

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:	9/1/2018		

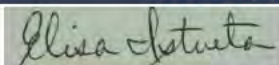
Proposed Grades and Enrollment			Proposed Affiliations (if any)	
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):	
Year 1	K - 1	100	CMO Public Contact Info (Name, Phone):	
Year 2	K - 2	150	Partner Organization:	East Side House Settlement
Year 3	K - 3	200	Partner Public Contact Info (Name, Phone):	Natalie Lozada, (718)665-5250
Year 4	K - 4	250		
Year 5	K - 5	300		

Lead Applicant Contact Information				
First Lead Applicant Name:		Elisa Istueta		
Applicant is a:	☐ Parent ☐ Teacher ☒ School Administrator ☐ District Resident ☐ Education Corp./Charter School			
Applicant Mailing Address:		[REDACTED]		
Primary Phone #:	(646)535-5408	Secondary Phone #:	[REDACTED]	Email: [REDACTED]

Second Lead Applicant Name:				
Applicant is a:	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ 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:	3/12/17

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:

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.

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. Parents 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

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, 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 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.

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 during the start up period and for the first two years of the school's operation. The ED will hire the Principal and other school staff, will oversee the implementation, start up and opening of the school, and will 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 and 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 minimum 3,500 square feet of space, with capacity for 4 classrooms, 3 offices, some multipurpose space, and common areas like bathrooms and hallways.

Board Member Names and Biographical Summaries

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, both 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. 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. 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.

Other

R-01ac – Community Need and Proposed School Impact

(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:

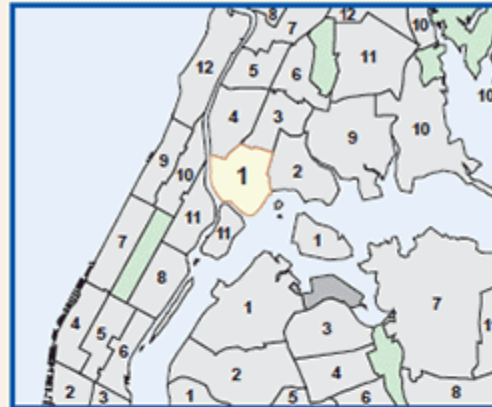
BRONX COMMUNITY DISTRICT 1

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



LAND USE, 2014			
	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:

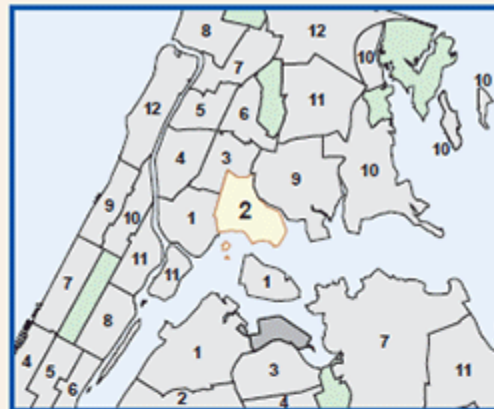
BRONX COMMUNITY DISTRICT 2

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



LAND USE, 2014			
	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 associates 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%

The ORCS founders expect 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 5 K-5 charter schools that do not yet serve testing grades: Family Life II, Heketi, NYC Montessori and South Bronx Classical II. Brilla College Prep, a K-8 charter school, opened this past fall. 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

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' second 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. 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 (2018-19)	100	14,027	1,402,700	-	1,402,700	23,100,000,000	0.006%
Year 2 (2019-20)	150	14,027	2,104,050	-	2,104,050	23,100,000,000	0.009%
Year 3 (2020-21)	200	14,027	2,805,400	-	2,805,400	23,100,000,000	0.012%
Year 4 (2021-22)	250	14,027	3,506,750	-	3,506,750	23,100,000,000	0.015%
Year 5 (2022-23)	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:							

R-02ac – 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. 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

What follows is a brief summary of the school's key elements.

Curriculum

The emphasis at Open Roads will be on critical, creative, and independent thinking. We build our curriculum from our knowledge of children's intellectual development in accordance with city and state curricular guidelines. While the basic components of our curriculum remain the same, we will reevaluate each content area every year.

Literacy

We will teach reading through a combination of whole language and phonics techniques called balanced literacy. In both reading and writing we will use the workshop method, which means that lessons will begin with mini-lessons on a particular topic, for example how proficient readers

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

make predictions as they read, or proper use of quotation marks. After the mini-lesson, students will work independently, in pairs or in small groups.

Although reading looks a little different for different grade groups, all students will be assessed on a regular basis and read “Just Right” books based on this assessment. Students will book-shop weekly for books at their just right level. Students will read at home as well. Students in grades 2 and up will maintain book-logs that track their reading at school and at home. We will count on parent support to maintain the logs and monitor that students are reading.

In Writing Workshop, students will work in many genres over the course of the school year. This might be a “small moment” based on their experiences, or a non-fiction book based on something they know well. Students will learn to revise, edit and publish their work. Each unit will end with a publishing party, many of which will be open to parents.

Math

Open Roads students will be using a math curriculum called A Story of Units, from Engage New York. This curriculum was written by mathematicians and teachers associated with the development of the Common Core Math Standards. A Story of Units addresses each mathematical strand (for example, Geometry) in every grade, with varying emphasis. This will allow students to build their understanding sequentially, based on earlier understandings they developed in younger grades. With “sense-making” at the center of the lessons, the curriculum emphasizes using what is known to develop understandings of what is being learned. To support this sense-making approach, the curriculum includes a consistent emphasis on fluency practice as well as a sequencing of topics to highlight the depth of central mathematical ideas around which the Common Core Math Standards are designed.

Social Studies and Science

Social Studies and Science will be classroom based. A variety of learning will take place across the grades in these areas, keeping in mind that it is better to explore topics deeply and over time, rather than jump quickly from topic to topic to “cover” a great number of topics.

The Arts and Physical Education

At Open Roads we consider arts and physical education a right, not a privilege. Students will receive instruction in music, visual arts, performing arts 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.

Library/Technology

The Library/ Media Center will be an integral part of our school program, supporting and enriching the work done in the classroom. The goal of the Library/ Media Center will be to enable students to become smart, discerning consumers and producers of all media.

Worktime

All classes, K through 5th grade, will have some form of Work Time. In the early grades, this is a time during which students learn to use a variety of materials. Worktime choices can include block building, sewing, writing, cooking, etc. As children progress through the school, work time becomes more structured. At times, Worktime becomes a time in which to work on content-

related projects, such as making a papier mâché penguin related to a unit on Antarctica. Work Time is also a time when students learn about and care for classroom pets.

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.

Trips

ORCS considers field trips an essential part of the school curriculum. Regular excursions to explore the world outside the school will take place throughout the school year. Our upper grade students will go camping when the time comes. We will have memberships with different cultural arts venues like the New Victory Theatre to ensure that our students have access to quality, age-appropriate performances. Teachers will look for field trips that connect to the work that is going on in the classroom. No child will ever be denied participation in any trip or activity based on their ability to pay.

(c) 5% Districts

The founders of the Open Roads Charter School met Community Boards representatives who were supportive for and enthusiastic about our charter school, and expressed the desire to expand the high-quality educational opportunities for children in the neighborhoods they represent and confident that ORCS and East Side House Settlement would have a significant educational benefit to its students.

In recent years, there has been a push for smaller schools like ORCS will be across the country. More specifically in New York City, under the education policy agenda of former Mayor Michael Bloomberg, efforts over the past decade have mostly focused on the closing of large, failing high schools and the creation of “Small Schools of Choice,” or SSC, in many of the same high-poverty, high-risk communities. These new schools typically enrolled around 100 students per grade, and have grown to serve less than 500 students at full capacity (grades 9-12). Although they are “non-selective,” they were, as noted on the MDRC website, “developed and approved through a competitive proposal process” and “designed to stimulate innovative ideas for new schools by a range of stakeholders and institutions.”

MDRC is conducting a multi-year study of students in these schools and has released findings that support the argument that smaller is better. Similar to Caroline Hoxby’s charter school lottery study design, MDRC’s study utilizes the high school admissions process, which functions like a lottery when schools have more applicants than seats available, and compares the academic outcomes of students were enrolled in the small schools with those who sought but did not gain admission, and enrolled in other New York City high schools.

These schools, which serve mostly disadvantaged students of color, produce sustained positive effects:

- **Improved graduation rates:** Students at small high schools have a graduation rate of 70.4%, compared with 60.9% for comparable students at other New York City high schools (a 9.5 percentage point difference).
- **More graduates ready for college:** 6.8 percentage points more, according to one measure of college readiness used by the City University of New York.

Interestingly, the most effective of these small high schools have elements in common with the proposed Open Roads Charter School model.

- Academic rigor
- Strong and sustained personal relationships with students
- Committed, knowledgeable, hardworking, and adaptable teachers
- Community partnerships that offer relevant learning opportunities outside the classroom
- Assistance from the district and others to facilitate leadership development, hiring, and implementation

This study reinforces what we know works for students in these communities, and ORCS will provide it for families that enroll their K-8th grade children in our school. The four K-8 NYC DOE schools in CSD 7 and 8 are either not small or are not performing well on NYS assessments, or both. Although a number of charter schools have opened in these neighborhoods in recent years (listed in Community Need), only a select few now serve or plan to serve middle school grades, and rarely do or will they provide a holistic K-8 model, predominately operating as separate elementary and middle school communities. Open Roads Charter School students will be ready to excel at these small high schools within their communities, as well as at the competitive public and private schools that offer them opportunities to enroll, fortifying the South Bronx pipeline to college in its earliest years.

R-02d – Accountability Plan

Open Roads Charter School

Accountability Plan

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 for the past two years, 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. She left Storefront Academy in July 2016. 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 9th 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 plan.

Founding team worked with Lucinda Mendez who served as an advisor during the process along with the founding board members. Lucinda Mendez is currently the Director for Professional Learning and Instruction for ROADS Charter 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

Provide a brief biography for any founding team member added since the Letter of Intent submission and use the Founding Team Members table to list the active members of the founding group, including the applicant(s), who developed this proposal and/or will be involved in the proposed school, if approved. Do not include proposed board members on this list.

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, 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)
Alex Castro	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.

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	Yes	
Natalie Lozada	Officer	TBD	Leadership development, Management,	Yes	

			Community Leader		
Christopher Hanway	Officer	TBD	Management, Fund Raising and philanthropy, Fiscal mgt.	Yes	
Ernesto Torres	Officer	TBD	Educator, Community leader	Yes	
Lisette Nieves	Officer	TBD	School Administration, Community leader	Yes	
Vacant	Officer	TBD	TBD	Yes	
Vacant	Officer	TBD	TBD	Yes	
Vacant	Officer	TBD	TBD	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	TBD	Fiscal and operations, COO	No	Yes
TBD	Principal	TBD	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. Indeed, 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: - 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.	- 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 Meetings	Attended CB 1 and CB 9 meetings to discuss plans of proposed school opening	Education and Youth Committee CB1 11/10/16 4PM CB9 11/10/16 7PM General Board Meeting CB9 11/17/16 6PM	Presented at Community Board meetings

Survey	Bronx residents	Ongoing	Have received 101 responses, feedback will be incorporated in application
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	1/17	Will inform of proposed school and request feedback

(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 not previously submitted and rejected or withdrawn.

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.

(g) Letters of Justification

Request is not applicable.

(h) Founding Team Resumes

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

(i) Board Member Resumes and Request for Information Forms

No board members have been added after submission of 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.

R-03g – Letters of Justification

Response not applicable

R-03h – Founding Team Resumes

No new founding team members were added after Letter of Intent Submission.

R-03i – Board Member Credentials

No new board members were added after Letter of Intent Submission.

Request for Information Forms follow.



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)

Lu2

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>Lesley Panagari</i>	<i>Lesley Panagari</i>		
<i>Dona Martha</i>	<i>Dona Martha</i>		
<i>Cirina Cuatrecasas</i>	<i>Cirina Cuatrecasas</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)

Page 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	[Signature]	[Redacted]	[Redacted]
Chris Selby	[Signature]	[Redacted]	[Redacted]
Sequana Russell	[Signature]	[Redacted]	[Redacted]
Angie Ford	[Signature]	[Redacted]	[Redacted]
Marina Peltier	[Signature]	[Redacted]	[Redacted]
[Redacted]	[Signature]	[Redacted]	[Redacted]
James Snyder	[Signature]	[Redacted]	[Redacted]

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)**

PN 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]	[REDACTED]

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
Bolbaca			
Michael			

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)

PM 3

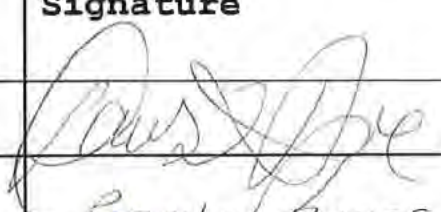
Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
SHARON STEELE	Sharon Steele		
Doree Drome	Jade Drome		
Veronica Martinez	B		
Ana Hernandez	Ana Hernandez		
Tori Porter	Tori Port		
Alfreda Gomez	Alfreda Gomez		
Alfreda Gomez	Alfreda Gomez		

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
Don Howard		
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)**

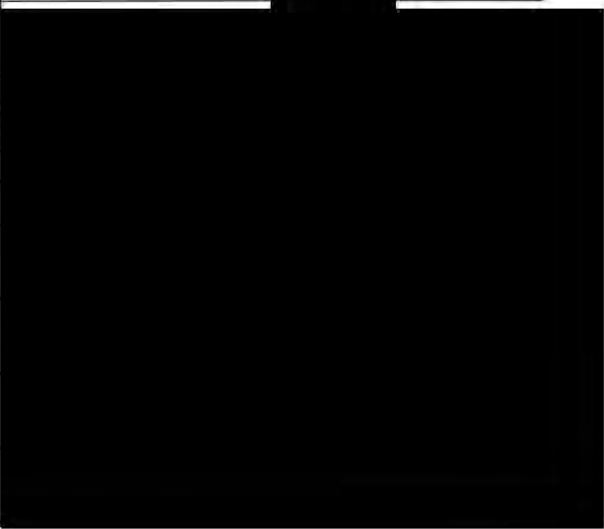
Would you be interested in getting more information about Open Charter School? Do you support the opening of the school in th community? **Please note:** Your information will be kept confident

Name	Signature	Address
Fatoumata Traoré	Fatoumata	
Heli Santos	Heli	
ARACELI GARCIA	Araceli	
Aminata Geesay	Aminata	
Shuleana Williams	Shuleana	

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)**

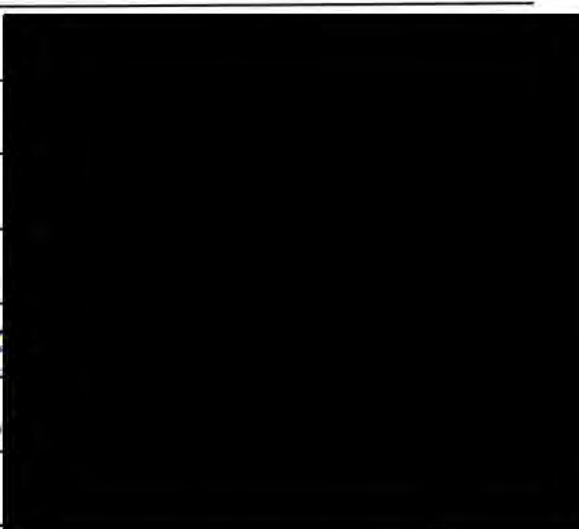
Would you be interested in getting more information about Open Charter School? Do you support the opening of the school in th community? **Please note:** Your information will be kept confident

Name	Signature	Address
JALEELA ABU	Jaleela Abu	
Yoselin Peralta	Yoselin Peralta	
Elida Rina	Elida Rina	
Luz Maria Morales	Luz Maria Morales	
Carron Rodlin	C. Rodlin	
Chyna Scott	C. Scott	
Najja Campour	Najja Campour	

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		
Gabriel Flores		
Olga Alexandra		
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)

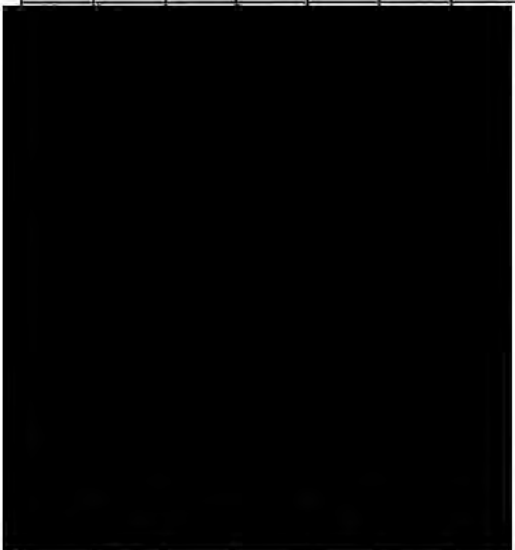
Would you be interested in getting more information about Open Charter School? Do you support the opening of the school in th community? **Please note:** Your information will be kept confident

Name	Signature	Address
Lilia Perez	Lilia Perez	
Fatan Dine	Fatan Dine	
Emmanuel Marks	Emmanuel Marks	
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			
Nephthalie Joy			
Danayra Salas			
MUSTARA TABARON			
Marcia Calce			
Chermyle Blake			
Dafick Emmanuel			

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)

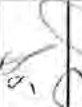
Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Nayra Jackson	Nayra Jackson	[REDACTED]	[REDACTED]
Dana Aguila	David Aguila	[REDACTED]	[REDACTED]
Anthony MacBry	Anthony MacBry	[REDACTED]	[REDACTED]
Elizabeth Pena	Elizabeth Pena	[REDACTED]	[REDACTED]
TERESA Barber	Teresa Barber	[REDACTED]	[REDACTED]
Jack Benas	Jack Benas	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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			
Daniel Santana			
Juan Miranda			
Ramon Rodriguez			
William Ray			
Carlos Reyes			
Manuel Lizarray			

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)

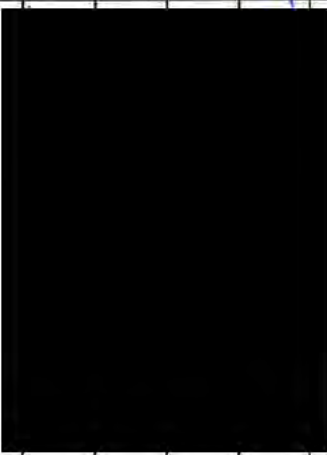
Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
Shanika Jones	[Signature]	[Redacted]	[Redacted]
Tenisha Auburn	[Signature]	[Redacted]	[Redacted]
Felicia Babb	[Signature]	[Redacted]	[Redacted]
Monty Jones	[Signature]	[Redacted]	[Redacted]
Harold Berrios	[Signature]	[Redacted]	[Redacted]
Arnold Elisea	[Signature]	[Redacted]	[Redacted]
Daniel Morales	[Signature]	[Redacted]	[Redacted]

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
~~Donna~~ Donald Cirv			
Anthony Terenzio			
Brandon Miller			
Fernese Jones			

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]	[REDACTED]
Michelle Daise	<i>Michelle Daise</i>	[REDACTED]	[REDACTED]
Caroline Allegre			

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.

M. Daise

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
Tamika Peace			
Donald Jr			
Michael Peace			
Shabean McCray			
Shiann Peace			

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	[Signature]	[Redacted]	[Redacted]
Marie Alejandra	[Signature]	[Redacted]	[Redacted]
		[Redacted]	[Redacted]
Patricia Lucero	[Signature]	[Redacted]	[Redacted]
Maria Santos	[Signature]	[Redacted]	[Redacted]
Milagros Flete	[Signature]	[Redacted]	[Redacted]
Ben Mejia	[Signature]	[Redacted]	[Redacted]

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)**

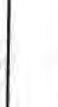
Would you be interested in getting more information about Open Roads Charter School? Do you support the opening of the school in this community? **Please note:** Your information will be kept confidential.

Name	Signature	Address	Age of Child
ANA PEREZ	ANA PEREZ		
YANIELIS VIRENA	YANIELIS VIRENA		
Antolina Reyes	Antolina Reyes		
ELIZABETH ORTEGA	ELIZABETH ORTEGA		
SEVARO TARCIA	SEVARO TARCIA		
ARNOLDO DOMAS	ARNOLDO DOMAS		

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	Maribel Garcia		
Elsa Eleuterio			
Mohamed Gaudaga			
Veronica Valle			
Marla Bravo			
Marta Basilio			
Guadalupe Guerrero			

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



Open Roads Charter School Interest Form

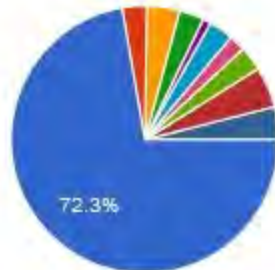
Bronx NY

Date: 11/4/2016

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

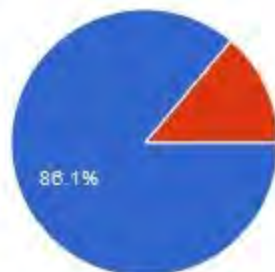
Providing hope, help and results in the South Bronx

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



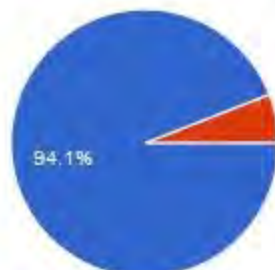
CSD 7 - Mott Haven	73	72.3%
CSD 7 - Port Morris	3	3%
CSD 7 - Morrisania	4	4%
CSD 7 - Woodstock	3	3%
CSD 8 - Hunts Point	1	1%
CSD 8 - Longwood	3	3%
CSD 8 - Soundview	2	2%
CSD 8 - Clason Point	3	3%
CSD 8 - Castle Hill	5	5%
CSD 8 - Throgs Neck	4	4%

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. 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.	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	Education is the key to success in life. The children in the community deserve to receive the best education. We need new schools with administrators committed to implement the best educational practices for our children in the community. More after school hours Support special needs children Extended Day programs for UPK More charter school partnerships with UPK programs Bilingual Programs Parent community partner ships	Open Road Charter School is the school we are waiting for in our community.
2017/01/26 3:36:25 PM EST	Dorcas S. Colon	CSD 7 - Mott Haven	Yes	Yes		
2017/02/02 11:19:45 AM EST	Fatou Beye	CSD 7 - Mott Haven	Yes	Yes		
2017/02/02 11:20:29 AM EST	Cynthia Acevedo	CSD 7 - Mott Haven	Yes	Yes		
2017/02/02 11:21:10 AM EST	Keisha Pinero	CSD 7 - Mott Haven	Yes	Yes		
2017/02/02 11:25:05 AM EST	Binta Jabbi	CSD 7 - Mott Haven	Yes	Yes		
2017/02/02 11:26:10 AM EST	Nieves Ojendiz	CSD 7 - Mott Haven	Yes	Yes		
2017/02/02 11:27:41 AM EST	Norma Solis	CSD 7 - Mott Haven	Yes	Yes		
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. 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. Better support for public schools more teachers and afterschool programs	Open-roll schools are beneficial
2017/02/02 6:24:21 PM EST	Mario Colon	CSD 7 - Mott Haven	No	Yes		Based on the description of the school. Open Road Charter School will be one of the best school in the community. Consult the community about what they want.
2017/02/02 10:45:21 PM EST	Malik Little	CSD 7 - Mott Haven	Yes	No		
2017/02/03 10:25:42 AM EST	Iliany Baez	CSD 7 - Mott Haven	Yes	Yes		no
2017/02/03 10:32:20 AM EST	Christina Casillas	CSD 7 - Mott Haven	Yes	Yes		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
						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 11:16:14 AM EST	Eva Diaz	CSD 7 - Mott Haven	Yes	Yes	more access to books and extra curricular educational activities.	no
2017/02/03 11:16:16 AM EST	Sharon Steele	CSD 7 - Mott Haven	Yes	Yes	more math classes more afterschool programs	no
2017/02/03 11:18:45 AM EST	Sonia Martinez	CSD 7 - Mott Haven	No	Yes	afterschool programs	no
2017/02/03 11:22:07 AM EST	Tori Porter	CSD 7 - Mott Haven	Yes	Yes	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
						Teachers are good, positive, willing to work with parents, encourages the children.
2017/02/03 12:30:04 PM EST	Maria Fontanez	CSD 7 - Mott Haven	Yes	Yes	More parent involvement bi lingual	
2017/02/03 12:35:42 PM EST	Dennis Alvarado	CSD 7 - Mott Haven	Yes	Yes	teachers/classes	no
2017/02/03 12:37:02 PM EST	Maria Velez	CSD 7 - Mott Haven	No	Yes	bilingual classes	no
2017/02/03 12:48:26 PM EST	Setou Trawally	CSD 7 - Mott Haven	Yes	Yes		The school good
2017/02/03 2:11:03 PM EST	Monique Jenkins	CSD 7 - Mott Haven	Yes	Yes	music programs	no
2017/02/03 2:19:08 PM EST	Paula Romero	CSD 7 - Mott Haven	Yes	No		
2017/02/03 2:24:37 PM EST	Fatou Diene	CSD 7 - Mott Haven	Yes	Yes	Better education Better educational quality	Staff is nice, willing to help Staff is great with the children and parents
2017/02/03 2:30:18 PM EST	Danielle Anderson	CSD 7 - Mott Haven	Yes	Yes	More after schools and activities	The school is good
2017/02/03 2:41:42 PM EST	Nykya Sampeur	CSD 7 - Mott Haven	Yes	Yes	afterschool activities	no
2017/02/03 2:52:00 PM EST	Sampson Mensah	CSD 7 - Mott Haven	Yes	Yes	More after school programs	No
2017/02/03 2:54:31 PM EST	Selyn Solano	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 3:01:23 PM EST	Aracelis Garcia Baez	CSD 7 - Mott Haven	Yes	Yes	More Resources	No
2017/02/03 3:10:33 PM EST	Karen Reyes	CSD 7 - Mott Haven	Yes	Yes	Community Watch	
2017/02/03 3:12:27 PM EST	Amanda Santana	CSD 7 - Mott Haven	Yes	No		

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 More Availability Transportation for School Age Children	
2017/02/03 3:15:20 PM EST	Janet Mora	CSD 7 - Mott Haven	Yes	No	bilingual classes	no
2017/02/03 3:15:34 PM EST	Kimberly Chevere	CSD 7 - Mott Haven	Yes	Yes	More afterschool	The school is good
2017/02/03 3:17:32 PM EST	Fpifanio Rodiles	CSD 7 - Mott Haven	Yes	Yes	More afterschool and libraries	The school is good
2017/02/03 3:21:24 PM EST	Jamal Suraj	CSD 7 - Mott Haven	Yes	Yes	More education programs, make less budget cuts	
2017/02/03 3:24:37 PM EST	Eva Flores	CSD 7 - Mott Haven	Yes	Yes	More Afterschool	No
2017/02/03 3:25:50 PM EST	Julia Lindsey	CSD 7 - Mott Haven	Yes	Yes		Good school for the children but needs to do more for the community
2017/02/03 3:33:01 PM EST	Salima Brathwaite	CSD 7 - Mott Haven	Yes	Yes	More afterschool More Available Jobs for Young Adults	
2017/02/03 3:49:37 PM EST	Shanell Farmer	CSD 7 - Mott Haven	No	Yes	Increase Police Safety	
2017/02/03 3:50:06 PM EST	Tasheena Allwood	CSD 7 - Mott Haven	Yes	Yes	Increase Safety for Children and Parents, supervise NYCHA	
2017/02/03 3:52:42 PM EST	Myasha Roundtree	CSD 7 - Mott Haven	Yes	Yes	More African American Teachers in Schools to help translate	
2017/02/03 3:53:20 PM EST	Fatoumata Bagaba	CSD 7 - Mott Haven	Yes	Yes	More African American Teachers to help translate	
2017/02/03 3:53:53 PM EST	Jagana Jenabu	CSD 7 - Mott Haven	Yes	Yes	Bilingual Programs in Head Start	
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	Family Home Programs activities	
2017/02/03 3:55:17 PM EST	Sandra Montelongo	CSD 7 - Mott Haven	Yes	No	Check Surroundings, Poverty	
2017/02/03 3:55:53 PM EST	Yanira Amaya	CSD 7 - Mott Haven	Yes	Yes	More Therapy Programs for Disabled Parents	
2017/02/03 3:58:22 PM EST	Mahamadou Threfdar	CSD 7 - Mott Haven	Yes	Yes	Increase Disability Support for Court Guardians of Children Under 5	
2017/02/03 3:59:39 PM EST	Lydia Quintana	CSD 7 - Mott Haven	Yes	Yes	afterschool activities	no
2017/02/06 11:02:06 AM EST	Heather Wahid	CSD 7 - Mott Haven	Yes	Yes	After School Enrichment Programs	
2017/02/15 9:45:18 AM EST	Lisa Lopez	CSD 7 - Mott Haven	Yes	Yes		Spanish Language Instruction for Dual Language Learners
2017/02/15 9:48:16 AM EST	Mercedes Cruz	CSD 8 - Castle Hill	Yes	Yes	More Pre K Programs	
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 Smaller classrooms Better schools with smaller size classrooms More schools with special needs education
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	
2017/02/15 11:22:31 AM EST	Myrna Joseph	CSD 7 - Woodstock	Yes	Yes	
2017/02/15 11:25:43 AM EST	Violet Bido	CSD 8 - Throgs Neck	Yes	Yes	A school like Open Roads! Better school Schools that support special needs students
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	
2017/02/15 11:32:41 AM EST	Denise Carter	CSD 7 - Woodstock	Yes	Yes	
2017/02/15 2:11:07 PM EST	Rebecca Castro	CSD 8 - Soundview	Yes	Yes	More UPK programs
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	
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	More programs for children with learning issues Gifted and talented programs
2017/02/15 2:49:42 PM EST	Jerrold Glover	CSD 7 - Port Morris	Yes	Yes	
2017/02/15 2:51:30 PM EST	Alberto Quiñonez	CSD 7 - Mott Haven	Yes	Yes	
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 <openroadscharter@gmail.com>

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 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

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

R-03j-Outreach-Evidence
Bronx Community Board 9

1967 Turnbull Avenue # 7

Bronx, NY 10473

O: [REDACTED]

F: [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 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



Open Roads Charter <openroadscharter@gmail.com>

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

[REDACTED]

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

Thank you for your time.



