ 95,205	\$ 98,061

TOTAL PERSONNEL SERVICE WAGES		\$ 1,135,000	\$ 1,550,050	\$ 2,127,552	\$ 2,622,378	\$ 3,022,049
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OPEN ROADS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	500,000	
Total Expenses	499,987	
Net Income	13	
		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	500,000	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	500,000	
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	500,000	

OPEN ROADS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	500,000	
Total Expenses	499,987	
Net Income	13	
START-UP PERIOD		

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	33,333	Part-Time Executive Director
Instructional Management	1.00	67,500	Principal will start in January 2019
Deans, Directors & Coordinators	-	-	
CFO / COO / Director of Finance	1.00	40,000	Part-Time COO
Operation / Business Manager	-	-	
Administrative Staff	1.00	23,333	Program Assistant will start in November
TOTAL ADMINISTRATIVE STAFF	4.00	164,167	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	164,167	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		19,002	Payroll Taxes (SS - 6.2%, Med. - 1.45%, NY SUI - 3.925%).
Fringe / Employee Benefits		23,367	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		42,369	
TOTAL PERSONNEL SERVICE COSTS	4.00	206,536	
CONTRACTED SERVICES			
Accounting / Audit		25,810	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		701	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		3,500	
TOTAL CONTRACTED SERVICES		30,011	

OPEN ROADS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	500,000	
Total Expenses	499,987	
Net Income	13	
		START-UP PERIOD
SCHOOL OPERATIONS		
Board Expenses	800	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	7,170	
Equipment / Furniture	-	
Telephone	-	
Technology	3,850	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	1,300	
Staff Recruitment	320	
Student Recruitment / Marketing	2,350	
School Meals / Lunch	-	
Travel (Staff)	750	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	16,540	
FACILITY OPERATION & MAINTENANCE		
Insurance	25,000	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	36,000	
Repairs & Maintenance	7,500	
Equipment / Furniture	167,000	
Security	-	
Utilities	11,400	
TOTAL FACILITY OPERATION & MAINTENANCE	246,900	
DEPRECIATION & AMORTIZATION		
	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		
	-	
TOTAL EXPENSES	499,987	
NET INCOME	13	

PRE-OPENING CASH FLOW 1-YEAR	OPEN ROADS CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2018 - June 30, 2019												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
Total Expenses	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987
Net Income	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-
Net Income	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13
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	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
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	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000

PRE-OPENING CASH FLOW 1-YEAR		OPEN ROADS 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, 2018 - June 30, 2019												
Total Revenue	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000	
Total Expenses	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987	
Net Income	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-	
Net Income	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13	
		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					4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	33,333
Instructional Management	1.00	-	-	-	-	-	-	11,250	11,250	11,250	11,250	11,250	11,250	67,500
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	40,000
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	3,333	23,333
TOTAL ADMINISTRATIVE STAFF	4.00	-	-	-	-	9,167	12,500	23,750	23,750	23,750	23,750	23,750	23,750	164,167
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	-	-	-	-	9,167	12,500	23,750	23,750	23,750	23,750	23,750	23,750	164,167
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	1,061	1,447	2,749	2,749	2,749	2,749	2,749	2,749	2,749	19,002
Fringe / Employee Benefits	-	-	-	-	1,603	2,400	3,227	3,227	3,227	3,227	3,227	3,227	3,227	23,367
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	2,664	3,847	5,976	5,976	5,976	5,976	5,976	5,976	5,976	42,369
TOTAL PERSONNEL SERVICE COSTS	4.00	-	-	-	-	11,831	16,347	29,726	29,726	29,726	29,726	29,726	29,726	206,536
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	7,820	25,810
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	88	88	88	88	88	88	88	88	88	701
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	3,500	3,500
TOTAL CONTRACTED SERVICES	-	-	-	-	2,658	2,658	2,658	2,658	2,658	2,658	2,658	2,658	11,408	30,011

PRE-OPENING CASH FLOW 1-YEAR	OPEN ROADS CHARTER SCHOOL												
	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	July 1, 2018 - June 30, 2019												
Total Revenue	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
Total Expenses	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987
Net Income	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-
Net Income	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	100	100	100	100	100	100	100	100	800
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	100	50	670	5,450	-	-	900	-	7,170
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	3,200	650	3,850
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	1,300	-	1,300
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	320	-	320
Student Recruitment / Marketing	-	-	-	-	-	-	-	500	1,500	-	200	150	2,350
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	50	-	-	-	650	50	750
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	200	150	820	6,050	1,600	100	6,670	950	16,540
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	18,000	18,000	36,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	3,750	3,750	7,500
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	167,000	167,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	5,700	5,700	11,400
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	27,450	219,450	246,900
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987
NET INCOME	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13

