

FULL APPLICATION SUMMARY

Proposed Charter School Name	Central Avenue Charter School for Academic Leadership
Application History	2015 LOI submission & rejection. 2016 resubmittal.
Proposed Board Chair Name	Clentine Fenner
Proposed Board Chair Email Address	[REDACTED]
Proposed Board Chair Telephone Number	[REDACTED]
Public Contact Name	Clentine Fenner
Public Contact Email Address	friendsofcasal@gmail.com
Public Contact Telephone Number	917.971.9707
District of Location	NYC CSD-32
Opening Date	8/2017
Proposed Charter Term	5 years
Proposed Management Company or Partners	n/a
Projected Enrollment and Grade Span for Indicated Years	Year 1: 150 students / Grades K-2
	Year 5: 400 students / Grades K-7
<p>a. Mission Statement: At CASA L educators, families and community members will provide a communal yet rigorous academic environment to support our students ability to become academically proficient, intellectually curious, civic minded & leadership driven.</p>	

- C** - Community
- A** - Academics
- S** - Service
- A** - Accountability
- L** – Leadership

Central Avenue Charter School for Academic Leadership (CASA L), seeks to be a part of the districts’ portfolio of educational options in Community School District 32, located in Bushwick, Brooklyn. In addition to a focus on the fundamentals of reading, writing, math, science the school will offer a robust program that includes focus on an array of peripheral disciplines that add value to the lives of our students, and increase the trajectory for lifelong empowerment, agency & success. CASA L will leverage classical, contemporary

and innovative methods to allow our students various opportunities to learn at a high trajectory and apply those lessons to improving their own lives, those of their families, their community, their country, the world. CASA L’s objectives seek to offer a communal structure, academic rigor, a sense of civic responsibility, college & life readiness via comprehensive framework that ensures post secondary preparedness. While core subjects serve as the cornerstones of a sound academic structure, we believe the other focus areas - arts, civic engagement, community service, character education, emotional intelligence, health & wellness, sustainability - are the support beams that bind the structure. The tools we will utilize to build this structure will incorporate a culture of community & accountability; an array of teaching & learning strategies; remedial & enrichment opportunities, and service & leadership experiences. The Lower School will have a Humanities focus, while the Middle School will have a S.T.E.A.M. (science-technology-engineering-arts-mathematics) focus. CASA L believes that deliberate & purposeful application of instructional strategies & methods enable students to focus, organize for better understanding and help teachers provide a platform for strategic learning. Strategies will include direct & indirect, experiential, project based, blended, and independent learning. Application will depend on the age, developmental level, subject, context and needs of the students

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Proposed School Location (District): NYC CSD-32

Name of Existing Education Corporation (if applicable): N/A

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."¹¹

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹²
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;¹³
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁴

I, ***Clentine Fenner***, hereby certify that the information submitted in this Full Application to establish ***Central Avenue Charter School for Academic Leadership (CASA L)*** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

Date: 4/6/2016

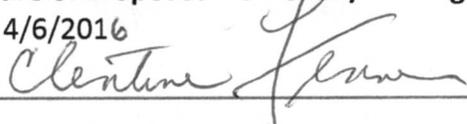


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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, & COMMUNITY

A. Mission Statement & Objectives

At Central Avenue CS for Academic Leadership (CASA L), educators, families & community members will provide a communal yet rigorous academic environment to support our students' ability to become academically proficient, intellectually curious, civic minded & leadership driven.

CASA L will develop a school program that involves the following core principles & furthers the objectives specified in NYS Education Law §2850(2):

- a) A belief that all students can learn & achieve as a result of effective teaching, collaborative & systemic interactions;
- b) A culture climate that clearly defines & models high expectations while providing systematic positive reinforcement;
- c) Universal access to rigorous, standards-based curriculum & research based instruction available to each & every child, coupled with targeted interventions for those who have additional needs as evidenced through data;
- d) A collaborative problem-solving process & comprehensive assessment system that uses data to determine & allows for evidence-based interventions at the early stages of need, informs instruction, accelerates student progress & monitors the progress of each student toward goals;
- e) A system that involves families early, consistently & meaningfully to ensure student success;
- f) Strong leadership that visualizes, plans, implements, & refines systemic practices that lead to continuous improvement & increased learning.

CASA L's model & design features, which demonstrates the school's core approach, belief system & value propositions, are well equipped to improve student learning & achievement & materially further the purposes set out in Education Law §2850(2): (a) improves student learning & achievement through its configuration & design elements utilizing multiple strategies inclusive of direct, project -based, blended, experiential & service learning will make the educational program a robust, dynamic, relevant, forward thinking, & unique part of the 21st Century educational paradigm; (b) expands learning opportunities for all students, especially those at risk of academic failure, by allowing for increased opportunities & options for modality knowledge acquisition. (c) CASA L will exemplify the use of differentiated & innovative teaching methods by employing a multi-pronged, inclusive, systematic, research based approach to the student learning experience with tiered supports, accommodations & tools. Response to Intervention (RTI) is the basis of this approach; (d) High expectations, a sound academic approach, a rigorous curriculum, reliable school support systems, robust analog (Fountas & Pinnell) & digital tools (Pearson SuccessMaker, Achieve3000, Write-To-Learn, peer & leader observations, meaningful feedback & data digestion & interpretation, high quality professional development (PD) led by experts & instructional leaders will give CASA L staff the necessary supports they require to provide high quality differentiated instruction, based upon students' needs & learning styles. This multilateral platform sets up our staff for success & creates ongoing professional growth opportunities for educators. Additionally, remodeling the traditional teacher role into a facilitation position allows educators increased flexibility & empowerment in the delivery of instruction & growth of educators capacity; (e) CASA L's student support & culture model, workshops, social events/activities, community garden & other family involvement opportunities will provide parents & students with a diverse array of high quality opportunities & unique educational arcs. (f) CASA L's portfolio of student assessments, knowledge management systems, staff evaluations, Instructional Learning Coach SMART goals, organizational evaluation & assessment tools will hold the school & stakeholders accountable for student progress & achievement in all curricular areas aligned with the NYS Common Core Learning Standards (NYSCCLS) as well as the NYS Assessments. This will include a multi-leveled dashboard on a class, grade & whole school basis focused on academic, cultural

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& operational areas. CASA L's values regarding education, will be embedded throughout the school & provide students who are at-risk of academic failure, specifically those students who qualify for the Federal Free & Reduced Lunch Program, the opportunity for critical & reflective thinking throughout their educational experience to ensure the achievement of high academic standards

B. Key Design Elements: CASA L Key Design Elements include:

- a) Rigorous Academics with Intensive Focus on Core Subjects. CASA L will focus intensively on a reading program that builds fluency, phonics, decoding & comprehension, which gives students opportunities to demonstrate those skills in a separate writing & speaking class from our internally developed curriculum. We will create math confidence & competence through direct instruction of basic skills, & repeated assessment of those skills;
- b) Smaller school size within a Seamless elementary & middle school. CASA L plans to provide a small school size with 300 students at the Elementary School level & 150 at the middle school. At scale in year 6. We will maintain a class size of 25 students or fewer across the years utilizing a co-teaching model with subject matter & special needs learning specialists reducing the overall staffing ratio to approximately 12:1;
- c) Responsive academic program. CASA L will address academic, social, cognitive & physical developmental needs of each child at each grade level each year, by intentionally increasing the level of independence, autonomy & academic accountability. We will support this by training our staff on instructional methods that are responsive to student academic, social & emotional development;
- d) 21st Century Blended/Hybrid learning environment that meets students in their digital eco-system. CASA L will implement various styles of learning including traditional methods, blended, experiential, project-based & digital. Students will use digital literacy strategically to find & evaluate information, connect & collaborate with others, produce original content, & use the Internet & technology tools to achieve many academic, professional, & personal goals;
- e) An effective Core Programming & Response to Intervention (RTI) framework that includes multi-tiered prevention strategies, universal screening, progress monitoring, & data based decisions. This framework, which will inform our core, supplemental & intervention programs, is the practice of providing high quality instruction & interventions matched to student needs. It will also monitor progress frequently & apply data to important instructional decisions.
- f) **Frequent Assessment & Data-Driven Instruction.** We will use a variety of assessment methods & instruments, including ITBS, Fountas & Pinnell, Achieve3000 & Write-To-Learn, to generate data that determines how our academic program can best meet the needs of students.
- g) **Comprehensive & Intensive Student Support System.** Students will develop a supportive relationship with an academic advisor who assists with student academic & social growth.

C. Enrollment, Recruitment, & Retention

Enrollment. The main objective of the enrollment plan is to provide CASA L a viable K-8 program (K-7 during initial 5 year charter term) that is organizationally viable & serves the students & our Bushwick community. CASA L will begin with 150 students in k, 1,2 & add a grade each subsequent year. In year 3 we will accept 5 grade students, which accounts for the additional 50 students. CASA L believes it is important to set positive & high expectations for children at the earliest of ages so that it can meet our goal of producing students who meet & exceed the proficiency standards in all core subject areas. CASA L believes strongly in the important roles school & class size play in meeting the individual needs of students. Charter schools must ultimately balance the need from an educational quality perspective for small classroom size with the economic reality of economies of scale—spreading fixed costs among a larger number of students. CASA L believes it can balance both educational quality & fiscal viability with

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its enrollment plan.

Grade/Age	Year 1 (2017-18)		Year 2 (2018-19)		Year 3 (2019-20)		Year 4 (2020-21)		Year 5 (2021-22)	
	Sections	Students								
K (4-5)	2	50	2	50	2	50	2	50	2	50
1 (5-6)	2	50	2	50	2	50	2	50	2	50
2 (6-7)	2	50	2	50	2	50	2	50	2	50
3 (7-8)			2	50	2	50	2	50	2	50
4 (8-9)					2	50	2	50	2	50
5 (9-10)					2	50	2	50	2	50
6 (10-11)							2	50	2	50
7 (11-12)									2	50
total	6	150	8	200	12	300	14	350	16	400

Recruitment & At-Risk/Special Populations. As part of the outreach plan, the planning team will issue Public Service Announcements (PSAs) on local radio stations & Spanish language channels; organize free, public information sessions, & approach local newspapers, in both English & Spanish, to arrange interviews about the school. The school will build a website & utilize social media (Facebook), as well as traditional means to reach the public. Traditional means will include visiting organizations, programs, advocacy groups & door to door canvassing in low income housing, welfare agencies, children’s services, homeless shelters to target Economically Disadvantaged students. CASA L will show a good faith effort to meet or exceed State Students w. Disabilities (SWD), English Language learners (ELLs) & Free & Reduced Lunch (FRL) enrollment & retention targets that are set by the Board of Regents or the Board of Trustees of the State University of New York. CASA L enrollment targets as calculated by using the NYSED enrollment/retention calculator are as follows: ELL: 20.3% enrollment / 93.1% retention; SWD: 16.2% enrollment / 91.7% retention; Economically Disadvantaged: 93.6% enrollment / 90.9% retention. CASA L will conduct outreach to encourage parents to apply.

CASA L will ensure that outreach will proactively reach out to areas more likely to have SWD & ELL students. School informational meetings will be held in locations that are accessible by public transportation. CASA L will have school-related materials available in the languages most commonly spoken in the community. This will ensure that the parents of ELL students, who themselves may be Limited English Proficient (LEP), & LEP parents of non- ELL students will be able to understand the programs offered by the school & the process for applying. CASA L will meet with & circulate marketing materials to personnel at NYCDOE Family Welcome Centers, the Committee for Special Education 5, CB-4 & CSD-32 CBOs serving SWD, ELL students & those living under the poverty line (Economically Disadvantaged students) in the neighborhood & vicinity, as well as local organizations like the COALITION FOR LATINO FAMILY SERVICE Community Organization, serving non English speakers & immigrants & special needs organizations, such as United We St& (UWS) - a community organization for families of Student w. Disabilities (SWD), providing opportunities for Information networking, training & support, educational & developmental needs of their children. UWS is directed & staffed by parents who have children with a disability. To reach families who are traditionally less informed about educational choice options, the planning team will contact local child welfare services, organizations that provide services for new immigrants, English language schools, homeless shelters, foster care centers, & organizations that provide basic community, support & educational services. CASA L will oversee the recruitment process & enlist support from parents & advocates who may have access to non-English speaking communities for assistance with outreach. CASA L’s plan also includes & offers an array of on-site family services, such as a wellness /nutrition program, ESL, special needs awareness programs, homework help, civic programs & other enrichment programs to connect our families’ access to community resources. We believe that offering these services also serve as a recruiting tool for the

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school as community members see what the school has to offer. The planning team will also meet with the Superintendent of Community Education Council 32 (CEC-32), & will work with the Committee on Special Education 5 (CSE 5) located at 1665 St. Mark's Place in Brooklyn, to discuss plans for the school & determine how best to add value to the Community's education portfolio & develop feeder school relationships with pre-k programs such as Bushwick Head Start, St. Barbara Head Start, John Coker Day Care, Round Table DCC, New Life Head Start, Horace E. Greene DCC, Bethesda DCC;

Admissions. CASA L will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act & § 2854(2) of the New York Education Law, governing admission to a charter school. CASA L's core application process will run from January – April & then accept on a rolling basis. CASA L will advertise open registration & will encourage parents, caregivers & students who need or want assistance to meet with faculty to review & complete the required enrollment papers. Before January, the school will advertise open registration. All applications must be received by April 1 to be included in the lottery. If the number of applications received exceeds the number of available seats, an individual unaffiliated with the school will conduct a random lottery selection process. Applicants, who are not selected through the lottery, will have their names placed on a waitlist. Homeless students may submit an enrollment application. Within two weeks of the admission lottery, admitted students will receive an enrollment packet. The school will conduct additional outreach to ensure that sufficient numbers of special population students are aware of the lottery & participate. CASA L defines "at-risk" students as those who are or have ever been enrolled in the child welfare system, are homeless, have a disability, are ELL, or are attending a school where over 50% of students perform below grade level on the state ELA or Math exam. If a lottery is necessary, admission preference will be granted to applicants in the following order, & will utilize the NYSED weighted lottery generator:

- First preference will be given to returning students,
- Second preference will be given to siblings of students already enrolled. For definition purposes, "siblings" are two or more children that are related either by birth, the same father or mother, by legal adoption or guardianship.
- Third preference will be given to students who fall within the school's definition for risk of academic failure.
- Fourth preference will be given to students who reside in CSD-32.
- Remaining slots will be available to non at-risk applicants residing outside of CSD-32.

CASA L assures that it will not require parents to attend meetings or other information workshop, or to sign agreements or contracts regarding parental responsibilities as a condition of enrolling a child in the school.

Retention: CASA L will implement a clear framework to educate SWD, ELL & Economically Disadvantaged students in a structured way that sets educational goals, establishes policies & a culture for all faculty & staff, & ensure there are sufficient resources to meet program needs effectively. CASA L Personal Learning Plans will provide highly customized programming for each student. The program & curriculum structures allow the faculty to customize the pace of learning & accommodate different learning styles (via blended, project based, experiential, service learning), providing extra support & thus preventing failure. Moreover, many students struggling with traditional academics often have extraordinary talent & skills. CASA L will focus & build on those individual talents & strengths to achieve academic success for all students. The advisor for each student will serve as the primary point of contact for retention by collaboratively designing & implementing the Personal Learning Plan with & for said student, tapping subject matter & learning specialists as required. Finally, CASA L will focus on an advisory & mentorship framework, which will help students mitigate the challenges & allow for greater

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accountability & deeper learning. English Language Learners (ELLs). CASA L will integrate literacy via structured immersion across the curriculum drawing from the best practices & successful research-based strategies of NYCDOE & NYC Charter Center Special ELL Collaborative, which has effectively supported English Language Learners across content areas. Instruction will follow a tiered RTI model with CASA L curriculum being delivered to all students, targeted supplemental interventions being provided to students experiencing difficulty, & intensive interventions being extended to students with learning difficulties. During these Instructions, teams will monitor student progress using data collected from assessments to develop and/or revise individualized learning goals, adjust instructional groups, & recommend additional interventions for students who are not experiencing progress. CASA L's blended, experiential & project-based components provide both cooperative learning & individualized support to boost academic achievement for ELLs. In instances when there are students who speak the same language & one is more proficient, they may be paired or grouped to leverage peer support. CASA L will employ bilingual staff that will include Specialized Instructional Learning Coaches/Coordinators to provide targeted support to general education ILCs & IAs to implement successful ELL practices & strategies including home language support & sheltered content instruction. Students with Disabilities. CASA L personalized model provides all students with personalized learning plans. CASA L will use a rigorous Response To Intervention (RTI) model & all students have access to differentiated supports including assistive technology, Instructional Learning Coaches, targeted support & supplemental services & tutoring. In addition to these supports, students with disabilities will receive services from certified special education instructors. We will recruit certified special education ILCs & IAs & other professionals who believe that all students can achieve & will provide specialized instruction & accommodations to identified students within a full inclusion setting. CASA L's blended, experiential, service & project-based components provide multiple leaning tools for diverse modalities & allows for individualized support to increase academic achievement for SWDs. CASA L will also work closely with the Committee on Special Education & advocacy groups like United We St& Advocates for Children to ensure the student is receiving all needs support & services to thrive within our school model. Economically Disadvantaged Students (Eligible for Free/Reduced Price Lunch): CASA L will provide community, college, civic & workplace learning opportunities that will dramatically increase students' exposure to college & career trajectories & rigor. This will support both retention & transition issues by fueling students' aspirations. CASA L will focus on working on school culture with all of our students to practice community, inclusion, & growth mindset & minimize the feelings of frustration & hopelessness that often culminate in students dropping out. As a culturally responsive school, we will acknowledge the lived realities of our students & work to cultivate a community of academic strivers. We provide referrals to services as needed including housing, etc. Instructional Learning Coaches, supervised by a social worker, will develop close connections to students & their families to be able to connect them with local services as needed. Facilitating connections to after-school programs will be another way of providing support to low-income students & families. Finally, by ensuring that ILCs & IAs are well supported to work with a range of students through meaningful professional development & dedicated collaboration time, we increase the likelihood that all of our students will stay connected through relationships with skilled, committed, & enthusiastic faculty & staff.

Student transfer and/or withdrawal procedures. CASA L is a public school of choice, both for application & withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from CASA L will be asked to complete a request for student withdrawal form. CASA L personnel will offer to meet with the family & discuss their reasons for withdrawing from CASA L, as well as to seek solutions to any problems that arise from these discussions. If the parents or guardians still wish to transfer their child to another school, the CASA L staff will make every reasonable effort to help the student find a school that better

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serves the family’s desires. CASA L will ensure the timely transfer of any necessary school records to the student’s new school. CASA L will backfill any student vacancies off the waitlist up to February of each school year.

D. Community to be served

Bushwick is a working- & middle-class neighborhood in the northern part of the New York City borough of Brooklyn. The neighborhood, formerly Brooklyn's 18th Ward, is now part of Brooklyn Community Board 4. It is policed by the NYPD's 83rd Precinct & is represented in the New York City Council as part of Districts 34 & 37. Bushwick shares a border with Ridgewood, Queens, to the northeast, & is bound by the Brooklyn neighborhoods of Williamsburg to the northwest; East New York & the cemeteries of Highl& Park to the southeast; Brownsville to the south; & Bedford-Stuyvesant to the southwest. It is served by ZIP codes 11206, 11207, 11221, & 11237. The inequities of education are still prevalent today. Bushwick's population in 2007 was 129,980. 38.9% of that population was foreign born. Though an ethnic neighborhood, Bushwick's population is, for a New York City neighborhood, relatively heterogeneous, scoring a 0.5 on the Furman Center's racial diversity index, making it the city's 35th most diverse neighborhood in 2007. Most residents are Latinos from the Caribbean isl& of Puerto Rico & from the Dominican Republic, but more recent years have seen an increase in native-born Americans as well as other Latino groups, particularly immigrants from Mexico & El Salvador. In 2008 the neighborhood's median household income was \$28,802. 32% of the population falls under the poverty line, making Bushwick the 7th most impoverished neighborhood in New York City. Over 75% of children in the neighborhood are born in poverty. Bushwick's diverse housing stock includes six-family apartment buildings & two- & three-family townhouses. The median age of the housing stock is 76 years. Over 91% of housing units are within a quarter mile of a park, & over 97% of housing units are within half a mile of a subway. Median rent in 2007 was \$795, the 40th-highest in the city. About one in six rental units is subsidized, & greater than one in three units is rent regulated. 4% of renters live in severely overcrowded conditions. Vacant l& fills 4.1% of Bushwick, rating it the 21st most vacant neighborhood in the city. In 2007, the neighborhood had an 18.7% homeownership rate, though roughly 1 in 20 owners of 1–4 unit buildings received a notice of foreclosure. Per Charter School Law, CASA L students will reflect the community of Bushwick & Community School District 32 (CSD-32). CSD-32 is located in Northern Brooklyn. According to the most recent NYSED Data, CSD-32 student population is predominately African-American & Latino (19% & 77% respectively); has 87% of students receiving free/reduced lunch; 20% are identified as Student w. Disabilities (SWD) & 20% are English Language Learners (ELL). The CSD-32 School community has historically underperformed its statewide peers. According to the NYSED Report Card, in 2015, proficiency rates for students in grade 3-8 of CSD-32, as compared with students across NYS, who scored at level 3 or 4 was as follows:

NYSED 2015 Proficiency Data	3-8 aggregate Proficiency - Lvl 3 & 4		SWD Proficiency - Lvl 3 & 4		ELL Proficiency - Lvl 3 & 4		Economically Disadvantaged Proficiency - Lvl 3 & 4	
	CSD-32	NYS	CSD-32	NYS	CSD-32	NYS	CSD-32	NYS
ELA	19%	31%	4%	6%	2%	4%	18%	21%
Math	21%	38%	7%	11%	5%	13%	20%	27%

E. Public Outreach

CASA L envisions a dynamic relationship with the community in which the school, the district, community based organizations, families, elected officials & other community members work together to create a community of learning which will ensure that students achieve academic success & that their families further their own education, in order to improve the quality of life for all. CASA L believes the school can be used as another tool in the portfolio of community support services, adding value & contributing to the public good for an underserved community. The board & school will commit to

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maintaining close ties within the community - especially with organizations that serve the children of Bushwick.

Parents: CASA L has engaged the parent & family constituency of Bushwick (CSD-32) to gauge interest in a new public school option. CASA L has conducted local community outreach through info sessions conducted at various locations near the proposed school location. Event took place throughout 2015-2016 & resulted in over 230 parent interest signatures for CASA L. As we believe the important role families can play in contributing to academic progress, CASA L intends to increase their commitment to the school & its methods by involving them in school activities in several ways.

Info Sessions: To date, CASA L has conducted 5 informational events. CASA L info sessions were conducted on 9/5/15, 11/25/15, 2/14/16 & 7/9/2016, 7/12/2016 where 113 surveys & 230 parent interest signatures were collected. The information from these surveys will be used to inform the development of the school. Parent petitions & survey results are included in outreach attachments. Ongoing sessions are planned throughout the application process.

Survey Results: The 1st set of surveys gave us the following insights: 80% of families are interested in CASA L for their child; 42% of families surveyed DID NOT SPEAK English at home; 95% of students talk about attending a post secondary institution after high school; 41% of families would take an active role in the development of the school; 60% of parents felt their child's performance was average or below; 48% need core academic support in core ELA & math; 42% of students enjoy hands on work as opposed to "book work"; 32% of students enjoy classes that utilize technology; 41% of students need more challenging work, are bored or disengaged, frustrated, not doing well. In the 2nd set of surveys, key takeaways for families included a desire for: a progressive school model; character education; a STEM based curriculum; afterschool programming & physical activities. This information coupled with further discussions & planning with community stakeholders & parents, will deeply inform the school program & ancillary supports that will be developed for our students.

As mentioned before, the CB-4/CSD-32 target population of Bushwick includes a high level of at-risk students with a very wide range of specific individual needs including a high number of children living in poverty, a high number of English Language Learners & a high number of students with disabilities & other special needs. According to Eric Jensen (*Teaching With Poverty in Mind*), people living in poverty are exposed to many more acute stressors than their more affluent counterparts. These stressors can have negative effects on children such as social & emotional deficits & a lack of basic cognitive skills.¹ Children living in poverty need to acquire the social skills necessary for them to learn & the intellectual skills necessary to perform well academically. CASA L's mission aligns with these general needs & recognizes the importance of cultivating social skills as well as the intellectual skills of critical thinking & problem solving that are essential to the successful pursuit of learning & high academic achievement. The intense differentiation & individualization of instruction that characterizes the CASA L's approach is particularly appropriate, since it is designed to assimilate & adapt to the specific needs of each individual in any group of students.

Community Partners & Support: The planning team has recently engaged & met many stakeholders, including: parents, Community Board 4 representatives, Community based organizations, feeder organizations, health centers, special need providers, advocates, block associations, faith-based institutions & elected officials. We articulated our vision & have requested meetings to discuss potential areas of need, support & collaboration. Key stakeholders include but are not limited to: Nadine Whitted, District Manager of Community Board 4 (CB-4), Chairperson Julie Dent & Ms. Virgie Jones of the CB-4 Youth & Education Committee; NYCDOE Family Welcome Center, Community Based organizations such as Ridgewood-Bushwick Youth Center, Bushwick Homes for Children, Salvation Army,

¹ Jensen, E. (2009). *Teaching with poverty in mind*. Alexandria, VA: Association for Supervision & Curriculum Development.

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Brooklyn Justice Council & the Coalition for Latino Family Services. For a full list of organizations please see sample outreach attachments that includes a draft of the letter sent out. CASA L has also been in dialogue with & has received the Support of the following Elected Officials, Community Based organizations, institutions & groups: US Congressman Hakeem Jeffries, NYS Senator Martin Dilan, NYC Councilman Raphael Espinal, Brooklyn Borough President Eric Adams, Good Samaritan Gates Child Development Center, Bushwick United Development Fund Early Learn, Brooklyn Community Parents Head Start Program, Friends of Crown Heights Educational Center, Concourse House Day Care, Child Care Smarts, Pilgrim Church & St. Paul Community Baptist Church.

F. Programmatic & Fiscal Impact

Programmatic Impact: CASA L will open with 150 students & at scale with an enrollment of 450 in 2023 at scale, & would only constitute about .03% of the district enrollment when the school is at scale.

There are currently 8 District K-5 schools, 2 District K-8 schools, 3 Charter K-8 Schools (all operated by charter management organizations).

We believe CASA L will have positive programmatic impact on the schools in CSD-32.

- CASA L will address the recorded public dem& for more options demonstrated by the waitlists of other charter schools existing in the CSD– 32.
- CASA L will provide relief to the district & other schools by taking it’s equitable share of students with special needs, ELL & economically disadvantaged students.
- CASA L will provide relief & will contribute to the district’s class size reduction & smaller learning communities initiatives - CASA L will create quality seats for the students residing in CSD32.
- CASA L will exp& on learning community’s diversity of school settings, approaches, & models - CASA L will exp& the community’s portfolio of options for families, as well as charter diversity by being the first non-CMO school in CSD-32.

Fiscal Impact: CASA L will have minimal fiscal impact on NYCDOE public schools. For purposes of this analysis, CASA L expects that the NYCDOE will have to transfer \$14,027 annually for each child enrolled during the 2017-18 school year, with additional special education funding. This figure, along with the NYCDOE District Budget figure, is based on assumptions provided in guidance from the NYSED & NYCDOE. Based on this guidance, CASA L expects a 0% annual increase in both the per-pupil allocations for the foreseeable future & the district budget. The number of such students in the first year (2017-18) will be 150 & the financial impact on the NYCDOE will be \$2,900,434 or 0.0001% of the total NYCDOE anticipated budget of \$27,200,000,000. In subsequent years, the financial impact remains minimal. Over the course of its first five years of operation, *CASA L's enrollment will reach 400 students.* In year five CASA L will have minimal financial impact – a fraction of a percentage point (0.0002) - on the NYCDOE District Budget over the course of the charter term. *Fiscal Impact on Non-Public Schools:* CASA L is not anticipated to have a great effect on these institutions as CASA L expects that many of its students will come from low-income families that would not have had the means to pay for high tuition private schools. While there may be an impact on small, low-tuition parochial & private schools, it is expected to be minimal. CASA L will most likely appeal to families of students in the existing public schools, since such a high percentage of them are not meeting State standards & would benefit from the programs offered at CASA L. families who had previously made their choice to send their children to low-tuition parochial or private schools, the option to withdraw their children from those schools in favor of high performing free public charter schools would reduce enrollment of these non-public schools.

II. Educational Plan

A. Curriculum & Instruction

CASA L instructional methods & philosophy: CASA L intends to set high standards for its students, staff,

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& families. By creating an environment that promotes academic & civic achievements, CASA L will motivate its students to be lifetime learners by giving its students the tools to succeed in today's world. As CASA L will open as a K-2, we anticipate working with a large number of at - risk students, based on socio-economic levels & academic indicators. In order for students to achieve, CASA L will devote more time on task than other public schools. A longer school day & longer school year with the possible inclusion of monthly Saturday classes will ensure that all of our students succeed.

Core subjects of English Language Arts & Math will be 90 minutes & Science will be 60 minutes every day for K-2; grades 3-5 will have 90 minutes of Science. Core subjects will be balanced by, gym, art, music, & theatre. In addition, time for tutoring & remediation has been set-aside in the weekly schedule. CASA L will set high standards for its students, staff, & families. By creating an environment that promotes academic & civic achievements, CASA L will give its students the tools to succeed in today's world. In order to serve our students well, CASA L will use a Common Core aligned curriculum as the framework for most subjects, including core subjects as well as art & music. Students will also be exposed to Latin throughout their tenure at CASA L. The school's curriculum will be enhanced by CASA L's emphasis on civic & community engagement. We have set high expectations on civic responsibility. Each year students will dedicate at least 25 hours towards community service learning projects that reinforce community, academic, financial, economic & social frameworks. We will build partnerships with local & regional organizations to expose our students to the larger world around them.

Instructional Decision Making: The Executive Director, Director of Instruction (DOI), Curriculum & Assessment Coordinator, classroom ILCs & IAs, & members of the student support division will be involved in the instructional decision-making process. The Instructional Learning Coach will administer the classroom assessment. Within a week, the data from the assessment will be "crunched" & a data meeting will be held with the Instructional Learning Coach, Accountability & Assessment Coordinator & DOI. During the data meeting, the results will be analyzed & discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. The Instructional Learning Coach, Accountability & Assessment Coordinator & Director of Instruction will discuss the implications for instruction & prepare a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts. Students who repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the Accountability & Assessment Coordinator. S/he – in conjunction with instructional leadership – will determine the types of remedial support best suited to the students' needs. Achievement data of the students receiving the additional support will be closely monitored to determine the extent to which they will require the additional skill strengthening study time with the learning support team.

Response to Intervention (RTI):

At the heart of CASA L's mission to meet the needs of all learners is an effective Response to Intervention (RTI) framework. RTI is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. CASA L will adopt & heighten its capacity of modeling the core principles of RTI which involve the following elements:

- A **belief** that all students can learn & achieve as a result of effective teaching & collaborative, systemic interactions.
- A **culture & climate** that clearly defines, models, & teaches behavioral expectations while providing systematic positive reinforcement.
- Universal access to rigorous, standards-based **curriculum** & research- based **instruction** available to each & every child coupled with targeted & intensive **interventions** for those who have additional needs as evidenced through data.

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- A comprehensive **assessment** system that allows CASA L to intervene at the early stages of need, inform instruction, & monitor the ongoing progress of student learning.
- A collaborative **problem-solving** process via the Child Study Team (CST) that uses data to determine & select evidence-based interventions that accelerate student progress toward targeted goals.
- A system that involves **parents & families** early, consistently, & in meaningful ways to ensure student success.
- Building strong leadership that visualizes, plans, implements, & refines systemic practices that lead to continuous improvement & increased student learning.

RTI is the practice of providing high quality instruction & interventions matched to student need, monitoring progress frequently to make decisions about adjustments in instruction or goals, & applying child response data to important instructional decisions. (Batsche et al., 2005). g. This framework is an intervention program that supports the curriculum model that is practiced in CASA L's classrooms, aligns with NYSCCLS & serves the needs of SWDs, ELLs & those student who are FRL at risk of academic failure. It's approach is key to the early identification & support of students with learning & behavior needs. The RTI process begins with high-quality instruction & universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education ILCs, special ILCs, & other learning specialists. Progress will be closely monitored to assess both the learning rate & level of performance of each individual student. Educational decisions about the intensity & duration of interventions will be based on individual student response to instruction. RTI is designed for use when making decisions in both general education & special education, creating a well-integrated system of instruction & intervention guided by child outcome data. For RTI implementation to work well, CASA L will implement the following essential components with fidelity & rigor:

- *High-quality, scientifically based classroom instruction.* All students must receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening & progress monitoring will provide information about a student's learning rate & level of achievement, both individually & in comparison with the peer group. This data will then be used in determining which students need closer monitoring & intervention. Throughout the RTI process, student progress will be monitored frequently to examine student achievement & gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- *Tiered instruction.* A systematic multi-tier approach will be used to efficiently differentiate instruction for students. Adhering to RTI, CASA L will incorporate increasing intensity of instructional supports & strategies offering specific, research-based interventions matched to student needs.
- *Parent involvement.* CASA L will provide parents information about their child's progress, the instruction & interventions used, info on the staff delivering the instruction, & the academic or behavioral goals of their child.

Tier 1: High-Quality Classroom Instruction, Screening, & Group Interventions: Within Tier 1, all students will receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students will be screened on a periodic basis to establish an academic & behavioral baseline & to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state assessments will receive supplemental instruction during the school day in the regular classroom. The length of time for this step should not exceed 8 weeks. During that time, student progress will be closely

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monitored using a validated screening or assessment. At the end of this period, students showing significant progress will mainstream back to the regular classroom program. Students not showing adequate progress will migrate to Tier 2.