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 posible, as I have a child I am looking to enroll in school.

Best,

Erika Morel

Open Roads Charter <openroadscharter@gmail.com>
To: Erika Morel [REDACTED]

Mon, Nov 7, 2016 at 10:07 AM

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 posible, 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 [REDACTED] Access Code [REDACTED])**

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 Himidjian, 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.

Response-3j-40

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

- **CHAIRMAN'S 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 - [REDACTED]
Office Manager Maribel Mercado - [REDACTED]

Phone [REDACTED] - Fax [REDACTED] - Office Email [REDACTED] - Website nyc.gov/bxcb9

Response-3j-41 Office Hours - Monday thru Friday 9AM to 5PM



Community Board 9- Great information to share

1 message

BX09@cb.nyc.gov (CB) <BX09@cb.nyc.gov>

Fri, Nov 18, 2016 at 3:16 PM

To: "Mercado, Maribel (CB)" [REDACTED]

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] or [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

[REDACTED]

Bronx, NY

Tel. [REDACTED]

Fax: [REDACTED]

[REDACTED]

Like us on Facebook at: [REDACTED]

Website: [REDACTED]

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

 **Response-3j-Outreach Evidence**
169K

 **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 [REDACTED] or openroadscharter@gmail.com.

Sincerely,

A handwritten signature in black ink that reads "Elisa Istueta".

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

**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]
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

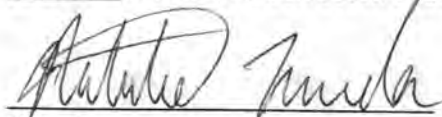
Conduct a detailed investigation and if party is guilty I would move to remove them from the Board immediately.

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 BARBOUR
Home Address: [REDACTED]
Business Name and Address: [REDACTED] cell phone
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 Barbaux, 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 Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (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, .

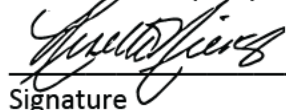
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority 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. 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]
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]
Business Name and Address: [REDACTED]
[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): 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, .

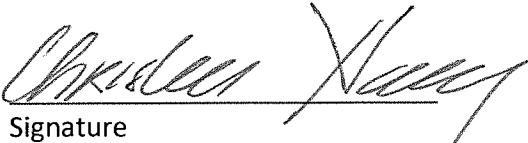
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority 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)

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 in kindergarten and 50 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, while anticipating a small yet inevitable amount of student attrition each year as a result of geographic mobility and other factors beyond the school's control. Each summer and up to October 31st each we will fill vacant seats within our kindergarten, first and second grade cohorts to ensure that those grades are at their maximum allowed enrollment. We intend to 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, it 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	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	

R-04c – Statistical Overview

Response not applicable.

R-05ae – Curriculum and Instruction

(a) Curriculum Selection and Processes

Key elements of ORCS' academic program will include a progressive integrated curriculum, a blended-learning model, and co-teaching of non-specials classes.

Curriculum Framework: At the core of progressive education is the belief that learning should be rooted in social, interactive exchanges where children are active participants. The curriculum 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

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. That's 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.

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 (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.

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

Our balanced writing program incorporates creative as well as content-based writing. Writing Workshop is based on the Teachers College Reading and Writing Project model. Students edit their work for meaning as well as for conventions. Authors publish at the culmination of each unit. Children 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

Math

Our math program EngageNY 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.

ORCS will use A Story of Units, from Engage New York. This curriculum was written by mathematicians and teachers associated with the development of the Common Core Math Standards. A Story of Units addresses each mathematical strand (for example, Geometry) in

every grade, with varying emphasis. This allows students to build their understandings sequentially, based on earlier understandings they develop in younger grades. With “sense-making” at the center of the lessons, the curriculum emphasizes using what is known to develop understandings of what is being learned. To support this sense-making approach, the curriculum includes a consistent emphasis on fluency practice as well as a sequencing of topics to highlight the depth of central mathematical ideas around which the Common Core Math Standards are designed.

Science and Social Studies

In the K/1 science program children develop a deep knowledge and respect for the world around them. Students 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 share their previous knowledge, learn new facts, make predictions, observe, and record data as they gain experience in the scientific method. Children study science through movement, visual art, and music. These studies culminate in a science themed class play each year. Students 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/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 include: inclusion, celebrating differences, feelings, and community building. Elements of the K/1 socio-emotional curriculum include:

- Morning meeting (*Responsive Classroom*): class promise, greetings, games, songs
- Conflict resolution (*Talk It Out*)
- Partner Pals
- Room 2 and 3 playdates
- Writing class books

- Story plays
- Read aloud

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.

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.

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 felt a strong sense of ownership, and the maps reflect rigor and realistic pace, timing and objectives.

(b) Assessment System

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 a robust 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 (RTI) process.

- Home Visits: Each summer school staff will visit the homes of newly enrolled students to get to know the family, 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: Gates-MacGinitie, Brigance, Degrees of Reading Assessment 2, or 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.

School 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

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.

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 RtI 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.

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 be framed by the EngageNY English language arts curriculum scope and sequence. In Kindergarten through second grade, this includes modules of lessons focused on listening and learning and skills, as well as materials to implement guided reading and accountable independent reading. Third through eighth grade teachers will utilize the New York State ELA curricula, also available on the www.engageny.org website. It includes six modules for each grade that focus on reading, writing, listening, and speaking in response to high-quality texts.

In kindergarten, the listening and learning themes include: Nursery Rhymes and Fables, the Five Senses, Stories, Plants, Farms, Native Americans, Kings and Queens, Seasons and Weather, Columbus and the Pilgrims, Colonial Towns, Taking Care of the Earth and Presidents. Kindergarteners are expected to master the following skills by the end of the school year:

- Speak audibly and express thoughts, feelings, and ideas clearly
- Hold a writing utensil with a tripod (or pincer) grip and make marks on paper
- Use spatial words
- Beginning or ending sounds of one syllable word
- Orally blend sounds to form words
- Add or substitute phonemes to spoken one-syllable words
- Write own name
- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds
- Segment a spoken word into phonemes
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing
- Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant
- Read and write any one-syllable short vowel CVC word
- Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted
- Trace, copy, and write from memory the letters of the alphabet accurately in lowercase form
- Recognize, isolate, and write the spellings for short vowel sounds

- Recognize, isolate, and write single-letter, double-letter, and digraph spellings for consonant sounds.
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud
- Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding
- With prompting and support, ask and answer questions requiring literal recall and understanding of the details and/or facts of a fiction text
- Write from left to right leaving spaces between words, and top to bottom using return sweep
- Name and use commas and end punctuation while reading orally
- With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently
- With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story
- Read aloud in a group, with a partner, or alone at least 15 minutes each day
- Demonstrate correct book orientation by holding books correctly and turning pages
- Point to each word in a line of print while reading aloud
- Recognize and name the 26 letters of the alphabet in their lowercase forms
- Recognize and produce rhyming words
- Read and write one-syllable short vowel words with initial or final blends/clusters
- Read and write words in which 's' > /s/ as in cats or /z/ as in dogs
- Ask and answer questions to clarify information in fiction text read independently
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- Use regular plural nouns orally by adding /s/, /z/, or /es/
- Name and use commas and end punctuation while reading orally.
- Capitalize the first word in a sentence and the pronoun I
- Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in kindergarten
- Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge
- Use the inflections –s, –es, and –ed as a clue to the meaning of an unknown word.
- Read and write one-syllable short vowel words containing a double consonant final spelling
- Read high-frequency words identified as Tricky Words: the, a, of, all, one, from, was
- Read, spell, and write chains of one-syllable long vowel words with the final –e spelling
- Read high-frequency words identified as Tricky Words: word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary
- Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form
- Ask questions beginning with who, what, where, when, why, or how

- Recognize, isolate, and write the spellings for short vowel sounds
- Recognize, isolate, and write the single-letter, double-letter, and digraph spellings for consonant sounds

In first grade, the listening and learning themes include: Fables and Stories, the Human Body, Different Lands/Similar Stories, Early World Civilizations, Early American Civilizations, Astronomy, the History of the Earth, Animals and Habitats, Fairy Tales, A New Nation: American Independence, Frontier Explorers. First graders are expected to master the following skills by the end of the school year:

- Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently
- Compare and contrast the adventures and experiences of characters in fiction texts read independently
- Read (with a partner or alone) and understand decodable text of appropriate complexity for grade 1 that incorporates the specific code knowledge taught
- Segment and blend phonemes to form one-syllable words
- Read and/or write one-syllable words that include letter-sound correspondences taught
- Read and/or write two-syllable words composed of the following syllable types: closed syllables, magic 'e' syllables, vowel digraph syllables, r-controlled syllables, and open syllables
- Read words with the following inflectional endings: plural nouns ending in –s or –es; present tense verbs ending in –s, –es, or –ing; past tense verbs ending in –ed
- Read and/or write Tricky Words: Mexico, talk, gracias, Carlos, Gomez, Hidalgo
- Read decodable text that incorporates the letter-sound correspondences taught with purpose and understanding
- Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary
- Plan, draft, and edit an informative/explanatory text that includes mention of a topic, some facts about the topic, and some sense of closure
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed
- Produce complete sentences when appropriate to task and situation
- Write from memory the letters of the alphabet accurately in upper- and lowercase form
- Use common, proper, and possessive nouns orally and in own writing

- Use singular and plural nouns with matching verbs in basic sentences
- Use personal, possessive, and indefinite pronouns orally and in own writing
- Use regular present-, past- and/or future-tense verbs correctly orally and in own writing
- Use frequently occurring conjunctions orally and in own writing;
- Use determiners (e.g., the, a, this, that) orally and in writing;
- Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts
- Identify and use end punctuation, including periods, question marks, and exclamation points, in writing
- Use commas in dates and to separate single words in a series
- Spell and write one-syllable words using the letter-sound correspondences taught in grade 1, using the Individual Code Chart if needed
- Spell and write high-frequency Tricky Words;
- Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge
- Identify frequently occurring root words and their inflectional forms
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships

In second grade, the listening and learning themes include: Fairy Tales and Tall Tales, Early Asian Civilizations, the Ancient Greek Civilization, Greek Myths, the War of 1812, Cycles in Nature, Westward Expansion, Insects, the US Civil War, Human Body: Building Blocks and Nutrition, Immigration and Fighting for a Cause. Second graders are expected to master the following skills by the end of the school year:

- Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction or nonfiction/informational text read independently
- Identify the main topic of a multiparagraph nonfiction/informational text read independently, as well as the focus of specific paragraphs within the text
- Describe the connection between a series of historical text in a nonfiction/informational text read aloud or independently
- Determine the meaning of unknown words and phrases in nonfiction/informational text read aloud or independently
- Identify and use text features (e.g., captions, bold print, suheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text

- Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe
- Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational text read aloud or independently, and explain how these graphics clarify the meaning of the text
- Describe how reasons or facts support specific points the author makes in a nonfiction text read aloud or independently
- Read independently and demonstrate understanding of nonfiction/informational text in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range;
- Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for grades 2–4
- Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short one-syllable words
- Read and write words spelled with the following vowel teams: long vowel sounds: ‘ai’, ‘ay’ > /ae/; ‘ea’, ‘ey’, ‘ee’ > /ee/; ‘oa’, ‘oe’, ‘ow’ > /oe/; ‘ie’, ‘igh’ > /ie/; short vowel sounds: ‘ou’, ‘o_e’ > /u/; ‘ea’ > /e/; other vowel sounds: ‘oi’, ‘oy’ > /oi/; ‘aw’, ‘au’, ‘augh’, ‘al’ > /aw/; ‘ow’ > /ou/; r-controlled vowel sounds: ‘er’ > /er/; ‘or’ > /or/; ‘ar’ > /ar/
- Decode two-syllable words with any combination of the following syllable types: closed syllables, magic –e syllables, vowel digraph syllables, r-controlled syllables, open syllables, and consonant –le syllables
- Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (hat), /ae/ (paper), /ə/ (about), or /o/ (water); ‘i’ as /i/ (hit), /ie/ (item), or /ee/ (ski); ‘o’ as /o/ (hop), /oe/ (open), or /u/ (son); ‘e’ as /e/ (pet), /ee/ (me), or /ə/ (debate); ‘u’ as /ue/ (unit) or /u/ (but); ‘y’ as /y/ (yes), /ie/ (try), /i/ (myth), or /ee/ (funny); ‘ir’ (bird), ‘ur’ (hurt), or ‘er’ as /er/ (her); ‘ar’ > /ar/ (car) or /or/ (war); ‘al’ > /ə/ + /l/ (animal) or ‘aw’ (wall); ‘il’ > /ə/ + /l/ (pencil); ‘ul’ > /ə/ + /l/ (awful); ‘el’ > ə/ + /l/ (travel), ‘le’ > /ə/ + /l/ (apple); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (phone); ‘ch’ > /k/ (school); ‘al’ > /aw/ (wall)
- Read the following Tricky Words: Great Britain, Europe, native, Americans, war, signature, imagine, soldier, Washington, iron, special, shoe, Fort McHenry, early, whose, broad, bomb, Andrew, new
- Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension
- Read and understand decodable text that incorporates the letter-sound correspondences taught with purpose and understanding
- Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing
- Use adjectives appropriately orally and in own writing
- Use adverbs appropriately orally and in own writing
- Use and expand complete simple and compound sentences orally and in own writing
- Spell and write one-syllable words using the letter-sound correspondences taught in grade 2, using the Individual Code Chart as needed
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

As stated above in section 5(a), to meet the literacy development needs of ORCS third through fifth graders, teachers will utilize the New York State ELA curricula. The curricula includes six modules for each grade that focus on reading, writing, listening, and speaking in response to high-quality texts. Modules include several units and each unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. Modules also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources. Each module also includes an end-of-module performance task that provides data about student achievement of standards.

The six modules for grades three, four and five are:

- Module 1: Becoming a Close Reading and Writing to Learn
- Module 2A and 2B: Researching to Build Knowledge and Teach Others
- Module 3A and 3B: Considering Perspectives and Supporting Opinions
- Module 4: Gathering Evidence and Speaking to Others

The following EngageNY excerpts provide detail on the Common Core ELA Curriculum and associated standards expected to be achieved (and consequently, assessed) at each grade level for third, fourth and fifth grade, and reference which modules address each particular standard:

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			✓			
RI.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	✓			✓	✓	
RI.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓			✓	✓	
RI.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			✓		✓	
RI.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			✓	✓	✓	
RI.3.6. Distinguish their own point of view from that of the narrator or those of the characters.				✓	✓	
RI.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).					✓	
RI.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					
RI.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Integrated throughout.					
RI.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. ⁴	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					

⁴ RI.3.11 and RI.3.12 is particularly emphasized in Mt.

Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		✓	✓		✓	✓
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓	✓		✓	✓
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		✓	✓			
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.					✓	✓
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		✓	✓			
RI.3.6. Distinguish their own point of view from that of the author of a text.					✓	
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		✓	✓			✓
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						✓
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.						

Integrated throughout.

* Not formally assessed. To be addressed upon revision.

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Reading Standards: Foundational Skills

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words			✓			
A. Identify and know the meaning of the most common prefixes and derivational suffixes.			✓			
B. Decode words with common Latin suffixes.			✓			
C. Decode multisyllable words.			✓			
D. Read grade-appropriate irregularly spelled words.			✓			
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.			✓	✓	✓	
A. Read grade-level text with purpose and understanding.			✓	✓	✓	
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			✓	✓	✓	
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			✓	✓	✓	

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				✓	✓	
C. Use temporal words and phrases to signal event order. Provide a sense of closure.		✓		✓	✓	
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			Integrated throughout.			
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			Integrated throughout.			
W.3.7. Conduct short research projects that build knowledge about a topic.		✓	✓			✓
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✓	✓	✓			✓
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			Integrated throughout.			
W.3.11. Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class.				✓	✓	

✓ Not formally assessed; to be addressed upon revision

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓		✓			
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓		✓			
B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓		✓			
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓		✓			
D. Explain their own ideas and understanding in light of the discussion.	✓		✓			
E. Seek to understand and communicate with individuals from different cultural backgrounds.	✓		✓			
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				*	✓	
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			✓			
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.						✓

* Not formally assessed; to be addressed upon revision.

Grade 3 Expeditionary Learning Curriculum Map, ELA, English Language Arts

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	✓					✓
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						✓

Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓			
A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		✓	✓			✓
B. Form and use regular and irregular plural nouns.			✓			
C. Use abstract nouns (e.g., childhood).			✓			
D. Form and use regular and irregular verbs.			✓			
E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.			✓			✓
F. Ensure subject-verb and pronoun-antecedent agreement.			✓			✓
G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			✓	✓	✓	✓
H. Use coordinating and subordinating conjunctions.			✓	✓	✓	
I. Produce simple, compound, and complex sentences.			✓	✓	✓	
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓			

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
A. Capitalize appropriate words in titles.			✓	✓		
B. Use commas in addresses.			✓			
C. Use commas and quotation marks in dialogue.			✓	✓	✓	
D. Form and use possessives.			✓	✓		
E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).			✓	✓		
F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.			✓	✓		
G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			✓			
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓			
A. Choose words and phrases for effect.		✓	✓	✓	✓	
B. Recognize and observe differences between the conventions of spoken and written standard English.	Integrated throughout.					

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				✓	✓	✓
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.						✓
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓				✓	✓
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).						✓
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				✓	✓	
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.					✓	✓
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.						✓
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org). Integrated throughout. Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
RL.4.11 Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events, and situations.						
A. Self-select text based upon personal preferences.	Integrated throughout.					

Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	✓	✓	✓	✓	✓	✓
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓			✓	✓	
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		✓	✓	✓	✓	✓
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.					✓	✓
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.						✓
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		✓	✓			
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.				✓	✓	✓
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		✓	✓			✓
RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

Reading Standards: Foundational Skills

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.4.5. Know and apply grade-level phonics and word analysis skills in decoding words						
A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllable words in context and out of context.			✓			
RF.4.6. Read with sufficient accuracy and fluency to support comprehension.			✓			
A. Read grade-level text with purpose and understanding.			✓			
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			✓			
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			✓			

Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				✓	✓	✓
A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.				✓	✓	✓
B. Provide reasons that are supported by facts and details.				✓	✓	✓
C. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).				✓	✓	✓
D. Provide a concluding statement or section related to the opinion presented.				✓	✓	✓
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						✓
A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓		✓			✓
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓		✓	✓	✓
C. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).						✓
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.		✓		✓	✓	✓
E. Provide a concluding statement or section related to the information or explanation presented.						✓

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.		✓	✓			
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		✓	✓		✓	
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.		✓	✓			
C. Use a variety of transitional words and phrases to manage the sequence of events.		✓	✓			
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.		✓	✓		✓	
E. Provide a conclusion that follows from the narrated experiences or events.		✓	✓		✓	
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		✓	✓	✓	✓	✓
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			Integrated throughout.			
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.			Integrated throughout.			
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			✓	✓	✓	

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	✓	✓	✓	✓	✓	
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓				✓	
A. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)").						✓
B. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	✓	✓	✓	✓	✓	
W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			Integrated throughout.			
W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class						✓

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	✓			✓	✓	
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				✓	✓	
B. Follow agreed-upon rules for discussions and carry out assigned roles.	✓			✓	✓	
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓			✓	✓	
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓			✓	✓	
E. See to understand and communicate with individuals from different perspectives and cultural backgrounds.				✓	✓	
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		✓	✓			
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.						✓
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.						✓
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.						✓

* Not formally assessed; to be addressed upon revision.

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	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.						✓

Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓			
A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).			✓		✓	
B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.			✓		✓	
C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.			✓			✓
D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).			✓			
E. Form and use prepositional phrases.			✓			
F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			✓	✓		✓
G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).			✓			
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓			
A. Use correct capitalization.		✓	✓	✓	✓	
B. Use commas and quotation marks to mark direct speech and quotations from a text.		✓	✓			✓

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
C. Use a comma before a coordinating conjunction in a compound sentence.			✓	✓	✓	
D. Spell grade-appropriate words correctly, consulting references as needed.		✓	✓	✓	✓	
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓	✓		✓
A. Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓	✓	✓
B. Choose punctuation for effect.			✓	✓	✓	✓
C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			✓		✓	✓
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.						✓
A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.				✓	✓	✓
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).			✓			✓
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.				✓	✓	✓

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						✓
A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.					✓	✓
B. Recognize and explain the meaning of common idioms, adages, and proverbs.						✓
C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					✓	✓
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	Integrated throughout.					

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓					
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓					
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	✓		✓			
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓					
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓					
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	✓					✓
A. Recognize and describe how an author's background affects his or her perspective.						+
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			✓			✓
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ³						✓
RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.				+	✓	
RL.5.11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					

* Not formally assessed; to be addressed upon revision.

³ RI.5.9 is particularly emphasized in M4.

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	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
A. Self-select texts to develop personal preferences regarding favorite authors.	Integrated throughout.					
B. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the piece.	Implemented through Accountable Independent Reading; see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					

Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓			✓
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ⁴	✓	✓	✓	✓	✓	
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	✓	✓	✓			✓
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		✓	✓	✓	✓	✓
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		✓	✓			
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				✓	✓	
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		✓	✓			✓
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				✓	✓	
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✓	✓	✓	✓	✓	✓
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.			Integrated throughout.			

⁴ RI.5.2: The assessment in M2A and M2B is a scaffold toward full mastery of the standard, which is assessed upon in M2A and M2B.

Reading Standards: Foundational Skills

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.5.5. Know and apply grade-level phonics and word analysis skills in decoding words			✓			
A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			✓			
RF.5.6. Read with sufficient accuracy and fluency to support comprehension.			✓			
A. Read grade-level text with purpose and understanding.			✓			
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			✓			
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			✓			

Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				✓	✓	✓
A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		✓	✓	✓	✓	✓
B. Provide logically ordered reasons that are supported by facts and details.		✓	✓	✓	✓	✓
C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).				✓	✓	✓
D. Provide a concluding statement or section related to the opinion presented.			✓	✓	✓	✓
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓			✓
A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓	✓	✓			✓
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓			✓
C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	✓	✓	✓			✓
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓			✓
E. Provide a concluding statement or section related to the information or explanation presented.	✓	✓	✓			✓

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.5.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	✓	✓	✓			
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓	✓			
B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓	✓	✓			
C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	✓	✓				
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓	✓				
E. Provide a conclusion that follows from the narrated experiences or events.		✓				
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.				*	✓	✓
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Integrated throughout.					
W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Integrated throughout.					
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		✓	✓	✓	✓	✓

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	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		✓	✓	✓	✓	✓
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		✓	✓			✓
A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	✓	✓	✓			✓
B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").		✓	✓	✓	✓	✓
W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					
W.5.11. Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class.						✓
A. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.						✓

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		✓				✓
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		✓				✓
B. Follow agreed-upon rules for discussions and carry out assigned roles.		✓				✓
C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		✓				✓
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		✓				✓
E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.		✓				
F. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.		✓				
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				✓	✓	✓
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.						✓
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.						✓

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.						✓
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.						✓

Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.						
B. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.						✓
C. Use verb tense to convey various times, sequences, states, and conditions.				✓	✓	
D. Recognize and correct inappropriate shifts in verb tense.				✓	✓	
E. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).						✓
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						✓
A. Use punctuation to separate items in a series.				✓	✓	✓
B. Use a comma to separate an introductory element from the rest of the sentence.				✓	✓	✓
C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).						✓
D. Use underlining, quotation marks, or italics to indicate titles of works.				✓	✓	✓

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
E. Spell grade-appropriate words correctly, consulting references as needed.					✓	✓
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.						✓
A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.						✓
B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.						
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		✓	✓			✓
A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		✓	✓			✓
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).		✓	✓			
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			✓			
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						✓
A. Interpret figurative language, including similes and metaphors, in context.						✓
B. Recognize and explain the meaning of common idioms, adages, and proverbs.						✓
C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).						
						Integrated throughout.