PRE-OPENING CASH FLOW 1-YEAR	OPEN ROADS CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2018 - June 30, 2019												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	95,000	-	100,000	-	-	100,000	205,000	500,000
Total Expenses	-	-	-	-	14,689	19,155	33,204	38,434	33,984	32,484	66,504	261,534	499,987
Net Income	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-
Net Income	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13
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	-	-	-	-	(14,689)	75,845	(33,204)	61,566	(33,984)	(32,484)	33,496	(56,534)	13
Beginning Cash Balance	-	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	-
ENDING CASH BALANCE	-	-	-	-	(14,689)	61,157	27,953	89,519	55,535	23,051	56,547	13	13

YEAR 1 BUDGET AND ASSUMPTION	OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,816,563	229,390	-	-	-	2,045,953	
Total Expenses	1,231,111	356,583	-	2,500	453,423	2,043,616	
Net Income	585,453	(127,194)	-	(2,500)	(453,423)	2,337	
Budgeted Student Enrollment	100	-	-	-	-	100	
10163.6208	PROGRAM SERVICES					SUPPORT SERVICES	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2016-17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	1,402,700				1,402,700	
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.) 14,027	1,402,700				1,402,700	
Special Education Revenue			207,800			207,800	Assumes enrollment of 20 SPED students
Grants							
Stimulus							
DYCD (Department of Youth and Community Development)		90,100				90,100	\$51K fixed amount plus \$391 per student
Lease Assistance (Rent Subsidy)		210,405				210,405	Rental Assistance Funding assumes 20% of per pupil reimbursement as per NYC Charter Center guidance
Other							
TOTAL REVENUE FROM STATE SOURCES		1,703,205	207,800			1,911,005	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			15,000			15,000	
Title I		49,500				49,500	
Title Funding - Other			5,000			5,000	
School Food Service (Free Lunch)							
Grants							
Charter School Program (CSP) Planning & Implementation		50,000				50,000	
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES		99,500	20,000			119,500	
LOCAL and OTHER REVENUE							
Contributions and Donations							
Fundraising							
Erate Reimbursement		7,500				7,500	
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							
Text Book		6,358	1,590			7,948	
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		13,858	1,590			15,448	
TOTAL REVENUE	1,816,563	229,390	-	-	-	2,045,953	

YEAR 1 BUDGET AND ASSUMPTION	OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	1,816,563	229,390	-	-	-	2,045,953	
Total Expenses	1,231,111	356,583	-	2,500	453,423	2,043,616	
Net Income	585,453	(127,194)	-	(2,500)	(453,423)	2,337	
Budgeted Student Enrollment	100	-	-	-	-	100	
10163.6208	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES	FTE No. of Positions						
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	0.50	-	-	-	50,000	50,000	
Instructional Management	1.00	87,750	27,000	-	20,250	135,000	Split using % 65/20/15
Deans, Directors & Coordinators	1.00	52,000	13,000	-	-	65,000	Split using % 80/20
CFO / Director of Finance	1.00	-	-	-	120,000	120,000	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	1.00	26,000	8,000	-	6,000	40,000	Split using % 65/20/15
TOTAL ADMINISTRATIVE STAFF	4.50	165,750	48,000	-	196,250	410,000	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	260,000	-	-	-	260,000	
Teachers - SPED	2.00	-	136,000	-	-	136,000	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	96,000	-	-	-	96,000	
Specialty Teachers	2.00	96,000	24,000	-	-	120,000	Split using % 80/20
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	55,000	-	-	-	55,000	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	507,000	160,000	-	-	667,000	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	19,500	6,000	-	4,500	30,000	Split using % 65/20/15
Security	1.00	18,200	5,600	-	4,200	28,000	Split using % 65/20/15
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	37,700	11,600	-	8,700	58,000	
SUBTOTAL PERSONNEL SERVICE COSTS	17.50	710,450.00	219,600	-	204,950	1,135,000	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	82,235	25,419	-	23,723	131,376	Split using % 65/20/15
Fringe / Employee Benefits	-	91,506	28,284	-	26,398	146,188	Split using % 65/20/15
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	173,741	53,703	-	50,121	277,564	
TOTAL PERSONNEL SERVICE COSTS	17.50	884,191	273,303	-	255,071	1,412,564	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	16,500	16,500	
Legal	-	-	-	-	17,000	17,000	
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	5,000	5,000	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	97,502	97,502	
TOTAL CONTRACTED SERVICES	-	-	-	-	136,002	136,002	