Tier 2: Targeted Interventions: T2 students not making adequate progress in the regular classroom in T1 will be provided with increasingly intensive instruction matched to their needs on the basis of levels of performance & rates of progress. Intensity will vary across group size, frequency & duration of intervention, & level of training of the professionals providing instruction or intervention. These services & interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten - 3rd grade), interventions will be focused in Reading & Math. A longer period of time may be required during this phase, but it will not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions & are referred to Tier 3.

Tier 3: Intensive Interventions & Comprehensive Evaluation: Tier 3 students will receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation & considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, & 3 are included & used to make the eligibility decision through the Child Study Team. At any point during the RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. The RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, & hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes. CASA L will continue to build the infrastructure & systems behind the practice that fosters a seamless flow of information, feedback, & resources needed to practice RTI effectively & train leaders & staff to understand & implement it with efficacy. We will be paying particular attention to:

- Increasing the capacity of knowledge management/assessment system that provides both universal screening as well as progress monitoring information;
- Developing a clearly defined & tiered array of increasingly intensive interventions;
- Developing & articulating our New York State Common Core Learning Standards (NYSCCLS) based curriculum, implemented & research-based instructional strategies with fidelity; & a problem-solving mechanism to monitor & match student needs

At CASA L we would like for families & visitors to observe the following instructional practices & cultural norms:

Instructional Practice

- Students sitting in collaborative groups, working on learning activities;
- Students participating in learning centers, differentiated for specific student levels;
- Instructional Learning Coaches providing clear learning goals, posted & referred to during instruction;
- Instructional Learning Coaches acknowledging correct answers & understanding of concepts;
- Instructional Learning Coaches chunking new information into “digestible bites” in order to increase student understanding;
- Instructional Learning Coaches creating opportunities for students to share what they have learned & demonstrate understanding;

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- Instructional Learning Coaches providing opportunities for students to practice the new strategies they have been taught;
- Students reviewing errors & practicing strategies to correct misinformation;
- Students using resources & receiving guidance so as to execute new & re-taught tasks;
- Instructional Learning Coaches using academic games to encourage & to re-engage students during lessons;
- Instructional Learning Coaches maintaining a healthy pace to maintain student engagement during instructional episodes;
- Instructional Learning Coaches maintaining enthusiasm & encouraging participating in specific subject matter;
- Instructional Learning Coaches providing opportunities for students & encouraging them to discuss information during collaborations;
- Instructional Learning Coaches being aware of students & able to pre-empt situations that may cause disruptions;
- Both Instructional Learning Coaches & students demonstrating respect of one another.

Cultural Norms

- Students & Instructional Learning Coaches demonstrating respectful talk & students working together with minimal disagreements;
- Instructional Learning Coach maintaining close proximity to students within the classroom;
- Instructional Learning Coaches exhibiting warmth & care for students;
- Pride in classroom work evidenced through displays both in & out of the classrooms;
- An expectation that all students will participate & Instructional Learning Coaches not allowing students to “opt out” during a lesson or during independent work periods;
- All routines are obvious & are smooth functioning;
- Transitions are quick, quiet, & orderly;
- Students are well aware of expectations;
- The classroom environment operates in a fair and equitable manner;
- Classroom rules are consistently followed & consequences are fairly distributed;
- The school maintains a safe & orderly environment;
- Furniture is set up in a way to support collaboration & learning activities;
- Technology is used often & appropriately;
- Classrooms are clean & orderly.

Differentiation of Instruction

- Small group work that occurs after whole group work;
- Learning Centers that work on specific skills for practice or remediation;
- Use of supplemental materials, such as, Achieve3000, Write-To-Learn & Pearson Successmaker which personalize learning & specifically meet the instructional needs of individual students;
- Lunchtime & after-school tutoring which works with specific students on necessary skills.

Project Based Learning (PBL)

PBL is a central component of the CASAL academic model. Project Based Learning is a concept based on what interests & motivates the student & is a comprehensive instructional approach to engage students in sustained, cooperative investigation (Bransford & Stein, 1993). Within its framework students collaborate, working together to make sense of what is going on. Project-based learning differs from inquiry-based activity by its emphasis on cooperative learning. Inquiry is traditionally thought of as an individually done, somewhat isolated activity. PBL is a model that organizes learning around projects. Projects require a goal where students must search for a method, acquire skills & knowledge, accept

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failure & bounce back from it, & keep trying until the goal is achieved. They learn through experiences, more important, they learn how to research & apply knowledge. Success is measured by the complexity of the project & the ability to finish it. This type of education motivates one to learn more about the world we live in while creating a lifetime love to learn. Additionally, project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned. Students pursue solutions to nontrivial problems by:

- asking & refining questions
- debating ideas
- making predictions
- designing plans and/or experiments
- collecting & analyzing data
- drawing conclusions
- communicating their ideas & findings to others
- asking new questions creating artifacts (Blumenfeld., 1991).

The benefits of project base education include:

- empowering students to learn, where the instructor is a coach, a facilitator.
- making it possible for students to discover their natural talent & personal interest.
- makes it possible to discover one's learning personality.
- Utilizing projects as learning tools that are motivated by curiosity.
- allowing students opportunity to learn with tactile objects & experiences.
- Successful projects that are the results of failure & learning to bounce back from it.
- a plan, which includes ways to acquire needed knowledge & skills.
- enhance all the process & motor skills that it takes to complete.

There are at least three traditions from which PBL research & practice seem to emerge: (1) Outward Bound wilderness expeditions, (2) postsecondary models of "problem- based" learning, & (3) university-based research in cognition & cognitive science applications. Expeditionary Learning Outward Bound (ELOB) & Connect schools were part of the New American Schools Designs study & thus have participated in the most extensive evaluation research of any Project-Based Learning context. With respect to Expeditionary Learning schools, a report by the New American Schools Development Corp (1997) summarizes some of the findings for the school years 1995 through 1997. These & subsequent findings are summarized in two publications of ELOB (1997; 1999a). Overall, ELOB publications report that nine of ten schools that implemented Expeditionary Learning in 1993 demonstrated significant improvement in students' test scores on standardized tests of academic achievement. According to a study conducted by the R& corporation (ELOB, 1999a), Expeditionary Learning was the most successful program of the six New American School designs implemented in 1993, & EL schools have continued to deepen their implementation & improve year to year. The gains exhibited in academic achievement on the part of Expeditionary Learning schools are quite dramatic. In Dubuque, Iowa, three elementary schools implemented the EL program. After two years, two of these schools showed gains on the Iowa Test of Basic Skills from "well below average" to the district average; the third school showed a gain equivalent from "well below average" to "well above the district average." The magnitude of the 1995 to 1997 gains in reading for the three EL schools ranged from 15% in one school to over 90% in the other two schools, while the averages for other schools in the district remained unchanged. After four years of EL implementation, graduates from these three Dubuque EL schools scored "above the district average in almost every area." In Boston, eighth-grade students at an inner-city, EL school exhibited the second highest scores in the district on the Stanford 9 Open Ended Reading Assessment, scoring behind the exclusive Boston Latin School (ELOB, 1999a). An EL elementary school in this district ranked 11th in

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mathematics & 17th in reading out of 76 elementary schools on this same test, despite serving a population that is 59% Hispanic & 27% African American (ELOB, 1999b). Similarly, in Portland, Maine, an EL middle school showed increases for the school year 1995-1996 in all six curriculum areas assessed with the Maine Educational Assessment battery, this in contrast to the previous school year (prior to the onset of EL) & the results of the state as a whole. Again, the improvement scores were of a magnitude three to ten times larger (a 59 point increase, on the average) than that of the state as a whole (average gain of 15 points). Moreover, these improvement scores occurred at a time when the percentage of limited English speaking students increased in this EL middle school from 6% to 22% (ELOB, 1999a), & these gains did not level out but increased an average of 25 additional points the following year (ELOB, 1999b). Similar dramatic gains are reported for schools in Colorado, Decatur, Georgia, Cincinnati, Ohio, Memphis, Tennessee, & New York City. (ELOB, 1999a, 1999b). As important as these gains in academic achievement have been for validating the EL model, an additional study of EL schools conducted by the Academy for Educational Development (AED) demonstrated some interesting additional effects of EL implementation (ELOB, 1999a, 1999b). Results from classroom observation, ILC interviews, & analyses of ILC reports in ten EL schools revealed that Expeditionary Learning schools influenced school climate & student motivation. According to this report, the Expeditionary Learning experience increased participating ILCs' beliefs in their ability to teach students of different ability levels, conduct assessments, & use parents & outside experts in the classroom, as well as their confidence in themselves as ILCs & learners. A companion report produced by the University of Colorado found that Expeditionary Learning in Colorado schools "consistently promoted structural changes such as block scheduling, increased partnership with the community, authentic assessment, teaming of ILCs, & interdisciplinary project-based curriculum." (ELOB, 1999a). Additionally, the AED report found attendance to be high in all EL schools, with an average attendance rate across all schools of over 90%. For example, according to this report, attendance at a participating elementary school in Cincinnati increased from 75% before the implementation of EL to over 95% after two years of EL. Additionally, the AED report found rates of retention, suspensions, & other indices of disciplinary problems to be unusually low in EL schools.

Blended Learning

Students are digital natives in the 21st century & must become literate & articulate, mathematically competent, scientifically & technologically adept, & have the opportunities to develop their creative & physical abilities. Schools must embrace these trends or risk becoming obsolete, irrelevant & ineffective. CASA L will generate enthusiasm & excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated, & age-appropriate. The CASA L blended instructional model approach to learning embodies the combination of the best of face-to-face classroom learning, virtual & online instruction, critical support systems & real-world experiences. Blended instruction combines the effectiveness & socialization of the classroom with technologically enhanced online materials, & real world experiences that provide opportunities for students to apply their skills. The blended instruction model enables students to learn at their own pace online within a classroom setting that offers strong adult support. CASA L will prepare self-motivated, competent, life-long learners for the 21st century by integrating a rigorous & personalized learning delivery system that combines online coursework, virtual learning & a brick-n-mortar learning environment. CASA L will employ a blended learning model that allows the spectrum of students (those who are advanced, those who are low performing or struggling & are in need of remediation support) access to a high-quality high school option that aligns to their individual learning style. This will include a combination of a direct instruction & project based learning environments, innovative online learning methods, rigorous & engaging coursework, life experiences & cultural support systems to ensure all students gain the knowledge, skills & attributes that are valued in the modern world & necessary for future success. Students graduating from CASA L will demonstrate critical thinking skills, self-dependency, self-efficacy, mastery of content, effective communication skills,

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& a stake in the local, national & global community.

With the expectation for CASA L students to develop increased levels of knowing, master core instructional content, be proficient in all NYS Assessments, CASA L seeks to provide an engaging learning environment where innovation, intellectual challenge & personalized learning are embraced by its students, ILCs & administrators. CASA L will implement an instructional model that tailors the learning experience for our students, identifying each student's strengths & assets, uncovering & removing obstacles to learning; & catapulting them towards their personal best. Upon researching promising practices of charter, private & traditional district schools across the country, CASA L determined that the most effective way of accomplishing our above vision was to implement blended-instruction & project-based learning models as core instructional methodologies of the school. CASA L believes that online learning offers the advantage of personalization & individualized attention, & when paired with highly qualified ILCs delivering engaging instruction, it allows students to experience a level of differentiated & customized learning that can exponentially improve academic outcomes.

Curriculum. CASA L will utilize a Common Core aligned program at each grade level. Literacy will be taught for approximately 90 minutes each day in the elementary grades. The specific components of CASA L's instructional approach include: large group read-aloud; small-group guided reading; individual independent reading; large-group writing instruction; individual independent writing; vocabulary work; decoding & phonemic awareness. At the middle school level, students improve their ability to write & communicate effectively & engage the world of non-fiction & literature. Mathematics is taught for approximately 90 minutes each day in the elementary grades. The specific components of the framework include a daily morning math routine, the introduction of new math material, problem-solving, spiral review, & fact fluency. At the middle school level, students focus on integrated mathematical concepts, problem solving & application to the real world. In Social Studies, the New York State standards will be taught at each grade level, under the umbrella of different grade-level themes. CASA L's instructional approach to the teaching of Social Studies will be to create a strong & clear link to literacy. Curriculum maps are created for each unit; vocabulary words that relate to the content are identified & taught, & a wide variety of print resources are utilized, such as fiction & non-fiction texts & articles.

At the elementary & intermediate levels, students conduct research using the internet & write non-fiction reports on Social Studies units & themes. In Science, the New York State standards are taught at each grade level & broken down into specific content strands. In addition to the content strands, scientific thinking is integrated in order for our students to have on-going learning experiences that emphasize the skills of observing, predicting, forming hypotheses, gathering evidence, & testing hypotheses. Science, like Social Studies, is connected to CASA L's literacy goals. A wide variety of fiction & non-fiction print resources will be utilized.

In order to serve our students, CASA L will utilize the Core Knowledge program as the framework for most subjects, including core subjects, art & music. Core Knowledge is based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound & fair elementary education. Started by Professor E. D. Hirsch, Jr., author of *Cultural Literacy* & *The Schools We Need*, & based on a large body of research in cognitive psychology, Core Knowledge is founded on the belief that for the sake of academic excellence, greater fairness, & higher literacy, early schooling should provide a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge. Currently, hundreds of schools & thousands of dedicated educators are participating in this school reform movement throughout the United States. Core Knowledge has been shown to be effective with at-risk children & has been adopted by a number of charter schools in New York, including some of the

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most successful – the Carl Icahn Charter Schools in the Bronx. In their most recent ELA assessments the schools had over 90% of students performing at Level 3 & above. In addition, Hellenic Classical Charter School in Brooklyn, another Core Knowledge school, has also out - performed its district of location, District 15. The Core Knowledge website cites its findings on how the curriculum has been successful with urban populations (“An Overview of Research of Core Knowledge,” January 2004, http://coreknowledge.org/CK/about/research/eval12_2002.htm#I.A.%20Oklahoma)

In the summer of 2000 administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. Oklahoma City Public Schools (OCPS) is an urban district with 67 elementary schools. The ethnic make-up of the district is 39% African-American, 36% European-American, 18% Hispanic, 5% Asian American & 2% Native American. At the time when the studies were done, about half of the district’s elementary schools were using the Core Knowledge curriculum. Since the two groups of students were so precisely matched at the beginning of the school year, one would expect them to post virtually identical average scores at the end of the school year. In fact, however, the students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS assessment. The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 vs. 55.1), vocabulary (59.8 vs. 55.3), science (58.7 vs. 55.8), math concepts (61.4 vs. 59.2), & social studies (58.3 vs. 53.4). The greatest gains — in reading comprehension, vocabulary, & social studies — were computed to be statistically “highly significant.” In a national study done on the Core Knowledge program, the National test score data from 22 Core Knowledge schools across 13 states were analyzed to identify trends in student performance. Over the six-year review period, the Core Knowledge schools performed well above the national average, with their collective performance increasingly higher than the norm. This performance advantage was evident across the six content areas. The same trend was evident across schools of different sizes, different socio-economic composition, & different ethnic composition. Based on these findings, there appears to be a strong relationship between student performance & the Core Knowledge curriculum.² The Core Knowledge Program emphasized accumulating knowledge at an early age & building on it. This knowledge lays the foundation for critical thinking. The Core Knowledge Framework will be supplemented with Scott Foreman Reading & Math.

Mastery of basic skills in reading, writing & mathematics is a prerequisite for students to move forward in more advanced treatments of these subjects. CASA L will evaluate on a regular basis the effectiveness of its curriculum, & select appropriate curriculum resources & tools to meet student needs. When additional or different curriculum resources are needed for ILCs & IAs, the Directors of Instruction will identify suitable resources & curricula to support the learning of all students. CASA L will adapt to the evolving needs of students, that will be brought to light with the implementation of NYS Common Core Learning Standards (NYSCCLS) CASA L will make appropriate adjustments & changes as necessary to more effectively prepare students to be successful in grades K-8 & in their high school careers. CASA L believes that a more grounded & structured approach to mathematics—where concepts are presented in a logical fashion & complicated concepts are not introduced until children have been given the fundamental tools to master them—will allow students to perform math at an extremely high level. CASA L recognizes that the study of math involves incremental steps that build upon each other allowing for the development of a solid base. It is CASA L’s intention that its students will be able to progress to pre-algebra by the time they reach middle school because of the solid foundations in arithmetic skills & concepts that they developed & mastered in the elementary school years. With the resulting strong foundations in algebraic skills & ideas, the doors to subsequent meaningful mathematics courses in high

² http://coreknowledge.org/CK/about/research/CK_National_Study_2004.pdf

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school, college & beyond along with possible careers as engineers, scientists & mathematicians will be wide open.

Reading: The school will implement an effective reading instruction program, which will be consistent with the Common Core & aligned with NYS Assessments. One example currently in use is the Scott Foresman Reading Street which is a comprehensive reading program for K-5 that is built on solid research & prioritizes the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary & Text Comprehension. Reading Street provides a rich variety of genres that include a balance of fiction & nonfiction. Content-area connections support science & social studies instruction every week. With a greater emphasis on informational text, Reading Street prepares students for the kinds of selections they will encounter on State assessments. Reading Street is designed to help ILCs & IAs build readers through motivating & engaging literature, scientifically research-based instruction, & a wealth of reliable teaching tools. The program has a strong emphasis on ongoing progress-monitoring & an explicit plan to help with managing small groups of students. In addition, *Reading Street* prioritizes skill instruction at each grade level, so ILCs & IAs can be assured they will focus on the right skill, at the right time, & for every student. *Reading Street* instruction is systematic, explicit, & highly focused for all ability levels. This structure allows for Differentiated Instruction to take place within the classroom. Each unit gives a clear road map to differentiate instruction for On-Level, Strategic Intervention, & Advanced Reader Group Time throughout each lesson provides scaffolded instruction for all readers. Built-in lessons for Strategic Intervention & Advanced learners supplement core instruction every day. Weekly Leveled Readers & Leveled Practice help every student practice & apply comprehension skills & vocabulary in appropriate texts. .

Mathematics: The teaching of mathematics carries equal weight to the teaching of reading & writing. In order to compete in almost every aspect of life, CASA L children will have to exhibit confidence & proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem solving; facility with numbers; clear communication; logic & reasoning, argument & proof; mental discipline; & strategic & analytical thinking—are skills that deepen one’s ability & effectiveness in areas beyond the math discipline. CASA L believes that mathematics is a subject that has relevance unto itself. If CASA L aspires to create truly well rounded educated students, it must ensure that its students become adept at algebra & be financially savvy. CASA L must enable its students to master math-specific knowledge at the early grades in order for them to develop the higher-level skills in problem solving. Allowing students to excel in mathematics opens the doors for them to become engineers, architects, financiers, scientists, doctors, mathematicians, entrepreneurs & all professions, which involve, at the core, mathematics. To this end, CASA L will implement effective curriculum to serve its students in Mathematics. Will use Pearson Scott Foresman enVisionMath for Grades K-8. The curriculum is aligned with the New York State Mathematics Core Curriculum & Learning Standards & is based around scientific research on how children learn mathematics as well as on classroom evidence that validates proven reliability. Scott Foresman teaches for deep conceptual understanding using research-based best practices. It engages & interests all students with leveled activities for ongoing differentiated instruction. Topic-specific considerations for ELL, special education, at-risk, & advanced students enable the Instructional Learning Coach to differentiate for the diverse learners in every classroom.

SuccessMaker (SM)

Pearson SuccessMaker digital platform, which is aligned with the Scot Foresman ELA & Math core instructional program, offers standards-aligned supplemental instruction with the power to improve results for all learner types & the flexibility to implement in the school setting. SuccessMaker offers core & supplemental learning students need with standards-based reading/language arts, mathematics, &

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English language development/ESL curriculum. It also provides cross content learning, with science & social studies lessons incorporated into the math & reading curriculum. SuccessMaker identifies & addresses individual student learning needs quickly & efficiently through embedded assessments that determine each student's unique starting place & continuously analyzes each student's performance on an ongoing basis. The program utilizes the data to automatically create a personalized path through the curriculum, based on a learner's strengths & weaknesses, pinpointing specific areas of struggle, difficulty, advancement or mastery. SuccessMaker provides supplemental instruction in reading & math & serves as an intervention tool for struggling learners & can be utilized for tier II of Response-to-Intervention (RTI) framework. If a student does not perform well, the program focus shifts to remediation. If a student performs well on the initial exercises in the level, the program moves to independent practice, which removes scaffolds present in guided practice & focuses on the skills of vocabulary & reading comprehension. Students first take a placement test to determine what their current levels of abilities are & what their instructional level is. Students are then prescribed instruction individually based on their instructional needs. *SM Reading*: SM reading program focuses on phonics, phonemic awareness, vocabulary, grammar, spelling, comprehension & fluency. The program begins with guided practice & instruction. SuccessMaker Reading provides easily accessible information on each student's learning & individualized instruction. SuccessMaker Reading courses build phonemic awareness, phonics, reading fluency, vocabulary development, reading comprehension & reading strategies via electronic instruction. ILCs can then deliver focused instruction, practice activities, & coaching needs. Focused tutoring can be provided based on specific information identified in individual student reports. With weekly diagnostic reviews & monthly program reviews, ILCs can continually improve instruction & program results. SuccessMaker Reading Foundations include: Reading Readiness (preK-K), Initial Reading (K-2), Readers Workshop (2-5) & Spelling Skills (2-8). The SuccessMaker Exploresware includes: Discover English (preK-1), First Adventures Bookshelf (preK-2), Reading Adventures Primary/Story Painter (K-2), Writer's Studio (3-8), Reading Adventures (3-6) & Reading Investigations (6-8). *SM Mathematics*: SuccessMaker provides a research-based, balanced mathematics program for PreK-8 to use in combination with any adopted mathematics assessments. Approaches draw from effective practices that cultivating early mathematics abilities such as counting proficiency & experience with quantities; building conceptual understanding to allow students to represent & "figure out" mathematical ideas & relationships & "make sense" of procedural algorithms, using technology tools & simulated manipulatives; offering spiraling standards-based curriculum, building procedural fluency, & productive disposition; improving strategic competence & adaptive reasoning by complex problem solving, developing reasoning & proof, communications, connections, & representation, & inspiring interests in mathematics with technology tools, & collaboration & interdisciplinary connections; assisting a students transition to first-year algebra by preparing them properly & working with relationships, algebraic thinking, & expressions; & helping students transition to first-year algebra by preparing them properly & working with relationships, algebraic thinking, & expressions; & supporting multiple means of assessment to give ILCs the information they need to help young people develop mathematical proficiency. These approaches are described as effective in the National Council of ILCs of Mathematics standards (2000), the National Research Council's report Adding It Up: Help Children Learn Mathematics (2001), Vanderbilt University research, & content area specialist recommendations, such as those from Van de Walle & Bruner. These research-based approaches are best practices & are reflected in state & national standards.

Achieve3000

Achieve3000 provides online differentiated instruction with the goal of improving reading comprehension in pre-k through 12th grade students as well as adult learners. The goal of CASA L in utilizing Achieve3000 is to supplement our curriculum & assessment platforms & improve literacy for all

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learners offering a continuum of programs for all ages & abilities. Achieve3000 content & curriculum is completely adaptive; as student reading comprehension improves, the rigor of the material increases. Achieve3000 uses LevelSet & the Lexile Framework for Reading to measure students' reading ability & to track reading progress throughout the year. Achieve3000 assess student Lexile levels on an ongoing basis & delivers rigorous nonfiction materials that are scientifically matched to each student's Lexile level, propelling them towards success. The majority of articles are scaled on twelve different Lexile levels in English, & seven levels in Spanish, allowing students with a wide spectrum of abilities to access the same content. To ensure that educators intervene as appropriate, Achieve3000 keeps ILCs & administrators continually informed of student preparedness both towards state standards, college & workforce, as well as high-stakes tests. Prekindergarten through first grade students learn through the 'Smarty Ants' program, a foundational literacy curriculum delivered in a completely online environment. KidBiz3000 will be used for grades 2-5, TeenBiz3000 for grades 6-8, & eScience3000 for middle school science students. Achieve3000's platform follows a universal five-step model. Students begin each lesson by completing a 'Before Reading Poll' to activate prior knowledge. Students complete activity questions as they read the article. After reading, they complete activity questions followed by an 'After Reading Poll'. The lesson is rounded out with a 'Thought Question'. Students can annotate the text using a digital highlighting tool & respond to a variety of assessment questions to gauge reading comprehension, including multiple choice, tech-enhanced, & written response questions. One of Achieve3000's key features is its Stretch lessons. ILCs can use Stretch lessons for an entire class. Each lesson is leveled so ILCs can teach the same content but modify the material based on specific learning goals for each student approaching the material. ILCs use their personal dashboards to assign materials to students as well as track their progress using data collected & generated by Achieve3000. Research from Robert Marzano (Source: Marzano, R. & Pickering, D. Building Academic Vocabulary: ILC's Manual. Alexandria, VA: ASCD, 2005.) Indicates that when students understand the vocabulary used in a text, it is easier for students to understand the text itself. The reason for this is that knowledge of vocabulary is linked to background knowledge, which is linked in turn to comprehension. Achieve3000 daily activities include vocabulary components that help students understand the content of the daily articles. When students' vocabulary performance improves, it is likely that their comprehension is also improving.

Achieve3000 "Solutions": Achieve3000 includes thirteen 'solutions' as part of its platform. Solutions organize Achieve3000's content & tools based on the specific learner, classroom, & school needs. The English Language Arts Solution includes 'Bonus' lessons geared towards building reading stamina & preparing students for standardized tests. Bonus lessons expose students to a variety of texts such as maps, charts, & graphs. English Language Arts solutions will be offered through the Smarty Ants, KidBiz & TeenBiz. Students learn & master basic reading skills & concepts to promote long-term reading comprehension growth. The Literacy in the Content Area solution features a fully customizable curriculum aligned to ELA & content area standards. Science & social studies lessons are broken into two distinct texts: an article about a contemporary content-related issue followed by a reinforcing 'Dig Deeper' text that provides background information on the topic. The Literacy in the Content Area solution emphasizes integrating multiple sources & citing evidence for text-based writing. Like the English Language Arts solution, Literacy in the Content Area utilizes the Smarty Ants, KidBiz & TeenBiz platforms. Achieve3000 offers ELL & Spanish solutions for students & ILCs. Achieve3000 components contain standards-aligned lessons that incorporate phonics & fluency instruction for students learning to speak English & allow ILCs to measure student reading comprehension ability using the Spanish Lexile. Both the ELL & Spanish solutions are adaptable for individual instruction as well as whole group & small group instruction to target listening & speaking skills. The Achieve3000 Intervention solution relies on the RTI model & offers fully customizable interventions that allows students to move fluidly between tiers.

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Write-To-Learn

CASA L will use the writing tool & process from Pearson’s Write-To-Learn (WTL) beginning in 4th grade to reinforce its balanced literacy program. WTL is a literacy tool that will enhance the writing & fluency skills of our students & is aligned to the NYSCCLS. Writing is a process as opposed to just another academic activity. It takes time & effort to develop these proficient skills that focus on teaching students strategies for planning, revising, editing & publishing; teaching students how to assess their own writing & how to systematically summarize. Instructional Learning Coaches (ILC) & Instructional Assistants (IA) need tools that allows them to collect multiple samples of the students work, enables them to monitor & provide feedback quickly, & share that progress with the student, parent & other stakeholders. WTL is an online literacy tool that accurately assesses writing & returns targeted instruction & grammar feedback within seconds, providing students with more opportunities to practice writing across subject areas. WTL will be used for all students. Through web-based summary & essay writing activities that span the curriculum, students receive real-time, automated feedback on their reading comprehension & writing skills, enhancing the learning process so they see faster progress & improvement in performance. With WTL, students practice essay writing & summarization skills, & their efforts are measured by Pearson’s Knowledge Analysis Technologies (KAT) engine, which automatically evaluates the meaning of text by examining whole passages. The KAT engine is a unique automated assessment technology that evaluates the meaning of text, not just grammatical correctness or spelling. Other feedback provided by WTL is specifically correlated to the six traits of writing – ideas, organization, conventions, sentence fluency, word choice & voice. The most important feature of WTL is the immediate student feedback. ILCs & IAs will provide students with scaffolded feedback based on writing performance. ILCs & IAs will be trained & supported to effectively monitor & ensure standards based usage, as well as develop the habit of consistently evaluating & providing material feedback in a timely & effective manner. All students, whether they are on-track or not or have special needs will benefit from WTL. It aligns particularly well with those in Title I Academic Intervention Services (AIS) & Response to Intervention (RTI) programs. Through web-based summary & essay writing activities that span the curriculum, students write frequently across all subject areas & receive real-time, automated feedback on their reading comprehension & writing skills, enhancing the learning process so they see increased progress & improvement performance indicators. With added content & built-in language support for English Language Learners, WTL offers increased support for all students.

Community Service Learning

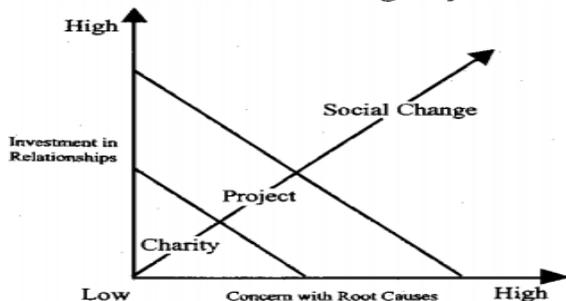
CASA L plans on implementing a Service Learning Platform for all students in all grades. Service Learning will be a core part of our school’s mission & is most effective when integrated into learning (“service learning”) in the classroom. At CASA L, service learning will be divided into two projects per year: fall & spring. Each project will consist of three phases: research (learning about the project), action (putting thoughts into action), & reflection (writing and/or presenting). Students will be required to dedicate 25 hours per year to service learning projects. Service learning is unique because it enables Instructional Learning Coaches to improve students’ academic performances, sense of civic responsibility, & workplace skills with a single teaching method - It links classroom lessons with real-life learning. Service learning is an opportunity for students to get involved with their communities in a tangible way by integrating service projects with classroom learning. Students are engaged in the educational process by using what they learn in class to solve real-life problems. The tenets of service learning emphasizes research, reflection, & action; field-based learning that engages the learner through meaningful applied, active, project-based activities; utilizes multiple knowledge sources (curriculum, experience, community, experts, research); & provides all students with ample opportunities for ethical & critical reflection & practice. Students & people learn differently. Scholars who are normally very distracted in a class setting are actually very patient & focused when practicing in the field. Service learning does not only present

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materials in a different way, but also in a memorable way. The reward for learning is not to have good test scores, but to be efficacious at affecting change on one’s community. Service learning is an empowering activity that boosts scholars’ sense of self-worth while developing empathy & critical thinking. The charts below illustrate the 3 paradigms of service learning, a sample of grade level activities & the timeline for such projects as they are overlaid throughout the school year.

Three Paradigms of Service Learning:

Critical Elements in Three Paradigms of Service



Arc of Service Learning throughout the grades:

Grade Span	Service Learning Focus	Model/Focus	Project
K-2	Community Citizenship	Humanities	Community Issues
3-5	-Environment -Sustainability -National Citizenship	Transition from Humanities to STEM in 4 th Grade	National Issues
6-8	Global Citizenship	STEM	Global Issues

Competency Based Learning System Overlay

Competency-based learning is defined by the US Department of Education as “a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.” This kind of flexible, personalized learning environment holistically supports the development of learning communities where learners, faculty, programs & institutions as a whole are able to flourish & provide or receive support when needed. Today’s schools commonly use grade-based evaluations where students get rewarded for the knowledge they gain. Students are evaluated & rewarded with grades (& sometimes other types of rewards) for tasks such as projects, behavior, skills, & taking tests. Evaluations are one way to reward learning. The rewards may come in the form of a grade (number, letter), words, badges, stickers, certificates, medals, trophies, money, or prizes. The rewards may be determined by peer, self, or Instructional Learning Coach-based assessments. Rewards are a way to motivate students to learn. Reports from studies conducted on the brain indicate that rewards promote learning. The reward structure seems to have many positive effects not only on learning, but also on the learner’s personal development. Learners are able to gain confidence & develop openness to others through the reward system. As we migrate towards a more comprehensive 21st century learning model that allows for the true facilitation of learning through projects & experiential modalities, CASA L will integrate a badge-driven competency-based learning system. A badge is a validated display of accomplishment, skill, quality or interest that can be earned in any learning environment. Badges can represent traditional academic achievement or the acquisition of skills such as collaboration, teamwork, leadership, & other 21st century skills – just like scouting merit badges. The badge approach empowers & encourages learners to pick up new real-world skills & knowledge, while also engaging with others in a social give-and-take that builds one’s value to the community & network. Both of these aspects of academic & social development are rewarded with badges that students can carry with them through school life, demonstrating to stakeholders what they know & how others value their contributions. While elementary students can earn badges for attendance & behavior, middle school students can earn badges for meeting formal standards within specific subjects, as well as developing career or college plans. A clear example is Khan Academy which has a badge system³ to reward learners. CASA L will adopt this method over time & utilize it in its programming.

³ <http://www.khanacademy.org/badges>

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Beginning with service learning & then building out this system to align with NYSCCLS in core subject areas. A competency-based badge learning system provides a framework for defining learning objectives & shifting the focus to mastery of these objectives rather than on NYS seat time requirements. In this framework, the CASA L seat time becomes the outer parameter for compliance purposes & serves more as a guide. Badges provide clear ways of verifying learning, with portable, transparent evidence of mastery & successfully fulfilling academic, social, civic & behavioral competencies. We believe this framework overlay will play a key role in shaping CASA L students to become higher order thinkers. Before a badge is awarded, issuers must verify that a badge seeker has acquired the skills and/or competencies that the badge represents – Subject matter & content mastery, application of key concepts, service learning, portfolio work, homework, attendance, behavior, participation. That verification happens through evidence-based assessment. In other words, not just an assessment based on a learner’s ability to recall information about how to do something, but on actual evidence that demonstrates the learner can do that thing. With a competency-based approach, students advance when they have demonstrated mastery of a competency, which is defined as a combination of skills, abilities & knowledge needed to perform a task in a specific context. In competency-based education, assessment is embedded in every step of the learning process in order to provide students with guidance & support toward mastery. This heightened level of assessment is designed to build competencies in real time. Competency-based approaches enable meaningful continuous improvement at a depth that has never before been seen in education. There are two reasons why continuous improvement suddenly takes root in competency-based systems. First, competency-based approaches require a heavier emphasis on formative assessment & responsiveness to students’ struggles. With a focus on whether or not students are mastering the skills, Instructional Learning Coaches become engaged in exploring new ways to help students. By breaking courses into discrete learning objectives aligned with NYSCCLS, & monitoring student learning trajectories supported by a student information system, school leaders & instructors are able to gather indicators of progress in a much more granular & timely way than end-of-course grades or summative testing. This allows Directors of Instruction, as instructional leaders, to keep an eye on which areas Instructional Learning Coaches are having difficulty in supporting their students or identify any school-wide patterns that are causing students to stumble. Peer support & professional development are then targeted toward those areas.