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
- Unit 1: Match and Sort - Unit 2: Numbers to 5	1. Numbers 0 to 10 Counting	1. Numbers to 1000 Looking Back	1. Numbers to 10,000 Thousands, Hundreds, Tens and Ones

- Unit 3: Numbers to 10 - Unit 4: Order - Unit 5: Shapes - Unit 6: Patterns - Unit 7: Length and Size - Unit 8: Weight - Unit 9: Capacity - Unit 10: Compare Sets - Unit 11: Compare Numbers - Unit 12: Numbers to 20 - Unit 13: Number Bonds - Unit 14: Addition - Unit 15: Subtraction - Unit 16: Addition and Subtraction - Unit 17: Numbers to 30 - Unit 18: Time - Unit 19: Numbers to 100 - Unit 20: Money	1. Number Bonds - Making Number Stories 1. Addition - Making Addition Stories - Addition With Number Bonds - Other Methods of Addition 1. Subtraction - Making Subtraction Stories - Methods of Subtraction 1. Ordinal Numbers - Naming Positions 1. Numbers to 20 - Counting and Comparing - Addition and Subtraction 1. Shapes - Common Shapes 1. Length - Comparing Length - Measuring Length 1. Weight - Comparing Weight - Measuring Weight 1. Comparing Numbers - Comparing Numbers	- Comparing Numbers - Hundreds, Tens and Ones 2. Addition and Subtraction - Meanings of Addition and Subtraction - Addition Without Renaming - Subtraction Without Renaming - Addition With Renaming - Subtraction With Renaming 3. Length - Measuring Length in Meters - Measuring Length in Centimeters - Measuring Length in Yards and Feet - Measuring Length in Inches 4. Weight - Measuring Weight in Kilograms - Measuring Weight in Grams - Measuring Weight in Pounds	- Numbers Patterns 2. Addition and Subtraction - Sum and Difference - Add Ones, Tens, Hundreds and Thousands - Two-step Word Problems 3. Multiplication and Division - Looking Back - More Word Problems - Multiplying Ones, Tens and Hundreds - Quotient and Remainder - Dividing Hundreds, Tens and Ones 4. Multiplication Tables of 6, 7, 8 and 9 - Looking Back - Multiplying and Dividing by 6 - Multiplying and Dividing by 7 - Multiplying and Dividing by 8 - Multiplying and Dividing by 9 5. Money (U.S. currency) - Dollars and Cents - Addition - Subtraction

	• Comparison by Subtraction • 2. Graphs • Picture Graphs • 3. Number to 40 • Counting • Tens and Ones • Addition and Subtraction • Adding Three Numbers • 4. Multiplication • Adding Equal Groups • Making Multiplication Stories • Multiplication Within 40 • 5. Division • Sharing and Grouping • Halves and Quarters • Making Halves and Quarters • Time • Telling Time • Numbers to 100 • Tens and Ones • Order Numbers • Addition Within 100 • Subtraction Within 100 • Money • Bills and Coins (U.S. currency) • Shopping	• Measuring Weight in Ounces 5. Multiplication and Division • Multiplication • Division 6. Multiplication Tables of 2 and 3 • Multiplication Table of 2 • Multiplication Table of 3 • Dividing by 2 Dividing by 3 1. Addition and Subtraction • Finding the Missing Number • Methods for Mental Addition • Methods for Mental Subtraction 2. Multiplication and Division • Multiplying and Dividing by 4 • Multiplying and Dividing by 5 • Multiplying and Dividing by 10 3. Money (U.S. currency) • Dollars and Cents • Adding Money • Subtracting Money	- 1. Mental Calculation • Addition • Subtraction • Multiplication • Division 2. Length • Meters and Centimeters • Kilometers • Yards, Feet and Inches • Miles 3. Weight • Kilograms and Grams • More Word Problems • Pounds and Ounces 4. Capacity • Liters and Milliliters • Gallons, Quarts, Pints and Cups 5. Graphs • Bar Graphs 6. Fractions • Fraction of a Whole • Equivalent Fractions 7. Time • Hours and Minutes

		4. Fractions • Halves and Quarters • Writing Fractions 5. Time • Telling Time • Time Intervals 6. Capacity • Comparing Capacity • Liters • Gallons, Quarts, Pints and Cups 7. Graphs • Picture Graphs 8. Geometry • Flat and Curved Faces • Making Shapes 9. Area • Square Units	• Other Units of Time 8. Geometry • Angles • Right Angles 9. Area and Perimeter • Area • Perimeter • Area of a Rectangle

Fourth	Five
1. Whole Numbers • Numbers to 100,000 • Rounding off Numbers • Factors • Multiples 2. Multiplication and Division of Whole Numbers • Multiplication by a 1-digit Number • Division by a 1-digit Number and by 10	1. Whole Numbers • Place Values • Millions • Approximation and Estimation • Multiplying by Tens, Hundreds or Thousands • Dividing by Tens, Hundreds or Thousands • Order of Operations • Word Problems

• Multiplication by a 2-digit Number 3. Fractions • Adding Fractions • Subtracting Fractions • Mixed Numbers • Improper Fractions • Fraction of a Set 4. Tables and Graphs • Presenting Data 5. Angle • Measuring Angles 6. Perpendicular and Parallel Lines • Perpendicular Lines • Parallel Lines 7. Area and Perimeter • Rectangles and Squares • Composite Figures 1. Decimals • Tenths • Hundredths • Thousandths • Rounding off 2. The Four Operations of Decimals • Addition and Subtraction • Multiplication • Division 3. Measures • Multiplication • Division 4. Symmetry	2. Multiplication and Division by a 2-digit Whole Number • Multiplication • Division 3. Fractions • Fraction and Division • Addition and Subtraction of Unlike Fractions • Addition and Subtraction of Mixed Numbers • Product of a Fraction and a Whole Number • Product of Fractions • Dividing a Fraction by a Whole Number • Word Problems 4. Area of Triangle • Finding the Area of a Triangle 5. Ratio • Finding Ratio • Equivalent Ratios • Comparing Three Quantities 6. Angles • Measuring Angles • Finding Unknown Angles 1. Decimals • Approximation and Estimation • Multiplication by Tens, Hundreds or Thousands • Division by Tens, Hundreds or Thousands • Multiplying by a 2-digit Whole Number • Conversion of Measurements 2. Percentage • Percent • Writing Fractions as Percentage • Percentage of a Quantity

• Symmetric Figures	3. Average • Average
5. Solid Figures • Identifying Solid Figures	4. Rate • Rate
6. Volume • Cubic Units • Volume of a Cuboid	5. Graphs • Line Graphs
	6. Triangles • Sum of Angles of a Triangle • Isosceles and Equilateral Triangles • Drawing Triangles
	7. 4-sided Figures • Parallelogram, Rhombuses and Trapezoids • Drawing Parallelograms and Rhombuses
	8. Tessellations • Tiling Patterns
	9. Volume • Cubes and Cuboids • Finding the Volume of a Solid

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.

Kindergarten	First	Second	Third
World: I. Geography: Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures	World: I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico American I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures	World: I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization American I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures	World: I. World Geography II. The Ancient Roman Civilization III. The Vikings American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution

Fourth	Fifth	Sixth	Seventh	Eighth
World: I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World: I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	World: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements American I. Immigration, Industrialization, and Urbanization II. Reform	I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States	I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico

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. Below is an overview of the science content taught at each grade

level, based on the scope and sequence provided by the Core Knowledge program. In addition, teachers will utilize the FOSS/STC science kits.

Kindergarten	First	Second	Third
I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

Fourth	Fifth	Sixth	Seventh	Eighth
I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

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.

Kindergarten	First	Second	Third
I. Elements of Art II. Sculpture III. Looking at and Talking About Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization

Fourth	Fifth	Sixth	Seventh	Eighth
I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)	I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution

Music

Kindergarten	First	Second	Third
I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs

Fourth	Fifth	Sixth	Seventh	Eighth
I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music: Romanticism and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)

a. 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.

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.

(e) Promotion and Graduation Policy

Explain the school’s policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

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 attend summer school and possibly repeat the same grade if sufficient progress has not been made.
 - 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.

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. 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 also 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.

Late November	Students will may be identified as promotion-in doubt depending on different assessments done to date Teachers are expected to have documented communications with parents/guardians regarding concerns prior to this date.
December	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	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.

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.

Principal Evaluation

Name: _____

Program/Dept: _____

Supervisor's Name: _____

Date: _____

Title: _____

1 - Unsatisfactory	2 - Needs Improvement	3 - Average	4 - Good	5 - Excellent
Performance falls substantially short of the expectations for competency. Meets none of the standards set for the position. Requires significant improvement.	Performance does not meet an acceptable level in all areas. Meets some, but not all, of the standards set for the position. Requires improvement in critical areas.	Performance is acceptable and meets standards set for the position on a consistent basis.	Performance is better than average. Consistently meets standards. A distinctive performance.	Exceptional performance of unusually high caliber. Remarkable achievement and pace-setting performance.

Key Performance Standards	Rating
1 – Shared Vision of Learning - Principal collaboratively develops, articulates, implements and stewards a shared vision of learning for the school. - Principal collects and uses data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. - Principal promotes continual and sustainable school improvement.	
2 – School Culture and Instructional Program - Principal sustains a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. - Principal ensures a comprehensive, rigorous, and coherent curricular and instructional school program. - Principal develops and supervises the instructional and leadership capacity of school staff.	
3 – Safe, Efficient, and Effective Learning Environment - Principal monitors and evaluates school management and operational systems. - Principal efficiently uses human, fiscal, and technological resources to manage school operations. - Principal promotes school-based policies and procedures that protect the welfare and safety of students and staff within the school. - Principal ensures that teacher and organizational time focuses on supporting high quality instruction and student learning.	
4 – Community - Principal collaborates with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. - Principal mobilizes community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. - Principal understands and responds to community interests and needs by building and sustaining positive relationships with families and caregivers. - Principal understands and responds to community interests and needs by building and sustaining productive relationships with community partners.	
5 – Integrity, Fairness, and Ethics - Principal acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success. - Principal models principles of self-awareness, reflective practice, transparency, and ethical behavior. - Principal promotes social justice within the school to ensure that individual student needs inform all aspects of schooling.	
6 – Political, Social, Economic, Legal and Cultural Context - Principal advocates for school students, families and caregivers. - Principal understands and acts to influence local, district, state and national decisions affecting student learning in a school environment. - Principal anticipates and assesses emerging trends and initiatives in order to adapt school-based leadership strategies.	

Any Employee who receives a “Needs Improvement” rating in four key performance categories OR receives an “Unsatisfactory” in one key performance category and a “Needs Improvement” in two key performance categories will be placed on interim performance review.

Attendance

- ☐ **Good:** Rarely utilizes sick/personal time. Vacations are planned and approved in advance.
- ☐ **Average:** Utilizes some sick/personal time. Vacations are planned and approved in advance.
- ☐ **Needs Improvement:** Some excessive use of sick, personal or vacation time.
- ☐ **Unsatisfactory:** Excess use of sick, personal and vacation time.

Punctuality:

- ☐ **Good:** Rarely late.
- ☐ **Average:** Occasional lateness of a few minutes duration.
- ☐ **Needs Improvement:** Frequently late by a few minutes.
- ☐ **Unsatisfactory:** Frequently late by more than 20 minutes.

Overall Evaluation: List employee's strengths and identify areas for improvement.

Potential for Growth/Advancement: Consider overall performance rating, employee interest, and estimates of potential.

Development Plans: Identify assignments and topics for training designed to increase individual's effectiveness on present job and prepare for future assignments.

Period Covered by this Evaluation: Select One

Employment Status Recommendation: Select One

Signature of Person Completing Appraisal

Date

I acknowledge that I have seen a copy of this appraisal.

- ☐ I am in substantial agreement with my evaluation.
- ☐ I disagree with certain aspects of my evaluation and wish my statement of disagreement filed with this appraisal.

Signature of Employee Reviewed

Date

Supervisor's Signature

Date

Chief of Operations' Signature

Date

Any Employee who receives a "Needs Improvement" rating in four key performance categories OR receives an "Unsatisfactory" in one key performance category and a "Needs Improvement" in two key performance categories will be placed on interim performance review.

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, and Student Support Coordinator 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.

Executive Director Evaluation: The Board will conduct an annual evaluation of the Executive Director focused heavily on academic achievement. At the beginning of the year the Executive Director and the Board will establish measurable process and outcome goals for the year. A midyear review will be conducted and at the end of the year a written review will be provided to the Executive Director and used to determine eligibility for a bonus. 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 focused heavily on academic achievement, which will be used to determine the Principal's bonus. At the beginning of the year the Executive Director and Principal will establish measurable process and outcome goals for the year. A mid-year review will be conducted and at the end of the year a written review will be provided to the Principal and used to determine

eligibility for a bonus. 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.

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 2018 – 2019 Proposed Calendar

Month	Total Days	Total Hours ¹	Start and End Dates, Holidays and Breaks
August	9		August 20 – 30: All staff professional development (no students) August 27 – 28 : Orientation and Open House for new students
September	18	132	September 5: First Day of School
October	22	161.25	October 8: Columbus Day
November	18	128.25	November 6: Election Day November 12: Veteran's Day November 21: Half Day early dismissal November 22 – 23: Thanksgiving
December	15	110.25	December 5: End of Trimester I December 21: Half Day early dismissal December 24 – 31: Winter Break
January	20	147	January 1 – 2: Winter Break January 2: Full day Professional Development (no school for students) January 21: Martin Luther King Jr. Day
February	15	110.25	February 18 – 22: Mid-Winter Break
March	21	154.5	March 14: End of Trimester II
April	17	125.25	April 22 – 26: Spring Break
May	22	161.25	May 27: Memorial Day
June	17	126	June 14: End of Trimester III June 25: Last Day of School (Half Day)
Total School Year	185	1356	
July 2019	19	76	July 1 – 26: Summer School 8:30 – 12:30 Monday - Friday

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

ORCS will not offer after school programming for the first academic year. After school programming will be offered starting with the 2019 – 2020 school year, Monday, Tuesday, Thursday, and Fridays 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 runs from 8:15 am to 3:45 pm, except on Wednesdays when students are dismissed at 3:00 pm to accommodate 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.

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 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
Literacy	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
Literacy	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	Recess	Recess	Recess	Recess
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
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	PREP	PREP	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
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	PREP	PREP	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 professional development. Their typical work day will be eight hours long with a lunch break and prep periods.

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. On Wednesdays teachers will 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. Teachers may sometimes participate in RtI or other staff meetings during their prep time.

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 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 (RtI) program**

Open Roads will be located in an underserved neighborhood in an attempt to provide a better educational option for low-income, South Bronx children. The school is specifically designed to accelerate the achievement of at-risk students; our blended-learning model, co-teaching, and systematic approach to assessment, all contribute to our ability to personalize instruction for each child. Students may be determined to be “struggling,” if, based on their performance on diagnostic or other assessments, they do not meet, or are at-risk of not meeting, grade level expectations set forth in the Common Core State Standards. These students may fall into many categories, including being identified as English language learners or students with special needs.

These populations will be described in the following sub sections. ORCS defines 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). Assessments include, but are not limited to, the most recent administration of the New York State English language arts and mathematics assessments, the Stanford-10 and the Diagnostic Reading Assessment. Similar to the process for identifying English language learners, cut-off points will be established in both the Reading/Language Arts and Mathematics on these assessments. Students who perform below those established cut-off points will be eligible for academic intervention services, including those funded through Title I, and will be monitored closely within the Response to Intervention framework. We are absolutely committed to meeting the needs of all students, including those with disabilities and English language learners, and believe that with appropriate supports our students will thrive.

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. Some examples include behavioral, psychosocial or developmental challenges, and teacher recommendations, based on slow, uneven or no demonstrated progress when interventions, academic or behavioral, are implemented for students categorized in RtI Tier I (described below).

For each newly enrolled student, ORCS will outreach to former schools, pre-schools and day cares for baseline information. The enrollment application packet will include documents that request information on learning needs, prior supports and services and language(s) spoken at home. At every entry point, at every grade level, all students will be given diagnostic assessments in English language arts and mathematics, aligned to the Common Core State Standards.

- **The strategies, programs and resources the school will devote to assisting struggling students both within general education classrooms and in other settings**

All of our students will learn through direct skill and strategy-building instruction, which will be blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real world experiences. Beyond our foundational pedagogical approach, we will provide a variety of learning supports and challenges to all of our students. For struggling students the range of interventions available at Open Roads will include:

- Supplemental curricula
- Computer-based programs for remedial and accelerated learning
- Small group instruction
- Push-in and pull-out services by certified special education staff and contractors
- Tutoring
- Electives
- Support blocks (grade dependent)

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 seek help to help students who are not responding the strategies they are employing 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 who will also handle IEP coordination and services, the social worker, the K/1st grade learning specialist, and the Principal. In future years, the Dean of Students will join the Student Support Coordinator, and the ELL specialist and the Principal will attend as needed (depending the agenda, particular students being discussed, etc.). For SST meetings that focus on strategizing around addressing the needs of students, teachers and learning specialists who most closely work with them will be included.

Response to Intervention: Traditionally most schools have provided interventions for struggling students only after they test and verify chronic failure, by which time it is often too late to prevent tragic loss of learning. We know that students who begin to struggle need quality instruction immediately. Our RtI program is designed to quickly catch students before serious failure occurs and design 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.

The RTI process at Open Roads will follow these steps:

1. Determine the academic skill gap between the student and typically-performing peers through academic data analysis.
2. Determine the likely reason(s) for the student's depressed academic performance.
3. Select a research-based intervention likely to improve academic functioning.
4. Provide ongoing monitoring of academic progress to evaluate the impact of the intervention and try alternatives if necessary.
5. Refer to CSE for evaluation if the student fails to respond to multiple, well-implemented interventions.

Our Rtl program will be coordinated by the Dean of Students and the Student Support Coordinator who will train teachers in its implementation during Summer Institute and throughout the course of the school year. The Student Services department will meet with each grade team regularly. These meetings 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.

Our Rtl model will utilize the common three tier approach:

- Tier I - High-Quality Classroom Instruction: General education teachers will be trained in and expected to use differentiated instructional strategies, materials and assessments within their classroom. Our blended-learning and co-teaching model provides frequent opportunities for targeted support within the classroom.
- Tier II - Targeted Interventions: For students who struggle in the general education classroom, blended learning permits teachers to select from and add an ever widening array of programs to meet individual student needs. This allows them to provide alternative pedagogy, guided practice and appropriate pacing for each child. Co-teaching permits additional support to small groups and individual students. In addition, we will have trained and certified intervention teachers on staff who can push-in and pull-out to provide one-on-one and small group targeted interventions. Finally, our teachers will provide tutoring to struggling students and the school will seek an afterschool program that provides academic support services.

Some of the ways this will be done follow:

Daily (Mon – Thurs) thirty-minute small group re-teaching of skills identified by teachers and special education teachers

Extra time during the day or after school to review specific skills with individual students

RAZ Kids, Headsprout, myOn, Starfall, and Brainpop Jr. are computer programs employed to support learners develop specific skills and meet individual student needs

Core Knowledge provides a remedial program for struggling students, which can be used to re-teach skills in smaller groups

- Tier III - Intensive Interventions: The goal of Tier III is remediation for severe challenges that require intensive and sustained intervention. For example, we anticipate in our first years of operation most Tier 3 students may require intensive one-on-one reading programs, such as Wilson Foundations or Reading Recovery.

The Rtl 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 Rtl 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 learning specialists (certified special education teachers and co-teachers in each classroom after year 1) and the ELL specialist (certified to teach English as a

Second Language). This inclusion team will work collaboratively with general education and associate teachers to co-plan and co-teach, targeting specific students.

The frequency and duration of interventions increase in higher tiers. Kindergarten and grade 1 students who demonstrate they are at moderate academic risk at screening, or are not responding to the modifications or differentiated instruction provided by their classroom teachers during the school year, will receive targeted support from the grade level learning specialist or ELL specialist in a manner that best moves the student to the full understanding of a concept or successful application of a skill or strategy. Tier II interventions will take the form of small groups pulled out of the general classroom or push in support, according to an established schedule. In grades 2-5, learning specialists will co-plan with the general education teacher to address the needs of small groups and individual students, and assume the lead role in implementation.

Students in Tier III will receive even more intense and frequent intervention support from the grade level learning specialist, up to daily, in a structured small group format outside the general classroom. The learning specialist will utilize a variety of research-based, designed-for-intervention materials appropriate for the developmental and academic levels of the students served (e.g. research-based reading intervention programs, such as Wilson Foundations, Orton Gillingham).

As noted above, students who experience behavioral, psychosocial or developmental challenges may also be considered to be struggling, whether or not they are academically at-risk. The Principal, 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.

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 (in the case of psychosocial or developmental issues) or the Principal (for behavioral concerns). Teachers will coach students through specific situations and apply logical consequences as well, and they will also be the first line of communication with families, informing and partnering with them to help students learn to make smart choices and learn from their mistakes.

Tier II: When, despite these Tier I interventions, students demonstrate slow, uneven or no progress, they may be categorized into Tier II. The Principal (in year 1 and 2) and the Dean of Students (once hired in year 2 and afterwards) 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. Addressing students' social-emotional needs at this level may involve strategizing with the social worker, leaders, teachers and learning specialists. Moderate interventions at this level may include but are not limited to:

- The development of a behavior plan, to be implemented and monitored by the teacher
- Short-term counseling
- Targeted promotion of the school/family partnership

- Consulting with the Student Support Team to identify alternative strategies to overcome challenges. The SST may refer to the Pre-referral Intervention Manual and other resources as needed.

Students in Tier III will receive intense intervention support, which may include up to daily involvement with families or referrals to external agencies or community supports, such as psychiatric services, family counseling or medical services. The Student Support Team, led by the Dean of Students, will be responsible for working closely with teachers and parents/caregivers and tracking all efforts to support these students.

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 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, 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**

Rtl is a school-wide prevention framework, designed to shore up the skills and content knowledge of students at risk, and help them avoid learning struggles in the future. This approach is reflective of the Open Roads Charter School's core belief that every student can achieve grade level learning standards. Alternatively, the more traditional deficit model functions as a pre-referral strategy for students who have not responded to instruction, and who are likely to be referred for special education support. Our goal is to focus on moving students "up" the tiers towards not needing additional intervention, versus shifting them "down" into more intense tiers over time.

A meta-analysis of Rtl research found that there were both systemic effects at schools, such as reductions in special education referrals, and positive effects on student outcomes.¹ This meta-analysis, as well as evidence from additional research, suggests that Rtl is an effective practice.²

Experts recommend that screening tools should be evidence-based, reliable and valid and that the core curriculums utilized with all students are high quality and standards-aligned. For students who are categorized in Tier II, researchers have determined that using explicit and

¹ 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.

² 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

systematic instruction in small groups of no more than 5 students is the most effective approach.^{3 4} Focusing on foundational reading and underlying skills and structures for both math and reading, versus simply providing extra reading time or general skill practice, is key for both Tier II and III. Finally, Burns and colleagues indicated that Tier III interventions should be “(a) highly targeted, (b) provide an appropriate level of challenge for the individual student, (c) explicitly teach a specific skill, (d) allow many opportunities to respond, and (e) provide immediate corrective feedback for an individual student.”⁵

- **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**

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. The school will utilize a data management program such as Engrade, AIMSWEB, PowerSchool, and/or SchoolNet to track and guide the screening and progress monitoring aspects of this work, and drive tiered levels of academic intervention implemented by general education teachers, associate teachers and learning specialists. In addition to these assessments, teachers will be trained and expected to routinely collect evidence of progress on various levels, and track the learning of all of their students.

The Open Roads Charter School is committed to engaging in continuous cycles of instructional improvement. The progress of students will be monitored and revisited on an individual, aggregate and disaggregated basis at a number of levels. Students will be monitored closely by their teachers, to ensure that they are meeting academic benchmarks. In conjunction with the Dean of Students and the Student Support Team, teachers will also review the additional assessment data collected to track the learning progress of students who are categorized in Rtl tiers II and III.

At least twice a year, the SST will assemble to review the academic data more broadly, within intervention groups, grades, Rtl tiers and school-wide. During these semi-annual sessions, 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.

³ Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., et al. (2009a). Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades. Washington, DC: U.S. Department of Education Institute of Educational Sciences

⁴ Elbaum, B., Vaughn, S., Hughes, M., & Moody, S. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Reading Research Quarterly*, 92, 605–619.

⁵ Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists

(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:

The Open Roads Charter School will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504, and Title II of the ADA, which are applicable to it.

The Open Roads Charter School 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 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 or school district's provision of FAPE.

The Open Roads Charter School will employ, at a minimum, a properly certified individual as the School's Student Support Coordinator, whose responsibilities will include coordinating with 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 school may permit the Student Support Coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 and Title II of the ADA.

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

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

The Open Roads Charter School will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act of 1974 (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 Open Roads Charter School's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.

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

The Open Roads Charter School 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 School understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.

Appropriate Open Roads Charter School personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the Trustees, including those sponsored by the State Education Department.

- **The process for identifying students with disabilities**

We are well aware of the fact that poor minority students are over-identified for special education and will take vigorous steps to determine whether a student's struggles are the result of a legitimate disability or the consequence of a poorly executed education program. Our 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. Having exhausted all three tiers, the Student Support Coordinator will convene a Student Study Team (SST) comprised of a learning support teacher, general education teacher and administrator to 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 specified by the IEP and the parent provides consent, the CSE will 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 (special education coordinator), at least one learning specialist (special education teacher) on each grade level and a school social worker. ORCS will also contract with appropriately certified or licensed individuals and/or organizations to provide services as described later in this response, or request same from a student.