YEAR 1 BUDGET AND ASSUMPTION	OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	1,816,563	229,390	-	-	-	2,045,953	
Total Expenses	1,231,111	356,583	-	2,500	453,423	2,043,616	
Net Income	585,453	(127,194)	-	(2,500)	(453,423)	2,337	
Budgeted Student Enrollment	100	-	-	-	-	100	
10163.6208	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,050	1,050	
Classroom / Teaching Supplies & Materials	21,000	-	-	-	-	21,000	
Special Ed Supplies & Materials	-	9,200	-	-	-	9,200	
Textbooks / Workbooks	33,300	3,700	-	-	-	37,000	Split using % 80/20
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	22,750	7,000	-	-	5,250	35,000	Split using % 65/20/15
Telephone	-	-	-	-	-	-	
Technology	9,750	3,000	-	-	2,250	15,000	Split using % 65/20/15
Student Testing & Assessment	4,500	500	-	-	-	5,000	Split using % 80/20
Field Trips	2,700	300	-	-	-	3,000	Split using % 80/20
Transportation (student)	900	100	-	-	-	1,000	Split using % 80/20
Student Services - other	6,300	700	-	-	-	7,000	Split using % 80/20
Office Expense	-	-	-	-	10,000	10,000	
Staff Development	20,000	-	-	-	-	20,000	
Staff Recruitment	1,500	-	-	-	-	1,500	
Student Recruitment / Marketing	5,000	-	-	-	-	5,000	
School Meals / Lunch	3,420	380	-	-	-	3,800	Split using % 80/20
Travel (Staff)	1,000	-	-	-	-	1,000	
Fundraising	-	-	-	2,500	-	2,500	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	132,120	24,880	-	2,500	18,550	178,050	
FACILITY OPERATION & MAINTENANCE							
Insurance	22,750	7,000	-	-	5,250	35,000	Split using % 65/20/15
Janitorial	13,650	4,200	-	-	3,150	21,000	Split using % 65/20/15
Building and Land Rent / Lease / Facility Finance Interest	120,250	37,000	-	-	27,750	185,000	Split using % 65/20/15
Repairs & Maintenance	7,150	2,200	-	-	1,650	11,000	Split using % 65/20/15
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	16,250	5,000	-	-	3,750	25,000	Split using % 65/20/15
TOTAL FACILITY OPERATION & MAINTENANCE	180,050	55,400	-	-	41,550	277,000	
DEPRECIATION & AMORTIZATION	9,750	3,000	-	-	2,250	15,000	Split using % 65/20/15
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	-	-	-	-	25,000	
TOTAL EXPENSES	1,231,111	356,583	-	2,500	453,423	2,043,616	
NET INCOME	585,453	(127,194)	-	(2,500)	(453,423)	2,337	

YEAR 1 BUDGET AND ASSUMPTION	OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,816,563	229,390	-	-	-	2,045,953	
Total Expenses	1,231,111	356,583	-	2,500	453,423	2,043,616	
Net Income	585,453	(127,194)	-	(2,500)	(453,423)	2,337	
Budgeted Student Enrollment	100	-	-	-	-	100	
10163.6208	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	100					100	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	100					100	
REVENUE PER PUPIL	18,166					20,460	
EXPENSES PER PUPIL	12,311					20,436	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	OPEN ROADS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	311,432	50,000	303,484	-	303,484	49,500	303,484	5,000	318,484	-	303,484	97,600	2,045,953
Total Expenses	220,001	161,885	169,388	153,033	191,183	175,283	163,533	160,983	162,233	159,283	159,783	167,033	2,043,616
Net Income	91,431	(111,885)	134,096	(153,033)	112,302	(125,783)	139,952	(155,983)	156,252	(159,283)	143,702	(69,433)	2,337
Cash Flow Adjustments	1,250	59,591	(57,091)	99,605	(96,484)	132,342	(130,463)	30,408	(27,908)	54,516	(52,016)	1,250	15,000
Beginning Cash Balance	13	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	13
Ending Cash Balance	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	17,350	17,350
	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 (2016-17)												
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027												
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.)	14,027												
Special Education Revenue	34,633	-	34,633	-	34,633	-	34,633	-	34,633	-	34,633	-	207,800
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	90,100	90,100
Lease Assistance (Rent Subsidy)	35,068	-	35,068	-	35,068	-	35,068	-	35,068	-	35,068	-	210,405
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	303,484	-	303,484	-	303,484	-	303,484	-	303,484	-	303,484	90,100	1,911,005
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	15,000	-	-	-	15,000
Title I	-	-	-	-	-	49,500	-	-	-	-	-	-	49,500
Title Funding - Other	-	-	-	-	-	-	-	5,000	-	-	-	-	5,000
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	50,000	-	-	-	-	-	-	-	-	-	-	50,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	50,000	-	-	-	49,500	-	5,000	15,000	-	-	-	119,500
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	7,500	7,500
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	7,948	-	-	-	-	-	-	-	-	-	-	-	7,948
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	7,948	-	-	-	-	-	-	-	-	-	-	7,500	15,448
TOTAL REVENUE	311,432	50,000	303,484	-	303,484	49,500	303,484	5,000	318,484	-	303,484	97,600	2,045,953