Urban Farm Science & Sustainability Mentor Program – Student for Service & NY Sunworks

CASA L plans to engage up with Students for Service (“SFS”) (www.studentsforservice.org) & New York Sun Works (“NYSW”) (www.nysunworks.org) to create urban farming project & food justice program to engage the CASA L student body & community out of our desire for our student population & community to become increasing knowledgeable & empowered through shared stakeholder experiences rooted in service. In partnership with SFS, New York Sun Works will build a “Greenhouse Project Classroom” (GPC) based on the vision of empowering grade school children to embrace science while making educated choices about their impact on the environment. The classroom lab was set up & maintained by CASA L Students & SFS teen volunteers, recruited from schools & communities throughout New York City. Our partnership with SFS & NYSW will align with our programmatic & philosophical goals. Inquiry based science, service learning, mentorship, healthy living & sustainability are fundamental parts of the CASA L model. In the greenhouse project classroom, program participants grow food while learning about nutrition, water resource management, efficient I& use, climate change, biodiversity, conservation, contamination, pollution, waste management & sustainable development. To facilitate a hands-on learning environment, the GPC will include a variety of hydroponics growing systems, a pest management station, a seedling & germination station, & a worm-composting corner. Students choose growing system; prepare plant-

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nutrients; select & plant seeds; monitor plant growth; harvest; monitor systems, vine crops systems; compost; manage pest control & more. The GPC objective is to inspire students to ask questions, investigate systems, make predictions & design solutions. The GPC operates as an integrated part of the school's curricula & prepares children to exceed New York City's science standards. Through this collaborative program, CASA L will provide common core aligned STEM education program to CASA L students through an innovative hands-on inquiry-based curriculum; build & maintain an urban farm & lead the community in creating an urban agriculture program that can provide healthy education & produce to all stakeholders; enhance awareness & understanding of urban agriculture & works to effect positive social change & develops CASA L students as advocates & leaders for change within their own communities. Engagement will take place in year 1, Planning will begin in year 2, implementation in year 3.

B. Special Student Populations & Related Services

Students w. Disabilities: CASA L is committed to educating our students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate & allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' school district of residence & all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). The School shall not discriminate in admission & enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs & services at CASA L shall be provided in accordance with Education Law § 2853(4)(a) & applicable federal laws & regulations & in accordance with the IEP recommended by the CSE of the students' school district of residence. Approximately 16% of our students will have disabilities & this number will grow every year, which is generally consistent with that of the surrounding school districts, CASA L will make efforts in its student recruitment process to ensure that the School will attract comparable or greater enrollment of students with disabilities as compared to CSD-32. CASA L's recruitment efforts towards this special population of students & their families may include: (1) print advertisements that include specific information about CASA L's Special Education program & that, where appropriate, describe the qualifications of CASA L's Special Education ILCs & IAs, (2) special open-house information sessions held in the community geared towards parents of Special Education students, & (3) one-on-one meetings between CASA L's Academic Leadership and/or CASA L's Special Education staff with any parents of Special Education students who express interest in learning more about how CASA L can meet the particular needs of their child. CASA L is committed to educating each student including those students with IEPs & 504 plans, to the maximum extent appropriate, in the classroom s/he would otherwise attend. Thus, the School will maintain a full inclusion model regarding the education of special education students. Full inclusion involves bringing the necessary support services to the student regardless of handicapping condition or severity, (rather than moving the student to the services) & requires only that the student will benefit from being in the class (rather than having to keep up with the other students). According to this model, special education students will be removed from the classroom only when appropriate services cannot be provided in the regular classroom setting. Special education students in CASA L, when appropriate, will receive their adapted curriculum work, & other therapies such as speech-language therapy & occupational therapy, within a regular education classroom. Special educators & therapists will come to the regular education classroom, when appropriate, to provide services to small groups of regular & special education students. A Special Education Instructional Learning Coach, paraprofessional or aide may sit with them to help implement the goals of their IEPs.

CASA L will employ an inclusion model, including Collaborative Team teaching & Special Education Teacher Support Services (SETSS). Special education inclusion signifies the participation of special education students in regular education classrooms & provision of support services to these students.

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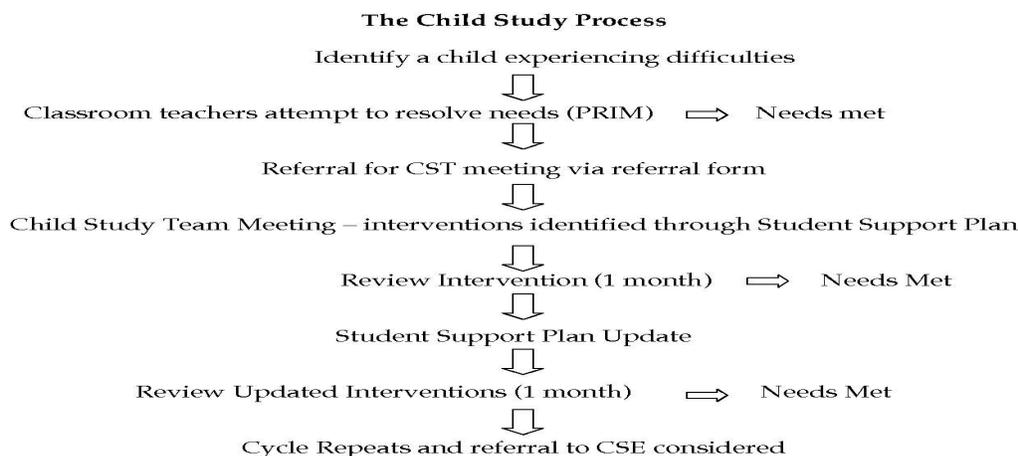
"Full inclusion" maintains that the social interactions with regular education students are vitally important & that special services can be provided most effectively in the context of the regular classroom. For special education students, this setting provides the opportunity to model the behaviors & actions of others. For general education students, this setting fosters an appreciation & respect for the fact that everyone has unique characteristics & abilities, & helps them develop feelings of empowerment & self-control. The main objective of inclusion education at CASA L is that all students regardless of their strengths & their weaknesses in any area, become part of the CASA L school community. As a member of the school community, every student develops a feeling of belonging with other students, ILCs & IAs, & support staff. An advantage of special education inclusion at CASA L will be that both disabled & non-disabled students are brought together in an environment of togetherness. Children learn to accept individual differences in inclusion education & this would lead to the development of new friendly relationships. Inclusion education also enables active participation of all parents in their child's education. The NYCDOE CSE or NYSED Charter Office is welcome at any time to monitor the School's implementation of its special education program. The CASA L special education staff will interact with the students' district(s) of residence in a number of ways, including seeing that referrals are made for students suspected of having a disability; fulfilling reporting requirements of the resident district; ensuring that all appropriate school staff participate in meetings of the resident district CSE; & establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the IEP are being provided. CASA L Executive Director or his/her designee will communicate directly with the Chairperson of the district's CSE.

In accordance with Education Law § 2853(4)(a), CASA L has the option of providing the special education programs directly or by contract, or arranging to have such services provided by the school district of residence. If CASA L requests that the school district of residence provide a self-contained class or resource room, CASA L & the school district of residence will meet such obligation by placing the student in a self-contained class or resource room operated by the school district at a location other than the charter school, if that is appropriate to the needs of the student. However, if a self-contained class or resource room on the site of the charter school is determined by the CSE to be the appropriate placement for the student & CASA L requests that the school district provide such services, the self-contained class or resource room will be provided by the school district of residence. In this situation, CASA L & the CSE will work with the parents to develop an IEP that meets the student's needs & design a program that is integrated into the school's educational programs & makes use of school & school district resources. CASA L will employ a Special Needs Manager/RTI Coordinator to coordinate & supervise the School's Special Education program as well as the requisite amount of full-time special education ILCs & IAs to staff our special education program. Our low SWD/SPED Instructional Learning Coach ratio of 8:1 will benefit special education students by ensuring that sufficient time & attention will be provided for each student. In addition, it enables the Special Education Instructional Learning Coach to spend considerable time working with general education ILCs & IAs in planning, professional development & ensuring that appropriate accommodations are made for special education students. The special education ILCs & IAs will work collaboratively with the general studies in order to address the needs of students with disabilities. The special education & general education ILCs & IAs work together to implement different teaching strategies & modify assignments to accommodate individual special education students. Adaptations & accommodations made within the class will be provided for individual students, & in some circumstances, for the entire class. CASA L will ensure that the special education programs & services as indicated on each student's IEP will be provided directly to the student during school hours. The CASA L special education staff will provide consultation & support to classroom ILCs & IAs, work in the general education classrooms with special education students individually & in

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small groups, provide resource room services & serve as special education consultants to the overall school community. CASA L’s general education & special education ILCs & IAs will be knowledgeable about the needs of students with disabilities; informed of their responsibilities for particular students; receive the support they require to implement a student’s program; & implement any modifications or accommodations in their classes in accordance with the students’ IEPs. ILCs & IAs will receive on-going training regarding the education of special needs students including during the pre-opening professional development prior to the opening of school each year. If CASA L is unable to directly provide services to the extent necessary, CASA L will contract with appropriately certified or licensed individuals to provide services under its direction. The services to be provided may include, but are not limited to: speech language pathology & audiologist services; psychological services; physical & occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation & mobility services; diagnostic and/or evaluative medical services & student and/or parent counseling.

Referral to the Committee on Special Education (CSE): Consistent with NYS Regulations of the Commissioner of Education, it is the policy of CASA L that all reasonable efforts will be made to provide appropriate interventions to maintain students in general education through the RTI process with documented interventions. A student suspected of having a disability will become the focus of the School’s Child Study Team (CST) consisting of an administrator, ILCs & IAs, support staff & Special Education Instructional Learning Coach. As illustrated in the diagram below, CASA L’s Child Study Team (CST) will provide a school-based mechanism to enable school personnel to meet the needs of individual children who are having difficulty in the educational setting. The team will be child-centered & will facilitate a process (Illustrated below) that results in the implementation of accommodations, services, & interventions that will enable the child to be successful in school.



The CST has the responsibility to: Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child’s performance in school; think of solutions; Make recommendations to meet the child’s needs; & Monitor/review results of the recommendations. The CST will review the student’s behavior & academic performance, interview the student’s Instructional Learning Coach(s), & consult with the student’s parents & offer recommendations. A referral to the CSE should be considered following a structured Response to Intervention process when it is clearly demonstrated & documented that interventions, curriculum modifications, prevention strategies, & remedial services are insufficient to address the student’s needs. Strategies may include: (1) changing the physical environment (e.g., seat near Instructional Learning Coach, seat near model student, seat near chalkboard, use of visual barriers to reduce distraction, establish boundaries or travel patterns with tape, etc.); (2) changing the instructional group; (3) contacting the parent to suggest techniques for working with the child at home; (4) contacting the parent to discuss health concerns (e.g., hearing,

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vision, medical); (5) using alternative curriculum materials and/ or teaching methods; (6) using curriculum adaptations (e.g., rephrase or rewrite directions); (7) questions to ensure understanding, presentation of concepts in small segments of time, use of physical manipulatives, use of integrated sensory approaches to address different learning styles, etc.); (8) providing opportunities for peer/cross age tutoring; & (9) implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "Instructional Learning Coach talk" times, etc.).

CASA L will provide substitute coverage for ILCs & IAs as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education Instructional Learning Coach will be involved in the development & implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. CASA L will ensure that the Instructional Learning Coach is knowledgeable about the student's needs & will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. While CASA L may send the mandated procedural safeguards notice to parents, it is the responsibility of the CSE of the student's district of residence to do so. Every CASA L Instructional Learning Coach of a student with a disability will be provided a copy of the student's IEP. Training will be provided by the special education staff of CASA L for ILCs & IAs, as needed, to ensure that ILCs & IAs fully understand the IEP of each special education student & its instructional implications. With support from the special education staff, general ILCs & IAs will be able to establish modifications in the general education classrooms based on the students' IEPs. Quarterly progress reports regarding the progress of each student & his or her IEP, as well as copies of all report cards, will be provided to the parents of each special education student & to his/her district of residence.

CASA L will utilize the New York State Alternate Assessment (NYSAA) which is a data folio-style assessment measuring the achievement of students with severe cognitive disabilities toward meeting the NYS learning standards at alternate achievement levels. All students, including those with severe cognitive disabilities are required by federal law to have access to the general education curriculum. NYSED has aligned alternate grade level indicators (AGLIs) with the core curriculum in English Language Arts (ELA), mathematics, science & social studies for the administration of NYSAA. The content area subject matter assessed by NYSAA is clearly related to the grade level content. While the content is reduced in scope & complexity, students with severe cognitive disabilities are held to high expectations in order to achieve the NYS Learning Standards. Alternate Grade Level Indicators afford students the opportunity to experience a richer learning experience. Each student's CSE determines how a student: (1) Participates in the New York State Testing Program. The CSE uses NYSED guidelines regarding eligibility & participation criteria to guide their decision-making; (2) For each content area assessed, the student's instructional team, headed by the Lead Special Education Instructional Learning Coach (LSET) provides academic instruction, so that the student can achieve proficiency on two different AGLIs in each content area assessed. Two AGLIs are required for each content area assessed (ELA, mathematics, science & social studies); (3) Parents meet with the LSET to discuss how NYSAA is administered & which specific AGLIs will be used to assess their child. Parents also complete the Parent/Family/Guardian Survey; (4) For each AGLI, the student is required to perform one assessment task connected to the AGLI on three different dates; (5) Members of the student's instructional team conduct assessment tasks & document & rate student performance. This process will include collecting evidence on the last two dates of student performance; (6) The LSET assembles a datafolio containing the evidence of student performance & the ratings of the student's level of accuracy & level of independence; (7) The complete datafolio is submitted to the building administrator for shipping to the scoring center; (8) The NYSAA datafolios are scored at regional NYSAA scoring institutes; & (9) Student reports are created & are made

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available to schools, ILCs & IAs & parents. Students eligible for NYSAA, as determined by their CSE, must be assessed on grade appropriate content consistent with the student's chronological age based on a chart provided each year by the NYSED. Content of the student's assessment is based on the student's chronological age, not on the grade in which the student is enrolled.

English Language Learner Population: CASA L will serve all LEP/ELL students by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. CASA L shall comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 (as amended) & the Federal Equal Educational Opportunities Act of 1974. CASA L's process for identifying LEP/ELL students & the method by which CASA L will determine which of its students may need assistance is as follows: (1) If English is the only language spoken in the home, as indicated on the Home Language Questionnaire (HLQ), then the screening process need not continue; (2) If the home language is other than English or the student's native language is other than English, then appropriate school staff should informally interview the student & the parent/guardian in English, or when necessary in their native language; (3) If the student speaks a language other than English & speaks little or no English, then the school should administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficient level is Limited English Proficient (LEP), thus eligible for ESL services. The LAB-R is administered only once to each incoming student; (4) Classroom ILCs & IAs may recommend students for English language instruction based on classroom observations & consultation with the Executive Director, or his/her designee; & (5) After placement into ESL services, student achievement or progress in the English language is measured annually (usually in April & May) with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, & whether or not the student's level of English proficiency is high enough to exit ESL services.

Plan for Educating LEP/ELL Students: All students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. CASA L believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction—both oral & written—will be modified appropriately for each ELL student. All ILCs & IAs will receive professional development on communicating with students designated as ELL & in techniques for detecting whether a student has English language deficiencies. Within the CASA L's extended day schedule, there is ample time that can be used for additional intensive English language instruction. CASA L will provide all necessary staff & specialized curricular materials to enable ELL students to achieve proficiency & attain the high standards established for all students in the School. The School will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve & maintain a satisfactory level of academic performance. Such services include individual counseling, group counseling, home visits, & parental counseling. CASA L is prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment to a certified aide, Instructional Learning Coach or qualified consultant under contract who speaks that child's non-English language. CASA L will have at least one full-time Instructional Learning Coach who speaks Spanish, the most common foreign language spoken by our parents. Parents of ELL students will be kept abreast of their child's progress in English language acquisition, preferably in the language that the parent best understands.

Research on Immersion: Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

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- The New York City Board of Education documented the success of its immersion programs versus traditional bilingual education classes. Its own research shows that immersion works best for young students: "...nearly 44% of Kindergarteners in immersion classes move into the mainstream after one year, nearly 61% do so within two years & a whopping 84% do so within three. In contrast, traditional bilingual programs have a far lower success rate..." (New York Daily News, September 24, 2000).
- Bill Honig, the former California State Superintendent of Public Instruction & Director of the Center for Systemic Social School Reform at San Francisco State University advocates this systematic, explicit instruction in an organized comprehensive English reading program in his book, *Teaching Our Children to Read* (Corwin Press, Inc., 2001): "For ILCs & IAs, students & their families, the results of many past bilingual programs have been disappointing. Often in these programs, the English literacy component was weak, & many students failed even to become proficient readers in their primary language. All students need systematic, explicit instruction in an organized, comprehensive English reading program."
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote in her article *Structured Immersion, An Alternative to Traditional Bilingual Education* (Independence Institute, *Issues Backgrounders 2000-4*, July 26, 2000): "In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores & the lowest college admissions." Ms. Morlan found that only 5% of these students were being found to gain proficiency in English each year.

Exit Criteria: The proficiency of an identified ELL student in the English Language is measured at least annually to determine whether continued special services are warranted. CASA L will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. The School will also use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department to implement the federal No Child Left Behind Act, in lieu of administering the state English Language Arts assessment. The scores on the NYSESLAT indicate the proficiency level—Beginning, Intermediate, or Advanced—the student has achieved each year, & whether the student's level of English is high enough to exit the program. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. Any student classified & receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless they can read, write, & comprehend English well enough to participate meaningfully in the School's programs. To measure the progress in English acquisitions of LEP/ELL students, CASA L will analyze annual NYSESLAT results. Scores on the NYSESLAT indicate the proficiency level students have achieved each year, & whether or not a student's level of English proficiency is high enough to exit ESL services

Accountability & Evaluation of the ELL Program: In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language & making progress academically), an annual evaluation will occur. In order to determine if any programmatic modification are necessary, the School will evaluate the progress of its ELL students on standardized assessments & non-standardized assessments against that of the non-ELL students. The School also will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL & non-ELL students as measured by standardized assessments & non-standardized assessments. The school will track how many students are declassified as ELL & the number of instructional years it takes for this declassification to occur.

Assurances: Students at CASA L with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the School's services & teaching methods. CASA L

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ensures that ELL students will not be excluded from curricular & extra curricular activities based on an inability to speak & understand the language of instruction, & also that ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices & information from the School in their native language to encourage participation in the School by all members of the CASA L community. Parental outreach may also be conducted through home visit by a school official & an interpreter.

C. Achievement Goals

1. Student Progress Over Time (Growth)

Aggregate growth:

- Each year, CASA L will demonstrate progress, throughout the course of the school's charter term, towards exceeding statewide proficiency on the New York State ELA examinations, for 3-8th graders who have been enrolled at the School on BEDS day for at least two consecutive years.
- Each year, CASA L will show progress, throughout the course of the school's charter term, towards exceeding statewide proficiency on the New York State Math examinations, for 3-8th graders who have been enrolled at the School on BEDS day for at least two consecutive years.

Subgroup growth:

- Each year, CASA L will demonstrate progress, throughout the course of the school's charter term, towards exceeding statewide proficiency on the New York State ELA examinations, for each subgroup of 3-8th graders who have been enrolled at the School on BEDS day for at least two consecutive years.
- Each year, CASA L will show progress, throughout the course of the school's charter term, towards exceeding statewide proficiency on the New York State Math examinations, for subgroup of 3-8th graders who have been enrolled at the School on BEDS day for at least two consecutive years.

Performance Index:

- Each year, CASA L's Aggregate Performance Index on the NYS ELA examinations will meet its Adequate Yearly Progress for the school set forth in the State's No Child Left Behind (NCLB) accountability framework.
- Each year, CASA L's Aggregate Performance Index on the NYS Mathematics examinations will meet its Adequate Yearly Progress for the school set forth in the State's NCLB (NCLB) accountability framework.

Performance Index: Subgroup growth to proficiency

- Each year, CASA L's Aggregate Performance Index on the NYS ELA examinations will meet its Adequate Yearly Progress for subgroups set forth in the State's No Child Left Behind (NCLB) accountability framework.
- Each year, CASA L's Aggregate Performance Index on the NYS Mathematics examinations will meet its Adequate Yearly Progress for subgroups set forth in the NYSED NCLB accountability framework.

2. Student Achievement (Attainment)

Aggregate Proficiency:

- Each year, each CASA L subgroup of students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam & the NYS Average of students at or above Level 3 on the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth from the previous year.
- Each year, each CASA L subgroup of students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year's NYS Mathematics exam & the NYS Average of students at or above Level 3 on the current year's NYS Mathematics exam. If a grade-level cohort above Level 3 in the previous year, the cohort will demonstrate growth from the previous year.

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Subgroup Proficiency:

- Each year, each CASA L grade level cohort will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's NYS mathematics exam & 75% at or above Level 3 on the current year's NYS mathematics exam for each subgroup. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth from the previous year.
- Each year, each CASA L grade-level cohort of students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam & 75% at or above Level 3 on the current year's NYS ELA exam for each subgroup. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth from the previous year.

Similar Schools Comparison:

- Each year, the percent of CASA L students performing at or above Level 3 on the NYS Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD-32 Schools.
- Each year, the percent of CASA L students performing at or above Level 3 on the NYS ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD-32 Schools.

District Comparison:

- Each year, the percent of CASA L students performing at or above Level 3 on the NYS Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Brooklyn's CSD-32. The measure will be made by comparing the performance captured on the NYS Report Card for CSD-32, on datanysed.gov
- Each year, the percent of CASA L students performing at or above Level 3 on the NYS ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Brooklyn's CSD-32. The measure will be made by comparing the performance captured on the NYS School Report Card for CSD-32, on datanysed.gov

Subgroup Comparison:

- Each year, the percent of CASA L students performing at or above Level 3 on the NYS Math exam for subgroups in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Brooklyn's CSD-32. The measure will be made by comparing the performance captured on the NYS Report Card for CSD-32, on datanysed.gov
- Each year, the percent of CASA L students performing at or above Level 3 on the NYS ELA exam for subgroups in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Brooklyn's CSD-32. The measure will be made by comparing the performance captured on the NYS School Report Card for CSD-32 on datanysed.gov

3. State & Federal Accountability System

State Accountability Designation: Each year, CASA L will be deemed "In Good Standing" on its New York State School Report Card for Annual Yearly Progress (AYP).

4. Charter-Specific Student Performance Goals

- Each year, 90% of grade 3-8 students who were enrolled at the school on BEDS day for two consecutive years will demonstrate growth on the spring administration of the Fountas & Pinnell Benchmark Assessment exams.
- Each year, 75% of grade 3-8 students who were enrolled at the school on BEDS day for two consecutive years will perform at or above grade level on the Spring administration of the Fountas & Pinnell Benchmark Assessment exams.

5. Responsive Educational Program

Expectation: A quality educational program enables all students to achieve academically & socially.

Adherence to Contract Terms

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- Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, & meet or exceed enrollment & retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, & students who are eligible applicants for the free & reduced price lunch program.
- Each year, the school will comply with all applicable laws, rules, regulations & contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, & the federal Family Educational Rights & Privacy Act.

Student Engagement

- Each year, the School will have an average daily student attendance rate of at least 95%, with the exception of Long Term Absence (LTA) students.
- Each year, 95% of all students who were enrolled during the school year will return the following September, with the exception of students who have transferred to out-of-city, out-of-state, private or parochial schools.

6. Responsible School Leadership, Governance & Management

Expectation: Leadership furthers the school’s mission, programs & goals & is strategic to ensure adequacy, alignment & coherence of actions.

- The Executive Director will present a Dashboard of school performance in regards to student performance, attendance, enrollment & financials at each meeting of the Board of Trustees. Annually, the Board will meet its obligations outlined in the Board Bylaws in regards to attendance, activity of subcommittees & financial oversight of the school.

7. Financial Sustainability & Internal Controls

Expectation: The school will be a well-run organization & capable of achieving long-term success.

- Enrollment Stability: Annually, student enrollment at CASA L will be within 10% of full enrollment, as defined in the School’s Charter.
- Financial Compliance: Each year, the School will undergo an independent financial audit that will result in an unqualified opinion & no major findings.
- Financial Viability: Each year, CASA L will operate on a balanced budget⁴ & maintain a stable cash flow.

8. Strong Culture & Supportive Relationships

Expectation: There is high social trust among the school community & culture of excellence.

Parent Satisfaction

- Each year, parents will express satisfaction with the school’s program as determined by the parent section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, & Safety & Respect. The participation rate of the survey will exceed 50%

Staff Satisfaction:

- Each year, ILCs & IAs will express satisfaction with school leadership & professional development opportunities as determined by the Instructional Learning Coach section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, & Safety & Respect. The participation rate of the survey will exceed 75%.
- Each year, 80% of ILCs & IAs who accept offers of renewed employment at the end of the previous school year will return to teach at CASA L.

Student Satisfaction:

⁴ A budget will be considered “balanced” if revenues equal or exceed expenditures.

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- Each year, CASA L middle school students who take the survey will express satisfaction with the School as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, & Safety & Respect.

D. Assessment System

Assessment Accountability: CASA L will use assessment data often & regularly to assess student progress against the academic goals & to make programmatic adjustments & changes. Each term, ILCs & IAs will meet with instructional leadership to review the assessment data. The ILCs & IAs' role in this process is to identify which standards they need to re-teach, & to provide differentiated, individualized instruction for specific students, based on the data. The role of the Directors of Instruction in this process is to: 1) ensure that assessments are given on schedule; 2) expeditiously manage the data-crunching process so that ILCs & IAs have timely results; 3) facilitate a data meeting with the ILCs & IAs within a week after the assessment is given & provide guidance as to which standards need to be prioritized; 4) re-allocate resources in the area of money, time & personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments & 5) monitor lesson plans & lesson execution to ensure that prioritized learning objectives are being effectively re-taught.

Use of Ongoing Assessments: Ongoing assessment is a driving force in a school. Virtually every month we will implement standardized assessments, including in-school assessments. Appropriate assessments enable lessons to be tailored to a child's needs & the development of effective curriculum & instructional practices that support the needs of all learners. With grade level goals & individual class goals, ILCs & IAs are made aware of the improvement that each child needs to make. Thanks to the small size of classes, it is possible to provide remedial work for children in need of improvement & also make sure the student is learning the grade level materials. Students will learn to read at grade level, & work to exceed their grade level literacy goals. Assessment data will enable us to determine if they have reached grade level, including writing exercises in each grade. In grades 3 & up, we will place emphasis on the written test. Children must explain their answers. They are required to write frequently in class & as part of their homework. We will also use assessment data to know which students are working beyond grade level so as to provide enrichment work. Within a grade, the ILCs & IAs collaboratively will create weekly assessments for all subject areas. These will enable the school to assess progress. Each grade has its own weekly, monthly & annual achievement goals. There will also be achievement goals for each child.

Assessment Name	Grades	Description
Unit Assessments	K to 5	Curricular Unit Assessments, based on the scope & sequence of CASA L curriculum.
Six Week Assessments	K to 5	Grade specific assessments based on NYSCCLS & exit standards for each year. Also serve as predictors for performance on the NYS ELA & Math tests for 3-5, Sci for 4 th & Social Studies for 5 th .
NYS ELA, Math Assessments	3 to 5	NYS administered statewide exam. Given 1x per year.
NYS Sci Assessments	4	NYS administered statewide exam. Given 1x per year.
NYS Soc Studies Assessments	5	NYS administered statewide exam. Given 1x per year.
Fountas & Pinnell or similar	K to 3	Beginning reader skill specific individual test, administered two times per year.
ITBS	K to 5	nationally normed exam taken twice a year, Fall & Spring, with national norms.

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Rationale for Assessments

School assessments are valuable but do not serve to measure our students with national norms. Instructional Learning Coach assessments serve to measure the students against the other children in the grade. In the Iowa tests, for example, the child is measured against children across the country. As our school's future will be determined by its achievement on state tests, using published assessments that have reliably been proved to help with state test results is important. A school's program needs both types of assessment – one augments the other. CASA L will use all these measures to ensure we are working with each student based on their individual need. By having various measure of comparison, we can target our approach. Specifics of Instructional Learning Coach-made assessments include unit tests in each grade. ILCs & IAs on the same grade teach the same unit. Therefore, the ILCs & IAs will develop a test for the grade to assess the effectiveness of their program. The Instructional Learning Coach-generated test is to assess the effectiveness of the classroom instruction comparing each child in the class to other children in the class. The Instructional Learning Coach can then create a plan to address a particular child's needs. The use of standardized tests is a critical instrument to assess students' learning & Instructional Learning Coach effectiveness. We will use internal assessments aligned with the NYS Assessments. We will use these tests for pre- & post-testing for students to determine an individual student's weaknesses & to determine if the individualized program created for him/her has been effective. We can also use it to see if a particular Instructional Learning Coach's program has been effective for the entire class.

E. Performance, Promotion, & Graduation Standards

Promotional Criteria: All CASA L students will be held to specific promotion criteria in the areas of attendance; comprehensive classroom assessments that include work samples, anecdotes, Instructional Learning Coach assessments & observations; & benchmark assessments. CASA L reserves the right to make a decision for promotion when standardized test scores do not match previous student achievement as seen through these classroom assessments, or under special circumstances. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as *Promotion in Doubt* during the winter at which time families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year they are identified for retention for the following school year. Below is the framework for student promotion at the school.

Grade Level	Attendance	Instructional Learning Coach Recommendation	Benchmark Testing
K	95%	<i>At grade level performance</i>	<i>6-8 Week Assessments, end-of-unit tests, etc, ILCs & IAs created tests</i>
1	95%	<i>At grade level performance</i>	<i>6-8 Week Assessments, end-of-unit tests, etc, ILCs & IAs created tests Level</i>
2	95%	<i>At grade level performance</i>	<i>Six-Week Assessments, end-of-unit tests, etc, ILCs & IAs created tests Level</i>
3	95%	<i>At grade level performance</i>	<i>ELA & Math level 2 & above</i>
4	95%	<i>At grade level performance</i>	<i>ELA, Math & Sci. Level 2 & above</i>
5	95%	<i>At grade level performance</i>	<i>ELA & Math; Level 2 & above</i>
6	95%	<i>At grade level performance</i>	<i>ELA & Math; Level 2 & above</i>

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7	95%	<i>At grade level performance</i>	<i>ELA & Math; Level 2 & above</i>
8	95%	<i>At grade level performance</i>	<i>ELA & Math; Level 2 & above</i>

Students with IEPs:

- A student with an IEP may be promoted based on attendance (80% or above); score a Level 2 on NYS exams; meet their IEP goals.
- In cases where the child does not meet two or more of the criteria for promotion, an academic portfolio may be presented to determine whether the child will be promoted to the next grade.
- In some cases with children who have IEPs, promotional criteria percentages may be adjusted in the IEP to reflect the child’s abilities in both ELA & Math performance.

F. School Schedule & Calendar

Students’ Schedule. See attachment 3a

CASA L’s Charter School’s extended day program for all students will run daily on a schedule appropriate for our student’s educational needs: 8:00 AM–4:30 PM with an early dismissals periodically for staff professional development. The daily schedule is consistent with our commitment to an effective extended day program. CASA L will ensure that students meet the State mandates for number of hours of instruction per week in applicable subjects through its schedule. When appropriate, CASA L will offer half-day Saturday classes for tutoring & enrichment; Students who may need additional time & attention will be asked to attend on Saturdays. Classes may take the form of remediation in small groups or individual tutoring; State assessment preparation; and/or additional instruction, depending on the needs of our students & available funding.

ILCs & IAs’ Schedule. See attachment 3b

As with the student schedules, the ILCs & IAs’ schedules that follow delineate the daily required amount of time CASA L ILCs & IAs will be in the classroom or involved with other school duties versus when they will be engaged in planning/prep time individually or collectively, both with & without the Curriculum Dean & subject coaches. The specific afternoon time blocks may vary for individual ILCs & IAs depending on scheduling of the Visual Art, Music & Physical Education subjects for their students. There is extensive planning time incorporated into each school day for ILCs & IAs to work independently & collaboratively with their colleagues. The Curriculum team & coaches will work with their respective ILCs & IAs, individually & in groups, on such activities as developing & updating pacing calendars, mapping curricula, development & coordination of service learning projects, reviewing lesson observations & analyzing student test results. In addition, early student dismissal on selected days are set aside for profession development training for all staff members. A monthly schedule will be set up in advance for ILCs & IAs in order to share responsibility for participating in communal breakfast & lunch periods as supervisors of the children (they eat their own lunch with the children during this time). On those days where ILCs & IAs are not assigned communal breakfast or lunch duty, they are expected to use that time as individual and/or common planning time. During lunch period, they are allotted 45 minutes for their lunch but may elect to use some of this time for individual & common planning time with their colleagues.