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.

Open Roads Charter School will ensure that the special education programs and services, as indicated on each student's IEP, will be provided directly to the student during school hours. Special education students at ORCS, when appropriate according to their IEPs, will receive their adapted curriculum work and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. 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, paraprofessional or aide may sit with the students to help implement the goals of their IEPs. The school will provide support services to students to ensure that IEP mandates and measurable goals are met. Open Roads Charter School intends to directly provide the following services that may be required by a student's IEP: resource room and Integrated Co-Teaching (ICT) within all grades.

Open Roads Charter School will have a 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.

- **The services or settings that will be provided by the school district of the student's residency or through a third party contract**

We whole-heartedly agree with the legal requirement that students with disabilities should be taught in the least restrictive environment and believe that our inclusion model will permit them to receive many of their required services within the general education classroom. Having special education teachers in the general education classroom reduces the stigma for at-risk students and provides both types of teachers with another opportunity for collaboration. Either direct or indirect special education teacher support services (SETSS) will be provided to individual students or small groups within or outside the classroom. Related services such as speech, occupational therapy, physical therapy or counseling will be provided on site. Our blended-learning model allows students to be scheduled for pull-out services in a manner that limits missing critical components of classroom instruction. We have also budgeted for supplemental curriculum and assessment resources, such as specialized computer software and reading programs.

- **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities**

A meta-analysis of 20 studies conducted from 1975 to 1995 examined the relationship between reading outcomes of students with disabilities and the grouping formats (i.e., pairing, small groups, and multiple grouping formats) used for reading instruction.⁶ Most studies compared students who received instruction through one of these grouping formats with similar students who received "traditional" instruction delivered to the whole class. The researchers found that students who were taught in one of the alternative grouping formats had greater reading outcomes, on average, than students in a comparison group. It also found that breaking students into smaller teacher-led groups helps students learn significantly more than students who are not instructed in small groups. The authors suggest that the type of instruction provided in small groups and the materials used will affect the benefits to students with disabilities. Benefits are likely to be greater when instructional materials are tailored to the needs of different students.

Beyond the small group work that will be arranged all for students at the school (as described in the previous Curriculum and Instruction subsection), ORCS will be strategically evolving the two-teacher model to provide a less restrictive, more inclusive learning environment for its special needs students.

The Open Roads Charter School will employ a highly structured co-teaching approach in all grades with a certified general education teacher and a special education in every classroom.

⁶ Small Group Learning: The Effect of Instructional Grouping Format on Reading Outcomes. This document was prepared for the Keys to Successful Learning Summit held in May 1999 in Washington, D.C. Keys to Successful Learning is an ongoing collaboration sponsored by the National Center for Learning Disabilities in partnership with the Office of Special Education Programs (US Department of Education) and the National Institute of Child Health & Human Development (National Institutes of Health). Authors: Batya Elbaum, University of Miami; Sally Watson Moody, University of Miami; Sharon Vaughn, University of Texas at Austin; Jeanne Shay Schumm, University of Miami; Marie Hughes, University of Miami
<http://www.ncld.org/students-disabilities/ld-education-teachers/effect-instructional-grouping-format-on-reading-outcomes-students-with-disabilities>

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

A study of thirty-two qualitative investigations of co-teaching in inclusive classrooms concluded that co-teachers generally supported co-teaching⁷. The dominant co-teaching role was found to be “one teach, one assist,” and the special education teachers tended to play a subordinate role, when the approach was more traditional instruction. ORCS will provide the necessary support and training and adequate co-planning time. The Dean of Students will work closely with each ICT team to ensure they develop and maintain an equal partnerships and a work relationship that benefits their students and their learning.

- **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 the inclusion 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 inclusion team, led by the Dean of Students, will conduct training for other teachers and personal around the various laws and regulations surrounding students with disabilities as well as professional development on implementing interventions. Teachers will meet to discuss how push-ins and pull-outs will be scheduled and what will be covered during these time periods. Finally, during the Summer Institute there will be an entire day reviewing the inclusion program and expectations.

Because ORCS has common planning time and all staff development time built into teachers' weekly schedule, there is 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. Every teacher of a student with a disability will be provided a copy of the student's IEP and training and will be provided information and support by the learning specialist and the Dean of Students, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

- **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. Students with special education needs will be closely tracked for reaching benchmarks and moving towards their IEP goals as well as school accountability goals, as would be for all ORCS students, no matter their designation. Ongoing progress reports

⁷ Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. Scruggs, T.A., Mastropieri, M.A., & McDuffie, K.A. *Exceptional Children*, 73(4), 392-416, 2007 <http://nichcy.org/wp-content/uploads/docs/meta81.pdf> National Dissemination Center for Children with Disabilities, <http://nichcy.org/schoolage/effective-practices/coteaching>

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 Study Team meetings will provide qualitative data about the quality of implementation of the RtI 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 RtI and behavioral intervention plans (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. Before the school year begins school staff will make home visits for each enrolled child and use this opportunity to administer the Home Language Identification Survey (HLIS), which will also be administered to any student enrolling during the school year. If

this screening process reveals the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview. If the HLIS indicates any language other than English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL) to determine eligibility for service

- **The approach, resources, and personnel the school will use to meet the needs of ELLs**

The ELL Specialist and the 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 supervise learning support teachers who will be trained to support ELL students and their teachers. 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 Open Roads Charter School will have one ELL specialist to 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 ESL 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. Research of ESL programs indicates successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. 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**

The ORCS ELL Specialist is devoted to meeting the needs of struggling students who are also classified as ELLs. However, through sheltered instructional strategies, ELL teachers are able to positively impact all students in the classroom, as all students are able to benefit from these sheltered instructional strategies. The Open Roads Charter School's overarching instructional model as well as ELL intervention strategies will ensure that the ELL students' needs are addressed and they are able to move out of ELL status in a timely manner.

There is a vast amount of research evidence that records the stages all children go through in their early development of speech and language, and the process is remarkably similar for any

language. These three dimensions of language acquisition have significant implications for language learning in the workshop model in the early years of education:

Production of language—listening, watching and sharing

Understanding of language—sounds and meanings

Function of language—first words, experiences gained through repeated daily routines and experiences and interaction with others.

The ORCS instructional model supports ELLs in all three dimensions listed above. The EngageNY English language arts curriculum provides generous opportunities to listen to and practice oral language, through daily read-alouds and shared readings. During these read-alouds and shared readings, students listen, watch and share. During these lessons as well as the clearly defined skill work, teachers have the flexibility to build scaffolding for ELLs into the structure of lessons and also engage in the process of scaffolding as a lesson is implemented, based on checks for understanding and other interactions with and observations of students.

The ORCS environment is one in which there is consistency in daily routines, experiences and interactions with peers. Accountable talk and student sharing are part of the workshop structure. Lessons are conducted in a “meeting area” with close teacher physical contact. Teachers are cognizant of supporting students’ needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them. ELL students will be encouraged to remain at the meeting area to review, reinforce and to repeat instructions given. Small group instruction during guided reading and guided writing and conferring will occur daily and will further focus on ELL needs.

- **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 built into the teacher’s weekly schedule provides opportunities for collaboration between all instructional staff, including between general education 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.

- **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 teacher 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**

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. The Home Language Surveys will provide the school with information about the home languages spoken by our non-English speaking parents. These 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, Open Roads Charter School 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. School leaders 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. Upon mastering basic concepts, students will be challenged to tackle more complex treatments of content. 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.

The school is specifically designed to accelerate the achievement of accelerated learners, just as it is designed to accelerate the achievement of at-risk students. 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**

Blended learning programs enable learners to advance at a pace that is appropriate for them and perhaps beyond that of their peers. Accelerated students' needs are targeted in a range of additional areas:

- Supplemental curricula
- Computer-based programs for accelerated learning
- Small group instruction
- Push-in and pull-out services by certified staff and contractors
- Advanced Tutoring
- Electives
- Support blocks (grade dependent)
- Extension work (homework and classwork)

Students who are identified as gifted and talented will also be referred for additional outside programs like Prep for Prep and Horace Mann's Summer on the Hill. These programs can provide students opportunities outside of the classroom to continue to advance academically.

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	• Responsible for leading and managing the strategic direction for Open Roads. • 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.
Principal	• 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 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	• 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	• 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	• Drives a comprehensive school-wide approach to learning that supports meeting the diverse instructional needs of all students. • 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 Coordinator to maintain IEPs and liaise with the NYCDOE Committee on Special Education • Supervise Social Worker • 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 is 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 K-12 Connect for assistance. Open Roads Charter School will establish a broad and diverse applicant pool for all vacant positions. ORCS will also 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.

The ORCS Board of Trustees will seek candidates who have a track record of effective school leadership and teaching, preferably in charter schools, and are able to provide evidence of high levels of student achievement. 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).

The ORCS Principal will apply a similar protocol to the search for other 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 (such 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, 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. 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

ORCS teachers will have collaborative opportunities to analyze and dissect their own practice in grade level teams and Professional Learning Groups. They will also receive individual coaching 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. Faculty and students will be accustomed to classroom visitors and will not break stride.

We also intend to use frequent videotaping of instruction to track progress and help teachers identify strengths and areas for improvement. A constant theme of classroom observation will be instructional rigor and student engagement. Feedback 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 the Grade & Content Leads, who in turn 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.

Similarly, the Student Support Coordinator will meet regularly with learning support staff. The leadership team will meet regularly to discuss teacher performance and identify any needs for more targeted and intensive coaching. In addition, we believe teachers possess valuable expertise and will design systems to cultivate peer support and development. For example, using reflection protocols teachers will collaboratively identify specific problems, reflect on their manifestation, and develop strategies to address them. Similarly, teachers will be expected to regularly videotape themselves and, using the teacher performance rubric, evaluate their performance and dissect it with their peers. This nonthreatening approach to critical reflection and feedback contributes to a culture of continuous improvement similar to that found in the field of medicine

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 into the Atlas-Rubicon technology 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 and grade level, and cluster team 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.

Leaders will use the Charlotte Danielson Framework for Teaching Tool to guide the coaching and growth within its four domains: planning and preparation, classroom environment, instruction and professional responsibilities. 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 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.

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).

(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**

Professional development for teachers and staff will be provided in a variety of ways, which include:

1. Annually: Two week summer institute prior to the beginning of the school year
2. Weekly: Wednesday afternoons, 3:30-5:30 pm all staff meetings
3. As indicated in the teacher schedule, teachers have protected time each day (while students are in art, music, physical education) to work independently, collaboratively 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 attend as needed)

- **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. 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 he/she to participate in on-going leadership development offered by KIPP or similar organizations.

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 will 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. 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
- ELA 3-8 for principals and coaches
- ELA 3-8 for teachers and coaches

Teaching Writing:

- Hochman method (The Hochman Project, at the Center for Educational Leadership at the Baruch College School of Public Affairs offers training).

Teaching Mathematics

Teaching Science and Social Studies

Core Knowledge resources

Historical Thinking Benchmarks

Next Generation Science Standards, A Framework for K-12 Science Education

FOSS Science Kits

Instructional practice priorities for the first year include but are not limited to:

- Elements of progressive education
- Defining rigor

- Common Core Learning Standards
- Bloom's Hierarchy
- Instructional Planning
- Lesson structure
- Understanding by Design
- 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: Atlas Rubicon, Engrade
- Developing an effective co-teaching model
- **How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs**

To ensure fidelity to our school mission and key design elements ORCS will spend a great deal of professional development emphasizing these elements, especially in the first few years of operation. On a school-wide basis, all staff are required to attend an on-boarding and professional development period two-weeks prior to the start of each school year. During this time teachers are 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 throughout the first year staff will 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 participants, 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.

Based on feedback from 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.

- **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 character formation.

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. At the beginning of each year staff will develop in consultation with their supervisor Professional Growth Plans (PGPs) that include measurable goals for the year and inform subsequent evaluation. 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, including achievement of PGP goals, 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 personal 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 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.

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 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 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 that would indicate their adoption of each of our core values. 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**

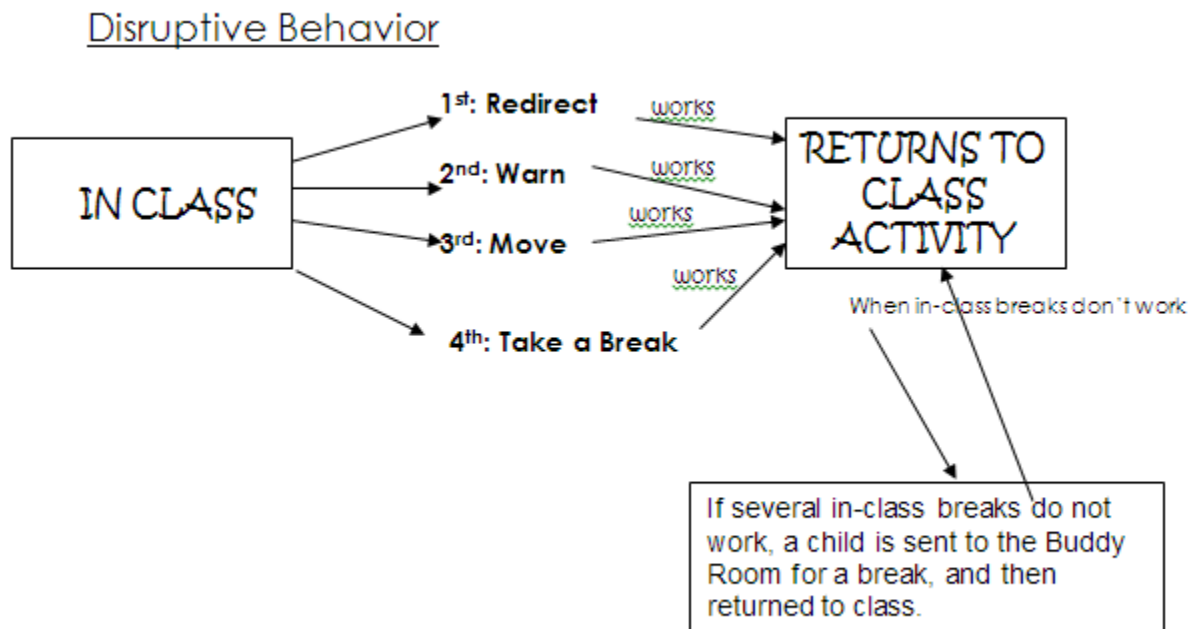
Our school community places a priority on being a safe space where children and adults value empathy and non-violence. Children learn best where they feel safe and cared for. All students will receive the ORCS Discipline Policy at the beginning of every school year and will be reminded periodically of 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 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.



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 Policy

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.

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 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

2. Kindness – I will be nice to everyone every day.
3. Work Hard – I will work hard and do my best every day.

4. Homework – I will do my homework every night and call my teacher if I need help.
5. Directions – I will follow the directions of my parents and all of the adults at school.
6. Respect – I will respect adults, students, myself and school property.
7. 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. 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. (Examples include a mascot, slogan, school colors, ritual events, etc.)

- **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 that would indicate their adoption of each of our core values. 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 counselor 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 Student Support Coordinator if they believe a referral is necessary.

Reactive Measures: 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: The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). 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 Policy

The Open Roads Charter School disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (“IDEA”), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education (“CSE”) of the student’s district of residence as necessary to ensure compliance with all applicable laws and regulations.

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.

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:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student’s disability; or
- The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of ten days.

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.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

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. If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

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.

Procedures and Due Process for Short Term Suspension: The Principal may impose a short term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). 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.

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.

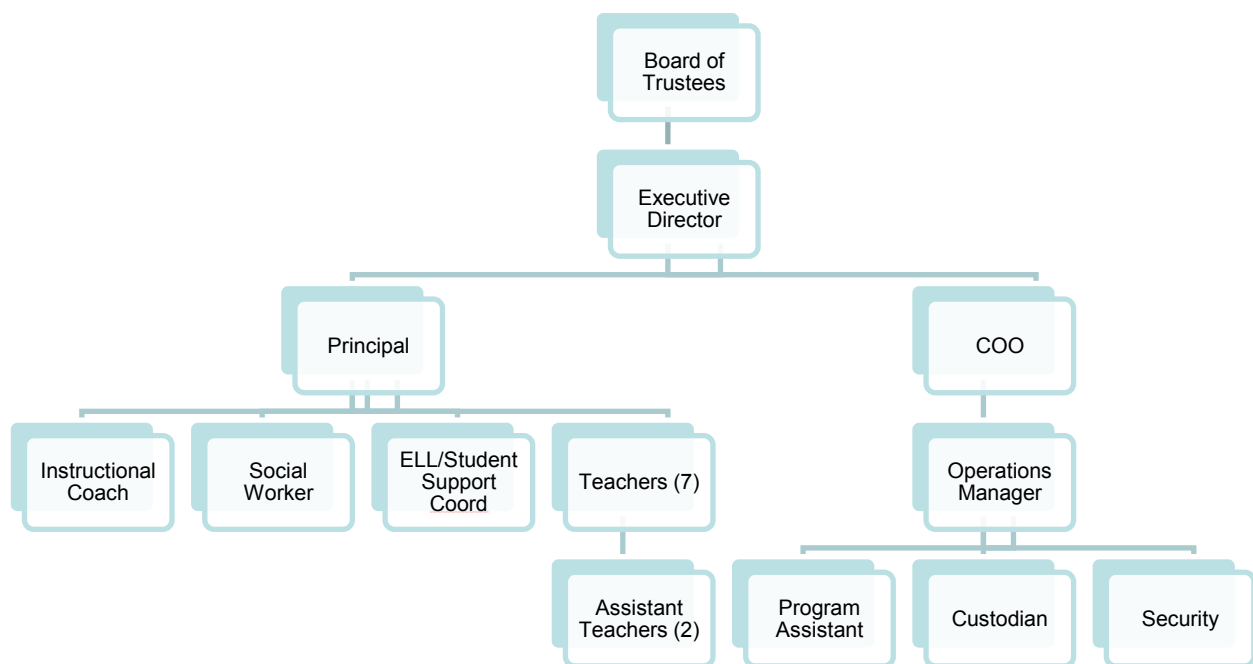
At the beginning of the school year, families will be encouraged to bring a second set of acceptable clothing to store in their child's classroom, in the case of any accidents or illness.

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.

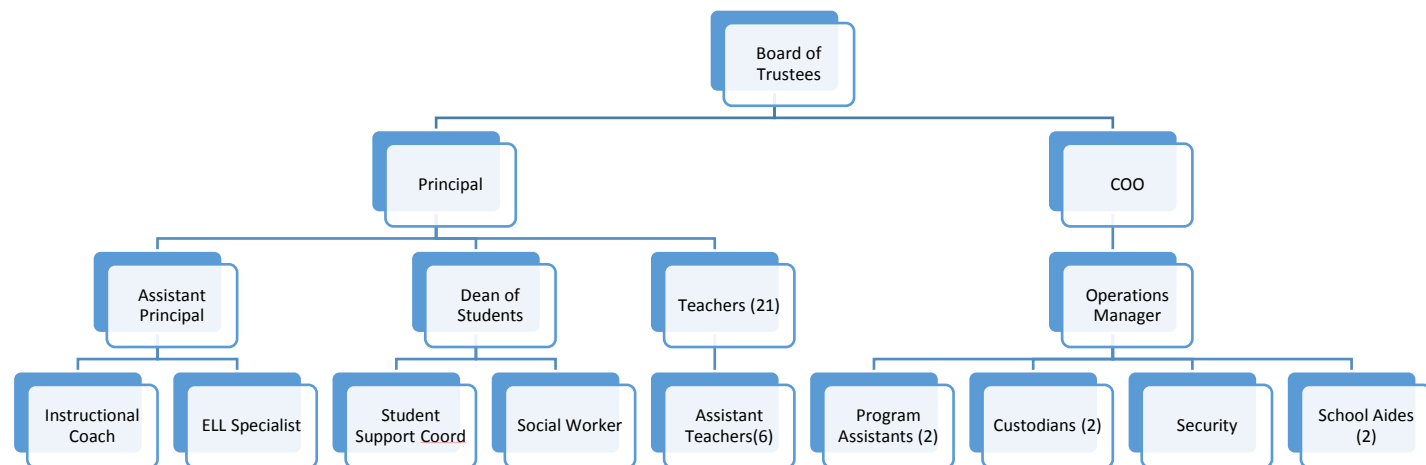
R-10ab – School Management and Leadership

(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

During the school's first few years of operations, the 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 the Student Support Coordinator. The Assistant Principal 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 is 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 K-12 Connect for assistance. Open Roads Charter School will establish a broad and diverse applicant pool for all vacant positions. ORCS will also 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.

The ORCS Board of Trustees will seek candidates who have a track record of effective school leadership and teaching, preferably in charter schools, and are able to provide evidence of high levels of student achievement. 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).

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)
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	0.0	0.0	0.0
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		1.0	1.0	1.0	1.0	1.0
Administrative Staff		1.0	2.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF		5.5	7.5	8.0	9.0	9.0

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	1.0	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	21.0	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		18.5	25.5	32.0	39.0	43.0

Year 1

Research illustrates the critical importance of a new school's first year; a successful first year is a very strong predictor of future success while a poor first year points to continued struggles in the years to come. 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 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 be hired in time to provide full operational and fiscal management support and to hire the Operations Manager and one Program Assistant by the time 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.

Beginning in the first year, the COO will train and supervise the Operations Manager. The Operations Manager will have three direct reports, 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.

With two classes per grade, ORCS will employ two teachers per class. One class per grade will have one lead general education teacher and one assistant teacher. The ICT class per grade will have one lead general education teacher and one lead 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. As enrollment grows and the number of students with special needs grows, the role will transition into a full time position.

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 in 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

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. The Operations Team will also add one school Aide.

Year 4

This year the Student Support Coordinator position is added as a full time position. Also, a Phys Ed specials teacher is hired. As we add fourth grade, three more teachers and one assistant teacher will be hired. Another school Aide is hired for the Operations Team.

Year 5

Three more teachers and one assistant teacher will be hired as we add fifth grade.

(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	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 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 • 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 classical liberal arts education (preferred)
Assistant Principal Responsibilities: (starting in Year 3) • 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	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 • Bachelor's degree

• 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	• Fluent in Spanish (preferred) • Experience with elementary grades, Core Knowledge, and/or classical liberal arts education (preferred)
Instructional Coach Responsibilities:	Qualifications:
• 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 • Demonstrate the school's virtues and integrate character education into instruction	• 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 • Certification in appropriate field(s)
Teachers Responsibilities:	Qualifications:
• 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)	• 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

• Contribute to the professional community by identifying needs and developing solutions • Demonstrate the school's virtues and integrate character education into instruction	• 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:	Qualifications:
• Prepare joyful, rigorous and engaging lessons for classes of up to 25 students • Contribute to professional community and provide assistance to lead teachers • Demonstrate the school's virtues and integrate character education into instruction	• 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:	Qualifications:
• 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 • Demonstrate the school's virtues and integrate character education into instruction	• 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 Responsibilities: (starting in Year 4 full time)	Qualifications:
• 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	• 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

• Train instructional staff on effective methods for educating at-risk students • Inform staff of all FERPA requirements as they relate to student record privacy	presentations, process facilitation, problem solving and relationship building • Demonstrated respect and concern for children and their parents and a passion for education
ELL Specialist Responsibilities: (Will handle both ELL and Student Support responsibilities until Year 4)	Qualifications:
• 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	• 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 Responsibilities: (will start Year 2)	Qualifications:
• Supervise ORCS social/emotional 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	• 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:	Qualifications:
• 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	• 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:	Qualifications:
• Oversee all day-to-day operational and fiscal activities of the school in collaboration with Principal • Supervise Operations Manager • 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	• 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-solver
Operations Manager Responsibilities:	Qualifications:
• 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	• 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:	Qualifications:
• 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	• 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

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;	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	• 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:	Qualifications:
• 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	• Security Guard license • Experience working in schools
Custodian Responsibilities:	Qualifications:
• 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	• 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**

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. They are individuals who believe that all students have a right to a high quality education. They are individuals who 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.

ORCS will seek candidates that 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.

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. Teachers who are supported in their work and valued for their contributions experience high levels of job satisfaction. 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. Teachers that are held to high standards and are supported to meet those standards are teachers that will stay and are teachers that are worth keeping.

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. 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.

Every week throughout the year staff will gather to participate in scheduled professional development training. Topics covered during these sessions will include: how to use data to inform lesson planning; highlighting best practices; norming around report card grading; and community team building activities. Dedicating time (formally and informally) for teachers to collaborate with others who teach the same grade level has been critical to both consistency of content and instruction as well as teacher satisfaction. On a weekly basis, grade level teams will also meet for shared lesson planning for the next week's instruction, they also have a planned lunch period in which all teachers on their level will gather and collaborate in an informal manner. 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.

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.

R-11d – Personnel Policies



Personnel Manual
Draft March 2017

Welcome!

Thank you for joining the Open Roads Charter School. We hope you agree that you have a great contribution to make to the education of our children by way of our community, and that you will find your employment at ORCS a rewarding experience. We look forward to the opportunity of working together to create a more successful school. We also want you to feel that your employment will be a mutually beneficial and gratifying one. You have joined a school that will work diligently to establish an outstanding reputation for academic excellence and quality.

As a member of the ORCS team, you will be expected to contribute your talents and energies to further improve the environment and quality of the school. We extend to you our personal best wishes for your success and happiness at ORCS.

Sincerely,

Executive Director

ABOUT THIS HANDBOOK

This Handbook has been prepared to help acquaint you with Open Roads Charter School and to provide a general summary of our personnel policies, procedures, and benefits. While it is not all-inclusive, it is important that you read it carefully and learn its contents.

This Handbook is intended to serve as a useful reference throughout your employment with ORCS, but please note that this handbook is not intended to, nor does it, constitute or create the terms of any employment contract or any other legally enforceable obligations. Open Roads Charter School adheres to a policy of employment “at-will,” which means that both you and ORCS are free to terminate the relationship at any time, with or without cause or reason.

This Handbook replaces all earlier employee Handbooks and takes precedence over all memorandums and oral descriptions of our personnel policies, practices, and procedures. With the exception of the voluntary at-will employment policy, the guidelines contained in this Handbook are subject to modification, amendment, or revocation in the sole discretion of Open Roads Charter School, at any time and without advance notice.

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.

If you have any questions or concerns about anything contained in the handbook, please contact your supervisor.

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
[REDACTED]

- **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 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**

A service agreement will be drafted and approved by the ORCS Board prior to any payments of funds to ESH for after school services. This service agreement will be valid during the period agreed upon and cost of 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.