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	OPEN ROADS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	311,432	50,000	303,484	-	303,484	49,500	303,484	5,000	318,484	-	303,484	97,600	2,045,953
Total Revenue	311,432	50,000	303,484	-	303,484	49,500	303,484	5,000	318,484	-	303,484	97,600	2,045,953
Total Expenses	220,001	161,885	169,388	153,033	191,183	175,283	163,533	160,983	162,233	159,283	159,783	167,033	2,043,616
Net Income	91,431	(111,885)	134,096	(153,033)	112,302	(125,783)	139,952	(155,983)	156,252	(159,283)	143,702	(69,433)	2,337
Cash Flow Adjustments	1,250	59,591	(57,091)	99,605	(96,484)	132,342	(130,463)	30,408	(27,908)	54,516	(52,016)	1,250	15,000
Beginning Cash Balance	13	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	13
Ending Cash Balance	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	17,350	17,350
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	88	88	88	88	88	88	88	88	88	88	88	88	1,050
Classroom / Teaching Supplies & Materials	6,930	-	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	21,000
Special Ed Supplies & Materials	3,036	-	616	616	616	616	616	616	616	616	616	616	9,200
Textbooks / Workbooks	16,650	-	10,350	-	10,000	-	-	-	-	-	-	-	37,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	30,000	-	-	-	-	-	-	-	5,000	-	-	-	35,000
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	12,500	-	-	-	-	-	-	-	2,500	-	-	-	15,000
Student Testing & Assessment	-	-	2,500	-	-	-	-	-	-	-	2,500	-	5,000
Field Trips	-	-	-	-	-	-	-	1,000	-	-	2,000	-	3,000
Transportation (student)	-	-	-	-	-	-	500	-	-	-	-	500	1,000
Student Services - other	-	-	2,500	-	-	1,500	-	-	1,000	-	1,000	1,000	7,000
Office Expense	-	4,000	-	800	1,200	800	800	-	-	800	800	800	10,000
Staff Development	-	10,000	-	-	-	5,000	-	-	-	5,000	-	-	20,000
Staff Recruitment	-	-	-	-	-	-	-	-	1,500	-	-	-	1,500
Student Recruitment / Marketing	3,000	-	-	-	-	2,000	-	-	-	-	-	-	5,000
School Meals / Lunch	-	-	380	380	380	380	380	380	380	380	380	380	3,800
Travel (Staff)	-	-	250	-	250	-	-	250	-	-	250	-	1,000
Fundraising	-	-	-	-	-	1,250	-	-	-	1,250	-	-	2,500
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	72,204	14,088	18,091	3,291	13,941	13,041	3,791	3,741	12,491	9,541	9,041	4,791	178,050
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	27,500	-	-	7,500	-	-	-	-	35,000
Janitorial	-	-	3,500	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	21,000
Building and Land Rent / Lease / Facility Finance Interest	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	185,000
Repairs & Maintenance	-	-	-	-	-	-	10,000	-	-	-	1,000	-	11,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL FACILITY OPERATION & MAINTENANCE	17,500	17,500	21,000	19,444	46,944	19,444	29,444	26,944	19,444	19,444	20,444	19,444	277,000
DEPRECIATION & AMORTIZATION	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	12,500	-	-	-	-	-	12,500
TOTAL EXPENSES	220,001	161,885	169,388	153,033	191,183	175,283	163,533	160,983	162,233	159,283	159,783	167,033	2,043,616
NET INCOME	91,431	(111,885)	134,096	(153,033)	112,302	(125,783)	139,952	(155,983)	156,252	(159,283)	143,702	(69,433)	2,337
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
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	-	58,341	(58,341)	98,355	(97,734)	131,092	(131,713)	29,158	(29,158)	53,266	(53,266)	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	58,341	(58,341)	98,355	(97,734)	131,092	(131,713)	29,158	(29,158)	53,266	(53,266)	-	-
Total Cash Flow Adjustments	1,250	59,591	(57,091)	99,605	(96,484)	132,342	(130,463)	30,408	(27,908)	54,516	(52,016)	1,250	15,000
NET INCOME	92,681	(52,294)	77,005	(53,428)	15,818	6,559	9,489	(125,575)	128,344	(104,767)	91,686	(68,183)	17,337
Beginning Cash Balance	13	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	13
ENDING CASH BALANCE	92,694	40,401	117,406	63,978	79,796	86,355	95,844	(29,730)	98,613	(6,153)	85,532	17,350	17,350