School Calendar. See attachment 3c

CASA L’s school year will consist of at least 190 days. CASA L will have an extended year & extended day model to maximize instructional hours & create a high performing school with high achieving students. CASA L will set a calendar consistent with the needs of its students. When appropriate, it may mirror the NYCDOE calendar in regards to most school holidays with school out of session on Labor Day, Yom

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Kippur, Columbus Day Observed, Veterans Day, Thanksgiving Day & the day after Thanksgiving, Winter Recess (including Christmas & New Year's Day), Dr. Martin Luther King, Jr. Day, Mid-Winter Recess, including Washington's Birthday), Spring Recess & Memorial Day. The school will modify its calendar from year to year, consistent with student & staff needs & the furthering of its mission..

G. School Culture & Climate. See attachment 4

CASA L Code of Conduct

CASA L envisions the school as a learning community that treats children & adults with respect & kindness. CASA L will be a place where children value diversity of ideas, develop compassion, & recognize themselves not just as individuals, but citizens of a larger global community. As children mature & participate in communal classroom work, they broaden their ability to see things from varied perspectives & to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, affect good changes in the world, & work well with others in their occupational & social communities.

To this end, CASA L will work to ensure that the school is a place where all students can learn & all staff can teach in a safe, secure & orderly environment. CASA L defines discipline as helping children develop self-control & self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching & learning can flourish, CASA L has developed a series of rules that address proper student behavior, maintenance of order within the school & while people are engaged in school activities (Code of Conduct). CASA L has also developed a statement of student rights & responsibilities. The CASA L staff will ensure that parents & students are well informed of these policies both before enrollment & at the time students enroll in CASA L. The Code of Conduct must be signed by families to show that they have read & understood the rules, in order to hold them accountable for their actions. As such, students will not be surprised about what type of behavior is expected of them, & parents will be reassured about the type of classroom environment maintained at CASA L.

The Code of Conduct sets forth the policy of CASA L regarding how students are expected to behave when participating in school activities, on & off school grounds, & how CASA L will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice & will have the opportunity to present their version of the facts & circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, & expulsion. Where appropriate, school officials also will contact law enforcement agencies.

At CASA L, discipline will be considered a process. The CASA L staff will address each problem individually, & for each unacceptable behavior there is a range of consequences & actions a Instructional Learning Coach or staff member will take. This action will be dependent upon the frequency of this behavior, progress of the child, age of the child & severity of the behavior. The specific situation dictates which consequences will be used, revisited or skipped. The first step taken in any disciplinary action is to restore a sense of safety & bring students into self-control. This may mean time out or a sympathetic conversation; whatever will help a child to be able to face a problem rationally. The outcome of the consequences should reinforce not only the essence of what is unacceptable to the group but also how one's behavior impacts on the group & on oneself. Potential consequences include: Speaking to the child individually; holding a group discussion; temporarily removing a child from a difficult situation within the class; sending the child to another class (ILCs & IAs may not send students unattended into the hall as a disciplinary measure); informing parent/guardian of behavior; discussion with parent/guardian & setting up a plan of action with the parent/ guardian, articulating what "progress" is; Sending the child to confer

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with the School Culture Manager; Discussion with other school personnel; after school detentions; Formal meeting with the School Culture Manager, Instructional Learning Coach & parent/guardian; Discussing & initiating other support systems; Guidance hearing; Suspension (Short & Long Term); & Replacement of property or reimbursement. The decision as to which consequence is chosen will be in accordance with guidelines established by State law, which will ensure both consistency & equitable treatment for all students & enables schools to exercise discretion & educational judgment.

Provisions for Students with Disabilities. The Student Culture Team will have the authority to suspend or remove a student as a disciplinary action, upon conferring with the Special Needs/RTI Coordinator & Director of Instruction. CASA L will adhere to all Code of Federal Regulations on discipline provisions for students with disabilities that pertain to sections 300.530, 300.532(a), 300.532 (b), 300.533, 300.534, & 300.536. CASA L will ensure record keeping on the number of days a student with a disability has been suspended or removed for disciplinary reasons. This responsibility will fall to the school secretary, who will keep in close communication with the Director of Instruction, the Special Needs/RTI Coordinator & the Student Culture Team. Alternative instruction will be provided for students of compulsory school age who are suspended or expelled, on site or off-site, as appropriate. This responsibility will be that of the Special Needs/RTI Coordinator, in direct communication with the Student Culture Team. CASA L will also ensure that parents of students with disabilities receive appropriate notification regarding suspensions or removals for disciplinary reasons. This will be the responsibility of the Student Culture Team, working closely with the Special Needs/Academic Intervention Service (AIS) Coordinator. When a suspension or removal of a student with a disability constitutes a disciplinary change of placement, the Student Culture Team, Specials Need/RTI Coordinator will follow the Federal Regulations & ensure that the student is provided with a free appropriate public education (FAPE) as defined in the federal regulations. CASA L will follow all due procedures should a student's change of placement exceed 10 days. CASA L will ensure that when the suspension or removal of a student with a disability constitutes a disciplinary change of placement, the CSE is immediately notified so that the CSE can meet its obligations to convene a CSE meeting within 10 school days to make a manifestation determination. The CSE meeting should occur within 10 business days of the change of placement & they will conduct appropriate actions consistent with NYCDOE regulations, such as a functional behavioral assessment & or the development a behavioral intervention plan.

Provisions for All Disciplinary Actions: Due process procedures shall be followed for all disciplinary actions consistent with Federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The Student Culture Team shall provide notice to inform the student & parents of the charges against him or her, in the form of a letter, including the recommended disciplinary action, should it be a suspension or expulsion, & the date of the hearing, which shall determine the matter.

Detention: A student may be given a detention consistent with the Student & Family Handbook . Classroom ILCs & IAs must get the approval from the Student Culture Team in order to give a detention. Staff members, other than the classroom Instructional Learning Coach, may suggest detention for a student's behavior outside of the classroom. The classroom Instructional Learning Coach & Student Culture Team will gather the facts & circumstances from both staff members & the student in order to come to a decision. It is the responsibility of the Instructional Learning Coach to inform the family of the reason why their child is being given detention. The Student Culture Team will oversee after school detention process.

Short-Term & Long Term Suspensions: The Student Culture Team determines short-term & long-term suspensions on a case-by-case basis. Any student that has committed any of the infractions listed in the disciplinary code (attach 4), that takes place on campus, on the school bus, or school sponsored events off campus, shall be subjected minimally to a short-term suspension enforced by the Culture Manager:

Health & Safety Exclusion: At the discretion of the Student Culture Team, a student may be deemed a

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Health & Safety risk & be excluded from the school in order to 1) complete the investigation of a serious incident or 2) to ensure the safety of the students or staff in the building. Health & Safety exclusions shall be made in writing & are temporary, to establish a safety or to complete the investigation of a serious incident. Should an exclusion occur, parents shall receive regular updates on the status of the exclusion & be notified of their right to compensatory education during an exclusion.

Procedures & Due Process for Short-Term & Long-Term Suspensions:

The Student Culture Team may impose a short-term suspension, long-term suspension or expulsion & shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Following the recommendation of a short term or long term suspension, or expulsion,, the student & parent will be provided with an opportunity, in person, to attend an informal hearing (suspensions of five days or less) or a formal hearing (six days or more, including expulsions) held by the Student Culture Team, to hear the charges raised against them & provide exculpatory evidence. The Student Culture Team decision(s), following a hearing, for a short term or long-term suspension may be appealed, in writing & within 10 days, by the parent or guardian, to the Executive Director. Following an incident, the investigation by the Student Culture Team & the decision to recommend a suspension or expulsion written notice shall be provided by personal delivery, express mail delivery, email or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension recommendation & shall indicate that a formal hearing will be held on the matter, which may result in a long-term suspension (or expulsion). The notification provided shall be in English, with a translation available upon request. At a formal hearing the incident will be reviewed. The hearing shall include the Student Culture Team member, staff members involved with the incident, & the student with his/her parent(s) or guardian(s); the student shall have the right to be represented by counsel, question witnesses, & present evidence at a formal hearing. If a Student Culture Team member initiates the suspension proceeding, he or she may personally hear & determine the proceeding or may, in his discretion, designate another hearing officer to conduct the hearing. Following the hearing, the Student Culture Team member (or Executive Director for an expulsion proceeding) may accept, reject or modify the original recommendation's charges & disciplinary action. The Student Culture Team member's decision to impose a long-term suspension may be challenged by the parent or guardian via a written appeal, within 10 days of the decision to suspend or expel. In extreme circumstances, an expulsion recommendation may be required & be decided by the Executive Director. For expulsions, the due process procedures allow parents to appeal the Executive Director's decision to the Board of Trustees (BOT), within 10 days of the date of the decision, in writing. Following a decision to suspend or expel, the Student Culture Team shall notify the parents or guardian in writing via a Suspension or Expulsion letter that the student has be suspended from school. Written notice shall be provided by personal delivery, email, express mail delivery within 24 hours of the decision to recommend a suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. The procedures for filing an appeal shall be included in the suspension or expulsion letter.

Provisions to Implement Alternative Instruction Options:

- *Alternative instruction must be made available within 24 hours of the beginning of a suspension, regardless of the length of the disciplinary action.*
- *While homework assignments may be included in a student's requirements, direct instruction must be provided by a CASA L staff member or contracted instructor.*
- *The time allotted to direct instruction must be enough to ensure that the student will progress at the same rate as if s/he had attended class. This is typically no less than two hours per day.*

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Students removed for a period of five days or fewer will receive classroom assignments & a schedule by which to complete missed assignments and/or tests during the time of the suspension. When a charter school or other public school suspends a student of compulsory school age, it must take immediate steps to provide instruction elsewhere. CASA L will provide additional alternative education instruction for a minimum of two hours for each school day at a time & place determined by the school. Instruction for each student shall be sufficient to enable the student to make adequate academic progress.

Students removed for a period of more than five days will be provided with instruction by one or more of the following individuals in consultation with the student’s Instructional Learning Coach(s): Instructional Learning Coach aides, trained volunteers, individuals within a contracted facility, a contracted instructor or a tutor hired for this purpose. Instruction will take place in one of the following locations: the student’s home, a contracted facility (school district in the location of the student), an appropriate off-site facility or a room that is used by CASA L as a suspension room. All provisions of services during removal will be determined on a case-by-case basis, & will consider the needs of the suspended child. At CASA L, involuntary transfer as a discipline option is not a policy. *Students Right to Appeal:* Students have the right to appeal suspensions & expulsions in writing, following the issuance of a Suspension or Expulsion letter following a formal or formal hearing. All appeals must be made in writing, within 10 days of the decision, to the Executive Director (for suspensions) or the Board of Trustees (for expulsions). Appeals of the decisions of the Board of Trustees for a suspension or expulsion should be directed to the school’s authorizer, the NYSED.

The following rules shall apply to the search of a student’s possession or school property assigned to a specific student & the seizure of illegal items found therein:

- School authorities will make an individual search of a student’s locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the school Executive Director or his/her designee.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

III. ORGANIZATIONAL & FISCAL PLAN

A. Applicant Group Capacity

The organization & development of CASA L will be led by an extremely committed planning team & Board of Trustees in waiting, comprised of educators, parents, businesses, legal, social services, non-profits, & members of the Bushwick community. Currently, CSD-32 has one of the highest English Language Learner & Special Education rates in the City, highlighting the need for additional, supportive educational opportunities in the community. As the idea developed for the school, team members brought together others with diverse skills, a passion for education reform & the desire to see more educational options for underserved youth in NYC, particularly Bushwick Brooklyn. The group has interacted weekly either via face-to-face meetings, conference calls and/or email to develop this proposal. The planning team divided the application into functional sections; subcommittees developed individual sections based on their expertise, along with a consultant who has existed in the charter school space for over a decade.

CASA L’s proposed board & planning team’s scope of experience spans decades & runs deep. These areas include: Early Childhood, Education, Administrative, Managerial, Non-Profit, Policy, Curriculum/Program Design, Organizational sustainability, Staff Development, At-Risk Populations,

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Engagement, Technology Integration, Talent/Human Resources, Community Relations, Stakeholder Development, Youth Services, Finance, Administration, Operations, Psychology, Compliance, Analytics, Project Mgmt., Public/Social Services, Student Support Services, Counseling, Africana Studies. The table below highlights the depth & breadth of expertise & experience:

	Education	Youth & Social Services	Organization & Mgmt	Finance	Operations	Legal	HR/Staffing	Family / Parent Relations	Community / Public Relations	Real Estate / Facilities	Fundraising / Development
Clentine Fenner Former Director, McDonough Street Community Center	X	X	X	X	X		X	X	X		X
Andre Lake Executive Director, Brooklyn Empowerment Neighborhood	X			X	X	X	X	X	X		X
Janatha Miller Early Childhood Educational Consultant, NYC Dept. of Mental Health & Hygiene	X	X	X			X		X	X		X
Tosha Miller Vice President, Citigroup Global Markets			X	X	X	X	X		X		X
Sheena Buie NYDOE Program Administrator, School Counseling	X	X	X		X		X	X			
Melissa Neal-Washington Specialist, NYC Department of Social Services		X		X	X	X	X	X	X	X	
Maureen Johnson Early Childhood Trainer, NY Works for Children	X	X	X	X	X		X	X			

CASA L engaged Joshua Morales to serve as an advisor to the application development process. Mr. Morales has extensive background in the areas of education policy, administration, governance, operations, organizational management & finance. During his tenure at the NYC DOE, he served as Director of operations in NYCDOE Charter School Office, supporting & providing district & authorizer services for over 130 charter schools as well as serving a key policy maker & new school development evaluator. He currently serves on the Board for Democracy Prep Charter Schools in Harlem.

B. Board of Trustees & Governance

The CASA L founders are committed to developing a well-informed board, with the knowledge needed to support & develop an effective charter school. An effective working relationship between the Board

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& the Executive Director will be built upon two principles: 1). Recognition of the distinction between governance work of the board & management work of the staff, 2). Recognition of ends/means distinction with a bias in favor of high impact decision-making,

The school's Board of Trustees will have a supervisory or oversight role with the Executive Director. The Board hires, supervises, evaluates, compensates, & (if necessary) terminates the Executive Director. The Executive Director, in turn, hires, supervises, evaluates, & makes compensation decisions within the scales & budget set by the Board as provided for by the board-approved annual budget. The Board-Executive Director relationship reflects the distinction between "ends decision-making" by the Board of Trustees & the means used by staff to achieve the ends set by the Board. Ends decision-making has the effect of creating boundaries with autonomy for the Executive Director & his or her staff. Such Board major decisions including setting the budget, determining the strategic plan, formulating major policy, & interpreting laws & regulations with which the school must comply, create the playing field upon which the Executive Director has the authority to act.

CASA L understands & values the responsibility of governing a public entity, more specifically a public charter school. The Board will have a performance contract with the Board of Regents that provides the school with the autonomy to design & operate its programs in exchange for accountability for results, namely academic performance, organizational viability & fiscal soundness. To serve on the CASA L board of trustees, candidate qualifications will include: a belief in the mission, vision & design of the school; an expectation that all children can & will achieve academic excellence; demonstrated understanding of board duties; the ability to attend board & committee meetings & volunteer for board work, relevant experience & expertise, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing; capacity to examine performance data, financial documents & management reports & make informed decisions in the best interest of the school; be at least 21 years of age.

The Board's responsibilities will include:

- Establishing the school's mission, vision & goals, as well as participate in school design process.
- Evaluating schools programs & progress toward charter goals.
- Ensuring adequate resources development for implementation of the school program.
- Recruiting, hiring & evaluating the Executive Director.
- Developing, reviewing & approving major policies as necessary.
- Preparing for, attending & participating in board & committee meetings.
- Monitoring program implementation, fidelity, compliance to charter agreement, laws & regulations.
- Facilitating long-term strategic planning & resource development.
- Recruiting & orienting new board members & assessing board performance.
- Participating, as appropriate, in the grievance process.
- Enhancing the school's public standing & commitment to excellence.

The Board of Directors will consist of 5-15 members & will meet monthly. All meetings will be compliant with the Open Meetings law. The Board Chair will head the Board of Directors meetings. The Officers of the Board shall include a Chair, Vice Chair, Secretary, & Treasurer, each of whom will be duly elected by the voting members of the Board. Board members will serve staggered three-year terms with some initial terms under three years to spread turnover.

The Board will operate as a whole & in working committees including Executive, Finance/Operations, Engagement/Development, & Academic/Evaluation/Accountability. Other committees may be constituted as needed. Committees will have a job description that describes any delegation of authority

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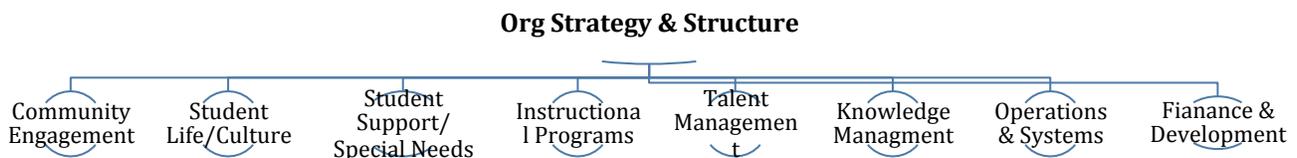
by the Board as well as Committee Chair appointed by the Board Chair. Minutes will be taken at all board & committee meetings. Copies will be posted on the school website & archived. The Board will delegate authority for the day-to-day operations of the school to the Executive Director, who reports directly to the Board. The Board will establish measurable annual performance goals, conduct mid-year & end-of-year evaluations of the Executive Director, & ultimately hold him or her accountable. At minimum, the Executive Director will present a dashboard at each board meeting, including enrollment, attendance, financial, compliance & student performance data.

The CASA L Board will build its capacity by implementing a process of ongoing board development. Board development plan consists of the following elements:

- *Orientation:* It will be the Board’s Executive Committee that has the responsibility to organize & implement these initial activities. During orientation, the officers of the Board will discuss the primary responsibilities & expectations of individual board members with the new board members, & will particularly discuss his/her specific personal and/or professional skills in relation to the needs of the board. New Board members will be assigned to one or more of the standing committees & made aware of their responsibilities.
- *Training:* To address individual & entire Board needs, training opportunities such as consultants, workshops, seminars, resource materials, & e-training will be identified (e.g., BoardNetUSA, Governance Matters, greatboards.org) & disseminated. The Board Chair will be responsible for maintaining a schedule of training events.
- *Standing-Committee Assignment:* Each Board member will be assigned to one or more standing committees of the Board during his/her orientation. In order to carry out committee responsibilities, Board members will be required to learn new information, policies & procedures.
- *Evaluation:* The annual self-assessment of the Board’s performance should be considered a form of ongoing development. The process will include three parts: (1) a self-assessment by each individual member of his/her performance, (2) an evaluation of each individual Board member by the Board Chairperson, through the review of an annual member “Board Report Card”, & (3) an evaluation of the Board’s performance by the Board as a whole. The Executive Committee will provide each Board member with survey instruments designed to achieve a comprehensive assessment of self & the board.

C. Management & Staffing.

The organization is divided up into 8 major areas: Academics, Student Support, Student Life/Culture, Engagement, Knowledge/data, Operations, Talent/HR & Finance/Development.



The Leadership Team will be comprised of Executive Director (ED), Director of Instruction (DOI), Special Needs Manager (SNM), School Culture Manager (SCM), Knowledge Manager (KM), Talent Manager/ Human Resources (THM), Finance Manager (FM) & Operations Manager (OM). All directors & managers report to the ED & will be structured as a “Round Table Cabinet” that meets to inform each other of their practice based on organizational goals, functional portfolio & relational impact. Through this anti-hierarchical structure, CASA L intends to promote a forum where key organizational stakeholders meet as needed to address school wide issues, collaborate on initiatives, problem solve, inform, & evaluate impact of each member’s work as it relates to their functional

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areas & shared outcomes. This organizational structure is aimed to allow a deeper & concentrated effort in each manager's area of expertise.

Key Structured Roles

- *Executive Director (ED)*: The ED will focus on school model design & implementation, quality management, accountability, financials, fundraising, partnership/business Development, human capital, external affairs, strategy & sustainability.
- *Directors of Instruction - Lower School & Middle School (LDOI & MDOI)*: Director of Instruction's fundamental responsibilities involve implementation of core instructional program, pedagogical practice, curriculum implementation, professional development, observations, coaching, data analysis, Instructional Learning Coach supervision, promotion of high standards & learning culture, & promotion of efficacy & fidelity towards goals. LDOI will focus on grades k-4. the MDOI will focus on grades 5-8
- *Instructional Learning Coaches*: With the school's expansion CASA L will add Grade-level Lead Instructional Learning Coaches (LILCs) to act as the liaison between other grade-level Instructional Learning Coaches & instructional leadership to ensure accurate & effective communication both vertically & horizontally with key & relevant instructional stakeholders of the organization. The LILC is responsible for facilitating the grade level team's objectives in a manner that allows for open dialogue & full participation among team members; upholds team norms; ensures that goals are met; facilitate the participation & work of their grade-team (Instructional Learning Coaches, instructional assistants, paraprofessional, parent volunteers); participates with other school staff in student performance & culture data analysis activities; schedules, plans, facilitates, & provides minutes for weekly team meetings; leads in the creation & implementation of grade-level SMART goals.
- *Instructional Associates (IAs)*: IAs are newly certified Instructional Learning Coaches or minimally experienced Instructional Learning Coaches who work with Instructional Learning Coaches in the classroom. IAs are charged with co-planning, co-delivering & supporting instruction within the classroom. IAs are the first level of intervention outside of differentiation & teach either science or social studies to the grade. IAs are on a 1-3 year track for instructional mastery, where they develop their practice in a rich supportive environment. IAs will serve as the internal pipeline of candidates to replace Instructional Learning Coaches as they move up or on in their career track.
- *School Culture Manager (SCM)*: SCM focuses on Student Life, Culture, Discipline, Guidance Services & Parent Engagement. Support Service's role is to proactively collaborate with other stakeholders to promote productive school life culture for students as well as provide student management strategies & specialized supports as needed.
- *Talent/HR Manager (THM)*: The THM focuses on bridging the recruitment, development, performance tracking & evaluation processes & increasing each staffers capacity & opportunities. The THM works with key organizational leaders to support staffers in the workplace & their career trajectories, ensuring that staffers are provided feedback, resources & opportunities to increase their performance & stay aligned to mission.
- *Knowledge Manager (KM)*: The KMs role is to develop & maintain a knowledge platform that includes best practices library, knowledge tree, assessment data, demographic data, competitive data, performance analysis, compliance reporting & special projects. This person interacts with all levels within the organization, providing a deep look at performance from both a top down & bottom up perspective, providing multi-level reports to senior leadership, middle management & instructional team.

Quality & Team Performance

To ensure quality control & improve team performance, CASA L will overlay to its framework the Drexler/Sibbet Team Performance Model (TPM), which is a comprehensive tool for understanding the stages of team development. Allan Drexler & David Sibbet spent 10 years refining a comprehensive model of team performance that shows the predictable stages involved in both creating & sustaining teams. Building a team, achieving & sustaining high performance is more like taking a journey than building a machine. CASA L will utilize this model to stay close to the path of success. The Team Performance Model illustrates team development as seven stages, four to create the team & three to describe increasing levels of sustained performance. This assessment tool enables team leaders & members to identify where they are on that journey – what stage of the route they have reached. It also provides them with a common map of the territory & vocabulary for understanding where they are, where they want to be & how they are going to get there. This model of team performance equips team leaders & members with a clear framework for developing teams, building leadership skills & implementing practices that create successful teams, creating a springboard for high performance. It provides us with a means for articulating: *Where are we now as a team?/Where do we want to be?/What do we need to do to move forward?*

- *Orientation - The primary question asked during this first stage of the model is, “Why are we here?” The team must work together to identify a task that each individual finds personally beneficial, useful, or important to the organization. When a team member is unable to envision their role, they often feel anxious & distance themselves from the group. Alternatively, when a member feels more connected, they are more likely to participate in achieving the group’s goals.*
- *Trust Building - According to the model creators, this is the stage during which “people want to know who they will work with — their expectations, agendas, & competencies.” Trust can only be established once team members become clear on their individual roles & responsibilities & establish a better understanding of each other’s work styles & experience.*
- *Goal Clarification - Here is where the team works to identify a shared vision by discussing possibilities, variations, & the reasons these goals may or may not be the best options. Some disagreement can happen during this stage, so it is important to make sure that everyone is on the same page before proceeding. This is also a good time to address any conflict between individual & organizational goals.*
- *Commitment - This stage comprises the most constraining work the team will face during the entire process. If your work here remains unresolved, some team members may disown individual responsibility for the success of the team by going along with the preferences of others, while others may attack proposed courses of action without offering any feasible alternatives. Such behavior could indicate a lack of priorities, roles, or a clear definition of how work should proceed.*
- *Implementation - this stage is dominated by timing & scheduling. The team may cycle back through earlier stages of the process as it encounters unforeseen obstacles & works to find its groove. The key here is to impose some shared process for completing the team’s work. This can be achieved through online project management tools, flowcharts, or work plans.*
- *High Performance - While the design of this model might suggest that “high performance” is a destination that all teams reach, research indicates that many never do. But teams don’t have to reach this point for good work to get done. The process outlined in the model is designed to increase the likelihood of becoming a high-performance team & spending more time in this stage.*
- *Renewal - The primary question at this stage of the process is, “Why continue?” Teams can think of renewal as both an ending & a new beginning. Each team member may want to reflect on*

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what did & did not work, what was achieved & can now be left behind, & what issues remain to be tackled.

These guidelines will be used for developing & sustaining teams can be used as a framework & common language for supporting a team-based culture, or as a self-scored assessment tool. The self-assessment provides team leaders & members with a clear framework for developing teams, building leadership skills, & implementing practices that create successful teams, thus creating a springboard for high performance. It also allows teams to identify & address blocks to achieving high performance. As the issues become clear, there is a call to action to eliminate the roadblocks getting in the team's way. When the assessments have been completed, the Executive Director or team leader reports on the current team view. This report becomes a baseline to check progress after a series of actions have been implemented to resolve issues.

Human Capital/Talent Management

CASA L will be able to progressively calibrate the workload through equitably distributed workloads, increased preparation & planning time & additional support roles. We will further that initiative by reducing the Instructional Learning Coach/student ratio to 12:1 on average. We will embrace a new approach to learning, combining the best of traditional, disruptive innovation & progressive learning strategies. We will redefine what learning can look like by immersing our students in a multi-platform, multi-modality, & multi-approach environment. CASA L staffers will be stretched & developed in innovative ways. We will look to deepen the "Instructional Learning Coach" role to that of Instructional Learning Coach; we will reshape content delivery & allow instructors to focus on inquiry-based, project-based & experiential-based learning strategies. We will focus more on sustainable student progress & less on test preparation. We anticipate that reaching our ambitious ELA & Math proficiency goals for our entire student body - particularly our most struggling students (including those with special needs) - will be challenging as we navigate the NYS Common Core Standards. We intend to respond by increasing the quality of our targeted intervention programs. Our standards for teaching quality & our expectations for performance will be exceptionally high, we will hold our ILCs & IAs accountable to a professional caliber of behavior. We anticipate challenges in finding high quality Instructional Learning Coaches & sustaining them within our high expectations & high accountability framework. To address this challenge, we intend to develop & maintain a more robust Instructional Learning Coach pipeline, & through intensive recruitment & hiring protocols. Concurrently, to enable more thorough & differentiated instruction, we will increase professional development opportunities: whether it is investment in additional Instructional Learning Coach certifications & education, coaching, mentoring, deployment to workshops-seminars-conferences, or visiting high quality school programs to observe best practices related to pedagogy practice. CASA L is dedicated to providing quality & targeted Instructional Learning Coach development, aimed at improving capacity & skills in traditional areas of deficiency.. We will work as a school to promote a work-life balance for our Instructional Learning Coaches & establish a Instructional Learning Coach career ladder with correlating compensation steps. It is our hope that these steps lend themselves to the support & sustainability of teaching in a rigorous academic environment.

In June 2010, funded by New School Venture Fund (NSVF), The New Instructional Learning Coach Project (TNTP) partnered with 37 charter school campuses in Washington, D.C. to conduct an analysis of their talent management practices. Their goal was to create an index of Instructional Culture that would help uncover what sets top performing charter schools apart (TNTP Instructional Culture Study). The study found that effective talent management correlates strongly with higher student achievement, which our school's ultimate goal. But as LEAs & schools implement new talent management practices, they need a way to gauge their immediate impact so that they can refine

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them & provide the necessary support to school staff. Further research, provided by the American Institute for Research (formerly known as Learning Point Associates - <http://www.learningpt.org> - <http://files.eric.ed.gov/fulltext/ED509967.pdf>), indicted the education sector for its substantial lag in the implementation “enlighten talent management practices” as it pertains to criteria, recruitment, process, development & retention. CASA L will engage in these practices to further reinforce its commitment to talent management & its impact on student outcomes. Over time CASA L will also develop its internal talent management capacity & link recruitment, onboarding, evaluation, professional development, retention initiatives by creating a position for a Talent/HR Manager (THM) in year 3, that will work with key stakeholders & leaders to ensure that human capital & affiliated protocols are of the highest quality & functioning at optimum levels. This person will work with school instructional & operational leaders to grow staffers & match up needs & opportunities within the CASA L ecosystem.

Human Capital Practices:

CASA L will take the findings from the research & apply it rigorously to its organizational framework & self-evaluation process. These will include:

- Engaging candidates earlier in the hiring season to retain higher quality candidates.
- Establish & implement a robust & rigorous selection, onboarding, support & evaluation process
- Ensure ILCs & IAs set academic goals for their students, across all levels of the school’s Instructional Culture, as well as set professional development goals for themselves.
- Increase frequency of observations, performance monitoring & feedback to ILCs & IAs on their instructional practice that provide an accurate picture of their performance
- Include other performance measures of qualitative skills such as collaboration with peers, family engagement & school engagement
- Ensure workload balance & quality of life are intact; ensure planning time & resources are available to meet program needs; & invest in those who show potential to grow & add increased value to the school.

CASA L’s philosophy is that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the Executive Director to locate & recruit the best qualified candidates to meet the school's educational needs. ILCs & IAs are the driving momentum at CASA L. We plan to advertise teaching positions on websites of local colleges & universities with schools of education, education-related websites, & education job fairs. Qualified candidates who apply will be asked to develop & execute a demonstration lesson to a class of students. The demonstration lesson will be observed & may be videotaped by members of the hiring committee who will evaluate the lesson against a pre-determined rubric. Candidates with a successful demonstration lesson will be interviewed by a hiring committee comprised of administrators & staff members. The ED will make the final hiring decisions based on the candidate’s experience, demonstration lesson, interviews, references, & input from the hiring committee.

Staff Qualifications: Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, & ability to contribute to the furtherance of CASA L educational goals. Attention will be paid, among other factors, to the candidate's academic records & to his/her previous relevant experience. Successful candidates for staff positions must demonstrate that they are aware that children have many different family circumstances & that they are willing & able to support the educational & developmental needs of a diverse student population. CASA L’s teaching staff must fulfill their individual responsibilities & work in concert with the other members of the teaching team. Successful candidates will also demonstrate a commitment to continuous improvement & learning through professional

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development. CASA L will make efforts to attract key personnel who contribute to the diverse skill-set necessary to operate a charter school. We anticipate hiring a diverse team of educators, with a wide range of teaching experiences, to serve a diverse population of students. ILCs & IAs with at least two years of experience designing & teaching an integrated curriculum, differentiating instruction for children who have multiple learning styles & preferably have achieved a Master's Degree in Education. CASA L will seek to establish a broad applicant pool for all available & vacant positions. CASA L will diligently seek its employees through a variety of means, which may include advertisements in newspapers & educational journals, relationships with colleges & graduate schools of education, Instructional Learning Coach recruitment fairs, & email & phone networks. CASA L will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations & participating in minority recruitment events. CASA L will comply with all federal, state & local laws & requirements regarding the hiring of staff & 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.

CASA L, through its ED & DOI, will hire energetic, qualified ILCs & IAs dedicated to ensuring their students' learning. The CASA L Instructional Learning Coach should have: demonstrated expertise in the subject they will teach, as evidenced by personal skills & knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience; demonstrated experience working with youth; demonstrated communication skills; demonstrated ability to engage the interest of young children; flexibility & sense of humor; demonstrated ability to work with diverse children, including those with special needs; teaching experience in a public or private school, preferably in an urban setting; demonstrated ability to work well with parents; demonstrated ability to work effectively as a team member; demonstrated ability to evaluate tests & measurements of achievement; & demonstrated willingness to be held accountable for student results.

C.1. & C.2 Charter Management Organization/Partner - Not Applicable, CASA L does not intend to contract with a charter management organization.

D. Evaluation

Evaluation of Instructional Learning Coaches (ILCs) & Instructional Associates (IAs):

CASA L will do its utmost to promote & maintain a healthy professional school climate that is collaborative, student centered, & aligned with school mission & values. The Leadership Team's message will be consistently articulated with these values & tenets. Data is the cornerstone of our approach, which is fostered through specific working group meetings & sessions dedicated to reviewing & analyzing information & which encourages professional conversations about effective performance & quality instruction among staff. This will be accomplished through school-wide professional development workshops; grade-level meetings, Child Study Teams & Instructional Learning Coach meetings with Knowledge Management, Leadership, Special Needs Manager, the Service Learning Manager and/or the School Culture Manager. The instructional leadership team will be responsible for evaluating ILCs & IAs & aides on an ongoing basis.

To foster human capital development CASA L will incorporate robust systems in place to evaluate professional development effectiveness & provide ongoing support for school-wide & individual initiatives. Summer Pre-Service PD is the start of a 6-week ILC baseline that tracks Preparedness, Implementation of Classroom Systems & School Wide Routines, & Implementation of Instruction. During PD we will track & monitor exit tickets for staff to ensure they master the information & material presented/discussed with them on a host of various topics related to model, instruction, culture, & school wide practice. This Baseline is referenced to inform targeted development & support until they

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receive their first set of formal observations in Oct/Nov where the DOI & DSS utilize Danielson Performance indicators to formulate comments & recommendation. Throughout the year the ILC will receive 3 peer reviews (1 from grade level ILC, 1 from non-grade level ILC, 1 from grade level instructional Assoc.). Mid Year reviews are conducted to reflect on areas of success & areas of improvement, are followed in Feb/Mar by another set of formal observations, & capped off with an end of year full evaluation review (which incorporated feedback from leadership & other qualitative indicators like attendance, value add, collegiality & leadership potential). The annual evaluation process will be staggered through the year as indicated in table below.