East Side House

SETTLEMENT

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 Gambee

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 718-665-5250 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 ORCS' oversight and policy-making body. Appropriate Board decisions 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:

- Establishing the school's mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring, evaluating, and holding to account the Executive Director/Principal.
- Participating in the selection of new school leaders.
- Approving major policies and regularly reviewing and revising them as necessary.
- Preparing for and attending board and committee meetings.
- Making informed decisions to support the success of the school.
- Monitoring program implementation and compliance with the charter agreement, and relevant laws and regulations.
- Facilitating long term strategic planning.
- Recruiting and orienting new board members and assessing board performance.
- Participating as appropriate in the complaint and discipline process.
- 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 Board.

The Board will require Executive Director, Principal, and COO to provide information about the school's academic progress and operational and fiscal health. 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 5 members. The by-laws allow for a minimum of 5 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 human resources committee to oversee recruitment, hiring, and staff retention, 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. An executive session may be held for the items below, providing no formal action shall be taken to appropriate public monies:

- Matters that will imperil the public safety if disclosed;
- Any matters which may disclose the identity of a law enforcement agent or informer;

Information relating to current or future investigation or prosecution of a criminal offense, which would imperil effective law enforcement if disclosed;

- Discussions regarding proposed, pending or current litigation;
- Collective negotiations pursuant to article fourteen of the civil service law;
- The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- The preparation, grading or administration of examinations; and
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

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 cognizant of the need it will have 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 using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors are arranged down the side of the matrix. Additional common factors include: community contacts, and status as a parent of children enrolled in the charter school. The names of current board directors are listed along the top of the matrix. The Board will analyze the matrix from the perspective of the needs identified and the capacity of the current Board to fill those needs. This will allow the Board to identify the gaps between skills and needs and will inform the Board as to the kinds of people whose professional experiences would meet the identified needs to support the school.

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 public comment, and surveys of parents and staff will be used as part of school oversight and the Executive Director and Principal 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.

Additionally, staff and parents will be invited to participate in annual surveys administered by the Board and the Executive Director. Both the Executive Director and the Principal will undergo 360 reviews as part of their annual performance evaluations, which will take into account input provided by staff and parents.

R-13d – By-Laws

BYLAWS of Open Roads Charter School

A New York Education Corporation

ARTICLE I: NAME

Section 1.1 Name. The name of this corporation is Open Roads Charter School (the “Corporation”).

ARTICLE II: PURPOSE

Section 2.1 Purpose. The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

ARTICLE III: OFFICE

Section 3.1 Offices. The Corporation’s principal office shall be located at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary. The Corporation may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE IV: BOARD OF DIRECTORS

Section 4.1 Powers. Subject to any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Directors of the Corporation (the “Board”). Directors shall have no power as individual directors and shall act only as members of the Board.

Section 4.2 Number of Directors. The authorized number of directors shall be not less than five, with the exact number of authorized directors to be fixed by the Board from time to time. 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).

Section 4.3 Term of Office. Each director shall be elected for a term of 3 years and shall hold office until a successor has been elected and qualified. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting,

his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

Section 4.4 Resignation. A director may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 4.5 Removal. A director may be removed from office at any time by a vote of a majority of the directors then in office, in a manner consistent with the laws of New York.

Section 4.6 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) unanimous written consent of the directors then in office, (2) a vote of a majority of the directors then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (3) a sole remaining director. Each director elected or appointed to fill a vacancy shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.7 Compensation of Directors. Directors shall not receive any compensation for their services as directors or for any other goods or services. Directors shall not accept gifts in excess of seventy-five dollars (\$75) from any individual or entity in any way related to the school operated by the corporation. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director.

Section 4.8 Standing Committees. 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, and a program committee to focus on the accountability outcomes and education plan. If the number of directors exceeds 5, the Board may elect an executive committee of 4 directors.

Section 4.9 Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board approval. Any such advisory board, to the extent provided in the resolution of the Board of Directors, shall act only in an advisory capacity to the Board of Directors, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the "advisory board."

ARTICLE V: MEETINGS

Section 5.1 Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.2 Regular Meetings. When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, finance committee and general meetings of the Board shall be held each month at the school.

Section 5.3 Quorum and Voting. A majority of the total number of authorized directors shall constitute a quorum for the transaction of business. The vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 5.4 Video Participation in Meetings. Directors may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to see and hear one another.

ARTICLE VI: CERTAIN MATTERS

Section 6.1 Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 6.2 Executive Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Executive Director, Principal and the 2 other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

ARTICLE VII: OFFICERS

Section 7.1 Officers. 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.

Section 7.2 Election and Term. The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

Section 7.3 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 these Bylaws or the Board.

Section 7.4 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.

Section 7.5 Secretary. 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 Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6 Treasurer. 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 these Bylaws or the Board. The books of account shall be open to inspection by any director upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.7 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 7.8 Removal. Officers may be removed from office by the Board, consistent with the voting procedures in the bylaws.

Section 7.9 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

ARTICLE VIII: INDEMNIFICATION

Section 8.1 Definitions. For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or

investigative; and “Expenses” includes, without limitation, attorneys’ fees and any expenses incurred in establishing a right to indemnification under Section 8.2 of this Article.

Section 8.2 Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 8.3 Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 8.4 Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that: (a) the requested advances are reasonable in amount under the circumstances; and (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 8.5 Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent’s status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

ARTICLE IX: FISCAL YEAR

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

ARTICLE X: FINANCES

Section 10.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 10.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with

actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

Section 10.4 Payment of Money. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

Section 10.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 10.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

ARTICLE XI: CONFLICTS OF INTEREST

Section 11.1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 11.2. Definitions. (a) Interested Person. Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person. (b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family: (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 11.3. Procedures. (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors. (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists. (c) Procedures for Addressing the Conflict of Interest (1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the

vote on, the transaction or arrangement that results in the conflict of interest. (2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. (3) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest. (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination. (d) Violations of the Conflicts of Interest Policy (1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 11.4. Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain: (a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed. (b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 11.5. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person: (a) Receipt. Has received a copy of the conflicts of interest policy. (b) Read and Understands. Has read and understands the policy. (c) Agrees to Comply. Has agreed to comply with the policy. (d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 11.6. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

ARTICLE XII: OTHER PROVISIONS

Section 12.1 Rights of Inspection. Every director shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

ARTICLE XIII: AMENDMENTS

Section 13.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

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 _____, 2016.

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 public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees and senior staff of Open Roads Charter School must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of ORCS; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Corporation Board has adopted the following procedures to govern ORCS’ decision-making processes. Moreover, Board Members, experts, advisors, and staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
 - Student records
 - Financial information
 - Personnel records
 - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - Use of tobacco or tobacco products on school grounds
 - Insubordination or other disrespectful conduct
 - Violation of safety or health rules
 - Sexual or other unlawful or unwelcome harassment

- Excessive absenteeism or any absence without notice

Conflict of Interest Procedures and Definitions

1. Board Members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board Member has an Interest if the Board Member or, to the Board Member's knowledge, the Board Member's Family Member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which ORCS is considering a transaction. Unless the Board requests their presences, Board Members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board Members to disclose close friendships with (a) any person with whom ORCS is considering a transaction, and (b) any person who has a significant position in an entity with which ORCS is considering a transaction.

2. ORCS senior staff (including, but not limited to, the Principal or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Principal (or her/his designee), orally or in writing, any Interest as defined above, and shall, unless the Head of School (or Head of School's designee) determines otherwise, recuse her- or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board Member who has knowledge that he/she has an Interest in a transaction being considered by ORCS below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom ORCS is considering a transaction, and (b) any person who has a significant position in an entity with which ORCS is considering a transaction.

3. No Board Member or staff member shall accept or solicit payments for expenses associated with ORCS-related travel, meals, or other professional activity from actual or potential suppliers of ORCS. No person listed in the previous sentence shall receive or solicit a gratuitous payment or article of monetary value worth \$75 or more from actual or potential suppliers of services or goods for ORCS, except (a) gifts presented to ORCS where the recipient is representing ORCS and thereafter presents the gift to ORCS, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official ORCS duties. In general, a recipient should make every effort to decline to accept gifts on behalf of ORCS, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, ORCS.

4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees

a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.

b. No trustee, officer or employee shall:

i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;

iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;

iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;

c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.

d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment of association with the school.

R-13f – Complaint Policy

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. Faculty, staff, and other members of the school community should always try to resolve their difficulties among themselves first. Informal consultation with the Principal or other school leader is encouraged if efforts among parties involved are not fruitful. When this is not sufficient to resolve an issue, Open Roads Charter School has adopted the following policy for informal and formal complaints.

Informal Complaints

Complaints that do not involve violations of law or the charter are defined as informal complaints. ORCS has a multi-step process for resolving informal complaints. If a member of the ORCS community believes that an issue has not been resolved through discussion with involved parties and/or school leaders, the following additional procedures are available.

1. Complainant submits an informal complaint in writing to the Principal. Complaint forms are available at the main office and included in staff and family handbooks. The complaint should state the date of the complaint, a detailed statement of the circumstances, 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 a delegate from the Leadership Team 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.
3. The Principal and/or appropriate Leadership Team member(s) shall respond to and, if necessary, remedy a valid complaint within ten (10) working days from the date the complaint was received. The Principal or appropriate Leadership Team member 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/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 and/or appropriate Leadership Team member(s) 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 appropriate Leadership Team member 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/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 and/or Leadership Team member(s), the complainant may appeal to the school's Board of Directors within fifteen (15) days of receiving a written response/report from school leadership. The Principal and Executive Director shall provide a copy of the disposition to the Board of Directors 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 Board in writing, which will acknowledge receipt of said complaint within five business days.

8. The Chair of the Board will appoint a Grievance Committee composed solely of board members to investigate the complaint. The Grievance Committee will complete its work within 30 business days of the Board receiving the complaint and present its findings and recommendations to the Board at the next regularly scheduled Board meeting. The Board will affirm or amend the Grievance Committee 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, as necessary. The decision of the Board regarding informal complaints is final and cannot be appealed.

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. This is defined as a formal complaint. ORCS prefers that complainants voluntarily first use the informal 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 formal complaint to the Chair of the ORCS Board of Directors. Complaint forms are available at the main office and included in staff and family handbooks. The complaint should state the date of the complaint, a detailed statement of the circumstances, 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. All complaints must be submitted to the Board in writing, which will acknowledge receipt of said complaint within five business days.

2. The Chair of the Board will appoint a Grievance Committee comprised solely of board members to investigate the complaint. The Grievance Committee will complete its work within 30 business days of the Board receiving the complaint and present its findings and recommendations to the Board at the next regularly scheduled Board meeting.

3. The Board will affirm or amend the Grievance Committee 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 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. Students who reside in CSD 7 face a daunting assortment of 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. Four out of the five founding Open Roads Charter School

trustees in particular 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 a 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 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, 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 hundreds of residents at two local houses of worship, many parents approached us and asked when applications would be available and if they could enroll their children now. The parents who attended our four community chat/information sessions have been overwhelmingly supportive of the proposal and have said that the community is desperate for 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
Enrollment 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, Head Start 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.

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 students 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 individualizing instruction so 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 a coordinated program 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 good faith efforts to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school. 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 directly and those that will be provided by the student's district of residence or other provider
- 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 those with special needs, 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 seek help to help students who are not responding the strategies they are employing 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 and Student Support Coordinator, the social worker, special education teachers, and the Principal. In future years, the Dean of Students and the Assistant Principal will join the SST. For SST meetings that focus on strategizing around addressing the needs of students, teachers and learning specialists 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 the Developmental Reading Assessment, 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 and students will receive more intense and frequent support will be provided (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, 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 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.



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





408 E 154th Street Bronx NY 10455 · Tel: (917) 792-7400 · Fax: (917) 792-7402

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 extending to the right.

René E. Peña, CPA
Owner



408 E 154th Street Bronx NY 10455 · Tel: (917) 727-4554

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,

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 Charter School (“ORCS”), a progressive education K-5 school helps students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond. 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 school 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 2018. 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. 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 they 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. If it is anticipated that attendance will exceed capacity, separated grade level lotteries will be held in separate locations and each lottery will be publicized in a manner consistent with Public Officers Law Section 104(1).

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 National Grid, Con Edison, the Long Island Power Authority, 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)
- 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 June 2017 (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 November 2017 if ORCS will be co-located or will have to secure space. 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 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 the end of 2017. This will give us 8 months to secure a suitable facility and prepare it for use by the time the school opens in September 2018. 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:

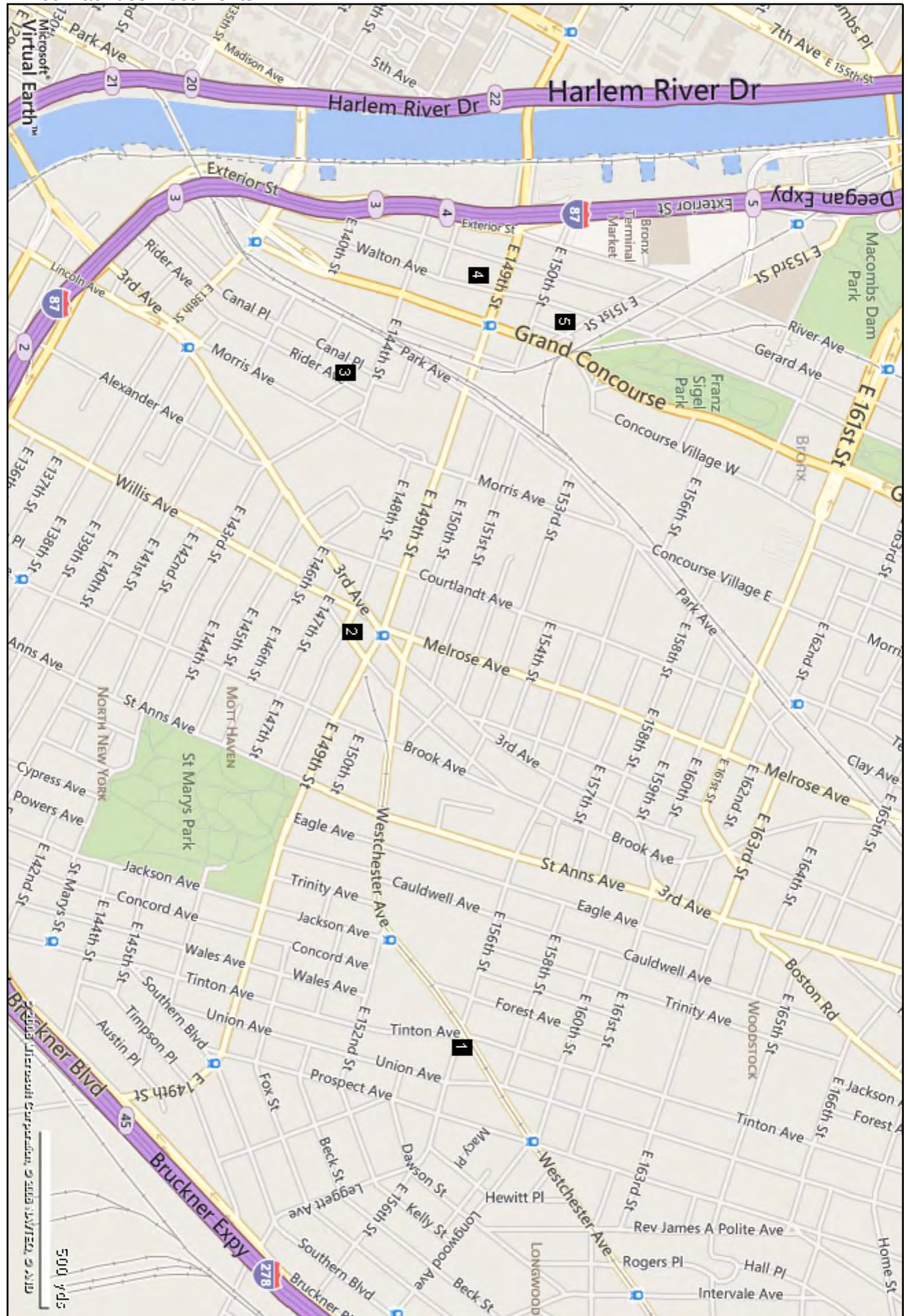


1290 Avenue of the Americas
New York, NY 10104

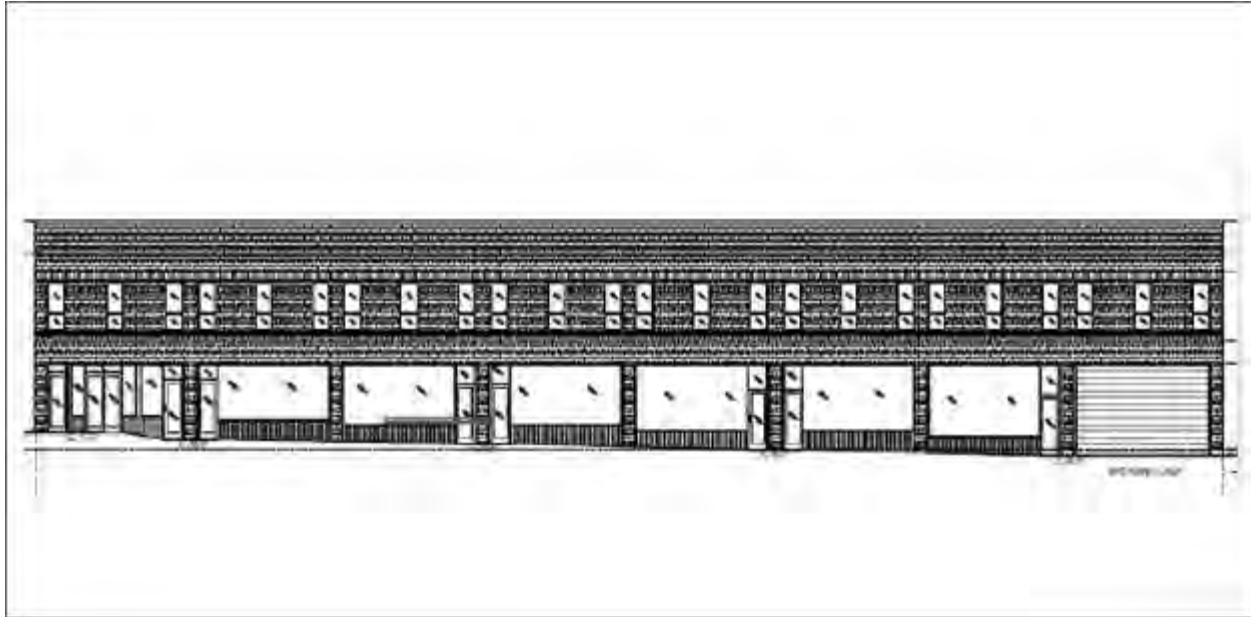
TABLE OF CONTENTS

Address

1. 766 Westchester Avenue
2. 521 Bergen Avenue
3. 388 Canal Place
4. 500 Gerard Avenue
5. 192 East 151st Street



766 Westchester Ave



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

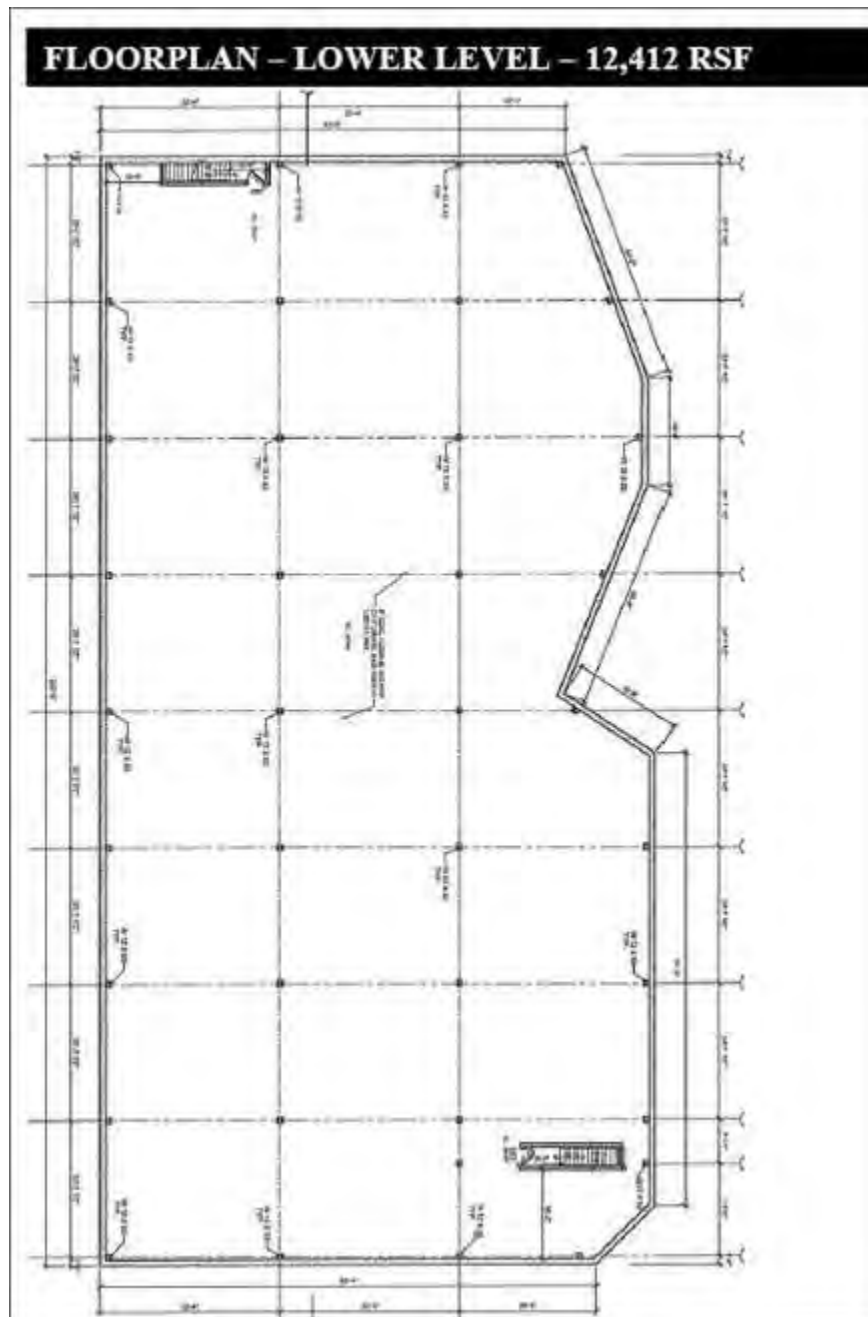
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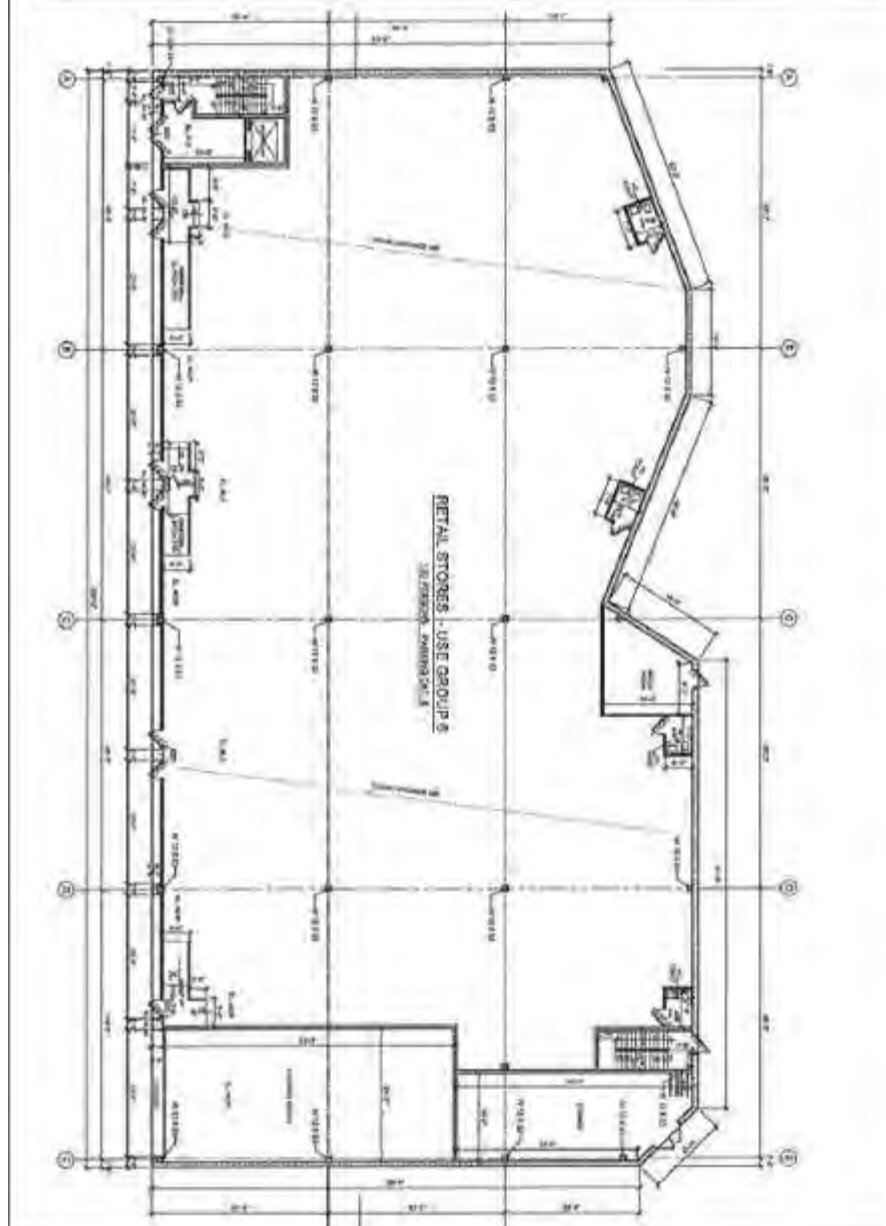
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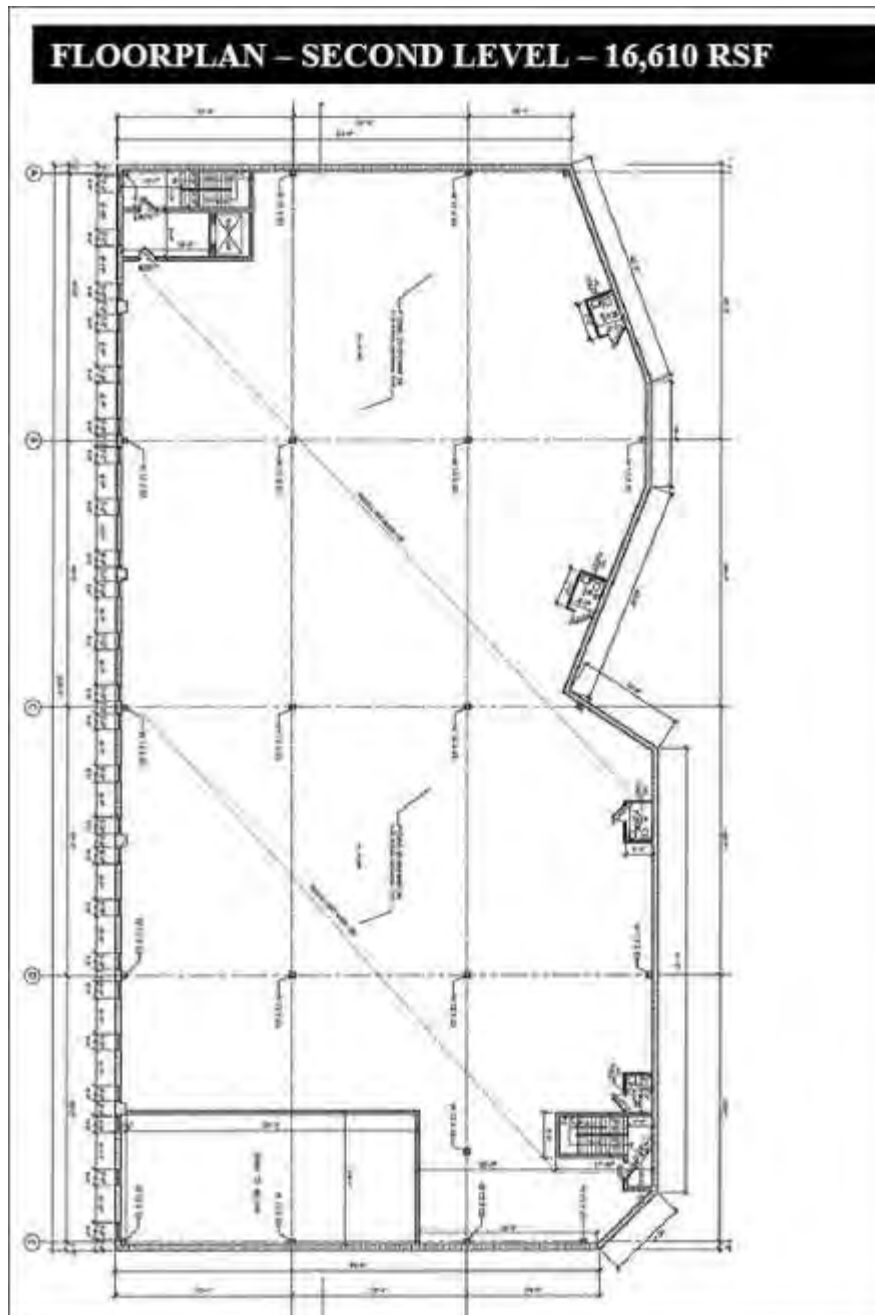
Street Frontage: 200 feet on Westchester Ave

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

Land Area: 7,501 SF
Stories: 6
RBA: 52,500 SF

Total Avail: 52,500 SF
% Leased: 0%

Management: -
Recorded Owner: JMS Realty Corp.