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		OPEN ROADS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>							<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses		2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)		2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment		100	150	200	250	300	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
		Per Pupil Revenue Percentage Increase					
		0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2016-17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	1,402,700	2,104,050	2,805,400	3,506,750	4,208,100	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 14,027	1,402,700	2,104,050	2,805,400	3,506,750	4,208,100	
Special Education Revenue		207,800	311,700	415,600	519,500	623,400	Assumes 20 SPED students (20%)
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		90,100	-	-	-	-	Typical grant each school sees. \$51k lump sum plus a per FTE student allocation of: \$391 for Elementary; \$443 for Middle; \$475 for High school (first year only). \$51k plus \$391 per student (100).
Lease Assistance (Rent Subsidy)		210,405	315,608	420,810	526,013	631,215	Assumes DOE Space revenue will be less than the 20% as per NYC Charter Center advisements (15%)
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,911,005	2,731,358	3,641,810	4,552,263	5,462,715	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		15,000	22,500	30,000	37,500	45,000	Assumes 15% SPED at approximate rate of \$1,000
Title I		49,500	74,250	99,000	123,750	148,500	Assumes 90%. Typically this is a difficult number to predict as allocations change depending on what other schools receive. \$550 assumed here.
Title Funding - Other		5,000	-	-	-	-	Title IIA
School Food Service (Free Lunch)		-	-	-	-	-	IF school goes Private Food Service it can expect to be reimbursed at the Free Reduced Lunch Federal rate which is \$1.90 - Breakfast, \$2.85 - Lunch, \$.76 - Snack = \$5.51. Assumes FRL % ---> 90%. IF School goes with DOE no Food Revenue assumed.
Grants							
Charter School Program (CSP) Planning & Implementation		50,000	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		119,500	96,750	129,000	161,250	193,500	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OPEN ROADS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)	2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment	100	150	200	250	300	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
Erate Reimbursement	7,500	7,500	7,500	7,500	7,500	ERATE \$ assumes that the Federal Government will reimburse 90% of eligible technology expenses such as servers, wiring, phones, internet, etc. Assumptions in YR 1 include 75% of Technology and 100% of Telephone expenses (lines 126 and 127 below) reimbursed at 90%. Yrs 2-5 include 100% of Telephone and \$5k a year for Technology. - REVISED to reflect new ERATE regulations - accurate reimbursements are included here
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	
Text Book	7,948	11,922	15,896	19,870	23,844	Per Student NYSTL - \$58.25; NYSSL - \$14.98 - NYSLIB: \$6.25
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	15,448	19,422	23,396	27,370	31,344	
TOTAL REVENUE	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		OPEN ROADS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					*NOTE: State assumptions that are being made in the section provided below.
		2019-20 THROUGH 2023-24					
Total Revenue		2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses		2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)		2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment		100	150	200	250	300	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						<i>NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
Executive Management	0.50	50,000	51,500	103,045	106,136	109,320	
Instructional Management	1.00	135,000	139,050	278,222	286,568	295,165	
Deans, Directors & Coordinators	1.00	65,000	131,950	135,909	204,986	211,135	
CFO / Director of Finance	1.00	120,000	123,600	127,308	131,127	135,061	
Operation / Business Manager	-	-	-	-	-	75,000	
Administrative Staff	1.00	40,000	81,200	123,636	127,345	131,165	
TOTAL ADMINISTRATIVE STAFF	4.50	410,000	527,300	768,119	856,163	956,847	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	260,000	397,800	539,734	685,926	836,504	