EVALUATION PROCESS

August/ September	<ul style="list-style-type: none"> • <i>Baseline Assessment: Preparedness, Culture/Routines, Pedagogy (6 weeks beginning w. Pre-service/PD - Checklist of Core Elements - Rating: Levels 1-4)</i> • <i>2 weeks: <u>Preparedness</u> - this includes PD attendance, participation & mastery; incoming class analysis; pacing & lesson planning, etc.</i> • <i>2 weeks: <u>Implementation of Culture Strategies: THRIVE; Routines & Norms; Management; Transitions & Lost Time prevention</u></i> • <i>2 weeks: <u>Implementation of Pedagogy Strategies: Model Components, Organization, Lesson Delivery, Engagement, Differentiation; Quality, RTI</u></i> • <i>Student Assessment #1 Completed - Baseline Assessment</i>
October	<ul style="list-style-type: none"> • <i>Informal Observation #1 (in the form of key bullet points w. cc to HR file & leadership team)</i> • <i>Peer Review #1 (Grade Level Instructional Learning Coach)</i> • <i>Student Knowledge Review #1</i>
November	<ul style="list-style-type: none"> • <i>Formal Observation #1 Pedagogy, Practice & Mgmt. (rubric w. cc to HR file)</i> • <i>Student Assessment #2 Completed</i>
December	<ul style="list-style-type: none"> • <i>Review of Improvement Plan/Probation Status</i> • <i>Peer Review #2 (Non-Grade Level Instructional Associate)</i> • <i>Stakeholder Survey #1 (Parents, Students)</i> • <i>Student Knowledge Review #2</i>
January	<ul style="list-style-type: none"> • <i>Mid Year Review</i> • <i>Informal Observation #3 (in the form of key bullet points w. cc to HR file & leadership team)</i> • <i>Student Assessment #3 Completed</i>
February	<ul style="list-style-type: none"> • <i>Informal Observation #2 (in the form of key bullet points w. cc to HR file & leadership team)</i> • <i>Peer Review #3 (Non-Grade Level Instructional Learning Coach)</i> • <i>Student Knowledge Review #3</i>
March	<ul style="list-style-type: none"> • <i>Formal Observation #2 (rubric w. cc to HR file)</i> • <i>Student Assessment #4 Completed - Dress Rehearsal for NYS/NN Assessments</i>
April	<ul style="list-style-type: none"> • <i>Assessment #5 - NYS or Nationally Normed Assessments</i> • <i>Stakeholder Survey #2 (Parents, Students)</i> • <i>Leadership Survey of Professionalism/Workplace/Culture</i> • <i>Student Knowledge Review #4</i>
May	<ul style="list-style-type: none"> • <i>End of Year Performance Review</i> • <i>Offer Letters/Notices of Non-Renewal Determinations</i> • <i>Student Knowledge Review #5 (for planning)</i>

Instructional Learning Coach rating system is a 360 framework that will be comprised of the following

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weightings to reflect where we apply emphasis on student growth & practice. Danielson is the cornerstone of this evaluation framework. (*Danielson 2013 Rubric. Adapted to New York Department of Education. Framework for Teaching Components. <http://schools.nyc.gov/NR/rdonlyres/8A4A25F0-BCEE-4484-9311-B5BB7A51D7F1/0/Instructional Learning CoachEffectivenessProgram1314Rubric201308142.pdf>*)

RATING SCORING

ILC / IA RATING	SUMMARY	%
Classroom Observations	6 Week Baseline Score + the Average of 3 observations: 2 formal, 1 informal	33%
Student Growth Measures	Baseline Assessment & Summative Assessment in each: ELA, Math, Science, SS	33%
Absolute Performance Measure	Standardized Test Results: Grades 3-8 / Nationally Normed Assessment Results: Grade K-2	10%
Professionalism & Culture	Average rating by Leadership Team	10%
Peer Rubric/Survey	Average of 3 Peer Reviews: 1 Grade Team Member, 1 Non Grade team member, 1 Associate	4%
Parent Rubric/Survey	Average Class Score	5%
Student Rubric/Survey	Average Class Score	5%

In addition to a formal evaluation of ILCs & IAs, CASA L will have a multi-faceted system of Instructional Learning Coach assessment for learning, which includes incorporating school learning targets, annual work plan, SMART & personal goals, performance portfolios, & annual Peer Review.

ILCs & IAs will receive both evaluative & non-evaluative feedback from periodic informal & formal observations from the ED, DOI & peers. The ED will use this formative data each school year, at the conclusion of each semester to make adjustments & develop alternative supports. Individual student-level & class-level assessment data from internal & external sources will be utilized to evaluate Instructional Learning Coach performance. In addition to monitoring student data on an ongoing basis, summative data from interim benchmark assessments will provide additional data points for Instructional Learning Coach evaluation. CASA L will also comply with reporting procedures of the NYSED's Instructional Learning Coach-Student Data Linkage initiative, which will use student ELA & Math exam scores to link student growth data to individual ILCs & IAs. CASA L will use the data to celebrate student performance, encourage the sharing of best practices for effective ILCs & IAs & take swift action to mobilize instructional support for ILCs & IAs where data indicates lack of sufficient student growth.

School Leader Evaluation: The Board will carry out an annual evaluation of the ED using key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff & parent satisfaction surveys & other criteria that measure the overall health of the school. The Executive Director will create a personal learning plan, a targeted set of measurable & attainable goals, with the Board Chair, to be regularly reviewed. Should the goals of the ED's learning plan not be realized, the Board Chair will establish an action plan with the ED to include mentoring, increased monitoring, leadership consultants, & a timeline for improvement.

Operational & Fiscal Health: The Board is committed to ensuring that it holds itself & the administration accountable for the operational & fiscal health & viability of the organization, including sound budgeting practices. The Board's work to develop a budget will begin each January. The ED & the Finance Manager (FM), or acting FM (CSBM), will prepare the annual operating & capital budgets, cash flow projections, & profit & loss statements after working together to identify & prioritize needs. Needs will be identified & prioritized based on how they best support student achievement, will be aligned with goals, & as well as

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fiscal & operational viability. Budgets draft will be reviewed & revised by the Board's Treasurer & Finance Committee. The Finance Committee will present the budget to the full Board of Trustees for approval by May of each year. The ED & FM will oversee the adopted budget totals. The FM will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual vs. budget, & projected year-end vs. budgeted year-end. The ED & FM will review these presentations with the Board Treasurer prior to each Board meeting. All material deviations will be documented & explained by the FM & ED. Any unexpected deviations in a budget category of more than +/-15% of the budget amount will be considered material. The Finance Committee will hold a discussion regarding any particular budget categories or material items. If necessary, the Finance Committee will bring the deviation to the Board's attention to discuss any impact it may have on the school's financial position.

Board Evaluation: Success is directly correlated to a Board's capacity & effectiveness, which will be evaluated annually. The process involves each Board member completing self, peer & organizational evaluation. These evaluations will relate to the functioning of the board, the functioning of the school, clarity of roles & responsibilities, shared mission, contributions, engagement, processes, etc. This information will be analyzed annually by the Development Committee to inform Board development & to ensure that the Board has the requisite knowledge & skills to be responsible agents of the charter school.

Progress Monitoring & Evaluation of the Academic Program:

We will monitor our performance towards our charter goals in three ways.

(1) Monthly Dashboard showcasing school academic, cultural & operational indicators. Each month the ED will present to the Board a comprehensive dashboard as well as detailed academic & financial reports. These reports focus & detail how each goal is being strategically managed towards high performance, & progress towards meeting them. The information provided to the Board in this manner allows all of our stakeholders to make fast decisions based on data, which includes demographic (special population), attendance, suspension data, assessments, academic progress, operational data & information; (2) During the course of the year, we use interim assessment data to make decisions regarding the efficacy of instruction in multi-week intervals, the re-teaching of units or topics, & explore strategies for particular students; (3) Analyzing performance data from NYS math, science, & ELA exams allows CASA L to make more model changes, if necessary.

Each summer the Board will convene & conduct a daylong retreat to review the year's progress & challenges & sets the agenda for any changes that need to take place before the New Year begins. All aspects of the schools operations, policies & practices will be scrutinized to determine if actions are required & to authorize the Executive Director to execute agreed upon mandates or changes. Further the board conduct a formal Independent Quality Review (IQR). The goal of the IQR was to complete a school quality review process that will provide evidence of (1) fidelity to key aspects of the model that are deemed central to the mission & standard evidence of school effectiveness attempting to answer the essential question—is the school an academic success? (2) The level of support that staff perceives from supervisors, operations, & other relevant support staff & programs including professional development, (3) a comprehensive third party review that includes, operations/finance, governance, & instructional observations. This data would be utilized by leadership to analyze the perceived effectiveness of support structures, as well as peers, determine the need for organizational changes and/or modification of support structures, further development of the Professional Learning Community. This includes:

- i. Identifying the designed core & support structures for staff, & assess the perceived effectiveness, as well as the overall clarity of roles & responsibilities

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- ii. Creating a set of surveys for the whole staff, that reviews key characteristics of effective school models. These will require targeted inquiries, in collaboration with school staff, as staff with differing roles may get different questions & these may lead to follow up interviews.
- iii. Review of student progress that includes a review of academic & demographic data based on interviews & documentary evidence
- iv. Conduct interviews with school leadership, instructional & support staff around academic performance, opportunities & challenges. Includes a review of academic data with the leadership team; interviews to gather more details on data & the systems to collect, house, review & utilize; interviews to gather more details on mission, vision, core values, culture, etc.
- v. Instructional observations: identify priority areas of observation & develop protocol; identify key aspect of focus for visits, & timing.
- vi. Operations audit: Provide a site based review of key documents, files, & processes to audit for compliance & effective practices; identify priority areas of observation & develop protocol; identify key aspect of focus for visits, & timing.
- vii. Governance audit- Review of key benchmarks of effective governance & facilitation of a board survey resulting in a set of recommendations; identify priority areas of observation & develop protocol; identify key aspect of focus for Board, & timing.
- viii. Culture & Special Needs Populations: identify priority areas of observation & develop protocol; identify key aspect of focus for visits, & timing.
- ix. Parent Engagement: identify priority areas of observation & develop protocol; identify key aspect of focus for Parents, & timing.
- x. Knowledge Platform: identify priority areas of observation & develop protocol; identify key aspect of focus & development.
- xi. Human Capital Process Audit. Identify priority areas in the hiring, development & evaluation protocol
- xii. Complete a final report & highlight areas of strength & deficiency: provide a final report that will summarize findings, & work with staff to create actionable improvement plans that can either inform the current practice or be integrated into the prospective renewal application.

Family & Student Satisfaction: CASA L will formally & informally gauge parent, Instructional Learning Coach, & student satisfaction through the use of the DOE’s Learning Environment Survey as well as CASA L survey. All parents will receive the surveys during fall & spring. The results of the survey will be tabulated & made public in CASA L School dashboard & school report card, which will be available on the school website. Additionally, results of the survey will be published in our Annual Report to the NYSED. Since the DOE parent survey does not disaggregate results by individual classroom, ILCs & IAs, CASA L will conduct its own surveys of parents annually. Satisfaction data will be reviewed in a public Board meeting. The data will be used to inform any changes to the school program, if necessary. CASA L will also gauge family satisfaction through parent Instructional Learning Coach conferences, parent meeting & events.

E. Professional Development

Professional Development is the lifeline of Instructional Learning Coach effectiveness & growth. In designing its professional development program, CASA L will use the principles embedded in “Best Practice for Teaching & Learning in America’s Schools,” second edition by Zemelman, Daniels & Hyde (Heinemann, 1998), & Sharon Taberski’s “On Solid Ground,” (Heinemann, 2000) as its professional development framework. The key principles of best practice learning outlined in these books will inform CASA L’s professional development program. These principles are as follows:

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1. Schooling should be STUDENT-CENTERED, taking cues from student interests, concerns, & questions.
2. As often as possible, school should stress learning that is EXPERIENTIAL.
3. Learning in all subjects needs to be HOLISTIC.
4. Learning activities need to be AUTHENTIC.
5. Students need to learn & practice many forms of EXPRESSION to deeply engage ideas.
6. Effective learning is balanced with opportunities for REFLECTION.
7. ILCs & IAs should tap into the primal power of SOCIAL relations to promote learning.
8. Some of the most efficient social learning activities are COLLABORATIVE.
9. Classrooms can become more effective & productive when procedures are DEMOCRATIC.
10. Powerful learning comes from COGNITIVE experiences.
11. Children’s learning must be approached DEVELOPMENTALLY.
12. Children’s learning always involves CONSTRUCTING ideas & systems.
13. Students learn best when faced with CHALLENGING choices / responsibility for their own learning

CASA L Instructional Learning Coaches & Instructional Associates must exhaust all avenues to ensure student success. This ambitious goal can only be attained through exemplary teaching, collaboration & planning by every member of the faculty. The leadership team must also model best practices & stay connected with the classroom through frequent visits & feedback in every classroom. Job embedded professional development will begin at the start of the school year & will continue throughout the school year. The typical job embedded professional development process will extend over a period of several weeks & usually will include: (1) How to create & maintain an effective environment for student learning. (Classroom Management); (2) How to engage & support all students in learning (including special populations: Economically Disadvantaged, ELLs, Special Education, Gifted & Talented); (3) Understanding & organizing subject matter for student learning; (4) Planning instruction & designing learning experiences for all students; (5) Using assessment to drive instruction; & (6) Effective collaboration in the co-teaching model.

The DOI, will oversee the instructional practice & provide weekly support to ILCs & IAs. They will observe classrooms on a daily basis & provide feedback. Through this intensive observation model instructional staff is able to analyze the factors that influence outcomes for students. When our students are successful, we will identify what accounted for this success & when challenges arise, our teams will make adjustments based on the data. ILCs & IAs will receive support on the specific curriculum & standards that they are working on, receive coaching, feedback on lesson planning, subsequent implementation & support focused on meeting specific ILC/IA needs. Following each observation, ILCs & IAs will participate in one-on-one coaching sessions with the DOI. This may take place at lunch & learn, during a prep or planning period or during a scheduled support meeting. Sessions include feedback & collaboration & culminate in a list of action steps that inform upcoming lesson observations. The DOI will follow a standard rubric to provide feedback to ILCs/IAs. The meeting will conclude with the creation of a series of concrete action steps that will be taken during the next implementation of instruction. The DOI will provide professional development to instructional staff to: (1) provide materials & resources to support best practices; & (2) facilitate meetings to develop curriculum maps & Instructional Learning Coach planning. They will provide ongoing support for ILCs & IA’s & their classroom instruction. To this end CASA L will uphold the highest standards as it relates to training & supporting its staff. Instructional Learning Coaches (ILCs) & Instructional Associates (IAs) at CASA L will be treated as professionals, be provided with all necessary technology, equipment & supplies, a personal professional development budget, & essential support at all times. The daily schedules for ILCs & IAs will provide for common planning time necessary for ILCs & IAs to collaborate with each other. ILCs & IAs will receive a minimum

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of five periods of preparation, development, planning & meeting time weekly, Monday through Thursday, dedicated exclusively to grading & lesson planning. Instructional Learning Coaches have a block once a week at the same time as grade level colleagues & once a week with subject area colleagues to ensure the opportunity to collaborate, discuss pertinent student issues, & perform peer observations. On Fridays, periodically throughout the school year, ILCs & IAs will given additional personalized professional development for at 1-2 hours monthly with the DOI, depending on the needs. This time totals **8-10** hours weekly. Additionally, as we believe strongly in the importance of school visits, CASA L will build into the annual professional development schedule for all CASA L staff members, school visits opportunities of other successful charter & district schools that model best practices.

Every summer, prior to the first day of school, Instructional Learning Coaches will receive three weeks of professional development, training & planning support. During this time, if they are new Instructional Learning Coaches, they create unit & lesson plans that align to the State standards. To assist them in this process, CASA L will have a content repository server dedicated solely to archiving lesson plans, best practice materials & instructional materials. All ILCs & IAs will be able to access materials to refine their own curricular plans. Throughout the school year, ILCs & IAs will engage in various kinds of professional development:

- Classroom observation & feedback session with the Directors of Instruction. The feedback session will take the form of meetings with the ILC & IA.
- Instructional Learning Coach team meetings by grade level to address issues that arise across the classes. These meetings will also include the refinement of Instructional Learning Coach skills & capacities based on needs.
- The learning of new skills, including proactive curriculum development based on student needs, oral & written assessment design for individual units, mid-year evaluations & end of year evaluations.
- ILCs & IAs shall be evaluated using a Rubric for Professionalism & Instructional Practice, such as Danielson performance rubrics.
- In each subsequent year, new ILCs & IAs will undergo an induction process that will include intensive training of 10-15 days prior to the opening of school & additional workshops during their first year at the school. ILCs & IAs with more than one year of tenure at the school will work in concert with other experienced ILCs & IAs both to enhance their capacity & to induct new ILCs & IAs into the learning culture of the school.

CASA L's professional development calendar will include monthly & weekly staff development workshops, weekly grade team meetings & individual coaching sessions. Staff development topics are determined by assessment data & the needs of our Instructional Learning Coaches. For example, topics may include classroom environment, curriculum planning, literacy & math assessment & analysis. Feedback received in coaching sessions & throughout leadership meetings is considered when planning future professional development workshops. Grade team meetings are opportunities for teams to engage in professional development specific to the needs of their students. For instance, teams may analyze student writing in order to improve specific qualities, or complete an anticipatory or reflective framework in order to identify student strategies. The Lead Instructional Learning Coaches (LILCs) & Director of Instruction (DOI) are responsible for facilitating grade team meetings.

Strategies for ELL & Special Education Students: Professional development to support CASA L's ELL & special education students will be provided in a variety of ways. During pre-service, ILCs & IAs will be given the IEPs of the students that will be in the class, as well as the home language surveys of students who come from homes in which English is not the first language. The purpose of sharing these

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documents will be to provide ILCs & IAs with important background information they will need to set up their classrooms for success. The Special Needs Manager will provide the ILCs & IAs with an overview of how to read the IEP & will also meet with the ILCs & IAs individually to help them better understand the modifications listed on the document. During the school year, they will provide in-service workshops on topics such as differentiation strategies, memory, & attention. During the school year, the Executive Director & the Instructional Learning Coach will review lesson plans & look for evidence of differentiated instruction to support the different needs of the students in the classroom. To support the needs of ELL students, CASA L will contract services with a literacy consultant who has specialized knowledge supporting English Language Learners. During pre-service, the consultant will share best instructional practices that support language development. During the school year, the consultant will observe ILCs & IAs & identify the ways they are scaffolding & supporting the development of their students' mastery of the English language.

A major focus of CASA L & of the school's professional development program is on the use & proper interpretation of data in meeting the individual needs of students. Specifically, assessments are used to identify areas of strength & areas in need of strengthening, both for students & ILCs & IAs. The goal of all staff development is to help ILCs & IAs improve student learning. Through the use of data collected through observations, practice evaluation, ongoing in-house assessments, State testing, as well as class-grade-whole school performance dashboards, we will evaluate the effectiveness of the staff development & make adjustments accordingly.

F. Facilities

The following table summarizes the facilities needs of CASA L each year for growth to full capacity.

Year	Grades	# Classrooms	Specials	Offices/Storage
2017-18	K - 2 Enrollment: 150	6	Special Needs Room Visual & Audio Arts, Gymnasium, Recreation/recess space Bathrooms Nurse office	Main office Staff Workspace Storage IT closet Conference room
2018-19	K - 3 Enrollment: 200	+2 (Total: 8)	Multiuse room Urban Farm/Greenhouse	Dean/Social Worker/counselor office Science Lab Knowledge/Business/Finance
2019-20	K – 5 Enrollment: 300	+4 (Total: 12)	Science lab Music room	
2020-21	K – 6 Enrollment: 350	+2 (Total: 14)	Learning Lab Library/PD	
2021-22	K – 7 Enrollment: 400	+2 (Total: 16)	Auditorium	

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CASA L upon submittal of this application will formally request NYCDOE space. If upon receipt of a denial or non-allocation of space, CASA L will seek to secure private space for its first charter term. Based on market comps we anticipate between \$18-25 p/sq ft.

CASA L's classrooms will be well-prepared, child-centric environment that reflects inquiry, simplicity, & order. It will consist of well-chosen materials & activities that are required for learning. Material & displays will be maximized to best facilitate the child's learning. The classroom will be designed to minimize things that may over-stimulate & distract. Walls will be painted in neutral colors. A nurturing, quiet background that encourages & supports learning. Furnishings will be selected for their simplicity & durability. The furniture in all classrooms will include tables & chairs, storage furniture, classroom libraries, rugs, lighting, reading "nooks," & other supplies that are appropriate for early childhood. All offices will contain a requisite & appropriate amount of office furniture. Storage areas will secure technology, materials, equipment & supplemental school furnishings for meetings & events.

Safety/Security - CASA L will continue to ensure that the security & safety of every student comes first. A School Safety Plan will be adopted & submitted to the authorizer by October 1 of each school year. In aligning with that mandate the school will follow set guidelines regarding the security & safety of students, the school will contract security services from an established, reputable & reliable security vendor. We have established positive relationships with the local precinct, NYCDOE school safety division, NYPD gang awareness unit & the local community officer. In terms of the building itself, CASA L will establish clear policies & protocols pertaining to safety & security. These policies & protocols include:

Daily Security Procedures

- Establish the time when the building is to be opened & closed. The hours should be posted at all doorways.
- Determine when the administrative designee will be at the switchboard to receive incoming calls & to make emergency calls.
- Classroom doors may be closed while the children are in attendance but never locked.
- Check all locks on doors & windows.
- Check all pathways to doors to ensure free access.
- Check all doors to ensure they function properly & lock.
- Check security alarm system to make sure it is operating.
- Determine the building is secure at the end of the day.

Drills: Participating in emergency, fire & evacuation preparedness drills once per month

During a drill everyone must leave the building immediately. The following steps should be taken:

- At the sound of the signal, the staff directs the children to stand.
- Instructional Learning Coach assistant/aide leads the children to the exit.
- Instructional Learning Coach takes up a position that will ensure calm, orderly, & quick exit.
- The Instructional Learning Coach closes the classroom doors to prevent the spread of fire.
- Staff & children walk a sufficient distance so that they are clear of the building.
- When an "all clear" signal is sounded everyone reenters the building.
- Each drill must be recorded with date & time in a log

Sheltering-In: There will be times when the appropriate response to a disaster may require that emergency responders direct children & staff to remain within the building. This type of response is often referred to as "sheltering-in." The "sheltering-in" location must be

- A hallway & away from windows & glass;
- An area that is isolated & where ventilation system can be turned off, if needed;

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- An area that is lower than the first floor & away from the main entrance of the building; and,
- An area that has access to emergency resources such as water, cups, blankets, change of clothing, a battery operated radio, & flashlights.

Evacuation Plan: In the event of an evacuation, two (2) alternative locations should be identified in advance & communicated to all program staff & parents. Unless otherwise directed by the NYPD, the FDNY, or other emergency personnel, such a site will be a safe walking distance from the original site. To prepare for an evacuation, each program should have a notebook binder in each classroom that contains an updated parent/caretaker/emergency contact telephone directory with a listing for each child in the program. This binder must be easily accessible so that during an emergency evacuation, the ILCs & IAs can remove the binders to a safe location. While in the evacuation site, attendance should be confirmed using the roster for both children & staff. The overall responsibility to evacuate is made by the designated Supervisor-In-Charge. CASA L gives assurance that the building selected and/or modified will meet architectural access requirements for persons with disabilities, as indicated in the Americans with Disabilities Act, & local building codes addressing architectural access.

G. Insurance

CASA L will engage a charter school insurance provider, & has estimated limits, rates, eligibility for insurance with the following coverage at a cost that is aligned with current budget projections. The following table is a summary of coverage & estimates.

Coverage	Limits
General Liability (include corporal punishment & Athletic Liability)	\$1,000,000 occurrence expressly covers field trips & athletics / \$3,000,000 aggregate
Workers Compensation with Employers Liability	As specified by New York Laws; \$1,000,000 employers liability limits
Employee Benefits Liability	\$1,000,000 per occurrence dedicated limit
Automobile/Bus Liability including non-owned & hired including underinsured	\$1,000,000 per occurrence dedicated limit
Umbrella / Excess Liability above primary program (GI, Auto, Abuse, D&O, EPLI, ELL, EBL)	\$10,000,000 follows from over primary coverage
Employment Practices Liability	\$1,000,000 per occurrence dedicated limit
Educators Legal Liability E & O	\$1,000,000 per occurrence dedicated limit
Directors & Officers (includes broad named insured language)	\$1,000,000 per occurrence dedicated limit
Sexual Abuse & Misconduct Liability	\$1,000,000 separate limits from the GL \$2,000,000 aggregate
Crime / Honesty Bond / Employee Dishonesty / Fidelity Coverage	\$500,000 - \$1,000,000 limits as needed & based on cash flow of the school
Property/Lease & Boiler Machinery Coverage	Blanket Limits on an all risk of direct physical loss basis including EQ & Flood options if available/needed
Student Accident Coverage (Athletics)	Primary \$25,000 option & CAT option at \$5,000,000

H. Health, Food, & Transportation Services

Health – CASA L will provide its students with health services in compliance with State law by employing required medical personnel to create a Health & Safety Plan as well as a MEducation Administration Plan in compliance with Education Law, Article 19, Section 902, to the extent that such health services are available to children attending other public schools in the district. This will be done

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through a contractual arrangement with the regional office to supplement the level of health services mandated to be provided to CASA L in accordance with §2853(4)(a) & §912 of the Education Law. The School Nurse will collect & maintain student health records in a secured location, including immunization records of all students. If student immunization records are not submitted to the school's School Nurse, a letter will be sent to the family notifying them that their child will be excluded from school 14 days after notification as per Public Health Law 2164. CASA L will request a Nurse from the NYCDOE or NYCDOH, & if not available, CASA L will allocate resources to hire a Nurse to supervise the disbursement of mEducation, the treatment of students who are ill, the treatment of students who are injured, & to train faculty & staff in first aid, including but not limited to, cardiopulmonary resuscitation & emergency response utilizing the Automated External Defibrillator (AED). In the Nurse's absence these responsibilities will become that of the Executive Director or his/her designee. A group of CASA L ILCs & IAs & administrators will be trained & certified as First Responders in the event of a medical emergency that may require the use of AEDs or perform CPR. The use of an AED device will be reported to the Regional EMS office. AED devices will be maintained & checked on a regular basis to ensure function. The nurse will additionally be responsible for all record keeping & correspondence related to these responsibilities. Immunization: CASA L, in accordance with NYS law, requires that each student entering CASA L have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine & 1 dose each of mumps & rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose]. Before a child can be permitted to enter or attend CASA L, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines & is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law & exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine & sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) & (9) of the Public Health Law]. Defibrillator: CASA L, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready & appropriate access for use during emergencies & shall ensure that a staff member(s) is trained in the operation & use of such equipment for use in CASA L & at any CASA L-sponsored events at other locations. Hearing & Vision Testing: All new students will be tested by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements & the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, & other appropriate authorities to provide these services.

Food - CASA L will participate in the Federal Free & Reduced Priced breakfast, lunch, & snack programs & intends to receive its meal services through the NYCDOE Office of School Food & Nutrition Services (OSNFS). All students attending CASA L are eligible for meals provided at the facility. Breakfast, lunch & afternoon snacks will be served each day that school is in session. Meals will be in compliance with relevant health & safety regulations. Students can opt to bring their own lunch & not partake in the school lunch program. Although CASA L plans to utilize food services provided by OSNFS, this does not preclude CASA L from exploring alternative options for food service to the school nor does it preclude the school from operating its own kitchen & providing its own meals, should successful development be undertaken. As have other NYC charter schools, which have chosen to contract for food outside of the DOE, CASA L will investigate other vendors who can provide healthy & appetizing menus for breakfast, lunch & snack to the school's students. The factors that will guide CASA L's decision to contract with an

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outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free & reduced lunch, health & safety of children & workers, & menu choices. CASA L's anticipated students population, according to the NYSED enrollment target calculator, 94% will be eligible to receive free & reduced price meals based on their parents' income levels. In order to receive these benefits, the parents of eligible students must complete & return the Family Application for Free & Reduced Price School Meals (SD 1041 form) & CASA L will provide parents with this application upon enrollment. The following website provides the eligibility guidelines for free & reduced-lunch <http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf>. The NYCDOE FRL application, which can be found online at <http://www.opt-osfns.org> is available in many different languages. As soon as possible, this form must be returned to the Office Manager (OM), then will be reviewed by the Knowledge Manager (KM) or Operations Manager (OM) for approval. CASA L will maintain each student's SD 1041 form on file for review once it has been completed & approved. These forms enable students to receive free & reduced price meals, & also form the basis for determining & distributing additional educational funding from the State & Federal governments.

Transportation - Being a community based school, CASA L anticipates most students reside within close proximity to the school, however we will utilize the services of the NYCDOE & delegate responsibility to the NYCDOE for providing transportation services to the CASA L's students. Students will receive the same transportation services as other NYC public school students. Transportation is provided by the Office of Pupil Transportation (OPT). After CASA L submits a Transportation Request Form it will use ATS to supply the DOE with the necessary information about its students, the DOE will determine the eligibility for transportation of CASA L's students. This eligibility is based on age & distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). Given the uncertainty of bus scheduling, CASA L will not guarantee parents that a child will have yellow school bus service until such service has been confirmed by OPT. Special education students have different eligibility for transportation. Their Individual Education Program (IEP) dictates their eligibility. Transportation for special education students will be provided in accordance with all applicable State & Federal laws. The students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) & § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child/s parents or guardian.

I. Family & Community Involvement

CASA L strongly believes in a school in which the voices of families play a role in reality & not just on paper. CASA L will provide an environment in which the voices of families are valued & have an impact on the policies of the school. CASA L families will be crucial to the supportive & inclusive environment that we aim to foster. We expect many of our families to be attracted to our school because of our meaningful engagement & mission alignment. Investment in a full time Community & Family Engagement Manager (CFEM) will evidence how valuable involvement from CASA L families is to our school. The personnel that will be dedicated to the important work of family & community engagement will assist in maintaining a positive, student-centered climate at CASA L. The CFEM will serve as a critical resource to our families & to our instructional team to assist & support their own relationship building with families. Additionally a full time social worker will work with students & families providing counseling & access to external family & wellness resources such as homeless shelters, domestic violence support organizations, physical & mental health services & other support organizations. Our social worker will hold workshops for families that focus on establishing healthy life style routines, supporting students with diverse learning needs, & other social needs that arise onsite.

All staff members will operate on the understanding that developing relationships between staff &

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families is an ongoing focus. Instructional Learning Coaches will be expected to call all of the families of their students during the first month of school, & to maintain regular contact throughout the year. School Leadership remains available for individual appointments & will be present at arrival & dismissal each day to greet & touch base with families. Families will be made to feel welcome in the school building, & are invited to join in the work of the class. Parents in all grades will also be invited to accompany classes on field trips, tell a story, share a talent, or otherwise contribute to the curriculum of the class. In addition, the staff members & families work together to organize both family workshops & social & community gathering. As a school, CASA L will work to educate families about the ways that learning happens at the school. CASA L will develop several means of communication with its parents & guardians, which include: (1) Parent meetings that are held at the beginning & end of each of CASA L's two semesters. ILCs & IAs & administrators will meet to discuss programs, overall progress, future plans, etc.; (2) Individual parent/guardian conferences with ILCs & IAs at least 3 times per year. These conferences will be scheduled to occur following the distribution of the first 3 report cards to the parents/guardians of CASA L students & will focus on each student's academic & communal progress; (3) Progress reports sent to the parents/guardians of each student bi-weekly; (4) report cards sent to parents/guardians 4 times yearly, twice each semester; (5) development & maintenance of a CASA L website that will be designed specifically to promote continuous parental involvement with the school & the promotion of email communication & the school's website as an effective means of communication; (6) Facilitate the development & continued operation of a CASA L Parent Organization (PO); (7) Standardized procedures for staff to contact parents about student behaviors (either positive or negative). Contact can be made by phone, email or face-to-face meetings; (8) Development & maintenance of a school climate that is friendly & inviting to parents; (9) implementing a program of workshops for families in order to assist them in diverse areas such as helping with homework help, intellectual stimulation, nutrition, financial literacy, networking, writing workshops, life skills workshops, parenting support practices & events; (10) recruit & hire bilingual staff; & (11) Ensure all outreach activities be conducted in English, Spanish & any other language that may be warranted.