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

Total Avail: No Spaces Currently Available
% Leased: 100%

Management: Denco Distributors
Recorded Owner: Denco Distributors

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
Assesment (14/15):	\$612,086
Taxes (14/15) :	\$63,186

⁽¹⁾All Square Footages are Approximate



Canal Place

Rider Avenue

R-16d-Facilities Documents

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.

388 Canal Place
a.k.a
389 Rider Avenue

Five-Story Elevatored
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	\$296,400





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%

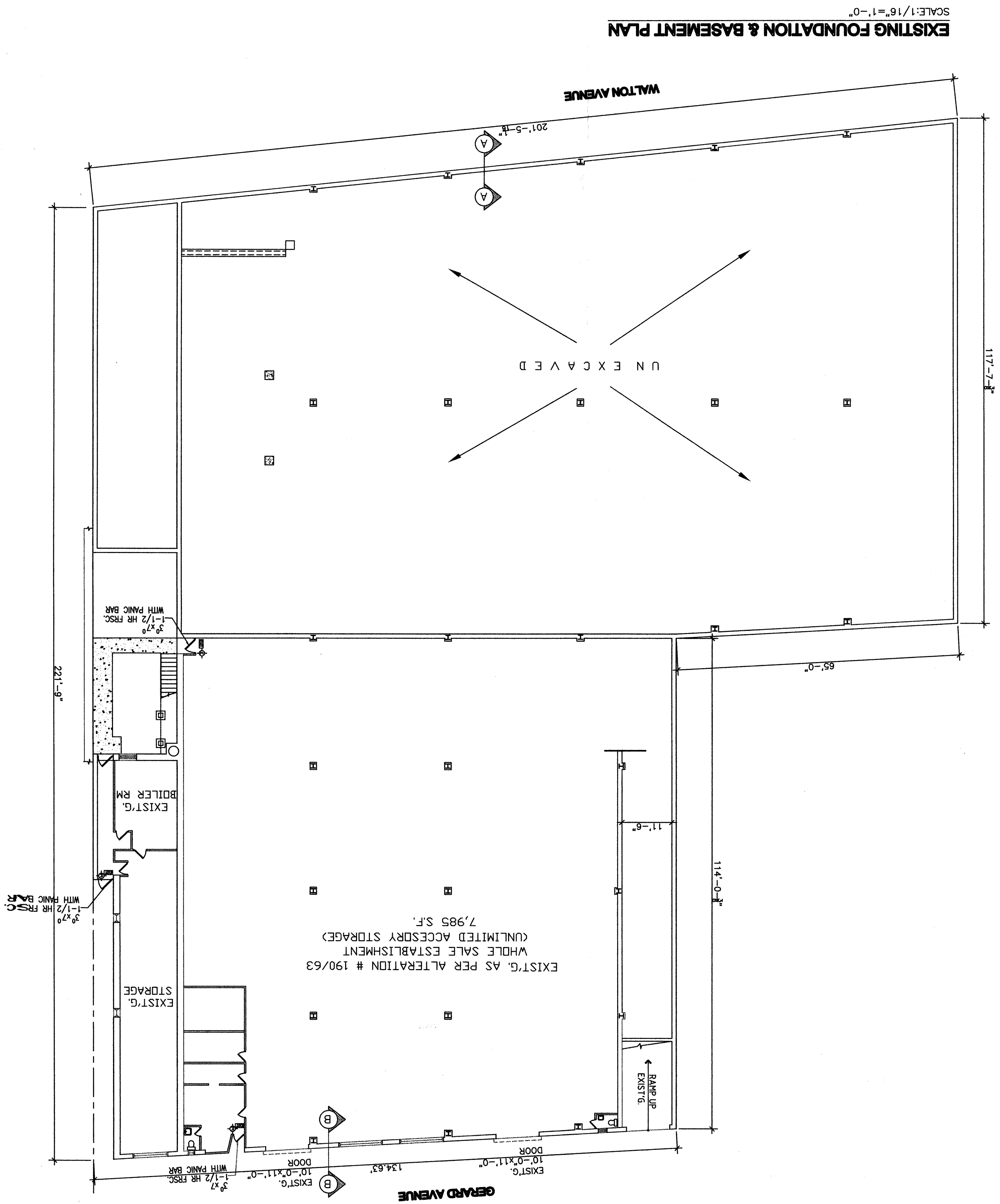
Management: -
Recorded Owner: 495 Walton LLC

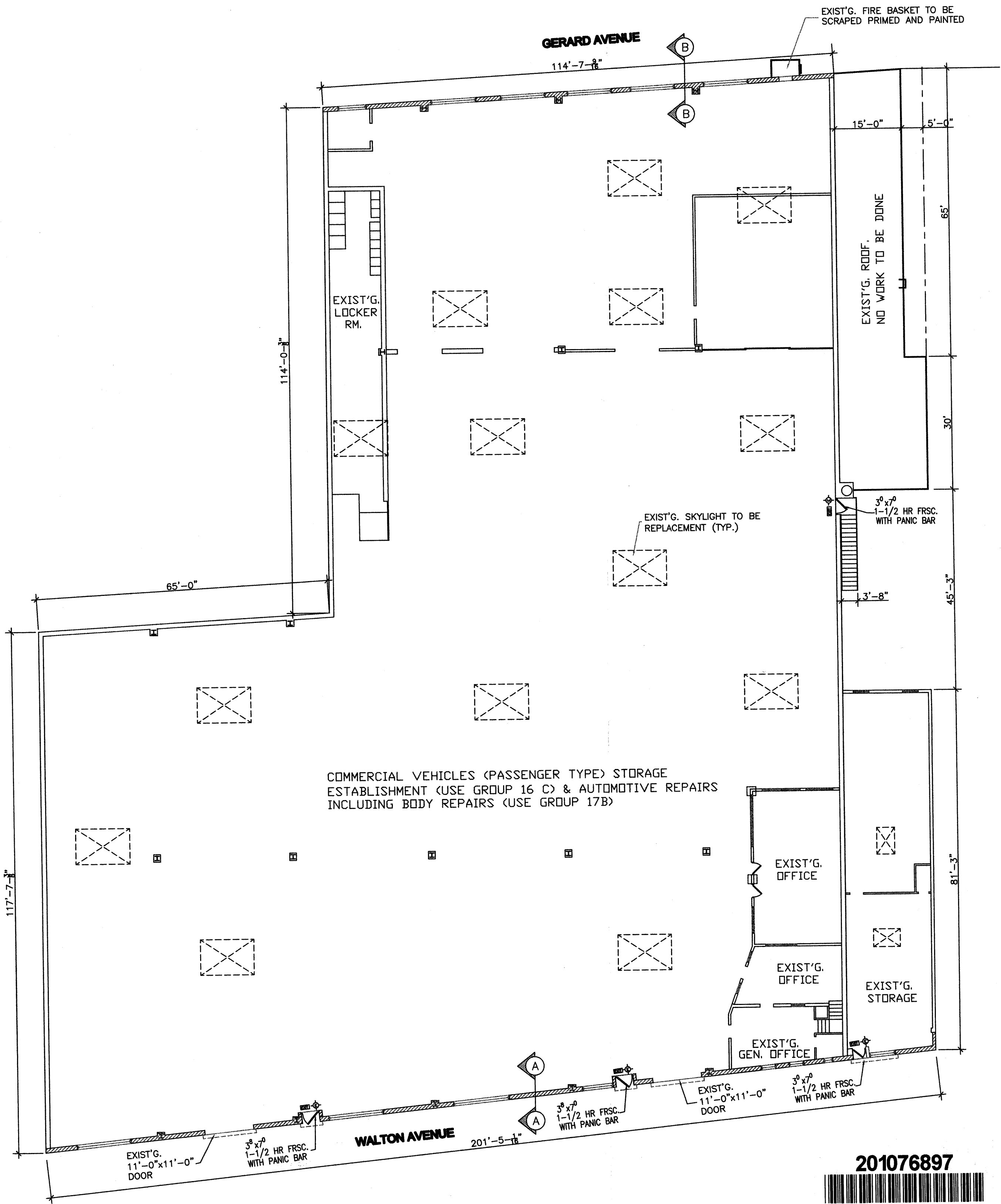
Ceiling Height: -
Column Spacing: -
Drive Ins: -
Loading Docks: -
Power: -

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

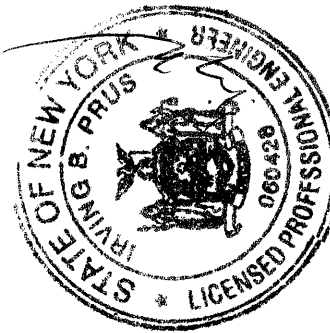
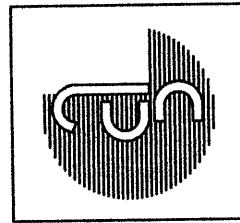




EXISTING FIRS FLOOR PLAN
SCALE: 1/16"=1'-0"

NO.	DATE	REVISION	DWN	CH'D

IRVING B. PRUS, PE CONSULTING ENG.
ALONSO CONSULTING SVCS.
135 WEST TREMONT AVE., BRONX, NY 10463
TELEPHONE: (718) 716-8700, FAX: (718) 716-7669



PROJECT: 500 GERARD AVE. AKA 481 WALTON AVE.
BRONX, NY.

SHEET TITLE: EXIST'G. BASEMENT AND FIRST FLOOR PLAN

JOB #	
DATE	
SCALE	
DRAWN BY	Y.H./V.ALONSO
CHECK BY	
CAD #	
PLT DATE	

SHEET NO:

A2

OF:

2/2



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.

Healthy meals are an important foundation for academic success, especially for low-income students. A 2015 report¹ by the Food Research and Action Center ranks New York City 61st in a list of 62 large urban school districts when it comes to getting qualified low-income children to participate in the free school breakfast program, providing a healthy breakfast for fewer than 36% of those students participating in the National School Lunch Program.

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 the necessary equipment to refrigerate food and keep meals hot before serving which 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.

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. Each month the school will bill families of full-paying lunch eligible students. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. 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 has not paid and 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

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. We 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. 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 Director of Operations. 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.

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 locate 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 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, 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 Director of Operations 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	[REDACTED] to [REDACTED]	
		Limits	Premium
1 Hartford	<u>Property – Choice Form</u>		
	Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software Replacement Cost & Agreed Value Earthquake & Flood	200,000 1,000,000	\$4,048
	<i>Property Deductible:</i>	2,500	
	<i>Earthquake/Flood Deductible:</i>	25,000	
	<i>Wind Deductible:</i>	5,000	
	<u>Equipment Breakdown</u>	Included	
	<u>Utility Services</u>		
	Direct Damage	100,000	
	Business Interruption	100,000	
	<u>Business Income with Extra Expense</u>	750,000	
	No Coinsurance Provision		
	<u>Crime</u>		
	Employee Dishonesty including ERISA	350,000	
2 Great American	Forgery	275,000	
	Computer Fraud	250,000	
	Money & Securities:		
	Inside the Premises	50,000	
	Outside the Premises	25,000	
	<u>Automobile</u>		
	Hired & Non-Owned Liability	1,000,000	
	Hired Physical Damage - \$500 deductible	35,000	
	<u>Directors & Officers</u> [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: [REDACTED]		Date Prepared: [REDACTED]	
Coverage		[REDACTED] to [REDACTED]	
		Limits	Premium
3	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	
	Enrollment	100	
	Umbrella Liability		
	Any One Occurrence	10,000,000	\$2,134
	Annual Aggregate	10,000,000	
United Educators	Abuse & Molestation Coverage	Included	
	Corporal Punishment	Included	
	Foreign Hostilities	5,000,000	
	Retention:	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
	Dividend Pending Approval		
	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	
5	Hartford	Workers' Compensation is Subject to Audit	Dividend paid at Audit
		New York Statutory Disability	
		Teachers Included - Yes	\$170 Per Week Statutory Benefit
		Student Accident	
		Accident Medical Expense	50,000
6	QBE	Accident Dental Expense	Included
		Deductible:	0
		Type of Coverage	Full Excess
		Catastrophic Student Accident	
		Accident Medical Expense	1,000,000
7	QBE	Accident Dental Expense	Included
		Deductible:	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 is scheduled to be \$14,027. We assume no increase the following year 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 15 SPED students. This will be adjusted after Year 1 and we have a better sense of actual enrollment.
- **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. 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.
- **Additional Sources:** We have only assumed other revenue sources to be those that we consider the most reliable: 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. Our founders have considerable experience with philanthropy in the charter sector and we believe our fundraising targets are reasonable. We anticipate requesting \$525K 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 \$200K 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 70% of year 1 expenditures. 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 at other like schools.

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, 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 when they start in August and receive a double payment at the end of the fiscal year in June.

Year 5 Budget

Revenue: We plan for the first 6 months of Year 2 to count as the final implementation phase of CSP and anticipate receiving our final allocation of \$20K. At this point, CSP funding will cease. Year 2 will also 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 staff are hired in Years 3 and 4. \$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.

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 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.

(b) 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.

(c) 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.



GENERAL INSTRUCTIONS FOR NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 6-Month	- Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period.
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
570101	ADDISON CSD	11,613	11,763
410401	ADIRONDACK CSD	12,021	12,171
80101	AFTON CSD	14,150	14,300
142101	AKRON CSD	10,484	10,634
10100	ALBANY CITY SD	14,422	14,572
450101	ALBION CSD	10,930	11,080
140101	ALDEN CSD	10,212	10,362
180202	ALEXANDER CSD	11,685	11,835
220202	ALEXANDRIA CSD	12,450	12,600
20101	ALFRED-ALMOND CSD	10,978	11,128
40302	ALLEGANY-LIMESTONE CSD	10,712	10,862
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	11,813	11,963
580303	AMAGANSETT UFSD	57,998	58,148
140201	AMHERST CSD	11,071	11,221
580106	AMITYVILLE UFSD	17,777	18,277
270100	AMSTERDAM CITY SD	9,793	9,943
120102	ANDES CSD	21,457	21,607
20601	ANDOVER CSD	12,703	12,853
660405	ARDSLEY UFSD	20,821	20,971
640101	ARGYLE CSD	11,752	11,902
571901	ARKPORT CSD	10,030	10,180
131601	ARLINGTON CSD	11,819	11,969
670201	ATTICA CSD	9,902	10,052
50100	AUBURN CITY SD	10,845	10,995
90201	AUSABLE VALLEY CSD	13,535	13,685
491302	AVERILL PARK CSD	10,386	10,536
570201	AVOCA CSD	13,553	13,703
240101	AVON CSD	10,815	10,965
580101	BABYLON UFSD	17,278	17,428
80201	BAINBRIDGE-GUILFORD CSD	11,784	11,934
280210	BALDWIN UFSD	16,008	16,158
420901	BALDWINVILLE CSD	11,072	11,222
521301	BALLSTON SPA CSD	12,147	12,297
401301	BARKER CSD	13,245	13,395
180300	BATAVIA CITY SD	12,643	12,793
570302	BATH CSD	10,130	10,280
580501	BAY SHORE UFSD	15,707	15,857
580505	BAYPORT-BLUE POINT UFSD	17,916	18,066
130200	BEACON CITY SD	11,443	11,593
231301	BEAVER RIVER CSD	10,223	10,373
660102	BEDFORD CSD	20,906	21,056
90301	BEEKMANTOWN CSD	12,058	12,208
20801	BELFAST CSD	11,969	12,119
220909	BELLEVILLE HENDERSON CSD	10,380	10,530
280207	BELLMORE UFSD	19,988	20,138
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,114	14,264
61001	BEMUS POINT CSD	12,160	12,310
490101	BERLIN CSD	13,240	13,390
10201	BERNE-KNOX-WESTERLO CSD	13,721	13,871
10306	BETHLEHEM CSD	12,863	13,013
280521	BETHPAGE UFSD	17,700	17,850
30200	BINGHAMTON CITY SD	10,570	10,720
661905	BLIND BROOK-RYE UFSD	20,668	20,818
22902	BOLIVAR-RICHBURG CSD	11,235	11,385
630101	BOLTON CSD	20,885	21,035
570401	BRADFORD CSD	13,616	13,766
510101	BRASHER FALLS CSD	10,522	10,672
580512	BRENTWOOD UFSD	13,833	13,983
480601	BREWSTER CSD	17,158	17,308
661402	BRIARCLIFF MANOR UFSD	23,211	23,361
580909	BRIDGEHAMPTON UFSD	53,545	53,545
260101	BRIGHTON CSD	12,798	12,948

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
171102	BROADALBIN-PERTH CSD	8,986	9,136
261801	BROCKPORT CSD	11,095	11,245
62301	BROCTON CSD	12,787	12,937
660303	BRONXVILLE UFSD	22,106	22,106
250109	BROOKFIELD CSD	11,521	11,671
580203	BROOKHAVEN-COMSEWOGUE UFSD	13,848	13,998
490202	BRUNSWICK CSD (BRITTONKILL)	10,851	11,001
161601	BRUSHTON-MOIRA CSD	11,409	11,909
140600	BUFFALO CITY SD	12,355	12,505
520101	BURNT HILLS-BALLSTON LAKE CSD	10,518	10,668
661201	BYRAM HILLS CSD	20,404	20,554
180701	BYRON-BERGEN CSD	11,697	11,847
190301	CAIRO-DURHAM CSD	10,695	10,845
240201	CALEDONIA-MUMFORD CSD	10,568	10,718
641610	CAMBRIDGE CSD	12,700	12,850
410601	CAMDEN CSD	11,005	11,155
570603	CAMPBELL-SAVONA CSD	10,881	11,031
270301	CANAJOHARIE CSD	11,195	11,345
430300	CANANDAIGUA CITY SD	11,178	11,328
21102	CANASERAGA CSD	12,679	12,829
250901	CANASTOTA CSD	10,187	10,337
600301	CANDOR CSD	11,637	11,787
571502	CANISTEO-GREENWOOD CSD	14,147	14,297
510201	CANTON CSD	11,602	11,752
280411	CARLE PLACE UFSD	20,537	20,687
480102	CARMEL CSD	15,759	15,909
222201	CARTHAGE CSD	8,822	8,472
60401	CASSADAGA VALLEY CSD	11,709	11,859
50401	CATO-MERIDIAN CSD	11,003	11,153
190401	CATSKILL CSD	14,480	14,630
42302	CATTARAUGUS-LITTLE VALLEY CSD	11,718	11,868
250201	CAZENOVIA CSD	10,963	11,113
580233	CENTER MORICHES UFSD	15,197	15,347
580513	CENTRAL ISLIP UFSD	19,964	20,114
460801	CENTRAL SQUARE CSD	9,921	10,071
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,603	9,753
661004	CHAPPAQUA CSD	19,391	19,541
120401	CHARLOTTE VALLEY CSD	11,257	11,407
160801	CHATEAUGAY CSD	11,229	11,379
101001	CHATHAM CSD	13,327	13,477
60503	CHAUTAUQUA LAKE CSD	14,807	14,957
90601	CHAZY UFSD	12,066	12,216
140701	CHEEKTOWAGA CSD	10,585	10,735
140702	CHEEKTOWAGA-MARYVALE UFSD	10,783	10,933
140709	CHEEKTOWAGA-SLOAN UFSD	12,296	12,446
30101	CHENANGO FORKS CSD	10,853	11,003
30701	CHENANGO VALLEY CSD	11,020	11,170
472202	CHERRY VALLEY-SPRINGFIELD CSD	13,024	13,174
440201	CHESTER UFSD	13,520	13,670
251601	CHITTENANGO CSD	11,333	11,483
261501	CHURCHVILLE-CHILI CSD	10,472	10,622
110101	CINCINNATUS CSD	13,041	13,191
140801	CLARENCE CSD	9,351	9,501
500101	CLARKSTOWN CSD	13,660	13,810
140703	CLEVELAND HILL UFSD	10,778	10,928
510401	CLIFTON-FINE CSD	17,457	17,607
411101	CLINTON CSD	11,879	12,029
650301	CLYDE-SAVANNAH CSD	13,326	13,826
60701	CLYMER CSD	14,775	14,925
541102	COBLESKILL-RICHMONDVILLE CSD	11,152	11,302
10500	COHOES CITY SD	12,141	12,291
580402	COLD SPRING HARBOR CSD	20,936	21,086

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
510501	COLTON-PIERREPONT CSD	18,731	18,881
580410	COMMACK UFSD	15,856	16,006
580507	CONNETQUOT CSD	16,297	16,447
471701	COOPERSTOWN CSD	12,267	12,417
230201	COPENHAGEN CSD	10,285	10,435
580105	COPIAGUE UFSD	15,711	15,361
520401	CORINTH CSD	11,269	11,419
571000	CORNING CITY SD	10,987	11,137
440301	CORNWALL CSD	11,612	11,762
110200	CORTLAND CITY SD	10,492	10,642
190501	COXSACKIE-ATHENS CSD	12,238	12,388
660202	CROTON-HARMON UFSD	16,083	16,233
150203	CROWN POINT CSD	16,025	15,675
22302	CUBA-RUSHFORD CSD	12,838	12,988
241101	DALTON-NUNDA CSD (KESHEQUA)	13,457	13,607
241001	DANVILLE CSD	10,663	10,813
580107	DEER PARK UFSD	16,035	16,185
120501	DELAWARE ACADEMY CSD AT DELHI	14,280	14,430
140707	DEPEW UFSD	10,759	10,909
31301	DEPOSIT CSD	14,654	14,804
250301	DERUYTER CSD	13,419	13,569
660403	DOBBS FERRY UFSD	19,277	19,427
211003	DOLGEVILLE CSD	10,877	11,027
130502	DOVER UFSD	11,595	11,745
120301	DOWNSVILLE CSD	17,493	17,643
610301	DRYDEN CSD	11,362	11,512
530101	DUANESBURG CSD	9,584	9,734
680801	DUNDEE CSD	10,348	10,498
60800	DUNKIRK CITY SD	13,335	13,485
140301	EAST AURORA UFSD	10,555	10,705
430501	EAST BLOOMFIELD CSD	11,467	11,617
490301	EAST GREENBUSH CSD	12,009	12,159
580301	EAST HAMPTON UFSD	24,079	24,229
260801	EAST IRONDEQUOIT CSD	11,907	12,057
580503	EAST ISLIP UFSD	15,009	15,159
280203	EAST MEADOW UFSD	16,072	16,222
580234	EAST MORICHES UFSD	17,372	17,872
580917	EAST QUOGUE UFSD	22,466	22,616
500402	EAST RAMAPO CSD (SPRING VALLEY)	16,555	16,555
261313	EAST ROCHESTER UFSD	12,935	13,085
280219	EAST ROCKAWAY UFSD	18,733	18,883
420401	EAST SYRACUSE-MINOA CSD	14,024	14,174
280402	EAST WILLISTON UFSD	21,134	21,284
660301	EASTCHESTER UFSD	18,182	18,332
580912	EASTPORT-SOUTH MANOR CSD	13,626	13,776
141201	EDEN CSD	10,024	10,174
660406	EDGEMONT UFSD	18,164	18,314
520601	EDINBURG COMMON SD	21,246	21,396
470501	EDMESTON CSD	11,593	11,743
513102	EDWARDS-KNOX CSD	10,886	11,036
180901	ELBA CSD	11,773	11,923
590801	ELDRED CSD	13,920	14,070
150301	ELIZABETHTOWN-LEWIS CSD	13,708	13,858
622002	ELLENVILLE CSD	15,500	15,650
40901	ELLCOTTVILLE CSD	11,841	11,991
70600	ELMIRA CITY SD	11,012	11,512
70902	ELMIRA HEIGHTS CSD	10,486	10,636
280216	ELMONT UFSD	14,747	14,897
660409	ELMSFORD UFSD	22,561	22,711
580401	ELWOOD UFSD	15,123	15,273
141401	EVANS-BRANT CSD (LAKE SHORE)	11,968	12,118
420601	FABIUS-POMPEY CSD	12,829	12,979