Teachers - SPED	2.00	136,000	208,080	282,322	358,792	437,556	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	96,000	146,880	199,286	253,265	308,863	
Specialty Teachers	2.00	120,000	123,600	187,308	252,927	260,515	
Aides	-	-	-	-	60,000	61,800	
Therapists & Counselors	1.00	55,000	56,650	58,350	60,100	61,903	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	667,000	933,010	1,267,000	1,671,010	1,967,141	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	The school will apply for/ request that the NYC DoE provide a nurse/nursing services to the school at no cost.
Librarian	-	-	-	-	-	-	
Custodian	1.00	30,000	60,900	62,727	64,609	66,547	
Security	1.00	28,000	28,840	29,705	30,596	31,514	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	58,000	89,740	92,432	95,205	98,061	
SUBTOTAL PERSONNEL SERVICE COSTS	17.50	1,135,000	1,550,050	2,127,552	2,622,378	3,022,049	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		131,376	179,418	246,264	303,540	349,802	Payroll Taxes (SS - 6.2%, Med. - 1.45%, NY SUI - 3.925%).
Fringe / Employee Benefits		146,188	199,646	274,029	337,762	389,240	12.5% of Total Compensation for Medical, Dental, Vision, etc. Plus NYS Disability tax (.38%)
Retirement / Pension		-	-	106,378	131,119	226,654	5% matching contribution starting in year 3 when it is financially feasible
TOTAL PAYROLL TAXES AND BENEFITS		277,564	379,065	626,670	772,421	965,696	
TOTAL PERSONNEL SERVICE COSTS	17.50	1,412,564	1,929,115	2,754,222	3,394,799	3,987,745	
CONTRACTED SERVICES							
Accounting / Audit		16,500	17,000	19,000	21,000	23,000	Year 1 - \$15,000 w/ \$2k increase every year after
Legal		17,000	18,700	20,570	22,627	24,890	Estimated retainer for local attorney w/ 10% annual increase
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	The school will apply for/ request that the NYC DoE provide a nurse/nursing services to the school at no cost.
Food Service / School Lunch		-	-	-	-	-	IF school goes Private Food Service it can expect to be reimbursed at the Free Reduced Lunch Federal rate which is \$1.90 - Breakfast, \$2.85 - Lunch, \$.76 - Snack = \$5.51. Assumes FRL % ---> 90%. IF School goes with DOE no Food Expense assumed.
Payroll Services		5,000	6,576	8,417	10,522	11,837	Based on the number of staff approx. \$21 per month per staff.
Special Ed Services		-	-	-	-	-	Staff will provide services needed.
Titlement Services (i.e. Title I)		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OPEN ROADS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)	2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment	100	150	200	250	300	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
Other Purchased / Professional / Consulting	97,502	168,660	225,340	283,420	339,343	Financial management services, fiscal reports, and compliance. Substitute Teacher Service.
TOTAL CONTRACTED SERVICES	136,002	210,936	273,327	337,569	399,069	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OPEN ROADS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)	2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment	100	150	200	250	300	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
SCHOOL OPERATIONS						
Board Expenses	1,050	1,082	1,114	1,147	1,182	Expected cost per meeting \$87.50, COLA Increase of 3% per year.
Classroom / Teaching Supplies & Materials	21,000	18,000	21,750	25,500	29,250	\$210 per new student. \$75 per returning student.
Special Ed Supplies & Materials	9,200	6,750	12,000	18,750	27,450	
Textbooks / Workbooks	37,000	37,500	39,500	41,500	43,500	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	35,000	3,500	4,500	10,000	25,000	Year 3 & 4 are higher because assets purchased in Year 1 & Preop Year need to be phased out.
Telephone	-	-	-	-	-	
Technology	15,000	10,000	15,000	20,000	25,000	
Student Testing & Assessment	5,000	9,000	10,500	12,000	13,500	Based on Student - \$4500 + \$30 per student.
Field Trips	3,000	4,500	6,000	7,500	9,000	\$750 per classroom
Transportation (student)	1,000	1,500	2,000	2,500	3,000	Based on \$10 per student
Student Services - other	7,000	10,500	14,000	17,500	21,000	Based on \$70 per student
Office Expense	10,000	16,425	21,024	26,280	29,565	Based on staff average of \$657 per staff member