A key opportunity for families to be involved in CASA L will be through the Parent Organization (PO). The PO functions as an advisory group that functions as a think tank for the school, advising the Leadership & the Board in establishing school priorities, searching for funding possibilities, considering new programs, & reviewing school data. PO meetings will serve as a forum for families & staff to discuss issues & concerns affecting the children of the school. The PO also works to organize & promote events that celebrate the school culture & community. Additionally, the PO helps publicize & promote the school in the broader community. From a governance standpoint, there is one seat on the Board of Trustees that will be reserved for a parent or guardian of a student. Although they are not expected to speak for the family body as a whole, they are expected to provide a parent voice in the deliberation process & decision-making of the governing body of the school. We will administer the NYCDOE Learning Environment Survey at the end of each year along with a proprietary satisfaction survey, aligned with the benchmarks of the NYCDOE survey. We expect both surveys to have high participation rates & thus utilize the feedback gathered from our families to inform programmatic decisions. In addition to surveys, we value face-to-face communication with our families. Strong two-way communication is the most important way for families to be engaged & involved in the school community. We will send all school wide messages in writing via backpack, via email, via text & via voice messenger to ensure we exhaust all avenues. Mutual commitment between staff members & families are especially important in bringing families in, ensuring buy-in, & building stakeholder investment. It is our priority that consideration will be given to families when school events are organized. Events & workshops will be offered at convenient

times for parents & the school will provide food & childcare. We believe that a school environment in which families feel welcomed & appreciated ensures both formal & informal feedback. Families will be kept informed of events at the school via our monthly school calendar, school newsletters & other communications. The school will communicate with families in their dominant language as much as possible, utilizing translators who can provide access to speakers of other languages. The school will translate important notices that go home at least into Spanish, & into other languages as needed, such as school-wide meetings, curriculum nights, & family conferences. Additionally, the Open Meetings Law provides that any family member, staff member, or other interested party has a right to attend meetings of the Board, & are publicized to the school community. CASA L will also have a well-defined process for resolving internal disputes that can escalate to the Board, if necessary. This will be outlined in the Family Handbook. CASA L will apprise families & provide a formal process for parents to voice their concerns or grievances that will be developed with reference to the NYC Advocates for Children Guidelines, which have vetted the charter school law & complaint & suspension/expulsion discipline frameworks. The purpose of the Grievance Process is to provide families a recognized procedure through which a complaint or concern may be resolved in a timely manner. This process is also an avenue to bring any concerns or complaints that have not been satisfactorily addressed by the Instructional Staff and/or the Parent Liaison. In the event that a parent is not satisfied with the assistance of the Instructional Staff and/or the Parent Liaison, then the Leadership Team will be available to address concerns. If parents still feel that the claim still has not been addressed appropriately, they can appeal to the CASA L Board of Trustees. Finally, if a parent is not satisfied by the actions of the Board of Trustees they may appeal to the school's authorizer, the NYSED & ultimately to the NYS Board of Regents. CASA L will work collaboratively with all stakeholders to develop an engaging & inviting environment for students & families, working with staff & utilizing data to understand & meet the needs of the school community. We will rigorously engage families & students through a variety of mechanisms during the first year & expect to push that engagement further in subsequent years.

J. Financial Management

The **CASA L Board**, & more specifically the Treasurer (TR), & Executive Director (ED) will be responsible for CASA L's overall fiscal oversight. The ED may delegate responsibilities to the Finance Manager (FM), acting FM (Charter School Business Management (CSBM) or appropriate staff members, as needed, to ensure the smooth operation of financial policies & activities. CASA L will develop an internal financial controls policy & procedure manual that dictate the policies & procedures related to the School's financial transactions & activities & the staff positions responsible for discharging these functions.

Payroll - Policy: CASA L shall maintain a payroll system approved by the Board. Procedure: Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. The School will contract with a payroll service to provide payroll processing. Personnel will be paid bi-weekly, by check. Personnel electing direct deposit will receive a check stub. Procedure: Employee time sheets will be maintained daily. Time sheets, signed by the employee & approved by a supervisor, shall be forwarded to the Executive Director *or Designee* at the end of the pay period for payroll processing. The Operations Manager will review the time sheets for signatures & approvals, review time worked & verify for mathematical accuracy, summarize the payroll information & forward it to the payroll service for processing. The Executive Director or designee will receive all completed payroll reports & paychecks from the payroll service. The *Finance Manager* (CSBM w. ED during years 1&2) will review the payroll reports & document approval. The Executive Director *or Designee* will distribute the paychecks. All payroll changes will be authorized by the Executive Director & forwarded to the payroll service by the Finance Associate. S/he may delegate to the *Finance Associate* recording each payroll into the

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accounting system, including any payroll accruals, in accordance with GAAP. The *Finance Manager* will be responsible for payment of all payroll-related liabilities that are not handled by the payroll service. A deferred compensation program may be established in accordance with IRS & personnel policies & administered by a third party. All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

Purchases- Policy: Guiding the purchase of all CASA L goods & services will be: (a) price; (b) quality; & (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. The execution of contracts & grants shall be within the scope of CASA L's mission, goals, & annual plans. Procedure: When a product is to be purchased that costs more than \$15,000, the Executive Director, or his/her designee, shall review appropriate vendors, ensure that the purchase is appropriate & represents a good value for the school. Professional service contracts in excess of \$15,000 per annum are also to be awarded in the same manner as described above. All contractual agreements shall be in writing, & signed & dated by the Executive Director or his/her designee. Purchases or contracts in excess of \$15,000 will be shared periodically via a report to the Board of Trustees in the form of a spreadsheet of purchases, with their listed expenses, or upon request.

Accounting & audit requirements - Policy: Independent audits of the financial statements shall be conducted annually by a New York State Certified Public Accountant selected by the Board. Annual financial audits will be conducted in accordance with generally accepted auditing standards & government auditing standards. Financial regulatory forms shall be completed as necessary by CASA L or an accounting firm selected by the school. Procedure: Appropriate financial forms & reports shall be filed with the charter entity, federal government & appropriate state agencies. Upon completion, audits shall be reviewed by the ED & submitted to the Board for review. All audits shall include a management letter.

Cash management & investing: The following areas from the Internal Financial Controls Policy relate to cash management & investing:

- **Investment Policies- Policy:** The School's funds shall be invested in appropriate financial instruments, such as bank accounts, money market funds & certificates of deposits. Procedure: The *Finance Manager* shall identify excess funds available for investment, for approval by Executive Director. Major investments or changes in financial instruments shall be reviewed by the Finance Committee of the BOT.
- **Borrowing Funds - Policy:** All borrowing of funds & the establishment or increase of all credit lines must be approved by the Board. Procedure: Based on annual audits, financial statements, & cash flow projections, the Executive Director may establish credit lines & borrowing limits as directed by the Board. Borrowed funds will be repaid with appropriate, measurable & identifiable revenues in accordance with GAAP. The Executive Director or his or her designee shall alert the Board if lines of credit or borrowing limits are not adequate to meet the needs of the organization. The Board may amend the borrowing policy & credit limits.
- **Bank Cards - Policy:** As needed, the school shall utilize a bankcard to pay for approved purchases. Procedure: Requests to utilize the school bank cards shall be made to the Executive Director via a Bank Card usage request form. All proposed uses of the school Bank Card must be documented & approved by the Executive Director.
- **Petty Cash - Policy:** The School shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$100.00. Procedure: The *Finance Manager* shall delegate to the *Finance Associate* the responsibility petty cash. The *Finance Associate* will reimburse employees for out-of-pocket expenses, not to exceed

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\$100.00, upon submission of a petty cash reimbursement voucher, approved by the *Finance Manager*, & substantiating receipts related to each expense. The *Finance Associate* shall verify all receipts as required for all requested reimbursements, make any required payment, & maintain the petty cash fund. The *Finance Associate* will count & reconcile the petty cash fund to receipts monthly. Replenishment of the petty cash fund will be documented by the reconciliation along with a check prepared by the *Finance Manager* as needed, & approved by the Executive Director.

Accounts Receivable- Policy: CASA L will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received. Procedure: All revenues will be recorded on an accrual basis in accordance with GAAP. The *Finance Associate* will maintain an aged schedule of accounts receivable, which lists payer, date, description, & account, based on revenue/grant information provided by the *Finance Manager*. The *Finance Associate* will reconcile such schedule to the general ledger on a monthly basis & review the ledgers with the ED or FM. **Accounts Payable- Policy:** The School, whenever practical, shall pay bills within 60 days of their issue, unless alternative arrangements are made with vendors or unless a dispute arises. Bills of an amount which precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both CASA L & the vendor, unless another arrangement is reached, agreeable to both CASA L & the vendor. Procedure: All accounts payable shall be recorded on the accrual basis in accordance with GAAP. Accounts payable shall be maintained by the *Finance Associate* who shall ensure timely payment & the development of payment plans. The *Finance Associate* also shall maintain a schedule reflecting an aging of accounts payable balances listing the payee, transaction date, amount & payable description & account. Payments of bills shall be processed on or about the end of each week. Purchases or contracts in excess of \$15,000 will be shared periodically via a report to the Board of Trustees in the form of a spreadsheet of purchases, with their listed expenses, or upon request. All bills will be approved by the Executive Director prior to payment by the *Finance Associate*. No payment will be made without a properly approved bill or other supporting documentation, including, but not limited to, signed & dated packing slips. Payments will be made from bills. If original bills are not available, copies will be requested. Payments will not be made based on statements. The Board shall approve all contracts & loans.

Fundraising; Bequests & Contributions. Policy: Non-restricted bequests & contributions shall be used for operations or special projects as designated & approved by the Executive Director, consistent with conditions set forth by the Board. Bequests & contributions that are donor restricted shall be used for the purpose articulated by the donor, except that in no case shall the school accept any such bequest or contribution for which the donor restriction violates any Federal or New York State law. Procedure: Bequests & contributions will be properly budgeted & accounted for in accordance with GAAP for nonprofit organizations. The *Finance Manager* will maintain supporting schedules to document revenues & expenditures related to unrestricted, temporarily restricted & permanently restricted net assets. Bequests & contributions that are donor restricted shall be used for the purpose articulated by the donor. The Board will review & approve expenditures on a monthly basis in accordance with donor stipulations, if any.

Student Records: CASA L will fully embrace its obligations to comply with FERPA & will follow all appropriate procedures to comply fully with the New York State Freedom of Information law (Article 6 of the New York Public Officers Law). CASA L will have trained staff who are responsible for managing the student information. The Knowledge Manager (KM), with support from Program Coordinators/Counselors, Office Manager (OM) & oversight by Executive Director (ED), will be responsible for tracking enrollment, maintaining school lunch program records, including student eligibility & other data to ensure accurate billing, reimbursements, all data relevant to Economically Disadvantaged, II & III programs & other services. The Knowledge Manager (KM) shall be the CASA L

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Records Management Officer. The KM shall coordinate the development of & oversee a program for the orderly & efficient management of records, including the legal disposition or destruction of obsolete records. CASA L will develop/select a robust & comprehensive student information system & knowledge management system to store, analyze & produce needed reports on all relevant student data. The Knowledge Manager (KM) will also be given the authority & responsibility to develop & maintain CASA L's records management program, student information system & any other legally binding information. CASA L will use the NYCDOE ATS attendance codes when maintaining a student's attendance record for the district & state. The Executive Director (ED), Knowledge Manager (KM) & Program Coordinators/Counselors & Office Manager will be responsible for the protection of all student records. With regard to the special education program, the Special Needs Manager (SNM) will be responsible for maintaining & securing all records, as well as submitting all required reporting to appropriate agencies including necessary reporting for special education reimbursement through the NYCDOE portal, as well as submitting the information for presentation to the Board via the school dashboard. The ED will designate duties to the Office Manger (OM) whose responsibilities will include: (1) collecting written excuses for student absences; (2) determining legal & illegal absences of students according to CASA L's attendance policy; & (3) filing excuses for absences in a student's file. The KM will retain records for such a period & dispose of them in the manner described in Records Retention & Disposition Schedule ED-1, established pursuant to Part 185, Title VIII of the Official Compilation of Codes, Rules & Regulations of the State of New York & Article 57-A of the Arts & Cultural Affairs Law.

K. Budget & Cash Flow

Based on the experiences of other operating charter schools, CASA L has prepared a conservative yet realistic budget & financial plan to support the school's mission, academic & operational objectives. Our revenue estimates are based on target enrollment in each year attrition with minimal attrition. Where there are vacancies CASA L intends to backfill all of our seats in every grade until Feb 15th of each year. Our fiscal plan assumes a per-pupil rate (PPR) of \$14,027 over the initial five-year charter. Fundraising goals will be developed & will focus on enrichment opportunities & experiences. We anticipate the ability to seed this development platform by raising \$28,000 in the first year of operation.

CSP Grant: CASA L budget assumes being awarded a CSP Planning & Implementation grant with a base amount of \$500,000 (<http://www.p12.nysed.gov/psc/funding/201619csppinewapp.html>) over a three year period (planning year, implementation year 1, & implementation year 2). NYSED has also incentivized applications with certain specific key design features that may qualify for additional CSP funding award of up to \$250,000. These would include schools specifically designed:

- to serve high-need student groups such as students with disabilities, students who are English language learners, & students who are at-risk of academic failure because they would otherwise be served by a low-achieving district school;
- to improve productivity & effectiveness through the use of technologies (including a blended learning digital instructional program).

CASA L will employ both a 21st century blended learning strategy as well as the use of digital technologies & tools, particularly in the areas of instructional delivery, assessments & data usage at the kindergarten entry point, & particularly with students w. disabilities, English language learners & students at-risk & in poverty. This will prepare students for the NYS shift to online State assessment requirements for all students. This will be a major driver of the additional supports & mediums afforded to our high special need population indicated by the NYS Target Enrollment Calculator. Particularly those straddling the poverty line with limited to no comprehensive access to quality digital research platforms; students with disabilities who tap into alternative modalities to learn; & for our ELL population as a resource to expedite fluency & English language acquisition. The funds from this supplemental award would be a direct investment into these initiatives, specifically for hardware, instructional & assessment

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software, visual & game based learning supplements, language applications, digital portfolios, knowledge management & data collection.

Pre-Opening - Revenues: assumes revenues of \$175,000 from the first year of CSP funding disbursement. **Expenditure:** CASA L pre-opening expenses will include paying for the Executive Leadership Team’s salaries – the ED, the DOI, the OM - who will work to establish the operational practices during the first months in the pre-opening plan. Other expenses include planning materials, insurance, financial start-up support from Charter School Business Management (CSBM), equipment, supplies, & expenses related to promoting the school as well as Instructional Learning Coach & student recruitment. **Cash Flow:** CASA L anticipates a positive cash balance for all months. Should the CSP grant arrive after February 2017, the Friends of CASA L has planned to externally fundraise and/or seek low interest loan commitments as a contingency to cover any budget gaps. CASA L will also work closely with CSBM, who will offer their financial expertise & experience, to ensure there is sound financial strategy in place to proceed with operations. **Budget Year 1 - Revenues:** 75% of revenue is from NY State & NYCDOE per-pupil funding for general & special education students. In compliance with NYSED enrollment targets in CSD-32, students w. disabilities will comprise 16% of our student population, & 93% of our school population will be eligible for free & reduces prices lunch. NYCDOE Facilities fund is assumed if suitable space does not become available. Other large assumptions include Walton Grant, State Stimulus & CSP grant funding (25%). **Expenditures:** 50% of expenditures go towards personnel costs (19% for administration, 30% for instructional personnel, & 1% for non-instructional personnel); 3% for contracted services; 18% for school operations, 7% for lease obligations & 2-3% for facility operations. Our budget reflects a competitive salary at \$60,000 per year for Instructional Learning Coaches in accordance to the NYCDOE Instructional Learning Coach pay scale for ILCs & IAs with 4-7 years of experience, & \$50,000 for Instructional Associates with 0-2 years of no experience in the classroom. **Cash Flow:** Most start-up costs (supplies, furniture & others) are incurred early in the school year while salaries are distributed across evenly during the year. CASA L anticipates a positive cash balance (without asset depreciation) ending Year 1. In the event of financial challenges with funding disbursements, we will modify or strategic priorities to accommodate any delays. If needed, CASA L will look for viable financial options, such as securing a short-term bridge loan or looking for additional sources of potential funding. \$25,000 will be set aside in each of the first three years to establish an escrow account for dissolution. **5 Year Budget - Revenues:** 95% of revenue is from NY State & NYCDOE per-pupil funding for general & special education students. CASA L expects an increase in the number of SWD & FRPL students as we grow, increasing our SPED/FRPL funding. Without any specific guidance regarding base per pupil funding, we make our assumptions flat through out the 5 years. **Expenditures:** 57% of expenditures go towards personnel costs (19% for administration, 37% for instructional personnel, & 1% for non-instructional personnel); 1-2% for contracted services; 12% for school operations, 10% for lease obligations & 3% for facility operations. *CASA L will assume a 3% increase YoY to salaries & expenses, unless economic conditions require a change to this practice.* In Year 3, we will hire a second DOI for the middles school. In Year 3, a Finance Manager will be added to the staff & CSBM will be phased out.

L. Pre-Opening Plan

The following table outlines the areas & milestones for implementation during the planning year.

DOMAIN	DUTY	ACTION	Start Date	End Date
Governance	BOT	Ratify Bylaws & Code of Ethics; establish meeting schedule, establish committees, appoint officers & members; Develop FERPA/FOIL/Open Meetings policies, Recruit additional BOT members; Establish outreach & development strategy	Dec, 2016	Dec, 2016
Operations	BOT	Obtain incubation space; obtain 501-C3 status	Dec, 2016	Jun, 2017

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Staffing	BOT	Recruit Executive Director/School Leader	Dec, 2016	Feb, 2017
Governance	BOT	obtain legal counsel, accountant, insurance, & banking relationship	Jan, 2017	Mar, 2017
Facilities	BOT/ED	Conduct facilities negotiations & execute lease for space	Jan, 2017	Mar, 2017
Finance	BOT	Approve fiscal policies & procedures	Jan, 2017	Feb, 2017
Staffing	ED	Recruit Operations Manager	Jan, 2017	Feb 2017
Recruitment	ED	Begin outreach to establish special need feeder relationships, service learning opportunities & partnerships	Jul, 2017	Sept, 2017
Recruitment	ED	Recruit Students: develop & disseminate materials, host open-houses, conduct door-to-door marketing	Jan 1, 2017	Apr1, 2017
Staffing	ED	Recruit school staff: post job descriptions, post positions, interview candidates, check references, negotiate salaries, produce offer letters, schedule orientation	Feb, 2017	Jun, 2017
Academic	ED/DOI	Secure curriculum & online content	Mar, 2017	Jun, 2017
Academic	ED/DOI/ KM/CAM	Develop scope & sequence, pacing schedule, assessment, student schedules, Instructional Learning Coach schedules, professional development calendar, learning environment design	Mar, 2017	Aug, 2017
Operations	ED/KM/OM	- E-Rate RFP for technology infrastructure; - Procure student information system, data repository, hardware, peripherals, software, Instructional Learning Coach supplies, furniture, equipment	Mar, 2017	Jun, 2017
Recruitment	ED/DOI/OM	Hold lottery: secure system with preferences, conduct lottery, inform parents	Apr ,2017	Apr 8, 2017
Facilities	ED/OM	Inspect facilities; Obtain Certificate of Occupancy	Apr, 2017	Jun, 2017
Operations	OM	Obtain student records: obtain permission from parents, contact previous schools, etc; develop school safety plan	Apr, 2017	Jul, 2017
Finance	BOT	Approve budget for FY17-18	Apr, 2017	Apr, 2017
Operations	OM	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendors	Apr, 2017	May, 2017
Operations	OM	Secure transportation: contact DOE OPT, coordinate bus routes & stops, inform parents of options	Apr, 2017	Jul, 2017
HR	ED/BOT	Finalize staff handbook & personnel policies	Apr, 2017	Jun, 2017
Operations	ED/BOT	Develop & distribute student handbook	May, 2017	Jun, 2017
Knowledge	KM	Install technology infrastructure	May, 2017	Jul, 2017
HR	OM	Complete fingerprinting & background checks	May, 2017	Jul, 2017
Operations	OM/CFEM	Prepare school calendar & distribute to families	May, 2017	May, 2017
Technology	ED/DOI/ILC	Develop Learning Management System	Jun, 2017	Jul, 2017
Recruitment	CFEM	Conduct open houses for admitted students	Jun, 2017	Jun, 2017
Academic	DOI/DO	Contract with Related Service Providers	Jun, 2017	Aug, 2017
Academic	ED/DOI/CFEM	Conduct home visits	Jun, 2017	Aug, 2017
Operations	OM	Secure insurance policies	Jun, 2017	Jun, 2017
PD	ED/DOI/KM	Prepare Summer PD & Academy	Jun, 2017	Aug, 2017
Finance	BOT/DOF	Complete Initial Statement of Financial Controls	Jul, 2017	Jul, 2017
HR	OM	Complete staff fingerprints & background checks	Jul, 2017	Jul, 2017
Operations	OM	Secure IEPs & student records	Jul, 2017	Aug, 2017
Operations	OM	Purchase AEDs & train staff	Jul, 2017	Aug, 2017
PD	ED/DOI/ KM/OM	Conduct Summer PD & Academy	Aug, 2017	Aug, 2017
Academic/HR	ED/DOI/KM	Conduct 6-week assessment, conduct initial observations, develop staff growth plans	Aug, 2017	Sept, 2017

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BOT-Board of Trustees; ED- Executive Director, DOI- Director of Instruction, OM- Operations Manager, CSBM/FM- Finance Manager, CFEM– Community & Family Engagement Manager, CAM-Curriculum & Assessment Manager, KM -Knowledge Manager

M. Dissolution Plan

In the event of dissolution of CASA L, the Board of Trustees would immediately establish a transition team, would develop a dissolution plan & delegate to the School Leadership Team the responsibility to manage the dissolution process. CASA L will follow any additional procedures required by NYSED to ensure an orderly closure & dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 & 220 & any closing procedures specified by NYSED. The school will establish an escrow account of at least \$75,000, to be built up over the 3 initial years, to pay for legal & audit expenses associated with the dissolution of the school. No later than the timetable established by the NYSED, or July 1, whichever is earlier, the school would transfer all student records to the NYCDOE or the student's district of residence, if the student resides outside of New York City. Additionally, local school districts where each student resides at the time of dissolution will be notified in writing. Closing procedure would incorporate the following actions:

- 21 days prior to final SED Regents decision, establish transition team, develop closure plan, & assign roles & review budget to ensure funds are sufficient to operate to end of the school year.
- Within 24 hours of decision notify parents & affected school districts in writing when the closure decision is final. In the letter to parents after the closure decision is final, include the last day of instruction, date for family transition meeting at the school site, end-of-the-year transition activities offer assistance to families in identifying new schools.
- Within 24 hours of decision School Leadership & Board Members meet with faculty & staff to discuss reasons for closure, the status of decision & likely timeline for a final decision, as well as emphasize importance of maintaining continuity of instruction throughout the end of school year. Information will be distributed to all staff on the timeline for closure, transition plan for students & faculty, employee benefits, compensation & contact information for questions.
- Within 5 days of the accepted closure plan, the charter school will notify, in writing, all districts from which each student resides of the schools closure.
- Within 5 business days after the final decision on the charter school closure & after all appeals have been exhausted, notify - banks, bond holders, benefit providers, creditors, contractors, vendors, etc. - of the school's closure, as well as the projected date of the last payment by the school toward its debt. Immediately protect the school's assets & any assets in the school that belong to others against theft, misappropriation & deterioration.
- Within 30 days, CASA L will contract with a third party assessor to inventory all fixed & non-fixed assets & provide that information in writing to NYSED. The inventory will include all fixed assets, their location & fair market value.
- Within 30 days of the last day of instruction & in compliance with Section 2851(2)(t) of the New York State Charter Schools Act, CASA L will ensure all enrolled student records are complete & copied, maintain master list detailing student record destinations, send copies of student records to authorizer/district, schools in receivership of students & inform families of the records transferred as well as provide them copies.
- Maintain all corporate records related to contracts, lease, assets, grants, governance (minutes, bylaws, policies), employees (background checks, personnel files), accounting/audit, tax status, employee benefits & provide to NYSED.
- Upon sunset of charter agreement, dissolve charter school, end corporate existence, & notify the IRS.

Central Avenue Charter School for Academic Leadership (CASA L)
ADMISSIONS POLICY

CASA L's admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by school. Admission to CASA L will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to CASA L. CASA L will ensure compliance with all applicable antidiscrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

For admission to CASA L during CASA L's initial year, a child/student must be eligible to enter Kindergarten, 1st grade and 2nd grade in September 2017. (50) Kindergarten, (50) 1st grade and (50) 2nd grade students will be accepted in the inaugural lottery. Every year thereafter, CASA L will have 50 new Kindergarten seats available in CASA L. CASA L's admissions will be open to both entering kindergarten students as well as students in every grade above kindergarten that CASA L is serving through Grade 8, in the event that seats are available in those grades.

Admission to CASA L will be limited each year to pupils within the grade levels to be served by CASA L. In order to be eligible to apply for Kindergarten, students must turn 5 by December 31 of the year in which they will enter Kindergarten. The law provides explicit preference for siblings of students and students residing in CSD 32 in Brooklyn.

In its admission policies and procedures, CASA L will not engage in any of the following:

- Requiring parents to attend meetings or information workshops as a condition of enrollment
- Having an unduly narrow enrollment period (e.g. fewer than 30 days);
- Giving enrollment preference to children of members of the CASA L Board or founders group;
- Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to CASA L, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);
- Mandating that students or parents agree with CASA L's mission or philosophy; or
- Giving preference to students interested or talented in a particular CASA L program (e.g. foreign language proficiency).

Enrollment Period, Admissions Lottery, Registration and Withdrawal

Formal recruitment of incoming students will begin after the charter school is authorized. It is important to note that all aspects of this process will be carried out in English and Spanish (and any other dominant language, including French and West African dialects, in the community, as necessary). Beginning on or before January 1 of each year, the charter school will advertise open registration and families, if they choose, will have opportunities to meet with staff and learn additional details about CASA L. Interested families may submit applications beginning on or before January 15 through April 1 or thereafter (the date will be set and publicized each year). If as of the application deadline, the number of applicants to the charter school exceeds capacity, a random selection process (lottery) will be used to admit students. This lottery, if necessary, will be held

Central Avenue Charter School for Academic Leadership (CASA L)
ADMISSIONS POLICY

annually on or about April 15. An individual or organization unaffiliated will draw names from the lottery drum with CASA L. Students who do not secure a seat through the random lottery will be placed on a waiting list in the order that their names were drawn.

CASA L will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. Should a lottery be required, all families who applied to CASA L will be informed of the details of the lottery, including the date, time and location that it will be held.

Admission preference shall be granted to applicants in the following manner:

- First preference will be given to returning students,
- Second preference will be given to siblings of students already enrolled. For definition purposes, “siblings” are two or more children that are related either by birth, the same father or mother, by legal adoption or guardianship.
- Third preference will be given to students who fall within the school’s definition for risk of academic failure.
- Fourth preference will be given to students who reside in CSD-32.
- Remaining slots will be available to non at-risk applicants residing outside of CSD-32.

Lottery Process

In the event that a lottery process is necessary, names will be drawn randomly by grade to fill available seats (50 seats in Kindergarten, 50 seats in 1st grade and 50 seats in 2nd grade for the inaugural lottery), and for expected vacancies in the upper grades during the subsequent academic years. After names are drawn, names will continue to be drawn after all available spaces have been filled in order to form a waiting list at each grade level for CASA L. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to the charter school pending acceptance when vacancies arise, based upon the order of random selection from the lottery. The previous year’s waiting list will expire annually at the lottery drawing.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, CASA L will contact the parents of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at CASA L before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student’s parents are unsuccessful, then CASA L may remove that student from the waitlist.

CASA L will maintain documentation of the attempts made to contact the parents of any student removed from the waitlist. Waiting lists will not be carried over from year to year. Instead, the annual admission lotteries will be used to create newly randomized waiting lists. CASA L will send a new enrollment application directly to the parents of each child on the prior year’s waiting list to fill out if they are still interested in enrollment.

Central Avenue Charter School for Academic Leadership (CASA L)
ADMISSIONS POLICY

Procedures for Student Registration and Parental Intent to Enroll

Once the lottery has been conducted, CASA L will notify parents and guardians of applicants by mail whether their child has been granted a seat at CASA L or if they are on the waiting list. The mailing will include an admission acceptance form that each parent of a child who has been selected for admission will fill out to confirm his or her intent to enroll the child in CASA L. CASA L will also contact the parents of students currently enrolled and require them to confirm their intent for the student to remain in CASA L the next year. Reasonable and multiple attempts will be made to reach parents regarding their decision to re-enroll their children and parents will be given a reasonable amount of time to re-enroll their child before CASA L determines that they do not intend to enroll and makes that seat available to a new student for the next academic year.

Prior to the commencement of each academic year, families of children who enroll at CASA L must complete the student registration process. As part of this process, parents must provide verification of residency, adult photo identification, NYC notice of transfer form (if available), IEP record if applicable, home language survey, photo media release form, ethnic identification survey, additional medical restrictions form if applicable, parent/guardian consent to request for the release of student records and/or a copy of the student's prior year academic record, birth certificate and immunization record, and student health insurance form indicating what coverage the student has.

Parents will also complete student registration forms, lunch program applications, emergency contact information, and transportation forms. CASA L staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms. In addition, forms and instructions will be published in languages other than English to facilitate successful registration by ELL parents and families.

All families of students currently enrolled in CASA L will be sent a renewal form by February of each year in order to indicate whether or not they will re-enroll their child for the next academic year. This process will inform CASA L as to any planned vacancies that will need to be filled through the current year's application and lottery process.

Voluntary Withdrawal

CASA L 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 his/her child from CASA L will be asked to complete a request for student withdrawal form. CASA L personnel will offer to meet with the family and discuss their reasons for withdrawing from CASA L, 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, CASA L staff will make every reasonable effort to help the student find a school that better serves the family's desires. CASA L will ensure the timely transfer of any necessary school records to the student's new school. Upon withdrawal of any student, CASA L will seek to fill that vacancy in a timely manner with the next student on the relevant grade's waitlist.

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Dates of Outreach (month/date /year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
1/2014 – 6/2014	Outreach group formed and dispatched - Posted flyers and brochures in community via face to face interactions	CSD 32 - Myrtle Ave M train, Halsey Street J Train, Wilson Avenue, 628 Central Avenue	Families with children, general public	Need for more new century community based schools	Incorporated into program design	230 + signatures
9.5.2015	Info Session/school supply giveaway	628 Central Avenue	Families, Families students with special needs, ELL students	10 question survey completed and returned. After school programs	Findings used to balance proposed program	48 families pre-k & primary school age
11.26.2015	Info Session/school bag giveaway	1514 Van Siclen Avenue community Center	Families in economic need, Families students with special needs, ELL students	10 question survey completed and returned. Significant immigrant response	Findings used to balance proposed program	65 families pre-k & primary school age
2.14.2016	Info session	628 Central Avenue	Neighborhood families CSD 32	5 question survey pertaining to program models	Findings used to balance proposed program	40 families
3.31.2016	Meeting w. District Manager & Community Board 4 Education Committee	1420 Bushwick Avenue – rm 307	Community Board 4	Seeking programmatic innovations & strong relationships between students/families & business	Development of meaningful connections with local chamber of commerce, businesses and financial literacy	11 community board members

				community to increase student/family economic & learning opportunities	programs yielding opportunities for students to become inspired by & learn from different professions/trades.	
7.9.2016	Neighborhood Canvassing	East, West, North, South of proposed location	Families of the General Public - CSD32	tbd	Will be used to inform application updates	tbd
7.12.2016	Info Session, sutveys	Brooklyn Public Library - 8 Thomas S Boyland St	Families of CSD32	tbd	Will be used to inform any viable program changes	tbd

Central Avenue Charter School for Academic Leadership (CASA L)
SAMPLE STUDENT SCHEDULE

Students' Schedules

Grades K-4	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
8:30 - 8:45	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>
8:45- 10:15	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>
10:15 - 11:15	<i>Science</i>	<i>Science</i>	<i>Science</i>	<i>Science/ Health</i>	<i>Science/ FACS^</i>
11:15 - 12:00	<i>Social Studies/ CDOS</i>	<i>Social Studies</i>	<i>Social Studies/ FACS</i>	<i>Social Studies</i>	<i>Art</i>
12:00—12:45	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>
12:45—2:15	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>
2:15—3:00	<i>Physical Ed</i>	<i>Physical Ed/Health</i>	<i>Physical Education^</i>	<i>Physical Education^</i>	<i>2:30 Homeroom/ Dismissal</i>
3:30 - 4:15	<i>Art</i>	<i>Music</i>	<i>Art</i>	<i>Music/Theater</i>	
4:15-4:30	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	

GRADE 5-8	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
8:30 - 8:45	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>
8:45- 10:15	<i>Science</i>	<i>Science</i>	<i>Science</i>	<i>Science</i>	<i>Science/ FACS</i>
10:15 - 11:15	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>
11:15 - 12:00	<i>Social Studies/ CDOS</i>	<i>Social Studies</i>	<i>Social Studies/ FACS</i>	<i>Social Studies</i>	<i>Social Studies</i>
12:00—12:45	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>
12:45—1:45	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>
1:45—2:30	<i>Physical Ed^</i>	<i>Physical Ed/Health</i>	<i>Physical Education^</i>	<i>Physical Education^</i>	<i>Learning Lab / AIS</i>
2:30 - 3:15	<i>Art</i>	<i>Music</i>	<i>Art</i>	<i>Music/Theater</i>	<i>2:30 Homeroom/ Dismissal</i>
3:15—4:15	<i>Learning Lab / AIS</i>	<i>Tutoring/Study Hall</i>	<i>Learning Lab / AIS</i>	<i>Tutoring/Study Hall</i>	
4:15-4:30	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	

Central Avenue Charter School for Academic Leadership - CASA L - Sample Teacher Schedule

K-5	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	<i>Communal Breakfast Duty or Planning Time*</i>				
8:30 - 8:45	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>
8:45- 10:15	<i>ELA*</i>	<i>ELA*</i>	<i>ELA*</i>	<i>ELA*</i>	<i>ELA*</i>
10:15 - 11:15	<i>Science</i>	<i>Science/Tech</i>	<i>Science</i>	<i>Science/Health</i>	<i>Science/FACS</i>
11:15 - 12:00	<i>Social Studies/CDOS</i>	<i>Social Studies</i>	<i>Social Studies</i>	<i>Social Studies or FACS</i>	<i>Planning Time</i>
12:00—12:45	<i>Communal Lunch/Recess or Lunch and Planning Time°</i>				
12:45—2:15	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>
2:15—3:00	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>2:30 Homeroom/Dismissal</i>
3:30 - 4:15	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Professional Development</i>
4:15-4:30	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	

6-8	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	<i>Communal Breakfast Duty or Planning Time*</i>				
8:30 - 8:45	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>
8:45- 10:15	<i>Science</i>	<i>Science/Tech</i>	<i>Science</i>	<i>Science</i>	<i>Science/FACS</i>
10:15 - 11:15	<i>ELA*</i>	<i>ELA*</i>	<i>ELA*</i>	<i>ELA*</i>	<i>ELA*</i>
11:15 - 12:00	<i>Social Studies/CDOS</i>	<i>Social Studies^</i>	<i>Social Studies^</i>	<i>Social Studies or FACS</i>	<i>Social Studies</i>
12:00—12:45	<i>Communal Lunch/Recess or Lunch and Planning Time°</i>				
12:45—1:45	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>
1:45—2:30	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>2:30 Homeroom/Dismissal</i>
2:30 - 3:15	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Professional Development</i>
3:15—4:15	<i>Planning Time</i>	<i>Tutoring</i>	<i>Planning Time</i>	<i>Tutoring</i>	
4:15-4:30	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	

Central Avenue Charter School for Academic Leadership (CASA L)
SAMPLE SCHOOL CALENDAR

August

8/12-8/23 Pre-Service/Professional Development

8/22 6:00pm-7:30pm Meet Your Teacher Night

8/22 6:00pm Kindergarten & New Students Mandatory Orientation

8/26 1st Day of School/Semester 1

September

9/2 NO SCHOOL: LABOR DAY

9/5-9/6 NO SCHOOL: Rosh Hashanah

9/12 1:00pm Dismissal Half Day for Students

9/18 1:00pm Dismissal Half Day for Students

October

10/2 1:00pm Dismissal Half Day for Students

10/15 NO SCHOOL: Columbus Day

10/16 1:00pm Dismissal Half Day for Students

November

11/5 NO SCHOOL FOR STUDENTS: Election Day

11/11 NO SCHOOL: Veteran's Day

11/14 1:00pm Dismissal Half Day for Students

11/14 1:30pm-7:00pm Parent Teacher Conferences (BY APPOINTMENT ONLY)

11/27 1:00pm Dismissal Half Day for Students

11/28-11/29 NO SCHOOL: Thanksgiving Day Recess

December

12/4 1:00pm Dismissal Half Day for Students

12/18 1:00pm Dismissal Half Day for Students

12/23-1/1 No School: Winter Recess

January

1/1 NO SCHOOL: Winter Recess

1/9 1:00pm Dismissal Half Day for Students

1/15 1:00pm Dismissal Half Day for Students

1/20 NO SCHOOL: Dr. Martin Luther King Jr. Day

1/23-1/24 End of Semester Assessments

1/29 Semester 2 Begins

1/30 1:00pm Dismissal Half Day for Students

1/30 1:30pm-7:00pm Parent Teacher Conferences (BY APPOINTMENT ONLY)

February

2/12 1:00pm Dismissal Half Day for Students

Central Avenue Charter School for Academic Leadership (CASA L)
SAMPLE SCHOOL CALENDAR

2/28 1:00pm Dismissal Half Day for Students

March

3/19 1:00pm Dismissal Half Day for Students

April

4/9-5/16 NYSESLAT Speaking Exam

4/9 1:30pm-7:00pm Parent Teacher Conferences (BY APPOINTMENT ONLY)

4/14-4/18 No School: Spring Recess

4/16-4/18 NYS ELA Exam 3rd & 4th Grades

4/23 1:00pm Dismissal Half Day for Students

4/30-5/2 NYS Math Exam 3rd & 4th Grades

May

5/1-5/2 NYS Math Exam 3rd & 4th Grades

5/5-5/16 NYSESLAT Listening, Reading, Writing

5/14 1:00pm Dismissal Half Day for Students

5/21-5/30 NYS Science Performance Exam 4th Grade

5/26 NO SCHOOL: Memorial Day

June

6/2 NYS Science Written Exam 4th Grade

6/4 1:00pm Dismissal Half Day for Students

6/5 NO SCHOOL FOR STUDENTS

6/18 1:00pm Dismissal Half Day for Students

6/26 LAST DAY OF SCHOOL FOR STUDENTS

Central Avenue Charter School for Academic Leadership (CASA L)
STUDENT DISCIPLINE POLICY

The following Student Discipline Code, including the policy for disciplining students with disabilities, sets forth the draft policy of CASA L regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules. The DRAFT Student Discipline Code that follows is modeled after the NYCDOE’s Citywide Standards of Discipline and Intervention Procedures. Should CASA L be authorized, these policies and procedures will be examined (and may be revised) by the founding Board and reviewed by legal counsel before final publication in the Student Handbook and its distribution to members of the school community.