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
261301	FAIRPORT CSD	10,997	11,147
61101	FALCONER CSD	9,872	10,022
590501	FALLSBURG CSD	19,752	19,902
280522	FARMINGDALE UFSD	17,181	17,331
421001	FAYETTEVILLE-MANLIUS CSD	11,003	11,153
22001	FILLMORE CSD	9,506	9,656
580514	FIRE ISLAND UFSD	108,153	107,803
581004	FISHERS ISLAND UFSD	42,821	42,971
280222	FLORAL PARK-BELLEROSE UFSD	15,287	15,437
442115	FLORIDA UFSD	14,357	14,507
270601	FONDA-FULTONVILLE CSD	11,458	11,608
61503	FORESTVILLE CSD	10,834	10,984
640502	FORT ANN CSD	14,197	14,347
640601	FORT EDWARD UFSD	11,843	11,993
270701	FORT PLAIN CSD	13,191	13,341
210402	FRANKFORT-SCHUYLER CSD	9,560	9,710
120701	FRANKLIN CSD	13,106	13,606
280217	FRANKLIN SQUARE UFSD	13,762	13,912
41101	FRANKLINVILLE CSD	11,701	11,851
62201	FREDONIA CSD	12,357	12,507
280209	FREEPORT UFSD	16,053	16,203
60301	FREWSBURG CSD	10,556	10,706
21601	FRIENDSHIP CSD	12,385	12,885
141604	FRONTIER CSD	9,109	9,259
460500	FULTON CITY SD	11,966	12,116
520701	GALWAY CSD	10,507	10,657
650902	GANANDA CSD	10,107	10,257
280218	GARDEN CITY UFSD	17,970	18,120
480404	GARRISON UFSD	22,063	22,213
260401	GATES-CHILI CSD	12,709	12,859
220401	GENERAL BROWN CSD	8,930	9,080
20702	GENESEE VALLEY CSD	11,363	11,513
240401	GENESEO CSD	12,607	12,757
430700	GENEVA CITY SD	13,038	13,188
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,221	13,371
100902	GERMANTOWN CSD	14,964	15,114
470202	GILBERTSVILLE-MOUNT UPTON CSD	11,669	11,819
540801	GILBOA-CONESVILLE CSD	16,057	16,207
280100	GLEN COVE CITY SD	18,535	18,685
630300	GLENS FALLS CITY SD	11,819	11,969
630918	GLENS FALLS COMN SD	12,350	12,500
170500	GLOVERSVILLE CITY SD	10,215	10,365
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,222	12,372
440601	GOSHEN CSD	13,123	13,273
511101	GOUVERNEUR CSD	10,605	10,755
42801	GOWANDA CSD	11,676	11,826
141501	GRAND ISLAND CSD	10,265	10,415
640701	GRANVILLE CSD	10,710	10,860
280407	GREAT NECK UFSD	22,818	22,968
260501	GREECE CSD	11,329	11,479
10701	GREEN ISLAND UFSD	13,012	13,162
660407	GREENBURGH CSD	22,693	22,843
80601	GREENE CSD	10,915	11,065
581010	GREENPORT UFSD	17,050	17,200
190701	GREENVILLE CSD	13,804	13,954
640801	GREENWICH CSD	12,481	12,631
442111	GREENWOOD LAKE UFSD	18,661	18,811
610501	GROTON CSD	10,756	10,906
10802	GUILDERLAND CSD	11,704	11,854
630801	HADLEY-LUZERNE CSD	14,095	14,245
480401	HALDANE CSD	16,837	16,987
580405	HALF HOLLOW HILLS CSD	15,246	15,396

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
141601	HAMBURG CSD	10,066	10,216
250701	HAMILTON CSD	13,247	13,397
511201	HAMMOND CSD	13,077	13,227
572901	HAMMONDSPORT CSD	15,116	15,266
580905	HAMPTON BAYS UFSD	16,443	16,593
120906	HANCOCK CSD	14,617	14,767
460701	HANNIBAL CSD	10,528	10,678
580406	HARBORFIELDS CSD	14,123	14,273
30501	HARPURSVILLE CSD	10,237	10,387
660501	HARRISON CSD	23,807	23,957
230301	HARRISVILLE CSD	12,722	12,872
641001	HARTFORD CSD	12,555	12,705
660404	HASTINGS-ON-HUDSON UFSD	19,754	19,904
580506	HAUPPAUGE UFSD	16,785	16,935
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17,471	17,621
280201	HEMPSTEAD UFSD	18,202	18,202
660203	HENDRICK HUDSON CSD	18,524	18,674
210601	HERKIMER CSD	9,875	10,025
511301	HERMON-DEKALB CSD	12,996	13,146
280409	HERRICKS UFSD	17,379	17,529
512404	HEUVELTON CSD	11,054	11,204
280214	HEWLETT-WOODMERE UFSD	22,758	22,908
280517	HICKSVILLE UFSD	15,292	15,442
620803	HIGHLAND CSD	12,807	12,957
440901	HIGHLAND FALLS CSD	14,933	15,083
261101	HILTON CSD	10,550	10,700
41401	HINSDALE CSD	10,302	10,452
141701	HOLLAND CSD	11,382	11,532
412201	HOLLAND PATENT CSD	10,738	10,888
450704	HOLLEY CSD	10,625	10,775
110701	HOMER CSD	11,442	11,592
431401	HONEOYE CSD	12,491	12,641
260901	HONEOYE FALLS-LIMA CSD	10,785	10,935
491401	HOOSIC VALLEY CSD	10,688	10,838
490501	HOOSICK FALLS CSD	12,132	12,282
571800	HORNELL CITY SD	10,208	10,358
70901	HORSEHEADS CSD	10,538	10,688
101300	HUDSON CITY SD	13,572	13,722
641301	HUDSON FALLS CSD	10,371	10,521
190901	HUNTER-TANNERSVILLE CSD	16,832	16,982
580403	HUNTINGTON UFSD	17,862	18,012
130801	HYDE PARK CSD	12,405	12,555
200401	INDIAN LAKE CSD	24,404	24,554
220301	INDIAN RIVER CSD	6,996	7,496
200501	INLET COMN SD	26,397	26,547
141301	IROQUOIS CSD	10,101	10,251
660402	IRVINGTON UFSD	20,500	20,650
280231	ISLAND PARK UFSD	28,335	28,485
280226	ISLAND TREES UFSD	15,855	16,005
580502	ISLIP UFSD	14,638	14,788
610600	ITHACA CITY SD	13,020	13,170
61700	JAMESTOWN CITY SD	10,514	10,664
420411	JAMESVILLE-DEWITT CSD	11,294	11,444
572702	JASPER-TROUPSBURG CSD	10,940	11,090
540901	JEFFERSON CSD	12,795	12,945
280515	JERICO UFSD	24,261	24,411
630601	JOHNSBURG CSD	18,715	18,865
31502	JOHNSON CITY CSD	12,416	12,566
170600	JOHNSTOWN CITY SD	10,758	10,908
420501	JORDAN-ELBRIDGE CSD	11,973	12,123
660101	KATONAH-LEWISBORO UFSD	20,857	21,007
150601	KEENE CSD	20,011	20,161

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
450607	KENDALL CSD	12,940	13,090
142601	KENMORE-TONAWANDA UFSD	9,827	9,977
101401	KINDERHOOK CSD	11,589	11,739
580805	KINGS PARK CSD	14,278	14,428
620600	KINGSTON CITY SD	14,811	14,961
441202	KIRYAS JOEL VILLAGE UFSD	36,930	36,930
221401	LA FARGEVILLE CSD	9,808	9,958
141800	LACKAWANNA CITY SD	12,319	12,469
420807	LAFAYETTE CSD	16,116	16,266
630701	LAKE GEORGE CSD	12,871	13,021
151102	LAKE PLACID CSD	15,292	15,442
200601	LAKE PLEASANT CSD	25,681	25,831
662401	LAKELAND CSD	15,359	15,509
141901	LANCASTER CSD	8,792	8,942
610801	LANSING CSD	11,205	11,355
490601	LANSINGBURGH CSD	9,702	9,852
470801	LAURENS CSD	10,984	11,134
280215	LAWRENCE UFSD	23,002	23,002
181001	LE ROY CSD	11,140	11,290
670401	LETCHWORTH CSD	11,687	11,837
280205	LEVITTOWN UFSD	17,630	17,780
400301	LEWISTON-PORTER CSD	12,229	12,229
590901	LIBERTY CSD	17,477	17,477
580104	LINDENHURST UFSD	14,603	14,753
511602	LISBON CSD	12,672	12,822
210800	LITTLE FALLS CITY SD	11,821	11,971
421501	LIVERPOOL CSD	12,879	13,029
591302	LIVINGSTON MANOR CSD	16,435	16,585
240801	LIVONIA CSD	11,706	11,856
400400	LOCKPORT CITY SD	10,265	10,415
280503	LOCUST VALLEY CSD	22,857	23,007
280300	LONG BEACH CITY SD	22,698	22,848
200701	LONG LAKE CSD	42,198	42,698
580212	LONGWOOD CSD	14,730	14,880
230901	LOWVILLE ACADEMY & CSD	9,953	10,103
221301	LYME CSD	13,371	13,521
280220	LYNBROOK UFSD	18,030	18,180
421504	LYNCOURT UFSD	15,849	15,999
451001	LYNDONVILLE CSD	10,869	11,019
650501	LYONS CSD	11,040	11,190
251101	MADISON CSD	11,088	11,238
511901	MADRID-WADDINGTON CSD	10,841	10,991
480101	MAHOPAC CSD	14,275	14,425
31101	MAINE-ENDWELL CSD	10,547	10,697
161501	MALONE CSD	10,870	11,020
280212	MALVERNE UFSD	20,055	20,205
660701	MAMARONECK UFSD	18,766	18,916
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	10,770	10,920
280406	MANHASSET UFSD	21,235	21,235
110901	MARATHON CSD	11,911	12,411
421101	MARCELLUS CSD	10,125	10,275
121401	MARGARETVILLE CSD	13,726	13,876
650701	MARION CSD	11,768	11,918
621001	MARLBORO CSD	15,512	16,012
280523	MASSAPEQUA UFSD	16,402	16,552
512001	MASSENA CSD	10,547	10,697
581012	MATTITUCK-CUTCHOGUE UFSD	16,317	16,467
170801	MAYFIELD CSD	10,444	10,594
110304	MCGRAW CSD	11,598	11,748
521200	MECHANICVILLE CITY SD	10,630	10,280
450801	MEDINA CSD	11,177	11,327
10615	MENANDS UFSD	16,220	16,370

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
280225	MERRICK UFSD	18,286	18,436
460901	MEXICO CSD	12,052	12,202
580211	MIDDLE COUNTRY CSD	13,469	13,619
541001	MIDDLEBURGH CSD	12,803	12,953
441000	MIDDLETOWN CITY SD	13,109	13,259
471101	MILFORD CSD	12,567	12,717
132201	MILLBROOK CSD	13,252	13,402
580208	MILLER PLACE UFSD	13,272	13,422
280410	MINEOLA UFSD	24,059	24,209
150801	MINERVA CSD	25,987	26,137
441101	MINISINK VALLEY CSD	10,902	11,052
441201	MONROE-WOODBURY CSD	13,439	13,589
580306	MONTAUK UFSD	31,609	31,759
591401	MONTICELLO CSD	14,456	14,606
51301	MORAVIA CSD	10,552	10,702
150901	MORIAH CSD	12,205	12,355
471201	MORRIS CSD	10,786	10,936
512101	MORRISTOWN CSD	14,030	14,180
250401	MORRISVILLE-EATON CSD	12,464	12,614
212001	MOUNT MARKHAM CSD	11,581	11,731
240901	MT MORRIS CSD	12,470	12,620
660801	MT PLEASANT CSD	18,940	19,090
580207	MT SINAI UFSD	15,191	15,341
660900	MT VERNON SCHOOL DISTRICT	17,144	17,294
500108	NANUET UFSD	18,881	19,031
431201	NAPLES CSD	13,485	13,635
411501	NEW HARTFORD CSD	11,781	11,931
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,121	15,271
101601	NEW LEBANON CSD	16,142	16,292
621101	NEW PALTZ CSD	13,634	13,784
661100	NEW ROCHELLE CITY SD	16,488	16,638
581015	NEW SUFFOLK COMN SD	15,631	15,781
650101	NEWARK CSD	11,450	11,600
600402	NEWARK VALLEY CSD	10,637	10,787
441600	NEWBURGH CITY SD	15,146	15,296
151001	NEWCOMB CSD	43,580	43,580
400601	NEWFANE CSD	10,436	10,586
610901	NEWFIELD CSD	10,182	10,332
400800	NIAGARA FALLS CITY SD	11,275	11,425
400701	NIAGARA-WHEATFIELD CSD	10,793	10,943
530301	NISKAYUNA CSD	12,140	12,290
580103	NORTH BABYLON UFSD	14,640	14,790
280204	NORTH BELLMORE UFSD	17,843	17,993
142201	NORTH COLLINS CSD	13,373	13,523
10623	NORTH COLONIE CSD	11,058	11,208
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12,091	12,241
280229	NORTH MERRICK UFSD	18,175	18,325
651501	NORTH ROSE-WOLCOTT CSD	12,380	12,530
661301	NORTH SALEM CSD	20,630	20,780
280501	NORTH SHORE CSD	23,673	23,823
420303	NORTH SYRACUSE CSD	11,059	11,209
400900	NORTH TONAWANDA CITY SD	10,943	11,093
630202	NORTH WARREN CSD	15,825	15,975
131101	NORTHEAST CSD	15,692	15,842
90501	NORTHEASTERN CLINTON CSD	11,893	12,043
90901	NORTHERN ADIRONDACK CSD	12,944	13,094
580404	NORTHPORT-EAST NORTHPORT UFSD	18,358	18,508
170901	NORTHVILLE CSD	13,790	13,940
81200	NORWICH CITY SD	10,306	10,456
512201	NORWOOD-NORFOLK CSD	11,002	11,152
411504	NY MILLS UFSD	12,184	12,334
500304	NYACK UFSD	18,590	18,740

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
300000	NYC CHANCELLOR'S OFFICE	13,877	14,027
181101	OAKFIELD-ALABAMA CSD	10,344	10,494
280211	OCEANSIDE UFSD	16,417	16,567
550101	ODESSA-MONTOUR CSD	11,363	11,363
512300	OGDENSBURG CITY SD	14,303	14,453
42400	OLEAN CITY SD	11,326	11,476
251400	ONEIDA CITY SD	11,429	11,579
471400	ONEONTA CITY SD	12,140	12,290
421201	ONONDAGA CSD	12,482	12,632
621201	ONTEORA CSD	18,921	19,071
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,847	12,997
142301	ORCHARD PARK CSD	10,873	11,023
412901	ORISKANY CSD	11,342	11,492
661401	OSSINING UFSD	18,296	18,296
461300	OSWEGO CITY SD	12,620	12,770
471601	OTEGO-UNADILLA CSD	11,831	11,981
600601	OWEGO-APALACHIN CSD	11,874	12,024
81501	OXFORD ACADEMY & CSD	12,208	12,358
280506	OYSTER BAY-EAST NORWICH CSD	22,883	23,033
581002	OYSTERPONDS UFSD	33,281	33,431
650901	PALMYRA-MACEDON CSD	11,005	11,155
61601	PANAMA CSD	12,176	12,326
512501	PARISHVILLE-HOPKINTON CSD	10,959	11,109
580224	PATCHOGUE-MEDFORD UFSD	13,164	13,314
181201	PAVILION CSD	11,032	11,182
131201	PAWLING CSD	15,921	16,071
500308	PEARL RIVER UFSD	15,208	15,358
661500	PEEKSKILL CITY SD	16,780	16,930
661601	PELHAM UFSD	16,537	16,687
181302	PEMBROKE CSD	12,178	12,328
261201	PENFIELD CSD	12,696	12,846
680601	PENN YAN CSD	11,904	12,054
671201	PERRY CSD	11,391	11,541
91101	PERU CSD	12,199	12,349
431301	PHELPS-CLIFTON SPRINGS CSD	11,726	11,876
462001	PHOENIX CSD	12,576	12,726
440401	PINE BUSH CSD	11,920	12,070
131301	PINE PLAINS CSD	14,915	15,065
60601	PINE VALLEY CSD (SOUTH DAYTON)	11,939	12,089
261401	PITTSFORD CSD	13,072	13,222
280518	PLAINEDGE UFSD	16,054	16,204
280504	PLAINVIEW-OLD BETHPAGE CSD	18,292	18,442
91200	PLATTSBURGH CITY SD	13,954	14,104
660809	PLEASANTVILLE UFSD	16,908	17,058
660802	POCANTICO HILLS CSD	46,683	46,833
211103	POLAND CSD	12,040	12,190
51101	PORT BYRON CSD	11,215	11,365
661904	PORT CHESTER-RYE UFSD	13,742	13,892
580206	PORT JEFFERSON UFSD	21,549	21,699
441800	PORT JERVIS CITY SD	12,254	12,404
280404	PORT WASHINGTON UFSD	20,378	20,528
42901	PORTVILLE CSD	10,408	10,558
512902	POTSDAM CSD	11,740	11,890
131500	POUGHKEEPSIE CITY SD	12,874	13,024
572301	PRATTSBURGH CSD	10,976	11,126
461801	PULASKI CSD	11,930	12,080
641401	PUTNAM CSD	24,316	24,466
480503	PUTNAM VALLEY CSD	17,238	17,388
630902	QUEENSBURY UFSD	9,888	10,038
580903	QUOGUE UFSD	47,273	47,423
500401	RAMAPO CSD (SUFFERN)	17,269	17,419
43001	RANDOLPH CSD	11,070	11,220

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
10402	RAVENA-COEYMANS-SELKIRK CSD	13,639	13,789
651503	RED CREEK CSD	11,266	11,416
131701	RED HOOK CSD	13,552	13,702
411701	REMSSEN CSD	15,148	15,298
580901	REMSSENBURG-SPEONK UFSD	36,764	36,914
491200	RENSSELAER CITY SD	9,234	9,384
131801	RHINEBECK CSD	17,031	17,181
472001	RICHFIELD SPRINGS CSD	11,266	11,416
62401	RIPLEY CSD	16,291	16,441
580602	RIVERHEAD CSD	16,426	16,576
261600	ROCHESTER CITY SD	12,440	12,590
280221	ROCKVILLE CENTRE UFSD	19,117	19,267
580209	ROCKY POINT UFSD	13,164	13,314
411800	ROME CITY SD	11,763	11,913
560603	ROMULUS CSD	14,917	15,067
620901	RONDOUT VALLEY CSD	17,939	18,089
280208	ROOSEVELT UFSD	16,925	16,925
591301	ROSCOE CSD	18,176	18,326
280403	ROSLYN UFSD	21,248	21,398
530515	ROTTERDAM-MOHONASEN CSD	9,339	9,489
121502	ROXBURY CSD	17,313	17,463
401201	ROYALTON-HARTLAND CSD	10,557	10,707
261701	RUSH-HENRIETTA CSD	12,680	12,830
661800	RYE CITY SD	19,267	19,417
661901	RYE NECK UFSD	18,707	18,857
580205	SACHEM CSD	13,601	13,751
221001	SACKETS HARBOR CSD	10,454	10,604
580305	SAG HARBOR UFSD	25,075	25,225
580910	SAGAPONACK COMN SD	15,631	15,781
43200	SALAMANCA CITY SD	11,582	12,082
641501	SALEM CSD	13,432	13,582
161201	SALMON RIVER CSD	13,926	14,076
461901	SANDY CREEK CSD	13,261	13,411
91402	SARANAC CSD	11,683	11,833
161401	SARANAC LAKE CSD	14,349	14,499
521800	SARATOGA SPRINGS CITY SD	10,882	11,032
621601	SAUGERTIES CSD	12,172	12,322
411603	SAUQUOIT VALLEY CSD	11,306	11,456
580504	SAYVILLE UFSD	16,810	16,960
662001	SCARSDALE UFSD	22,498	22,648
530501	SCHALMONT CSD	14,212	14,362
530600	SCHENECTADY CITY SD	12,015	12,015
470901	SCHENEVUS CSD	12,916	13,066
491501	SCHODACK CSD	12,519	12,669
541201	SCHOHARIE CSD	12,497	12,647
151401	SCHROON LAKE CSD	15,718	15,868
521701	SCHUYLERVILLE CSD	11,822	11,972
22401	SCIO CSD	12,318	12,468
530202	SCOTIA-GLENVILLE CSD	11,363	11,513
280206	SEAFORD UFSD	16,010	16,160
560701	SENECA FALLS CSD	11,366	11,516
280252	SEWANHAKA CENTRAL HS DISTRICT	12,872	13,022
541401	SHARON SPRINGS CSD	14,504	14,654
580701	SHELTER ISLAND UFSD	28,363	28,513
520302	SHENENDEHOWA CSD	11,269	11,419
82001	SHERBURNE-EARLVILLE CSD	11,062	11,212
62601	SHERMAN CSD	10,546	10,696
412000	SHERRILL CITY SD	10,001	10,151
580601	SHOREHAM-WADING RIVER CSD	16,076	16,226
121601	SIDNEY CSD	11,987	12,137
61501	SILVER CREEK CSD	11,573	11,723
421601	SKANEATELES CSD	12,687	12,837

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
580801	SMITHTOWN CSD	14,319	14,469
651201	SODUS CSD	12,973	13,123
420702	SOLVAY UFSD	12,110	12,260
662101	SOMERS CSD	17,175	17,325
10601	SOUTH COLONIE CSD	12,487	12,637
580235	SOUTH COUNTRY CSD	16,301	16,451
521401	SOUTH GLENS FALLS CSD	11,017	11,167
580413	SOUTH HUNTINGTON UFSD	16,108	16,258
220101	SOUTH JEFFERSON CSD	9,533	9,683
121702	SOUTH KORTRIGHT CSD	13,731	13,881
231101	SOUTH LEWIS CSD	13,863	14,013
500301	SOUTH ORANGETOWN CSD	15,853	16,003
560501	SOUTH SENECA CSD	13,924	14,074
580906	SOUTHAMPTON UFSD	23,764	23,914
50701	SOUTHERN CAYUGA CSD	13,769	13,919
581005	SOUTHOLD UFSD	17,750	17,900
60201	SOUTHWESTERN CSD AT JAMESTOWN	10,552	10,702
131602	SPACKENKILL UFSD	16,368	16,518
261001	SPENCERPORT CSD	10,883	11,033
600801	SPENCER-VAN ETTEN CSD	11,158	11,308
580304	SPRINGS UFSD	21,775	21,775
141101	SPRINGVILLE-GRIFFITH INST CSD	11,697	11,847
161801	ST REGIS FALLS CSD	14,236	14,386
121701	STAMFORD CSD	14,265	14,415
401001	STARPOINT CSD	10,139	10,289
522001	STILLWATER CSD	9,619	9,769
251501	STOCKBRIDGE VALLEY CSD	10,988	11,138
591502	SULLIVAN WEST CSD	15,358	15,508
30601	SUSQUEHANNA VALLEY CSD	12,506	12,656
140207	SWEET HOME CSD	12,304	12,454
280502	SYOSSET CSD	20,613	20,763
421800	SYRACUSE CITY SD	12,280	12,430
100501	TACONIC HILLS CSD	13,972	14,122
220701	THOUSAND ISLANDS CSD	12,377	12,527
580201	THREE VILLAGE CSD	16,237	16,387
151501	TICONDEROGA CSD	13,805	13,955
600903	TIOGA CSD	9,801	9,951
142500	TONAWANDA CITY SD	10,401	10,551
211901	TOWN OF WEBB UFSD	20,493	20,643
591201	TRI-VALLEY CSD	18,674	18,824
491700	TROY CITY SD	15,986	15,986
611001	TRUMANSBURG CSD	10,577	10,727
580913	TUCKAHOE COMN SD	28,550	28,700
660302	TUCKAHOE UFSD	20,359	20,509
421902	TULLY CSD	10,386	10,536
160101	TUPPER LAKE CSD	11,811	11,961
441903	TUXEDO UFSD	17,820	17,970
660401	UFSD-TARRYTOWNS	16,799	16,949
81003	UNADILLA VALLEY CSD	11,743	11,893
51901	UNION SPRINGS CSD	12,409	12,559
280202	UNIONDALE UFSD	20,214	20,364
31501	UNION-ENDICOTT CSD	11,398	11,548
412300	UTICA CITY SD	9,280	9,280
660805	VALHALLA UFSD	21,333	21,483
441301	VALLEY CSD (MONTGOMERY)	11,572	11,722
280213	VALLEY STREAM 13 UFSD	15,837	15,987
280224	VALLEY STREAM 24 UFSD	20,394	20,544
280230	VALLEY STREAM 30 UFSD	19,277	19,277
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,208	15,358
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,341	12,491
31601	VESTAL CSD	12,516	12,666
431701	VICTOR CSD	9,868	10,018