Staff Development	20,000	25,000	30,000	35,000	40,000	Assumption of an Increase of 5k every year for additional staff.
Staff Recruitment	1,500	2,450	3,200	4,000	4,500	Based on Staff - Year 1 - \$79 / Years 2-5 - \$100 per staff member (includes staff appreciation, retention and recruiting).
Student Recruitment / Marketing	5,000	4,250	42,500	4,250	4,250	Based on Student - Year1: \$50 per NEW student (Includes ads, community outreach, newspapers, mailings, meetings.) Year 2-5: \$85
School Meals / Lunch	3,800	4,725	6,300	7,875	9,450	IF school pays for students NOT Free Reduced Lunch --> 10%, at DOE prices; roughly \$1.75 (Breakfast and snack always provided, Free pays no lunch, Reduced pays \$.25 for lunch and Full Price pays \$1.50 for lunch, @ approx. 180 School days
Travel (Staff)	1,000	1,250	1,600	2,000	2,250	\$50 per staff
Fundraising	2,500	3,500	4,500	5,500	6,500	Subscriptions, Misc. Fees, Dues, etc. Parent Ed Services.
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	178,050	159,932	235,488	241,302	294,397	
FACILITY OPERATION & MAINTENANCE						
Insurance	35,000	38,500	42,350	46,585	51,244	Year 1: Based on other startup charter schools, Year 2-5: 10% Increase on PY premiums.
Janitorial	21,000	21,630	22,279	22,947	23,636	Custodial Services and Supplies with a 3% COLA increase.
Building and Land Rent / Lease / Facility Finance Interest	185,000	278,035	370,714	463,392	556,070	Based on maximum expense in year one (15% of per pupil budget) - minus utilities.
Repairs & Maintenance	11,000	15,000	20,000	25,000	30,000	Year 2: Increase of \$4k and Year 3-5 increase of \$5k.
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	25,000	37,572	50,096	62,621	75,145	Based on ratio of Year 1 utilities to total maximum expense.
TOTAL FACILITY OPERATION & MAINTENANCE	277,000	390,738	505,439	620,545	736,094	
DEPRECIATION & AMORTIZATION	15,000	20,000	25,000	30,000	35,000	Estimated 5k in increased depreciation expense.
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	Year 1, 2, and 3 - \$25,000 each year, total \$75,000 kept in separate escrow account.
TOTAL EXPENSES	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
NET INCOME	2,337	111,810	(24,270)	116,667	235,253	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	OPEN ROADS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,045,953	2,847,530	3,794,206	4,740,883	5,687,559	
Total Expenses	2,043,616	2,735,720	3,818,476	4,624,215	5,452,306	
Net Income (Before Cash Flow Adjustments)	2,337	111,810	(24,270)	116,667	235,253	
Budgeted Student Enrollment	100	150	200	250	300	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	100	150	200	250	300	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	100	150	200	250	300	
REVENUE PER PUPIL	20,460	18,984	18,971	18,964	18,959	
EXPENSES PER PUPIL	20,436	18,238	19,092	18,497	18,174	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	15,000	20,000	25,000	30,000	35,000	
Other	-	-	-	-	-	
Total Operating Activities	15,000	20,000	25,000	30,000	35,000	
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	15,000	20,000	25,000	30,000	35,000	
NET INCOME	17,337	131,810	730	146,667	270,253	
Beginning Cash Balance	13	17,350	149,159	149,889	296,556	
ENDING CASH BALANCE	17,350	149,159	149,889	296,556	566,810	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
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 NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	100	14,027	1,402,700	-	1,402,700	23,100,000,000	0.006%
Year 2 (2020-21)	150	14,027	2,104,050	-	2,104,050	23,100,000,000	0.009%
Year 3 (2021-22)	200	14,027	2,805,400	-	2,805,400	23,100,000,000	0.012%
Year 4 (2022-23)	250	14,027	3,506,750	-	3,506,750	23,100,000,000	0.015%
Year 5 (2023-24)	300	14,027	4,208,100	-	4,208,100	23,100,000,000	0.018%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	http://schools.nyc.gov/AboutUs/funding/overview/default.htm
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 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 2 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 3 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 4 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 5 (2023-24)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R-21f – Letters of Commitment