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
11003	VOORHEESVILLE CSD	13,092	13,242
580302	WAINSCOTT COMN SD	15,631	15,781
621801	WALLKILL CSD	11,347	11,497
121901	WALTON CSD	11,068	11,218
280223	WANTAGH UFSD	13,943	14,093
132101	WAPPINGERS CSD	11,237	11,387
631201	WARRENSBURG CSD	15,186	15,336
671501	WARSAW CSD	11,993	12,143
442101	WARWICK VALLEY CSD	12,548	12,698
440102	WASHINGTONVILLE CSD	12,281	12,431
522101	WATERFORD-HALFMOON UFSD	13,194	13,344
561006	WATERLOO CSD	10,613	10,763
222000	WATERTOWN CITY SD	9,335	9,485
411902	WATERVILLE CSD	11,250	11,400
11200	WATERVLIET CITY SD	9,754	9,904
550301	WATKINS GLEN CSD	10,839	10,989
600101	WAVERLY CSD	9,413	9,563
573002	WAYLAND-COHOCTON CSD	11,119	11,269
650801	WAYNE CSD	11,384	11,534
261901	WEBSTER CSD	11,222	11,372
50301	WEEDSPORT CSD	12,170	12,320
200901	WELLS CSD	22,173	22,323
22601	WELLSVILLE CSD	12,021	12,171
580102	WEST BABYLON UFSD	15,199	15,349
210302	WEST CANADA VALLEY CSD	12,073	12,223
420101	WEST GENESEE CSD	10,549	10,699
280227	WEST HEMPSTEAD UFSD	17,109	17,259
260803	WEST IRONDEQUOIT CSD	10,763	10,913
580509	WEST ISLIP UFSD	14,149	14,299
142801	WEST SENECA CSD	10,529	10,679
40204	WEST VALLEY CSD	13,973	14,123
280401	WESTBURY UFSD	18,287	18,787
62901	WESTFIELD CSD	12,241	12,391
580902	WESTHAMPTON BEACH UFSD	18,704	18,854
420701	WESTHILL CSD	10,985	11,135
412801	WESTMORELAND CSD	12,288	12,438
151601	WESTPORT CSD	13,941	14,091
262001	WHEATLAND-CHILI CSD	15,609	15,759
170301	WHEELERVILLE UFSD	18,785	18,935
662200	WHITE PLAINS CITY SD	19,793	19,943
641701	WHITEHALL CSD	12,586	12,736
412902	WHITESBORO CSD	10,236	10,386
22101	WHITESVILLE CSD	11,254	11,404
31401	WHITNEY POINT CSD	11,674	11,824
580232	WILLIAM FLOYD UFSD	14,519	14,669
651402	WILLIAMSON CSD	12,463	12,613
140203	WILLIAMSVILLE CSD	11,254	11,404
151701	WILLSBORO CSD	15,705	15,855
401501	WILSON CSD	10,736	10,886
191401	WINDHAM-ASHLAND-JEWETT CSD	19,188	19,338
31701	WINDSOR CSD	10,465	10,615
472506	WORCESTER CSD	12,702	12,852
580109	WYANDANCH UFSD	17,016	17,166
490804	WYNANTS KILL UFSD	11,593	11,743
671002	WYOMING CSD	15,726	15,876
662300	YONKERS CITY SD	14,873	14,523
241701	YORK CSD	11,044	11,194
43501	YORKSHIRE-PIONEER CSD	11,756	11,906
662402	YORKTOWN CSD	17,093	17,243



**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: 2018-19

Pre-Opening Period: July 1, 2017 - June 30, 2018

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
2018-19 through 2022-23

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	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	2018-19	2019-20	2020-21	2021-22	2022-23
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	2018-19	2019-20	2020-21	2021-22	2022-23
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	2018-19	2019-20	2020-21	2021-22	2022-23
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 →	2018-19	2019-20	2020-21	2021-22	2022-23
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	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

***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	0.0	0.0	0.0
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	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	2.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	5.5	7.5	8.0	9.0	9.0

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	1.0	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	21.0	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	18.5	25.5	32.0	39.0	43.0

STAFFING PLAN WAGES		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	100.00	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%

Description of Assumptions

OPEN ROADS CHARTER SCHOOL

Executive Management	\$ 100,000	\$ 50,000	\$ 51,500	\$ -	\$ -	\$ -	
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	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,413	
Administrative Staff	\$ 40,000	\$ 40,000	\$ 81,200	\$ 83,636	\$ 86,145	\$ 88,729	
TOTAL ADMINISTRATIVE STAFF		\$ 485,000	\$ 604,550	\$ 704,642	\$ 790,781	\$ 814,504	

INSTRUCTIONAL PERSONNEL WAGES

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	\$ -	\$ -	\$ 30,000	\$ 60,900	\$ 62,727	
Therapists & Counselors	\$ 55,000	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903	
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL INSTRUCTIONAL		\$ 667,000	\$ 933,010	\$ 1,297,000	\$ 1,671,910	\$ 1,968,068	

NON-INSTRUCTIONAL PERSONNEL WAGES

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		\$ 1,210,000	\$ 1,627,300	\$ 2,094,074	\$ 2,557,896	\$ 2,880,633	

OPEN ROADS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD July 1, 2017 - June 30, 2018		
*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	555,000	
Total Expenses	562,676	
Net Income	(7,676)	
		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	525,000	Planning period 12 months of pre-opening year
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	525,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	30,000	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	30,000	
TOTAL REVENUE	555,000	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	FTE No. of Positions	
Executive Management	1.00	50,000 Part-Time Executive Director
Instructional Management	1.00	67,500 Principal hired in January
Deans, Directors & Coordinators	-	-
CFO / COO / Director of Finance	1.00	60,000 Part-Time COO
Operation / Business Manager	-	-
Administrative Staff	1.00	26,667 Program person beginning November
TOTAL ADMINISTRATIVE STAFF	4.00	204,167
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	204,167
PAYROLL TAXES AND BENEFITS		
Payroll Taxes	23,632	Payroll Taxes (SS - 6.2%, Med. - 1.45%, NY SUI - 3.925%)
Fringe / Employee Benefits	30,577	
Retirement / Pension	-	
TOTAL PAYROLL TAXES AND BENEFITS	54,209	
TOTAL PERSONNEL SERVICE COSTS	4.00	258,376
CONTRACTED SERVICES		
Accounting / Audit	36,090	
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	1,020	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	3,500	
TOTAL CONTRACTED SERVICES	40,610	
SCHOOL OPERATIONS		
Board Expenses	1,050	
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	-	

OPEN ROADS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD July 1, 2017 - June 30, 2018		
*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	555,000	
Total Expenses	562,676	
Net Income	(7,676)	
	START-UP PERIOD	
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	16,790	
FACILITY OPERATION & MAINTENANCE		
Insurance	25,000	Liability for staff, board
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	36,000	
Repairs & Maintenance	7,500	
Equipment / Furniture	167,000	Classroom and office furniture and equipment
Security	-	
Utilities	11,400	
TOTAL FACILITY OPERATION & MAINTENANCE	246,900	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	562,676	
NET INCOME	(7,676)	

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		-	-	-	-	-	-	-
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		-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH		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 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
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		-	-	-	-	-	-	-
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 6-MONTH	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 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
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	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR		OPEN ROADS CHARTER SCHOOL												
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		July 1, 2017 - June 30, 2018												
Total Revenue	95,000	-	30,000	-	-	225,000	-	205,000	-	-	-	-	555,000	
Total Expenses	14,486	14,486	14,591	14,591	19,107	19,157	33,206	38,436	34,086	32,486	66,506	261,536	562,676	
Net Income	80,514	(14,486)	15,409	(14,591)	(19,107)	205,843	(33,206)	(38,436)	170,914	(32,486)	(66,506)	(261,536)	(7,676)	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	80,514	66,028	81,437	66,846	47,739	253,582	220,376	181,939	352,853	320,367	253,861	-	
Net Income	80,514	66,028	81,437	66,846	47,739	253,582	220,376	181,939	352,853	320,367	253,861	(7,676)	(7,676)	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Grants														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
Grants														
Charter School Program (CSP) Planning & Implementation	95,000	-	-	-	-	225,000	-	-	205,000	-	-	-	-	525,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	95,000	-	-	-	-	225,000	-	-	205,000	-	-	-	-	525,000
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	30,000	-	-	-	-	-	-	-	-	-	-	30,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	30,000	-	-	-	-	-	-	-	-	-	-	30,000
TOTAL REVENUE		95,000	-	30,000	-	-	225,000	-	-	205,000	-	-	-	555,000
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	4,167	4,167	4,167	4,167	50,000
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	5,000	5,000	5,000	5,000	60,000
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	26,667
TOTAL ADMINISTRATIVE STAFF	4.00	9,167	9,167	9,167	9,167	12,500	12,500	23,750	23,750	23,750	23,750	23,750	23,750	204,167
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-

[illegible]

PRE-OPENING CASH FLOW 1-YEAR		OPEN ROADS CHARTER SCHOOL											
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION											
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		July 1, 2017 - June 30, 2018											
Total Revenue	95,000	-	30,000	-	-	225,000	-	205,000	-	-	-	555,000	
Total Expenses	14,486	14,486	14,591	14,591	19,107	19,157	33,206	38,436	34,086	32,486	66,506	261,536	562,676
Net Income	80,514	(14,486)	15,409	(14,591)	(19,107)	205,843	(33,206)	(38,436)	170,914	(32,486)	(66,506)	(261,536)	(7,676)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	80,514	66,028	81,437	66,846	47,739	253,582	220,376	181,939	352,853	320,367	253,861	-
Net Income	80,514	66,028	81,437	66,846	47,739	253,582	220,376	181,939	352,853	320,367	253,861	(7,676)	(7,676)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
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	-	-	105	105	105	155	825	6,055	1,705	105	6,675	955	16,790
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	14,486	14,486	14,591	14,591	19,107	19,157	33,206	38,436	34,086	32,486	66,506	261,536	562,676
NET INCOME	80,514	(14,486)	15,409	(14,591)	(19,107)	205,843	(33,206)	(38,436)	170,914	(32,486)	(66,506)	(261,536)	(7,676)
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	80,514	(14,486)	15,409	(14,591)	(19,107)	205,843	(33,206)	(38,436)	170,914	(32,486)	(66,506)	(261,536)	(7,676)
Beginning Cash Balance	-	80,514	66,028	81,437	66,846	47,739	253,582	220,376	181,939	352,853	320,367	253,861	-

PRE-OPENING CASH FLOW 1-YEAR		OPEN ROADS CHARTER SCHOOL												
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		July 1, 2017 - June 30, 2018												
Total Revenue	95,000	-	30,000	-	-	225,000	-	-	205,000	-	-	-	555,000	
Total Expenses	14,486	14,486	14,591	14,591	19,107	19,157	33,206	38,436	34,086	32,486	66,506	261,536	562,676	
Net Income	80,514	(14,486)	15,409	(14,591)	(19,107)	205,843	(33,206)	(38,436)	170,914	(32,486)	(66,506)	(261,536)	(7,676)	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	80,514	66,028	81,437	66,846	47,739	253,582	220,376	181,939	352,853	320,367	253,861	-	
Net Income	80,514	66,028	81,437	66,846	47,739	253,582	220,376	181,939	352,853	320,367	253,861	(7,676)	(7,676)	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ENDING CASH BALANCE	80,514	66,028	81,437	66,846	47,739	253,582	220,376	181,939	352,853	320,367	253,861	(7,676)	(7,676)	

YEAR 1 BUDGET AND ASSUMPTION		OPEN ROADS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
		PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
		JULY 1, 2018 - JUNE 30, 2019							
Total Revenue		1,966,563	177,440	-	-	-	2,144,003	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
Total Expenses		1,231,111	356,583	-	2,500	553,762	2,143,956		
Net Income		735,453	(179,144)	-	(2,500)	(553,762)	48		
Budgeted Student Enrollment		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			155,850				155,850	Assumes enrollment of 15 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 reimburs	
Other		-	-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES		1,703,205	155,850	-	-	-	1,859,055		
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		200,000	-	-	-	-	200,000		
Other		-	-	-	-	-	-		
Other		-	-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES		249,500	20,000	-	-	-	269,500		
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		1,966,563	177,440	-	-	-	2,144,003		
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions							
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	1.00	-	-	-	-	75,000	75,000		
Administrative Staff	1.00	26,000	8,000	-	-	6,000	40,000	Split using % 65/20/15	
TOTAL ADMINISTRATIVE STAFF	5.50	165,750	48,000	-	-	271,250	485,000		
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	-	-	-	-	-	-	-		

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, 2018 - JUNE 30, 2019							
Total Revenue		1,966,563	177,440	-	-	-	2,144,003		
Total Expenses		1,231,111	356,583	-	2,500	553,762	2,143,956		
Net Income		735,453	(179,144)	-	(2,500)	(553,762)	48		
Budgeted Student Enrollment		100	-	-	-	-	-		
10163.6208		PROGRAM SERVICES			SUPPORT SERVICES				
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
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 18.50		710,450.00	219,600	-	-	279,950	1,210,000		
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		82,235	25,419	-	-	32,404	140,058	Split using % 65/20/15	
Fringe / Employee Benefits		91,506	28,284	-	-	36,058	155,848	Split using % 65/20/15	
Retirement / Pension		-	-	-	-	-	-		
TOTAL PAYROLL TAXES AND BENEFITS		173,741	53,703	-	-	68,462	295,906		
TOTAL PERSONNEL SERVICE COSTS 18.50		884,191	273,303	-	-	348,412	1,505,906		
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		-	-	-	-	-	-		
Titlment Services (i.e. Title I)		-	-	-	-	-	-		
Other Purchased / Professional / Consulting		-	-	-	-	102,000	102,000		
TOTAL CONTRACTED SERVICES		-	-	-	-	140,500	140,500		
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		-	-	-	-	12,500	12,500		
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	21,050	180,550		
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	553,762	2,143,956		
NET INCOME		735,453	(179,144)	-	(2,500)	(553,762)	48		
ENROLLMENT - *School Districts are Linked To Above Entries*									
PRIMARY School District: NYC CHANCELLOR'S OFFICE		100	-	-	-	-	100		
Other District 1:		-	-	-	-	-	-		
Other District 2:		-	-	-	-	-	-		

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, 2018 - JUNE 30, 2019						
Total Revenue	1,966,563	177,440	-	-	-	2,144,003	
Total Expenses	1,231,111	356,583	-	2,500	553,762	2,143,956	
Net income	735,453	(179,144)	-	(2,500)	(553,762)	48	
Budgeted Student Enrollment	100	-					
10163.6208	PROGRAM SERVICES				SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
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	19,666					21,440	
EXPENSES PER PUPIL	12,311					21,440	

[illegible]

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)		OPEN ROADS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		342,774	-	294,826	-	294,826	49,500	434,826	5,000	309,826	-	294,826	117,600	2,144,003
Total Expenses		227,487	169,371	177,675	160,519	198,769	182,769	171,019	169,269	170,519	166,769	167,269	182,519	2,143,956
Net Income		115,287	(169,371)	117,151	(160,519)	96,057	(133,269)	263,807	(164,269)	139,307	(166,769)	127,557	(64,919)	48
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		(7,676)	108,861	(919)	59,141	(1,773)	(2,201)	(3,128)	130,216	(3,645)	107,753	(4,500)	71,041	(7,676)
Ending Cash Balance		108,861	(919)	59,141	(1,773)	(2,201)	(3,128)	130,216	(3,645)	107,753	(4,500)	71,041	7,372	7,372
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	2.00	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	58,000
SUBTOTAL PERSONNEL SERVICE COSTS	18.50	100,833	100,833	100,833	100,833	100,833	100,833	100,833	100,833	100,833	100,833	100,833	100,833	1,210,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		11,671	11,671	11,671	11,671	11,671	11,671	11,671	11,671	11,671	11,671	11,671	11,671	140,058
Fringe / Employee Benefits		12,987	12,987	12,987	12,987	12,987	12,987	12,987	12,987	12,987	12,987	12,987	12,987	155,848
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		24,659	24,659	24,659	24,659	24,659	24,659	24,659	24,659	24,659	24,659	24,659	24,659	295,906
TOTAL PERSONNEL SERVICE COSTS	18.50	125,492	125,492	125,492	125,492	125,492	125,492	125,492	125,492	125,492	125,492	125,492	125,492	1,505,906
CONTRACTED SERVICES														
Accounting / Audit		1375	1375	1375	1375	1375	1375	1375	1375	1375	1375	1375	1375	16,500
Legal		1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	15,833	102,000
TOTAL CONTRACTED SERVICES		11,042	11,042	11,042	11,042	11,042	11,042	11,042	11,042	11,042	11,042	11,042	19,042	140,500
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	800	1,300	800	800	800	800	800	800	800	12,500
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	18,891	3,291	14,041	13,041	3,791	4,541	13,291	9,541	9,041	4,791	180,550
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														
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		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
		-	-	-	-	-	12,500	-	-	-	-	-	-	25,000
TOTAL EXPENSES		227,487	169,371	177,675	160,519	198,769	182,769	171,019	169,269	170,519	166,769	167,269	182,519	2,143,956
NET INCOME		115,287	(169,371)	117,151	(160,519)	96,057	(133,269)	263,807	(164,269)	139,307	(166,769)	127,557	(64,919)	48
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		116,537	(109,780)	60,060	(60,914)	(427)	(927)	133,344	(133,861)	111,399	(112,253)	75,541	(63,669)	15,048

YEAR 1 CASH FLOW <i>(FIRST YEAR OF CHARTER)</i>	OPEN ROADS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019													
Total Revenue	342,774	-	294,826	-	294,826	49,500	434,826	5,000	309,826	-	294,826	117,600	2,144,003	
Total Expenses	227,487	169,371	177,675	160,519	198,769	182,769	171,019	169,269	170,519	166,769	167,269	182,519	2,143,956	
Net Income	115,287	(169,371)	117,151	(160,519)	96,057	(133,269)	263,807	(164,269)	139,307	(166,769)	127,557	(64,919)	48	
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	(7,676)	108,861	(919)	59,141	(1,773)	(2,201)	(3,128)	130,216	(3,645)	107,753	(4,500)	71,041	(7,676)	
Ending Cash Balance	108,861	(919)	59,141	(1,773)	(2,201)	(3,128)	130,216	(3,645)	107,753	(4,500)	71,041	7,372	7,372	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Beginning Cash Balance	(7,676)	108,861	(919)	59,141	(1,773)	(2,201)	(3,128)	130,216	(3,645)	107,753	(4,500)	71,041	(7,676)	
ENDING CASH BALANCE	108,861	(919)	59,141	(1,773)	(2,201)	(3,128)	130,216	(3,645)	107,753	(4,500)	71,041	7,372	7,372	

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 2018-19 THROUGH 2022-23					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,144,003	2,794,605	3,690,306	4,611,008	5,531,709	
Total Expenses		2,143,956	2,791,271	3,689,798	4,463,250	5,109,201	
Net Income (Before Cash Flow Adjustments)		48	3,333	508	147,757	422,508	
Budgeted Student Enrollment		100	150	200	250	300	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue		Basic Tuition (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			155,850	233,775	311,700	389,625	467,550
Grants							Assumes 15 SPED students (15%)
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		90,100	-	-	-	-	-
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			1,859,055	2,653,433	3,537,910	4,422,388	5,306,865
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			15,000	22,500	30,000	37,500	45,000
Title I			49,500	74,250	99,000	123,750	148,500
Title Funding - Other			5,000	-	-	-	-
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			200,000	25,000	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			269,500	121,750	129,000	161,250	193,500
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
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
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			15,448	19,422	23,396	27,370	31,344
TOTAL REVENUE			2,144,003	2,794,605	3,690,306	4,611,008	5,531,709
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					*NOTE: For all 5-Years of FTE/Staffing detail please see the "Staffing" tab of this file.
Executive Management		0.50	50,000	51,500	-	-	-
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

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 2018-19 THROUGH 2022-23					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,144,003	2,794,605	3,690,306	4,611,008	5,531,709	
Total Expenses		2,143,956	2,791,271	3,689,798	4,463,250	5,109,201	
Net Income (Before Cash Flow Adjustments)		48	3,333	508	147,757	422,508	
Budgeted Student Enrollment		100	150	200	250	300	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
Operation / Business Manager	1.00	75,000	77,250	79,568	81,955	84,413	
Administrative Staff	1.00	40,000	81,200	83,636	86,145	88,729	
TOTAL ADMINISTRATIVE STAFF	5.50	485,000	604,550	704,642	790,781	814,504	
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	-	-	-	30,000	60,900	62,727	
Therapists & Counselors	1.00	55,000	56,650	58,350	60,100	61,903	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	667,000	933,010	1,297,000	1,671,910	1,968,068	
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	18.50	1,210,000	1,627,300	2,094,074	2,557,896	2,880,633	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		140,058	188,360	242,389	296,076	333,433	Payroll Taxes (\$S - 6.2%, Med. - 1.45%, NY SUI - 3.925%).
Fringe / Employee Benefits		155,848	209,596	269,717	329,457	371,026	12.5% of Total Compensation for Medical, Dental, Vision, etc. Plus NYS Disability tax (.38%)
Retirement / Pension		-	-	104,704	127,895	144,032	5% matching contribution starting in year 3 when it is financially feasible
TOTAL PAYROLL TAXES AND BENEFITS		295,906	397,956	616,809	753,428	848,490	
TOTAL PERSONNEL SERVICE COSTS	18.50	1,505,906	2,025,256	2,710,883	3,311,325	3,729,124	
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	6,839	8,417	10,259	11,311	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)		-	-	-	-	-	
Other Purchased / Professional / Consulting		102,000	127,000	140,000	207,000	257,000	Financial management services, fiscal reports, and compliance. Substitute Teacher Service.
TOTAL CONTRACTED SERVICES		140,500	169,539	187,987	260,886	316,200	
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		12,500	17,082	21,024	25,623	28,251	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	2,550	3,200	3,900	4,300	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

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 2018-19 THROUGH 2022-23					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,144,003	2,794,605	3,690,306	4,611,008	5,531,709	
Total Expenses		2,143,956	2,791,271	3,689,798	4,463,250	5,109,201	
Net Income (Before Cash Flow Adjustments)		48	3,333	508	147,757	422,508	
Budgeted Student Enrollment		100	150	200	250	300	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
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		1,300	1,600	1,950	2,150	\$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	180,550		160,739	235,488	240,495	292,783	
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 / CONTINGENCY	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	2,143,956		2,791,271	3,689,798	4,463,250	5,109,201	
NET INCOME	48		3,333	508	147,757	422,508	
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	21,440		18,631	18,452	18,444	18,439	
EXPENSES PER PUPIL	21,440		18,608	18,449	17,853	17,031	
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	15,048		23,333	25,508	177,757	457,508	
Beginning Cash Balance	(7,676)		7,372	30,705	56,213	233,971	
ENDING CASH BALANCE	7,372		30,705	56,213	233,971	691,479	

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 (2018-19)	100	14,027	1,402,700	-	1,402,700	23,100,000,000	0.006%
Year 2 (2019-20)	150	14,027	2,104,050	-	2,104,050	23,100,000,000	0.009%
Year 3 (2020-21)	200	14,027	2,805,400	-	2,805,400	23,100,000,000	0.012%
Year 4 (2021-22)	250	14,027	3,506,750	-	3,506,750	23,100,000,000	0.015%
Year 5 (2022-23)	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 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 2 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 3 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 4 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 5 (2022-23)	-	-	-	-	-	-	#DIV/0!

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

R-21f – 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
11/17	3/18	Recruitment	Continue community outreach	PA
11/17	1/18	Recruitment	Develop student recruitment plan/materials	ED
11/17	1/18	Marketing	Develop school marketing materials, website, etc.	ED/COO
6/17	8/18	Development	Community relations and partnerships	BOT/ED
6/17	Ongoing	BOT	SACS Board of Trustees recruitment	BOT/ED
10/17		BOT	Hold first Board meeting, ratify by-laws, distribute code of ethics, roles/responsibilities	BOT/ED
8/17	11/17	BOT	Execute Head of School search	BOT/ED
10/17	11/17	BOT	BOT meeting: elect officers and assemble committees, collect BOT annual action plan commitments	BOT
12/17	4/18	Facility	Identify 3 potential sites, explore finances and leases, sign lease	ED/COO
10/17	11/18	Operations	Hire Program Assistant	COO
12/17	1/17	BOT	Head of School hired, inform CSI	BOT/ED
1/18	1/18	Instruction Operations	Principal begins work	
2/18	3/18	Hiring	Finalize job descriptions Execute search for leaders, teachers and staff	Principal
3/18	5/18	Operations	Hire Operations Manager	COO
2/18	2/18	Operations	Write Student Application for Admission	ED/Principal
3/18	3/18	Instruction	Format K, 1, 2 ELA curriculum maps in Atlas/Rubicon	Principal
4/18	4/18	Instruction	Develop resource purchase lists	Principal/COO

2/18	4/18	Operations	Develop fiscal policies and procedures, obtain tax exempt status, establish payroll system	ED/COO
4/18	5/18	Instruction	Arrange instructional PD and partnerships	Principal
4/18	4/18	Operations	Finalize staff personnel manual	COO
2/18	3/18	Operations	Finalize family handbook, including FERPA policy	COO
2/18	5/18	Instruction	Draft Instructional Toolkit	Principal
4/18	6/18	Facility	Facility construction (if needed)	COO
3/18	3/18	Operations	Prepare school calendar for enrollment packet	Principal
5/18	7/18	Instruction Operations	Plan summer institute, family/student orientation	Principal
4/18	4/18	Operations	Establish enrollment packet assembly, distribution and collection processes	Principal/PA
4/18	4/18	Operations	Conduct lottery	COO/PA
4/18	5/18	Operations	Establish billing system for school district funds	COO
4/18	7/18	Instruction Operations	Teacher interviews and demonstration lessons Teacher/leader/staff salary negotiations, offers	Principal
4/18	4/18	Operations	Notify families of lottery results	PA
5/18	8/18	Operations	Purchase furniture, supplies, books, technology	COO
5/18	6/18	Instruction	Identify & refine, or develop writing and core values rubrics	Principal
5/18	5/18	Operations	Submit application and admission summary to CSI	ED
5/18	6/18	Operations	Obtain certificates of insurance	COO
5/18	5/18	Facility	Facility plan/schedule to CSI	ED
6/18	6/18	Facility	Building signage & transition plans	COO
6/18	6/18	Operations	Request DOH nurse Develop medication administration plan	COO
6/18	6/18	Operations	Develop health services plan	COO
6/18	7/18	Operations	C of O, or Temp C of O granted – submit to CSI Facility ready for move in and set up	COO
5/18	6/18	Operations	Create annual cash flow projections and submit to CSI by 6/30	COO
6/18	6/18	Operations	Finalize food services vendor/DOE contract	COO
6/18	6/18	Operations	Submit student transportation requests	COO/PA
7/18	7/18	Instruction	Other staff begin work	
8/18	8/18	Operations	Set up space	COO

6/18	6/18	Operations	Set up locked storage for student academic & health records, files with proper FERPA protections/procedures	COO
6/18	7/18	Operations	Purchase food/beverage storage equipment, in accordance with vendor and legal requirements	COO
7/18	8/18	Operations	Prepare unaudited statements of income & expense to CSI by 8/15	COO
8/18	8/18	Instruction	Secure all students' IEPs, request student academic records from former districts/schools	PA
7/18	8/18	Operations	Arrange security services and finalize safety procedures	COO
7/18	8/18	Instruction	Contract with related services providers	ED/COO
7/18	8/18	Operations	Draft SAVE plan and submit to CSI/SED	ED
7/18	9/18	Operations	Verify immunization status of all students	PA
8/18	8/18	Instruction Operations	Student/Family Orientation	All
8/18	8/18	Instruction Operations	Staff Summer Institute	All

R-23a – Supplemental Narrative

Request is not applicable.

R-23b – Supplemental Attachments

Request is not applicable.