No letters of commitment

R-21g – Non-SUNY Financials

Request is not applicable.

R-22 – Action Plan

If approved, ORCS will utilize the SUNY Charter Schools Institute’s Prior Action Checklist for Standalone Schools to ensure that we meet all reporting deadlines and we are on track to open by the desired date.

The chart below outlines the steps to be undertaken between the time the charter is approved and the opening of the school. The individuals responsible for each task are:

BOT: ORCS Board of Trustees, led by the Chair

ED: Executive Director

Principal

COO: Chief Operations Officer

PA: Program Assistant

Start Date	Projected Completion Date	Focus Area	Task	Person(s) Responsible
11/18	3/19	Recruitment	Continue community outreach in day cares, pre-k programs, and throughout the community	PA
11/18	1/19	Recruitment	Develop student recruitment plan/materials	ED
11/18	1/19	Marketing	Develop school marketing materials, website, etc. Contract vendors for printing, graphic design, etc.	ED/COO
11/18	Ongoing	Development	Community relations and partnerships	BOT/ED
11/18	11/18	Facility	Send formal request to NYC DOE for shared space	ED
1/19	Ongoing	BOT	ORCS Board of Trustees recruitment	BOT/ED
After charter approval	8/18	BOT	Hold first Board meeting, ratify by-laws, distribute code of ethics, roles/responsibilities	BOT/ED
12/18	3/19	BOT	Execute Principal search, contract search firm, hold interviews, select candidate and make offer	BOT/ED
After charter approval	First BOT meeting	BOT	BOT meeting: elect officers and assemble committees, collect BOT annual action plan commitments	BOT
12/18	4/19	Facility	Identify 3 potential sites, explore finances and leases while waiting for NYC DOE decision regarding shared space. If DOE does not grant shared space, identify site and negotiate and sign lease.	ED/COO/BOT
10/18	11/18	Operations	Hire Program Assistant	COO
3/19	3/19	BOT	Principal hired, inform CSI	BOT/ED
3/19	3/19	Instruction	Principal begins work	

		Operations		
2/19	6/19	Hiring	Finalize job descriptions Execute search for other leaders, teachers and staff	ED/Principal
2/19	3/19	Operations	Write Student Application for Admission	ED/Principal
3/19	5/19	Instruction	Format K, 1, 2 ELA curriculum maps in Atlas/Rubicon. Finalize curriculum choices for all subjects and purchase.	Principal
4/19	4/19	Instruction	Develop resource purchase lists	Principal/COO
11/18	4/19	Operations	Begin to develop fiscal policies and procedures, start process to obtain tax exempt status, establish payroll system, research employee benefits	ED/COO
4/19	5/19	Instruction	Arrange instructional PD and partnerships for summer institute, as well as for ongoing PD during the school year. Create PD calendar.	Principal
4/19	4/19	Operations	Finalize staff personnel manual	COO
2/19	3/19	Operations	Finalize family handbook, including FERPA policy	COO
2/19	5/19	Instruction	Draft Instructional Toolkit	Principal
4/19	6/19	Facility	Facility construction (if needed)	COO
3/19	3/19	Operations	Prepare school calendar for enrollment packet	Principal
5/19	7/19	Instruction Operations	Plan summer institute, family/student orientation	ED/Principal
4/19	4/19	Operations	Establish enrollment packet assembly, distribution and collection processes	Principal/PA
4/19	4/19	Operations	Conduct lottery	COO/PA
4/19	5/19	Operations	Establish billing system for school district funds	COO
4/19	7/19	Instruction Operations	Teacher interviews and demonstration lessons Teacher/leader/staff salary negotiations, offers	Principal
4/19	4/19	Operations	Notify families of lottery results	PA
4/19	6/19	Enrollment	Begin enrollment for students selected in lottery	PA
5/19	8/19	Operations	Purchase furniture, supplies, books, technology	COO
5/19	6/19	Instruction	Identify & refine, or develop writing and core values rubrics	Principal
5/19	5/19	Operations	Submit application and admission summary to CSI	ED
5/19	6/19	Operations	Obtain certificates of insurance	COO
5/19	5/19	Facility	Facility plan/schedule to CSI	ED

6/19	6/19	Facility	Building signage & transition plans	COO
6/19	6/19	Operations	Request DOH nurse Develop medication administration plan	COO
6/19	6/19	Operations	Develop health services plan	COO
6/19	7/19	Operations	C of O, or Temp C of O granted – submit to CSI Facility ready for move in and set up	COO
5/19	6/19	Operations	Create annual cash flow projections and submit to CSI by 6/30	COO
6/19	6/19	Operations	Finalize food services vendor/DOE contract	COO
6/19	6/19	Operations	Submit student transportation requests	COO/PA
7/19	7/19	Instruction	Other staff begin work	
8/19	8/19	Operations	Set up space	COO
6/19	6/19	Operations	Set up locked storage for student academic & health records, files with proper FERPA protections/procedures	COO
6/19	7/19	Operations	Purchase food/beverage storage equipment, in accordance with vendor and legal requirements	COO
7/19	8/19	Operations	Prepare unaudited statements of income & expense to CSI by 8/15	COO
8/19	8/19	Instruction	Secure all students' IEPs, request student academic records from former districts/schools	PA
7/19	8/19	Operations	Arrange security services and finalize safety procedures	COO
7/19	8/19	Instruction	Contract with related services providers	ED/COO
7/19	8/19	Operations	Draft SAVE plan and submit to CSI/SED	ED
7/19	9/19	Operations	Verify immunization status of all students	PA
8/19	8/19	Instruction Operations	Student/Family Orientation	All
8/19	8/19	Instruction Operations	Staff Summer Institute	All

R-23a – Supplemental Narrative

Request is not applicable.

R-23b – Supplemental Attachments

Request is not applicable.