Behavior Thermometer (Grades K-4):

Every CASA L faculty member monitors student behavior using a thermometer system. There are five levels, each a different color to help children self-monitor their own behavior. When an infraction occurs, a child is asked to move their clip to the next color. Through the use of a school-wide homework-THRIVE log, regular and open parent-teacher communication help reinforce our school-wide behavioral and academic expectations. Parents MUST sign the THRIVE log each evening and return it to school the following day. Each morning, students will begin the new day on green and start with a clean slate. Below is an explanation of the color system used in the Behavior Thermometer. Students who receive a week of consecutive green days (with NO color changes) will be recognized as a part of the “Green Team.” Students who are recognized as such will have their name displayed on the school culture bulletin board in the lobby every week. The behavior thermometer is highly effective for the majority of students. However, if this system does not seem to be working for an individual student, a new behavior plan will be designed and shared with families.

Super Green	Exceptional Behavior – child has received five consecutive green days.
Green	Good Behavior – child has had a good day overall.
Yellow	First Warning – no consequence
Orange	Second Warning – loss of privilege
Red	Phone Call Home to parent by Teacher, Time Out and Reflection
Blue	Removal from class by the Culture Manager/Dean and an immediate phone call home

Roadmap to Success (Grades 5-8):

In middle school, students are held accountable for their behavior through a system that is aligned with the behavior thermometer. Students still receive daily feedback regarding their behavior, but it is attached to a private clipboard that is assigned the following values:

Green (First Gear): students begin the day

Yellow (Driving): student receives three warnings

Orange (Neutral): student loses a privilege (recess, etc.)

Red (Reverse): student visits the “Reflection Center” and Learning Coach (teacher) contacts parent

Blue (Parking): student is removed from the classroom; parent is contacted by Culture Manager / Dean

School-wide Code of Conduct:

CASA L believes in positive behavioral interventions and in enlisting family support in discipline to prevent disruptive behaviors. To that end, our school-wide system of behaviors and consequences includes a tiered system of interventions and parent involvement in addition to suspensions, detentions, and expulsions.

Level 1 – Noncompliant or Uncooperative Behaviors			
Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
1. Unexcused absence from school	Student has been absent from school more than 10 days	3-day absence or a pattern of absences: Phone call to parent or note re: absence 5-day absence or a pattern of absences: Request for Parent Conference with Parent	On the 11th absence, the Guidance Counselor will request a conference or conduct a home visit with the family to determine what can be done to correct

		Liaison	the behavior. If there is no improvement in the incidents, a call will be placed to ACS for Educational Neglect.
2. Failing to wear the required school uniform	Student violates any part of the CASA L uniform policy (fingernail polish, open-toed shoes, designs in hair, etc.)	1st incident: written notice 2nd incident: phone call to Parent to bring in appropriate uniform 3rd and 4th incident: Parent contact and in-school consequence	Chronic, serious, repeated offenses: Culture Manager will contact parent to discuss disregard for school rules and develop a plan for improvement. In-school consequence
3. Being late for school	Student has been late to school more than 10 days	9-days of lateness or a pattern of latenesses: Phone call to Parent or note re: lateness 30-days of lateness or a pattern of lateness: Request for Parent Conference with Parent Liaison	On the 31st lateness, the Guidance Counselor will request a conference with the family to determine what can be done to correct the behavior. If there is no improvement in the incidents, a call will be placed to ACS for Educational Neglect.
4. Bringing inappropriate items to school (toys, candy, etc.)	Student brings figurines, trading cards, or other inappropriate items listed in the Handbook to school	1st and 2nd incident: Conference with Student and offending item will be confiscated for the day. Item will be returned at the end of the day to take home.	3rd Incident: Culture Manager will confiscate the item until parent comes to school to retrieve the item.
5. Behaving in a manner that interrupts instruction in the classroom	Student gets out of seat, calls out without permission, makes noise	1st – 3rd warnings: Teacher will address the issue with the student 4th warning: In-class Time Out	5th warning: Referral to Culture Manager (Dean), Phone call to Parent 3rd Dean Referral: Suspension (1-5 days) Culture Manager and/or Guidance Counselor will work with teacher to create a behavior management plan for student
6. Engaging in verbally rude or disrespectful behavior	Student chooses to argue with the teacher or attempts to “talk back” to the teacher in a highly disrespectful manner.	1st incident: Teacher will address the issue with the student 2nd incident: In-class Time Out; Teacher will address the issue with the student	3rd incident: Phone call to Parent or Request for Parent Conference; referral to Culture Manager 5th incident: Suspension (1-2 days) 6th incident: Suspension (3-4 days) 7th incident: Suspension (5 days)
7. Using school equipment without appropriate permission (computers, etc.)	Student uses laptops or other school devices without permission from school personnel	1st incident: Teacher will address the issue with the student 2nd incident: In-school consequence 3rd incident: Phone call to Parent or Request for Parent	4th incident: Suspension (1-2 days) 5th incident: Suspension (3-4 days)

		Conference	
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Level 2 – Disorderly Behavior			
Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
1. Using profane, obscene, vulgar, or lewd language, gestures, or behavior*	Cursing at classmates or school personnel Using vulgar or sexually explicit language Giving the staff members or Students the “middle finger”	1st incident: Phone call to Parent/Guardian; student reflection on behavior 2nd incident: Referral to Guidance Counselor; request for Parent Conference	3rd and repeated incidents: Guidance Counselor will work with teacher to develop a behavior plan for student. Suspension or Detention (1-5 days)
2. Lying to, giving false information to, and/or misleading school personnel	Purposely not telling the truth regarding an inappropriate action	1st incident: Phone call to Parent; student reflection on behavior 2nd incident: Referral to Culture Manager, phone call to Parent or request for Parent Conference	3rd and repeated incidents: Culture Manager will work with teacher to develop a behavior plan for student. Suspension or Detention (1-5 days)
3. Misusing property belonging to others	Student tampers with or destroys books or other items that do not belong to them	1st incident: Student Time Out / reflection or letter of apology 2nd incident: Phone call to Parent/Guardian or request for Parent Conference, student must fix item if possible	3rd and repeated incidents: Suspension or Detention (1-3 days) with reflection assignment
4. Leaving the classroom without permission	Student walks out of the classroom or runs out of the sight of supervising staff	1st incident: Loss of privilege 2nd incident: Loss of privilege and Phone call to Parent/Guardian or Request for Parent Conference	3rd and repeated incidents: Culture Manager will work with teacher to develop a behavior plan for student. Suspension (1-3 days)
5. Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body (grades K-2)	Student is either exposing themselves or engaging in inappropriate behaviors with other children	1st Incident: Immediate Phone call to Parent/Guardian + Guidance Office Referral 2nd Incident: Request for Parent Conference	3rd and repeated incidents: Phone call to parent; possible contact to ACS or appropriate outside provider
6. Violating the CASA L' Internet Use Policy	Student uses the Internet for non-educational purposes; security/privacy violations; alters equipment	1st Incident: Phone Call To Parent/Guardian + student reflection 2nd Incident: Loss of privilege and Request for Parent Conference	3rd incident: Suspension (1-2 days) 4th incident: Suspension (3-4 days) 5th incident: Suspension (5 days)
7. Engaging in academic dishonesty*	Cheating Plagiarizing Colluding	1st incident: student reflection on incident + phone call to Parent/Guardian	2nd incident: Detention 3rd incident: Suspension (1-2 days) 4th incident: Suspension (3-4 days) 5th incident: Suspension (5 days)
8. Engaging in persistent level 1 behaviors in the	Students continues to exhibit uncooperative behaviors that	Request for Parent conference	Suspension (1-5 days)

same school year	interfere with the instructional program	Meet with Guidance Counselor Referral to Guidance/Culture Manager's Office	
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Level 3 – Disruptive Behavior

Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
1. Insubordination, willfully disobeying school personnel	Loudly arguing with school personnel; absolute refusal to comply with a reasonable request	1st incident: Student Conference with Teacher 2nd incident: Phone Call to Parent/Guardian + student letter of apology	Student Reflection Assignment 3rd incident: Suspension (1-2 days) 4th incident: Suspension (3-4 days) 5th incident: Suspension (5 days)
2. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability	Calling other Students names based on ethnicity, color, race, etc.	1st Incident: Phone Call to Parent + student apology letter/reflection 2nd Incident: Student Conference with Guidance Counselor + apology letter Request for Parent Conference	Student Reflection Assignment 3rd incident: Suspension (1-2 days) 4th incident: Suspension (3-4 days) 5th incident: Suspension (5 days)
3. Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel	Pushing or shoving students or school personnel	1st Incident: Student Time Out and Reflection on behavior 2nd Incident: Student Reflection on school safety + phone call to Parent/Guardian	Student Reflection Assignment 3rd incident: Suspension (1-2 days) 4th incident: Suspension (3-4 days) 5th incident: Suspension (5 days)
4. Engaging in disruptive behavior on the school bus	Getting out of seat Screaming Refusal to follow directions of Bus Driver	1st Incident: Written warning sent to Parent 2nd incident: Written warning and phone call to Parent/Guardian by Culture Manager	2nd incident: 1-2 day bus suspension 3rd incident: bus suspension for up to two weeks 4th incident: bus suspension for remainder of the semester 5th incident: bus suspension for remainder of the school year
5. Bringing unauthorized or inappropriate visitors to school	Bringing in an older sibling, relative or friend with the intent to inflict harm on a Student or staff member	In-School Disciplinary action Phone Call to Parent	Request for meeting with Parent Request from NYPD for Assistance
6. Taking property belonging to another without authorization (theft)	Student intentionally takes the possessions of a Student or staff member with the intent to keep it.	1st incident: Student Reflection + Phone Call to Parent, Referral to Guidance Counselor	Possible phone call to NYPD 2nd incident: Suspension (1-2 days) 3rd incident: Suspension (3-4 days) 4th incident: Suspension

			(5 days)
7. Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body (Grades 3-6)	Student is either exposing themselves or engaging in inappropriate behaviors with other children	1st Incident: Immediate Phone call to Parent/Guardian + Guidance Office Referral	2nd and repeated incidents: Possible phone call to ACS or appropriate outside provider In-school disciplinary action
8. Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others	Student writes on the walls, on furniture or in books	1st incident: Phone call to Parent, student will be asked to clean up any vandalism	Student Reflection Assignment 2nd incident: Suspension (1-2 days) 3rd incident: Suspension (3-4 days) 4th incident: Suspension (5 days)
9. Engaging in behavior which severely disrupts instruction	Large-scale tantrum that severely disrupts instruction/learning time	1st incident: Referral to Culture Manager + Phone Call to Parent	Student Reflection Assignment 2nd incident: Suspension (1-2 days) 4th incident: Suspension (2-3 days) 5th incident: Suspension (3-4 days)
10. Engaging in persistent level 2 behaviors in the same school year	Serious and chronic disorderly behaviors	Request for Parent Conference In-school disciplinary action Referral to Culture Manager	Suspension (1-5 days)

Level 4 – Aggressive or Injurious/Harmful Behavior			
Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
Posting or distributing, displaying, or sharing literature containing a threat of violence, injury or harm or depicting obscene, vulgar, or lewd pictures of students/staff	Student posts threats on students or staff members on a social networking site (Facebook, Twitter, etc.)	Phone Call To Parent/Guardian Referral to Guidance Counselor	Possible phone call to NYPD Suspension (1-5 days)
Engaging in physically aggressive behavior other than minor altercations as described in 3.3, which creates substantial risk of or results in injury	Hitting or punching with the intent to injure or harm another individual	Phone Call To Parent/Guardian Referral to Culture Manager Behavior Plan / revised Behavior Plan Student Reflection Assignment	1st incident: Suspension (1-2 days) 2nd incident: Suspension (3-4 days) 3rd incident: Suspension (5 days) 4th incident: Referral to Executive Director for Removal from School
Engaging in an act of coercion or threatening violence, injury, or harm to another or others	Serious threats of violence upon another student or staff member	Referral to Culture Manager Phone Call to Parent Student Reflection Assignment Behavior Plan / revised Behavior Plan	Student Reflection Assignment 1st incident: Suspension (1 day) 2nd incident: Suspension (3-4 days) 3rd incident: Suspension (5

			days)
Engaging in behavior on the school bus which creates a substantial risk for personal injury	Throwing objects out of the window Fighting on the bus Threatening or harming the Bus Driver Injuring another Student on the bus	Referral to Culture Manager Phone Call to Parent	Suspension or Removal from School Bus
Engaging in intimidating and bullying behavior, including cyber bullying	Threatening, stalking or seeking to coerce or compel a student or staff member to do something engaging in verbal or physical conduct that threatens another with harm taunting and/or intimidation including through the use of epithets or slurs	1st incident: In-School Disciplinary action Referral to Guidance Counselor Phone Call to Parent Student Reflection and Apology	Student Reflection Assignment 2nd incident: Suspension (1-2 days) 3rd incident: Suspension (3-4 days) 4th incident: Suspension (5 days)
Making sexually suggestive comments, innuendos, propositions or similar remarks, or engaging in nonverbal physical conduct of a sexual nature*	Touching, patting, pinching, lewd or indecent public behavior, sending or posting sexually suggestive messages or images	1st incident In-School Disciplinary action Referral to Guidance Counselor Phone Call to Parent	2nd incident: Suspension (1-2 days) 3rd incident: Suspension (3-4 days) 4th incident: Suspension (5 days)
Falsely activating a fire alarm or other disaster alarm	Student pulls the fire alarm for any reason that is not an emergency	Conference with Student Phone Call to Parent/Guardian Referral to Culture Manager	Phone call to NYPD & Fire Dept. Suspension (1-5 days)
Creating the substantial risk of or causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury	Student uses or attempts to use an object to inflict bodily harm on another student or staff member	Referral to Culture Manager Phone Call to Parent/Guardian Conference with Student	1st incident: Suspension (1-2 days) 2nd incident: Suspension (3-4 days) 3rd incident: Suspension (5 days)
Possessing controlled substances or prescription medication without proper authorization, illegal drugs, synthetic hallucinogens, and/or alcohol	Student brings drugs or alcohol to school premises	Referral to Culture Manager Phone Call to Parent/Guardian Possible referral for Alcohol and Drug Treatment	Phone call to ACS Phone call to NYPD Suspension (1-5 days)
Engaging in persistent Level 3 behaviors in the same school year	Serious and chronic disruptive behaviors	Request for Parent Conference In-school Disciplinary Action Referral to Culture Manager	Suspension (1-5 days)

Level 5 – Seriously Dangerous or Violent Behavior			
Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
Using force against, or inflicting serious injury against students or staff	Student hits or punches staff member and causes serious injury	Phone Call To Parent/Guardian Referral to Leadership Team Behavior or Crisis Plan Student Reflection Assignment	1st incident: Suspension (1-5 days) 2nd incident: Referral to Executive Director for Removal from School
Planning, instigating, or participating with another or others, in an incident of group violence	Student is involved in planning an incident of group violence	Phone Call To Parent/Guardian Referral to Leadership Team Referral to Counseling Services Student Reflection Assignment	1st incident: Suspension (1-3 days) 2nd incident: Suspension (4-5 days)
Engaging in threatening, dangerous, or violent behavior that is gang-related	Student makes threats or engages in violent behavior related to gang	Phone Call To Parent/Guardian Referral to Leadership Team Referral to Counseling Services Student Reflection Assignment	1st incident: Suspension (1-3 days) 2nd incident: Suspension (4-5 days)
Engaging in physical sexual aggression or forcing another to engage in sexual activity	Harming or coercing another Student to engage in sexual activity against their will causing harm or injury	Phone Call To Parent/Guardian Referral to Leadership Team Referral to Counseling Services	Suspension (1-5 days) Pending School Removal Phone Call to ACS
Use of alcohol of other controlled substances	Student comes to school under the influence of drugs and/or alcohol	Referral to Leadership Team Phone Call to Parent/Guardian Possible referral for Alcohol and Drug Treatment	Phone call to ACS Phone call to NYPD Suspension (1-5 days)
Selling or distributing illegal drugs or controlled substances and/or alcohol	Student sells drugs or alcohol	Referral to Leadership Team Phone Call to Parent/Guardian Possible referral for Alcohol and Drug Treatment	Suspension (1-5 days) Phone call to ACS Phone call to NYPD Pending School Removal
Inciting or causing a riot	Student starts a riot in the school building or immediate surroundings	Phone Call To Parent/Guardian Referral to Leadership Team Student Reflection Assignment	Suspension (1-5 days) Phone call to NYPD Phone call to ACS
Making a bomb threat or threat to cause harm to the school community	Student threatens to bring a bomb to the school building or commit arson	Phone Call To Parent/Guardian Referral to Leadership Team Referral to Counseling Services	Suspension (1-5 days) Phone call to NYPD & Fire Dept. Phone call to ACS
Committing arson	Setting a fire in the building in ANY common area	Phone Call To Parent/Guardian Referral to Leadership Team Referral to Counseling Services Student Reflection Assignment	Suspension (1-5 days) Phone call to NYPD & Fire Dept. Phone call to ACS Pending School Removal

Possessing or using a gun or serious weapon	Student brings a gun or weapon to school and either shows it or threatens harm to other Students or staff	Referral to Leadership Team Phone Call to Parent/Guardian	Suspension (1-5 days) Phone call to NYPD Phone call to ACS Pending School Removal
Engaging in persistent level 4 behaviors in the same school year	Serious and chronic harmful and/or injurious behaviors	Request for Parent Conference Referral to Culture Manager	Suspension (1-5 days)

Procedures for Disciplinary Violations

At CASA L, we are committed to serving all students, while simultaneously protecting the strong culture that makes academic gains possible. All students are taught the THRIVE values and are held accountable to them throughout the year. As stated above in the school-wide Code of Conduct, misbehaviors at CASA L result in consequences. If negative behaviors persist, or if students have not adequately fulfilled the given consequence, more serious consequences may be put in place. Consequences vary based on the grade level of the student, the severity of the action, and the frequency of the incident. CASA L does not disclose the disciplinary status of students to families outside those of the student facing consequences. This policy protects the confidentiality of all students. Consequences may include:

- Student written reflection on violation;
- Referral to the Culture Manager / Dean;
- Removal of school privileges (including school trips, in-school privileges, etc.);
- Lunch, recess or after-school detention;
- School or community service;
- In-school suspension;
- Short-term out-of-school suspension (1-5 days);
- Long-term out-of-school suspension (6-10 days); and
- Removal from the school (Expulsion)

Detentions: Detention may be served in grade 5-6 for after school, during lunch and/or recess, depending on the infraction. Behaviors that constitute detention may include (but not limited to) the following:

Failure to complete homework or turn in THRIVE log
Disrespectful behavior to staff and other students
BLUE on the Roadmap to Success (repeated disruptions)
Academic dishonesty & lying
Disorganized cubby (papers on the floor, etc.)
Reporting late to class
Misusing property belong to others

Walking out of the classroom without permission
Profane language
Using above a “level one voice” in the hallway
Failure to wear the uniform
Theft
Bullying

For repetitive behaviors, the Learning Coach and/or Instructional Associate will contact the family before detention occurs. If a detention is given, the family will be contacted by the Culture Manager / Dean (3-6) the day the incident occurs. The Culture Manager / Dean (3-6) will organize a time with the family when the detention will be served.

Suspensions: After an incident occurs, the Culture Manager / Dean investigates and obtains a written report from the observer of the incident. This investigation may involve speaking with other observers of the incident (victim, students, and staff members) as well as the student in question.

Oral Notice: Once a suspension decision has been approved by the Director of Support Services, the Culture Manager / Dean will attempt to reach the parent via telephone the day the incident occurs.

Written Notice: The Culture Manager / Dean will also write a suspension letter that will be sent (a hard copy of the letter will be given to the student and/or will be emailed or mailed to the parent within 24 hours).

Informal Meeting: If the parent has questions or concerns about the suspension, he or she may request an informal meeting by communicating with the Director of Support Services before the suspension occurs.

Alternative Instruction: During the suspension period, students are offered alternative instruction for (1-2) hours to ensure that they receive academic support during the suspension period. If a student attends Alternative Instruction, he or she is not marked absent. He or she will proceed to the Dean's office and write a reflection regarding behavior. He or she will also work with a staff member to complete the day's schoolwork. This occurs for out-of-school suspensions only.

Post-Suspension meeting: Parents are strongly encouraged to participate in a post-suspension meeting / hearing at 8:00 or 8:30 AM the morning the child returns to school (out-of-school suspension only). During the post-suspension meeting, a plan is decided with the Learning Coach (teacher), Culture Manager, other relevant staff members, and the family regarding next steps for home and the school (ex. behavior chart, involvement in after school activities, etc.)

Long-term suspensions: In the case that a suspension is (6) days or more, if parents disagree with the consequence, they are entitled to a school hearing before the Board of Trustees. Parents have the right to bring counsel to the hearing, to question witnesses, and to present witnesses with evidence. This process is outlined below.

Expulsions: The Leadership Team will present to the Executive Director any recommendations for expulsion for the following infractions:

- Engaging in physically aggressive behavior on more than (3) occasions that creates the substantial risk or results in injury;
- Engaging in physically aggressive behavior on more than (2) occasions that results in serious injury;
- Committing arson;
- Selling or distributing illegal drugs or controlled substances;
- Possessing any weapon, including a firearm, with the intent of inflicting harm to any fellow Student or School personnel;
- Engaging or attempting to engage in a sexual act;
- Extenuating chronic behaviors or acts that are contrary to health and safety policies or threaten the learning environment at CASA L.

In the case that the school moves forward with the recommendation for removal, an expulsion hearing will be scheduled following a suspension. Parents will receive oral notice of the hearing the day of the incident and written notice within 24 hours of the incident. The written notice will contain the following information (this includes notices for "long-term suspensions" (6+ days), as listed above:

- The dates of the incident and the behavior exhibited;
- Parents have the right to bring an advocate to the hearing provided that they make provisions to do so no less than 48 hours before the hearing;
- Parents have the right to question witnesses at the hearing;
- Parents have the right to present witnesses and evidence.

During an expulsion or suspension (6+ days) hearing, the following process is followed:

- Parents are permitted to make an initial statement and present any evidence, testimony, or witness(es) to establish child's case.
- The school will make a presentation with supporting documentation, witnesses, and evidence.
- The school representative and the parent may be allowed to make closing statements.
- The school presents evidence as to why expulsion or suspension is an appropriate consequence for the student. The school may discuss past infractions or violations.
- The parent may pose rationale for why they believe the consequence is too harsh.
- The hearing officer may make a decision at the hearing or may send a decision following the hearing. This letter will be sent within one week of the hearing.

Parents should follow the appeals process for long-term suspension and expulsion hearing (for general education students) below if they disagree with the decision:

- Submit a letter to the CASA L Board of Trustees within 15 days. In the letter, parents should explain:
- The problem (e.g. the suspension/expulsion decision)
- The reason you disagree with decision
- The specific request you are making (e.g. reinstate the student at CASA L);
- If not resolved, submit a letter to the State Education Department.

Special Populations:

CASA L complies with Federal Law IDEA (Individuals with Disabilities Education Act), which protects students with disabilities facing suspensions. This includes students with IEPs and students who may be suspected of having a disability. This also applies to students with 504s. Procedures for Disciplining Students with Disabilities at CASA L:

- Written Notice: CASA L will provide oral notice of disciplinary removal on the date of the decision and written notice within 24 hours. CASA L will also provide parents with procedural safeguards notice a minimum of one time a year and also under the following circumstances:
- Initial referral or parental request for evaluation;
- Request by a parent;
- The first filing of a due process complaint notice to request mediation or an impartial due process hearing;
- A decision to impose a suspension or removal that constitutes a disciplinary change in placement; and
- Receipt of a parent's first State complaint in a school year.

Alternative Instruction and Services: Students are entitled to services listed on their IEP during the suspension period. During an out-of-school suspension, this can only occur if the student reports to alternative instruction (see above). Alternative instruction is provided for 1-2 hours a day.

Suspension Meeting: During suspensions of 1-5 days, a meeting is held with the student, parents, and staff members (see above, post-suspension meeting). The same process for long-term suspensions (6 days or more) occurs for students with IEPs.

An MDR (Manifestation Determination Review) will take place if one of three situations occur:

- If a student with special needs exceeds 10 consecutive days of suspension away from their current educational setting;
- If a student is removed for more than 10 aggregate school days in a 40-day period.
- If a student has been suspended and removed from their current educational setting over 10 days during the school year AND there is a pattern in behaviors resulting in disciplinary action.

If one of the above situations occurs, CASA L will provide written contemporaneous notice to the Department of Education's Special Education branch, the Committee on Special Education (CSE), to conduct the MDR. The CSE will schedule the MDR within 10 days of removal or decision to remove, whichever happened first. CASA L will provide all documentation and information requested by the CSE before the MDR meeting occurs. CASA L will implement the services recommended by the CSE during the length of the disciplinary change of placement. At the MDR meeting, CASA L will ensure that staff members with knowledge of the incident and the student's behavior and parents participate and provide information that informs alternative education and services for the student. Participants at the MDR include parents, personnel from the DOE, relevant personnel from CASA L and relevant personnel from the students' IEP team.

The Committee on Special Education will decide the following:

A "Yes" MDR = the student was suspended for an act that was a result or manifestation of their disability and will immediately return to school. CASA L will review or complete any existing Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP).

Special Circumstances: if the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, CASA L may remove the student for up to 45 days in an alternate site (see below). A “No” MDR = the student was suspended for an act that was not a manifestation of their disability. CASA L will either remove the student from the school or will implement services recommended by the CSE. Below are rules and procedures for implementing an Interim Alternative Educational Setting (IAES) for students with disabilities during removals involving special circumstances such as weapons, illegal drugs, controlled substances, and/or serious bodily injury:

Type of offense	CASA L Action	Consequence
Weapons	Parents, DOE and police will be notified immediately and CASA L will keep written documentation of the incident.	CASA L will either expel or suspend for a period not less than 1 year when a student who is determined to have brought a firearm to school or to have possessed a firearm at school. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability if the child knowingly possesses a weapon other than a firearm*
Illegal Drugs	Parents, DOE and police will be notified immediately and CASA L will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability if the child 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*
Controlled Substances	Parents, DOE and police will be notified immediately and CASA L will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability if the child 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*
Serious bodily injury	Parents, DOE and police will be notified immediately and CASA L will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability if the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school

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* An MDR is still required. If the behavior is a manifestation of the disability, a FBA (Functional Behavioral Assessment) is required and a BIP (Behavioral Intervention Plan) must be developed and implemented.

Appeals Process

In the event that you are not satisfied with a disciplinary decision, you may present your complaint to the Culture Manager / Dean. However, if you are still not satisfied, you may follow the appeals process for discipline:

Escalation Chain:

Present complaint to Culture Manager / Dean

If not resolved, Escalate to Executive Director

If not resolved, to the Board of Trustees

If not resolved, to Authorizer, NYSED

Key Terms Defined:

- Behavioral Intervention Plan (BIP): a plan that is based on the results of the functional behavioral assessment and includes a description of the problem behavior, hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior. ¹
- Committee on Special Education (CSE): a committee on special education, subcommittee on special education, or other multidisciplinary team established in accordance with Education Law section 4402.1
- Individuals with Disabilities Education Act (IDEA): federal law ensuring services to children with disabilities.
- Manifestation Determination Review (MDR): a determination of whether the student’s disability or the failure of the school district to provide services on the student’s IEP was the direct cause of the act for which the student was suspended must be made.²
- Procedural Safeguards Notice: notice regarding rights of parents of children with disabilities, ages 3-21.

¹ NYSED, *Regulations of the Commissioner of Education: Part 201 – Procedural Safeguards For Students with Disabilities Subject to Discipline*. December 2012

² NYC DOE, *Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of School-Age Students with Disabilities*. February 2009

**CENTRAL AVENUE CHARTER SCHOOL FOR ACADEMIC LEADERSHIP (CASA L)
BY-LAWS**

ARTICLE I: NAME

The name of CASA L is CASAL - CENTRAL AVENUE CHARTER SCHOOL FOR ACADEMIC LEADERSHIPM ("CASA L" or "the School").

ARTICLE II: PURPOSE

The purpose for which CASA L is organized is to establish and operate a Charter School ("the School") to provide new educational opportunities for K through 8 children in NYC CSD 32 in BUSHWICK BROOKLYN,.

ARTICLE III: MEMBERSHIP

CASA L has no members. The rights which would otherwise vest in the members vest in the Directors of CASA L (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE IV: BOARD OF TRUSTEES

Powers. The Board shall conduct or direct the affairs of CASA L and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, CASA L's Charter ("the Charter") and these Bylaws. All references in these Bylaws to the Charter shall be construed to mean the Charter as from time to time amended.

The Board may delegate the management of the activities of CASA L to others, so long as the affairs of CASA L are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- To elect and remove Trustees;
- To select and remove Officers, agents and employees of CASA L; to prescribe powers and duties for them; and to fix their compensation;
- To conduct, manage and control the affairs and activities of CASA L, and to make rules and regulations;
- To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of CASA L;
- To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which CASA L may engage;
- To act as trustee under any trust incidental to CASA L's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

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- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Number of Trustees. The number of Trustees of CASA L shall be not fewer than five (5) and shall not exceed fifteen (13). The initial number of Trustees shall be seven (7).

Qualifications of Trustees. The Board may elect any person who has reached the age of 21 years and who in its discretion it believes will serve CASA L faithfully and effectively. The Board shall establish a written policy concerning the qualifications for election as a trustee.

Election of Trustees.

Nomination. The Governance Committee shall present a slate of qualified candidates to the Board at the Annual Meeting.

Election. The Board shall elect Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum. Trustees-elect assume office subject to approval by the Charter School's Authorizer, NYSED ("the Authorizer")

Term of Office. At the first Board Meeting immediately following issuance of the Charter, Trustees will be elected to one, two, and three year terms so as to establish staggered terms. A Trustee's term of office shall end at the conclusion of the third Annual Meeting after the Annual Meeting at which the Trustee was elected or at an earlier Annual Meeting in the case of Trustees elected for terms shorter than three years The term of office of a Trustee elected at a Regular or Special Meeting shall end at the conclusion of the third Annual Meeting after the date of election.

Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by vote of a majority of the Trustees then in office. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The term of office of a Trustee elected to increase the number of trustees shall be as provided in Article IV D. 3 (a). The Board may exercise all of its powers notwithstanding the existence of one or more vacancies in the Board. If the number of Trustees in office has become less than seven (7), the Board must elect additional Trustees until there are at least seven (7) before taking action on any other business

A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Charter or the Bylaws or other Board action.

**CENTRAL AVENUE CHARTER SCHOOL FOR ACADEMIC LEADERSHIP (CASA L)
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No Trustee shall serve more than two (2) consecutive, three-year terms without at least a one (1) year break between terms.

Time of Elections. The Board shall elect Trustees at the Annual Meeting or, in the case of a Trustee elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

Removal of Trustees. The Board may remove a Trustee by majority vote of the full board for cause in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law provided that there is due proof of a complaint by any Trustee and at least one week's notice has been given in writing to the Board, including the Trustee whose removal is sought

Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the number of Trustees within the number authorized.

Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

Code of Ethics, Conflict of Interest and Confidentiality. The Board shall establish a Code of Ethics and Conflict of Interest and Confidentiality policies for the Board.

Financial Interests. Trustees shall have no direct or indirect financial interest in the assets or leases of the Charter School; any Trustee who individually or as part of a business or professional firm is involved in business transactions with, or in providing professional services to the Charter School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services as provided in Article XI E.

Executive Director. The Board may appoint a Executive Director to be responsible for carrying out the work of the Charter School in accordance with the policies established from time to time by the Board of Trustees. Any such Executive Director may be elected as an ex-officio, non-voting member of the Board of Trustees

Parent Trustee. The Board may designate a position on the Board to be filled by a parent or guardian of a child who is a student at the Charter School ("a Parent Trustee") A Parent Trustee shall be nominated by the Governance Committee as provided in Article D (i) and shall hold office only so long as his or her child remains enrolled in the Charter School.

**CENTRAL AVENUE CHARTER SCHOOL FOR ACADEMIC LEADERSHIP (CASA L)
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ARTICLE V: PRINCIPAL OFFICE

CASA L's principal office shall be at the following address: TBD or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE VI: MEETINGS OF THE BOARD

Place of Meetings. Board Meetings shall be held at CASA L's principal office or at any other reasonably convenient place as the Board may designate.

A trustee who participates in a meeting by telephone may not be counted for the purposes of determining whether a quorum is present and may not vote.

Meetings may be held by video-conference subject to the provisions of the Open Meetings Law.

Annual Meetings. The Annual Meeting of the Board shall be held in the last quarter of each fiscal year.

Regular Meetings. Regular Meetings shall be held each year on dates determined by the Board

Special Meetings. Special meetings of the Board may be called by the Board Chair or by a majority of the Board filing a written request for such a meeting with the Board Chair and stating the object, date, and hour therefore, or by the Board Chair and another Officer on the written request of three Trustees.

Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Notices. Notices to Trustees of Board Meetings shall be given as follows: Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such meetings or if the Board has established a meeting calendar, including the time, date and place of each meeting. Special Meetings shall be held upon five days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in CASA L's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the Meeting.

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Absence. An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Open Meetings. The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law. In the event of a conflict between these Bylaws and the Open Meetings law, the Open Meetings Law shall prevail.

ARTICLE VII: ACTION BY THE BOARD

Quorum. A majority of the Trustees then in office shall constitute a quorum for the transaction of business at any Annual, Regular or Special Meeting of the Board except where otherwise required by these Bylaws or by statute.

Action by the Board. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

Committees

Standing Committees. There shall be four (4) standing committees: the Executive Committee, the Academic/Evaluation/Accountability Committee, the Engagement/Development Committee and the Finance/Operations Committee.

Membership of Committees. The Executive Committee shall be composed of at least five members including the Officers of CASA L. Persons other than Trustees may be appointed as members of Committees provided that, that any committee to which the powers of the Trustees are delegated shall consist solely of Trustees; and further provided, that all committees shall have a majority of Trustees and shall be chaired by a Trustee.

Responsibilities of Committees. The responsibilities of the standing committees may include but shall not be limited to the following:

Executive/ Governance Committee: coordinate the work of the Board; to prepare the agenda for Board meetings in consultation with the Executive Director; to study the qualifications of candidates for Trustees and present qualified nominees to the Board; to present nominees for Officers to the Board; to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; to provide ongoing orientation and training to Trustees; to oversee a Trustee evaluation process to ensure optimum performance; to monitor the Charter School's compliance with its policies and applicable state and federal law

Academic/Evaluation/Accountability Committee: work with the Executive Director to review the Charter School's academic results; to monitor progress towards the academic goals set by the Board; present, with the Executive Director, periodic reports informing the entire Board of progress towards these goals; to monitor compliance with IDEA and other legal requirements connected with special education.

Finance/Operations Committee: develop in conjunction with the Executive Director a proposed annual budget for the Board's consideration; monitor the school's financial standing and make

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recommendations to the Board on financial matters when required; ensure that the school is operating under adequate and proper financial controls.

Engagement/Development Committee: ensure engagement and communication with all internal/external stakeholders; develop partnerships and relationships with organizations, community members, civic organizations, universities, corporations, elected officials to further the school's mission and create opportunities for staff & student empowerment; oversee the integrity of complaint process in accordance with NYSED guidelines; develop in conjunction with the Executive Director an annual fund raising plan to ensure that the annual fund raising plan is achieved involving the remainder of the Board in this effort when appropriate.

Appointment of Committees. The Board may create committees for any additional purpose, Members of standing committees shall be appointed by a resolution of a majority of the Trustees then in office. The Board Chair of the Board shall appoint members to other committees and designate the chairs of all committees. The members of each committee shall include no fewer than three Trustees. Trustees shall serve as committee members at the pleasure of the Board Chair of the Board.

Authority of Committees. The Board Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to: The election of Trustees; Filling vacancies on the Board or any committee, which has the authority of the Board; The amendment or repeal of Bylaws or the adoption of new Bylaws; The appointment of other committees of the Board, or the members of the committees; The amendment or repeal of any resolution of the Board that by its terms shall not be so amendable or repealable.

Procedures of Committees. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

Standard of Care.

Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by: one or more Officers or employees of CASA L whom the Trustee believes to be reliable and competent in the matters presented; Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or a Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of CASA L's Charter or Bylaws, as to matters

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within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Investments. In investing and dealing with all assets held by CASA L for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of CASA L in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of CASA L, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

Officers. The Officers of CASA L consist of a Board Chair, Vice Board Chair, a Secretary and a Treasurer. CASA L also may have such other officers, as the Board deems advisable.

Board Chair. Subject to Board control, the Board Chair has general supervision, direction and control of the affairs of CASA L, and such other powers and duties as the Board may prescribe. If present, the Board Chair shall preside at Board meetings.

Vice Board Chair. If the Board Chair is absent or disabled, the Vice Board Chair shall perform all the Board Chair's duties and, when so acting, shall have all the Board Chair's powers and be subject to the same restrictions. The Vice Board Chair shall have other such powers and perform such other duties as the Board may prescribe.

Secretary. The Secretary shall: (a) keep or cause to be kept, at CASA L's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if

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special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of CASA L's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Treasurer . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of CASA L's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited CASA L's monies and other valuables in CASA L's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed CASA L's funds as the Board directs; (e) render or cause to be rendered to the Board Chair and the Board, as requested but no less frequently than once every fiscal year, an account of CASA L's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Election, Eligibility and Term of Office

Nomination. The Governance Committee shall present nominations for Officers to the Board. The nominated Officers shall be Trustees.

Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

Term of Office. With exception to Founding Board Member Term of 2 years, subsequent Officers shall take office immediately following the close of the meeting at which they are elected. Officers serve at the pleasure of the Board and shall hold office until resignation, and the term of office for an Officer shall be one year, or until a successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

Removal and Resignation. The Board may remove any Officer, with cause in the same manner as it may remove a Trustee in accordance under Article IV E. an Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Board Chair (or in the case of resignation of the Board Chair, to the Vice Board Chair) or to CASA L, the resignation taking effect upon receipt of the notice or at a later date specified in the notice

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

Trustees shall not be personally liable for CASA L's debts, liabilities or obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit

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Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of CASA L, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

CASA L shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which CASA L is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of CASA L, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

Fiscal Year. Fiscal year of CASA L begins July 1 of each year and ends June 30.

Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of CASA L to enter into any contract or execute and deliver any instrument in the name of or on behalf of CASA L. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind CASA L by any contract or engagement, to pledge CASA L's credit, or to render it liable monetarily for any purpose or any amount.

Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of CASA L may be signed by the Board Chair of the Board, the Principal or the Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such

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person about the contract or transaction that may reasonably be construed to be adverse to CASA L's interest.

The Board or committee to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring: Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with CASA L, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with CASA L.

Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Authorizer.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws were in full force and effect as of

_____, Secretary Dated: _____

Central Avenue Charter School for Academic Leadership (CASA L)
ETHICS CODE - CONFLICTS OF INTEREST POLICY

The trustees, officers & employees of the Central Avenue Charter School for Academic Leadership - ("CASA L" or "the School") - shall at all times comply with the letter & spirit of the following code of ethics & the conflicts of interest policy set forth below. Trustees, officers & employees shall be instructed in the school's ethics code & conflict of interest provisions as part of board training & staff professional development. Trustees, officers & employees must agree in writing as part of their service to or employment by the school to adhere to this code.

1. The Board of Trustees of the School & its officers & employees shall conduct or direct the affairs of the School & exercise their powers subject to the applicable provisions of the Education Law, Not-for-Profit Corporation Law, the School's charter & its bylaws. The board may delegate aspects of the management of School to The Executive Director or others as deemed appropriate, so long as the affairs of the School are managed, & its powers are exercised, under the board's ultimate jurisdiction.
2. Each trustee, officer & employee of the School shall: (a) disclose in writing, to the best of his or her knowledge, any interest such trustee, officer or employee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the School for a fee or other compensation, & any position or other material relationship such Trustee, officer or committee member may have with any not-for-profit corporation with which the School has a business relationship, and: (b) sign a statement annually that affirms that such trustee: has received a copy of this code of ethics; has read & understands the code of ethics; has agreed to comply with the code of ethics; understands the School is a tax-exempt organization & must engage foremost & primarily in activities which accomplish one or more of its tax-exempt purposes.
3. Not more than 49 percent of School's Board of Trustees may be comprised of: (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. Every trustee has the right to participate in the discussion & vote on all issues before the Board or any Board committee, except that a trustee shall be excluded from the discussion & vote on any matter involving such trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that trustee uniquely; or (d) any other matter at the discretion of a majority of the trustees present at the meeting.
5. The Board of Trustees, the officers & employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party & in which one or more of the trustees, officers or employees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, & is subject to the board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the

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ETHICS CODE - CONFLICTS OF INTEREST POLICY

transaction (a) is approved or authorized by the board, officer or employee in good faith & without unjustified favoritism, & (b) results in a benefit to one or more trustees, officers or employees or their families because they are in a class of persons intended to be benefited by the program.

6. Any trustee, officer or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full & complete disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant & material facts known to such person about the contract or transaction, which might reasonably be construed to create a conflict of interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of or has a significant financial or other substantial interest in the entity contracting or dealing with the School.
7. Any trustee, officer, or employee representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature & extent of such business proposition.
8. No trustee, officer, or employee of a for-profit corporation having a business relationship with the School shall serve as voting member of the board of trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants & attorneys;
 - b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the School;
 - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
9. In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the board of trustees for the duration of such business relationship.
10. No more than 40 percent of the total number of trustee positions fixed by the Board in accordance with the bylaws of the School shall be held by trustees, officers, or employees of any one external organization. This provision shall not apply to trustees, officers or employees of another charter school.
11. Trustees, officers, & employees shall avoid at all times engaging in activities or making decisions that are or appear to be unduly influenced by persons who have a special interest

Central Avenue Charter School for Academic Leadership (CASA L)
ETHICS CODE - CONFLICTS OF INTEREST POLICY

in matters under consideration by the Board or the School. If there is, or appears to be, undue influence, the trustee, officer or employee involved shall disclose in writing to the Chair of the Board all material facts known to him or her prior to participating in a board discussion of the said matters, &the Secretary shall record the disclosure in Board minutes.

12. Trustees, officers, or employees shall make disclose all material financial or other interests whenever a grievance of conflict of interest is lodged against them.

13. Any trustee, officer or employee of the School who fails to disclose an interest as provided in this code of ethics or who engages in self-dealing shall be subject to discipline up to &including termination of an employee or removal of a trustee or officer

Central Avenue Charter School for Executive Directorship (CASA L)
HIRING PROCEDURES & PERSONEL POLICIES

CASA L as an Equal Opportunity Employer:

it is the policy of CASA L to seek and employ the most qualified personnel available without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination. CASA L will comply with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified, disabled individuals solely for reasons of their disability. Consistent with this policy, CASA L is committed to:

- Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, and relating to employee rights & benefits.

CASA L is firmly committed to equal employment opportunity. CASA L will not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at CASA L will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this School including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment. If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or the ED. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

The ED reports directly to the Board of Trustees and the Board shall have the sole authority to set conditions of employment (including, negotiating an appropriate employment contract), supervise, evaluate, discipline and terminate the ED. The ED, referencing the policies and guidelines, as well as professional judgment, shall possess the requisite authority to hire, supervise, evaluate, discipline and terminate all other employees of the School, consistent with the Law and policies adopted by the Board, as may be amended from time to time. Employees of CASA L are generally considered "at will", with the exception of certain employees with which the Board or the ED may desire to enter into a contract. Being designated an "at will" employee shall mean that either the employee or CASA L may terminate the employment relationship with or without cause. Within five working days of an employee's termination, CASA L will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation; however employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

The Employee Handbook will be developed, finalized and approved during the start-up period prior to the hiring of staff for 2017-18, the planning team has identified key areas for development. Prior to the

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hiring of staff, the Board of Trustees will establish and ratify formal personnel policies that will govern the recruitment, hiring, management and termination of school staff during the charter term. These policies will be periodically reviewed by legal counsel and revised, as necessary, over this term. The Employee Handbook will ultimately contain the ratified personnel policies of the School. During the planning period, the Executive Director (ED) will develop draft personnel policies. In order to develop these policies, the ED will review other available charter school employee manuals and seek guidance from legal counsel with background in the area of labor law. The manual will be reviewed by the Board and vetted by outside counsel before the Board ratifies it. This will occur prior to the hiring of staff for the 2017-18 school year. The employment policies will contain policies and procedures in key areas including, but not limited to:

- Employment at will
- Equal Opportunity Employer Hiring
- Nepotism
- Fingerprinting/backg round checks
- Arrest of employees
- Immigration Status
- Full-time & temporary employment
- Adjustments to Employee Status
- Position additions & eliminations
- Excessive absences
- Resignation & Termination
- Personnel records
- Time and Attendance
- Vacation Leave
- Weather Days and Other Closures
- Incentive pay
- Deductions & garnishment
- Overtime
- Personal & Sick Leave
- Unauthorized absence
- Verification of absence
- Family & Medical Leave · Medical or disability leave
- Bereavement leave
- Leave without Pay
- Jury & Military Duty
- Unused Leave
- Accruals
- Insurance Benefits
- Workers Compensation
- Disability Insurance
- Retirement Benefits
- Deferred Compensation
- Unemployment Compensation
- Expense & Travel Reimbursements
- Professional conduct code
- Code of Ethics & Standards of Conduct
- Conflict of Interest
- Confidentiality
- Personal appearance/Dress Code
- Solicitation
- Co-teaching
- No Harassment policy
- Sexual harassment
- Violence in the workplace
- Employee Evaluations
- Gifts Acceptance ban
- Separation of Church & State
- Conflict resolution
- External employment
- Drug & Alcohol-free workplace

CASA L will exhaust efforts to attract key personnel who contribute to the diverse skill-set necessary to operate a charter school. We anticipate hiring a diverse team of educators, with a wide range of teaching experiences, to serve a diverse population of students. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of CASA L educational goals. Attention will be paid, among other factors, to the candidate's academic records and to his/her previous relevant experience. Successful candidates for staff positions must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to support the educational and developmental needs of a diverse student

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population. Among the most important attributes, skills and characteristics CASA L will look for in a successful Instructional Learning Coach candidate are the following: (1) Understanding of and commitment to the School's mission, goals, educational philosophy and activities; (2) An unwavering belief that all children can achieve excellence; (3) Fulfillment of all NCLB "highly qualified" requirements; (4) Minimum of three-years teaching in an elementary setting as a Instructional Learning Coach or in other relevant educational positions (e.g. Teach for America Corps members); (5) Bachelor's Degree, or higher degree, in Education; (6) Appropriate New York State certifications; (7) Bilingual (English/Spanish, English/French or English/Hebrew) helpful; (8) Demonstrated and successful record of prior employment in educational environments; (9) Knowledge of and experience with assessments and relevant technologies; (10) Experience working with diverse populations of students, parents and families; (11) Experience working with students at-risk of educational failure; (12) Demonstrated success in working in a team-oriented environment; and (13) Commitment to continuous improvement and learning through professional development.

Qualifications for hiring Instructional Learning Coaches, school administrators and other employees: CASA L's philosophy is that the quality of the professional staff determines the quality of education offered in the school. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of CASA L'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. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population or the operational and administrative needs of the School, depending on the particular staff position sought. CASA L's staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the staff as required. In selecting and hiring Instructional Learning Coaches, CASA L will comply with state laws regarding certification and with the requirements of the No Child Left Behind Act (or its successor laws, if applicable).

Executive Director

ED will empower, manage, supervise and support Director level staff. S/he will work closely with the Board of Directors to execute the long-term strategic growth of the organization, its mission & vision, including:

Demonstrated Knowledge, Skills, Abilities & Characteristics

- Proven track record of working in a mission driven organization; motivated by the education reform movement to ensure that every child has the ability to enroll in a post-secondary institution; deeply driven to constantly improve the CASA L model and expand its reach & impact; Is not afraid to do what it takes to change lives.
- Belief that each student can & will achieve success in life - is dedicated to the mission of closing the achievement gap and preparing CASA L scholars in a 21st Century Learning environment.
- Disciplined in thought & action: exceptional critical & strategic thinking capabilities; ability to solve complex problems; ability to think boldly to maximize new opportunities using a data-driven approach; experience implementing & navigating complex systems; ability to synthesize complex information & data into useful information that drives and informs CASA L priorities, strategies and initiatives; demonstrated success in sustaining strategic processes and systems during a time of tremendous change; strength in leveraging performance management strategies, systems, and tools.
- Exceptional leadership capacity & interpersonal skills: commitment to building an organization that is invested in short & long term success; ability to effectively assemble, manage, support,

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develop and retain high-performing staff to drive results while balancing humility, urgency and assertiveness; motivate a team of highly qualified professionals with a track record of working collaboratively with staff of all levels, to build consensus, as well as achieve ambitious and measurable results.

- Relentless pursuit of excellence: Uniquely entrepreneurial with ability to succeed in a fast-paced, innovative environment - ability to thrive in uncertainty and persevere through challenge.
- Sustainable Success: Belief in CASA L's mission and strategy: embracing learning standards and student achievement data as meaningful tools for raising student achievement as well as building cultures of achievement, professional development as a critical lever in improving school achievement, and leadership collaboration as a powerful driver of spreading best practices across schools; Employ rigorous standards & maintain high expectations of their scholars, their colleagues and of themselves; unshaken belief that teaching and learning encompasses rigor, high quality facilitation, and creative differentiation;
- Is well versed and skilled in multiple academic approaches, instructional models including curricula & pedagogy practice, embracing utilization of learning standards to drive instruction, with a strong working familiarity with the Common Core State Standards and the instructional shifts that they represent.
- Track record of developing and securing resources through philanthropy and other funding sources including strategic partnerships, and mobilization of stakeholders.
- Ability to develop meaningful relationships with diverse stakeholders and the community in which we serve.

Responsibilities

Organizational Management & Implementation of School Model/Program

- Will lead, manage and oversee all functions of the school site, ensuring programmatic integrity, including instruction, student support, compliance, finance and operation.
- Establishes and ensures effective implementation & achievement of organizational goals, while guaranteeing that all stakeholders understand, promote and support the mission, charter and guiding principles of CASA L.
- Execute, assess and refine strategic goals that will serve as the blueprint for organizational success, including establishing clear benchmarks and milestones to measure progress and performance. Advises Board of the need for new and revised policies. Involves staff and committees in the process.
- Works collaboratively with the school leadership team to ensure that all programs and services support optimum academic achievement for all students and develops appropriate school wide strategies to target student and Instructional Learning Coach academic needs; identify strengths and weaknesses and In conjunction with staff, evaluate and seek improvement of programs.
- Guides leadership team and oversees work to ensure compliance with policies and procedures, ethical practices, and all federal and local laws, regulations and reporting requirements. Ensures timely submission of required reports with local, state, and federal education agencies, the Governing Board, and authorizer.
- Build and uphold a culture of high expectations; develop a sense of community and a strong school culture; demonstrate excitement about engaging children in learning; proactively building a supportive, inclusive and professional learning climate for Instructional Learning Coaches and other support staff.
- Utilize data to make organizational decisions related to instructional and support programs; monitors and assesses student, Instructional Learning Coach, school and system performance. Disaggregates data to provide ongoing assessment of student achievement to meet local, state and federal expectations. Recommends and implements improvements to curriculum, instruction and assessment based on analysis of results.

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- Managing a comprehensive and consistent approach to school-wide behavior management framework aligned with the school's vision, maintaining high standards for conduct and enforce discipline as necessary, according to the policy and due process, while protecting the rights of students by establishing guides for proper student conduct and by maintaining student discipline.
- Oversee all operational aspects of the school; establish and maintain efficient and effective systems and procedures, including technology selection and refining the use of technology at the school.
- Develops and implements an accountability system that assesses learners' performance standards and 21st century skills that benchmark state/national/international standards.
- Makes administrative decisions necessary for the effective and efficient operation of the school, including working with consultants, as needed.

Leadership/Staff Management & Supervision

- Work closely with leaders to share and implement best practices that promote continuous learning throughout the organization and school community.
- Lead efforts to source, recruit, hire, manage, retain exceptional high-quality personnel, and continue to thoughtfully and strategically grow the team; screens, interviews and hire employees and maintains final authority over staff appointments, dismissals, leave, and disciplinary actions.
- Directly supervises and maintains daily contact with senior leadership team and provides guidance, direction, motivation and supervision of direct reports, coaching staff in the growth and improvement of skills through timely, specific and constructive feedback. Oversees the training and development needs of employees.
- Build and coach a strong, driven team while ensuring direct reports are maximizing their individual potential as team and organizational leaders.
- Organize and implement SMART Goals process designed to support, monitor and evaluate the performance of all school staff (instructional and non-instructional) in order to enhance the performance of all the employees.

Knowledge Management & Data Driven Decision-Making

- Serve as a coach for school leaders, partnering with them to build and sustain strength in data-driven instruction and decision-making to increase student achievement, including how to develop and leverage school-wide practices and structures to build a culture of achievement that accelerates student impact and to continually deepens understanding of the rigor of the Common Core standards.
- Set goals with school leaders regarding performance on state summative and interim assessments and organizational and instructional practices.
- Train and coach school leaders and Instructional Learning Coaches on effective backwards planning using Common Core standards, school-wide curriculum, and instructional calendar to reach goals

Financial & Compliance Management

- In concert with the financial director, the treasurer and the finance committee, present monthly financial reports to the board, ensuring compliance with financial management guidelines and requirements.
- Develop and administer the budget to ensure fiscal solvency, as approved by the Board, in accordance with generally accepted accounting principles. Develop and monitor strategies for ensuring long-term financial viability in accordance with federal, state and municipal policies and procedures. Manages budgeting/forecasting process, expense control, school funds, purchases, inventories, office operations and facilities.
- Serves as liaison between CASA L and the NYC Dept. of Education and NYS Education Department. Oversees policy, reporting, and compliance activities, including quarterly, semi-annual, and annual finance compliance reporting.

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Development

- Fosters a culture of development among Board and other stakeholders. Co-develops, with the Board, an annual campaign and establishes needs and target fundraising goals;
- Collaborates with Board to construct a comprehensive development plan. Identifies, cultivates, and solicits major gifts; maintains communications with donors; researches grant opportunities, prepares and submits grant proposals; reports to foundations and government entities.
- Identifies grants, resources and other fundraising/crowdsourcing opportunities and activates board, staff, parents and volunteers to carry them out.

Engagement & External Relations

- Builds relationships with and communicates CASA L mission and vision to parents, community members, donors, and partner organizations. Develops and expands strategic partnership and programs. Activates and energizes a parent volunteer organization to support classroom, performance, exhibit, educational travel, scholarship, student council, events and fundraising activities.
- Be available to families on a regular basis, seek input from all stakeholder on all school programs, keep families informed of and involved in policy changes at the school; encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure;
- Manage all recruitment and public relations outreach, marketing, and school admissions.
- Creates and maintains an engaging, current, informative, high-impact website and newsletter as CASA L's primary public relations and communications platform. Ensures frequent reporting of positive CASA L news and achievements. Oversees marketing campaigns to meet staff & student recruitment goals. Coordinates the school's positive representation to all external stakeholders.

Board of Trustees

- Reports to and seeks input from the Board and/or appropriate committees regarding the governance of CASA L.
- Continues to build and support an effective Board; assists the Board in exercising its governance and diligence obligations with open and timely communication on all material matters within school.
- Assists in the development and creation of policies and manuals for Board adoption that support the mission of the school and the work of staff, including academic, support, financials and operational requirements including instructional, fiscal, staff, safety, culture, discipline, and parent handbook
- Advises committees and the Board of the need for new and revised policies. Involves staff and committees in the process.

DIRECTOR OF INSTRUCTION

Responsibilities

- Work closely with the senior administrative team to promote the goals of the entire school, directly develop and implement the academic excellence goals as established by the charter, application, and the Executive Director
- Support, cultivate, and evaluate the grades K-5 Instructional Learning Coaches, specialty Instructional Learning Coaches and special needs staff that report to them while working with the Executive Director to ensure that curriculum and instruction at CASA L are of the highest caliber and lead to academic excellence
- Embody and advocate the mission, vision, and strategic direction of the school
- Focus on achieving improvement in student academic and civic performance
- Ensure smooth operation of all curricular and instructional functions
- Design and implement a coherent research-based curriculum in the six core subjects

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- Serve on the administrative team, providing the Executive Director with all relevant data, reports, and information to effectively manage the school
- Coordinate and support the professional development and instructional growth of all teaching staff
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Evaluate academic achievement through detailed data analysis of student and Instructional Learning Coach performance on a wide variety of metrics and present the data to school constituencies in an easily accessible format
- Assist in the design of the school's academic standards, benchmarks, assessments, and curriculum crosswalks to align with state and national standards
- Document and disseminate the school's curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Support the Executive Director by ensuring Instructional Learning Coaches understand and apply appropriate grade level/academic instruction, design and execute standards-based unit plans and performance assessments that provide for measurable outcomes
- Support Instructional Learning Coaches in designing and implementing effective and rigorous lesson plans
- Critique Instructional Learning Coaches' process and performance through formal and informal observations
- Share responsibility for student achievement and create that expectation for all school staff and faculty
- Manage curricular materials and textbook selection process used in educational programs in the school
- Plan professional development opportunities for Instructional Learning Coaches and staff keeping abreast of the most current research, trends, and development
- Conduct and coordinate research about best-practices and encourage the use of innovative teaching methods and staff-development practices
- Working with the Executive Director and Accountability Coordinator to implement regular benchmark testing and manage the evaluation of results
- Coordinate the Portfolio and Advisory programs

Minimum Qualifications

- Min 3 years experience teaching and leading as an educator; BA, MA, or MS
- Results-driven educational leader with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Demonstrated quantifiable and objective student performance gains that surpass state averages
- Exceptional and experienced public speaker, writer, and editor, especially of lesson plans, unit plans, and other curricular materials
- Incredibly high amount of energy and the entrepreneurial spirit necessary for a start-up school
- Will be NYS state certified, be highly qualified or have successful experience teaching in a NYC public school.

INSTRUCTIONAL LEARNING COACHES - GENERAL EDUCATION, CLUSTER & SPECIALTY

Responsibilities

- Possess a strong knowledge of content area, maintaining and enriching instructional expertise, while demonstrating strong pedagogy
- Implement curricula and activities to meet academic standards
- Demonstrate a variety of strategies for maintaining student motivation and interest
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter

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- Coordinate lesson plans with other Instructional Learning Coaches to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis
- Collaborate with other instructional staff in long and short term planning that addresses students' individual goals
- Use assessment data to refine curriculum and inform instructional practices
- Create materials for differentiated instruction
- Implement long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments
- Evaluate students' progress, maintaining high expectations for each student
- Prepare monthly individual student achievement reports for parents
- Provide an inviting, exciting, innovative, learning environment
- Arrange and establish effective classroom management strategies/routines in a way conducive to student learning while providing students with an emotionally safe environment
- Serve as advisors to students
- Share responsibility for grade-level and school-wide activities
- Foster a strong sense of identity and community amongst all stakeholder in the school
- Perform other duties, as deemed appropriate, by the Executive Director

Qualifications

- New York State Teacher Certification in Elementary Education
- Min 2-3 years experience
- BA, MA, MS
- Measurable/significant track record of success as a New York City District or Charter Instructional Learning Coach
- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification and meet any other applicable credentialing requirements
- Demonstrated communication skills
- Demonstrated ability to work with diverse children, including those with special needs
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated willingness to be held accountable for student results
- Will be NYS state certified

SPECIAL EDUCATION INSTRUCTIONAL LEARNING COACH

Responsibilities

- Maintain and enrich expertise in the subject area of special education/English Lang
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Coordinate lesson plans with other Instructional Learning Coaches to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis
- Provide direct and indirect instruction
- Long and short-term planning addressing individual needs of students
- Prepare students adequately for all required assessments

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- Evaluate students' progress
- Prepare monthly individual student achievement reports for parents
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Serve as advisors to students
- Provide Special Education Instructional Learning Coach Support Services (SETSS) according to students' Individualized Educational Programs (IEPs)
- Provide direct and indirect instruction to Special Education and at-risk students in fourth and fifth grades, both in a resource room and inclusion setting
- Collaborate with Instructional Learning Coaches in long and short term planning that addresses the students' individual goals
- Create long and short term goals for students based on Instructional Learning Coach observation and assessment data
- Consult and communicate with all invested parties throughout the IEP process to ensure compliance
- Collaborate with classroom Instructional Learning Coach to guarantee completion of IEP progress reports
- Participate in weekly Child Study Team (CST) meetings to create and modify prevention and intervention services to at-risk students
- Create materials for differentiated instruction
- Perform other duties, as deemed appropriate, by the Executive Director

Minimum Qualifications

- M.A., Ed.M in Special Education or Learning Specialist (Math and Reading) must at least be in process
- New York State Instructional Learning Coaches Certification in Special Education and Elementary Education
- Min 2 years experience working with special-needs students
- Evidence of excellence in the classroom
- Wide-ranging intellectual and educational interests
- Demonstrated ability to work with diverse children, including those with special needs
- Demonstrated expertise in the subject they will teach, as evidenced by an undergraduate major or minor or graduate degree in the subject, or direct subject-area teaching experience
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification and meet any other applicable credentialing requirements
- Demonstrated communication skills
- Demonstrated ability to work effectively as a team member
- Demonstrated ability to evaluate tests and measurements of achievement
- All Instructional Learning Coaches will be NYS state certified

INSTRUCTIONAL ASSOCIATE

Responsibilities

- Work with Instructional Learning Coaches to address the individual needs of students of a diverse population
- Commitment to learn to teach in ways that are interactive, hands-on, project-based, and promote self-discovery and critical thinking
- Provide an inviting, exciting and innovative, learning environment
- Demonstrated ability to relate and work with children in developmentally appropriate and kind ways
- Capacity to nurture student progress and work collaboratively with stakeholders
- Use materials effectively and keep lessons focused on objective

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- Keep students on task and give feedback about performance
- Serve as advisor to students
- Strong interpersonal skills and proven ability to work as a member of a team
- Commitment to develop and contribute to a community of educators
- Other duties as appropriately assigned

Minimum Qualifications

- BA required
- Applicable credentialing requirements
- A minimum of 2 years of successful experience as an aide in a classroom setting, or equivalent (unless matriculating in higher education teaching program)
- Demonstrated ability to communicate and work effectively with staff and parents
- Demonstrated ability to provide tutoring services
- Ability to adapt to constantly changing needs in the student population
- Demonstrated ability to work with a diverse student population

RTI/AIS MANAGER

(ACADEMIC INTERVENTION SERVICES /SPECIAL EDUCATION/ENGLISH LANGUAGE LEARNERS)

Responsibilities

- Provide direct and indirect instruction
- Establish a multi-model approach, while providing an inviting, exciting, innovative, learning environment
- Help establish and maintain classroom management procedures
- Observe instruction and provide feedback to Instructional Learning Coaches regarding the academic needs of struggling students
- Develop and adapt customized teaching methods to meet the individual needs of pupils; through implementing both long and short-term planning that addresses the individual needs of students
- Use data to help Instructional Learning Coaches identify and group children who need additional support
- Monitor and evaluate student progress, as well as the resources devoted to special educational needs, making cases for additional resources where necessary
- Initiate in-service training for the whole staff in order to update knowledge and special needs strategies
- Recommend strategies for utilizing the services of special education Instructional Learning Coaches, instructional assistants, as well as strategies for collaborating with other educators and related service providers
- Develop and advise staff in understanding educational implications of various conditions and the needs of individual children, and helping them to think of ways of adapting various curriculum and teaching strategies
- Monitoring any screening or baseline assessments in order to identify students who are not meeting academic standards
- Effectively communicate with Instructional Learning Coaches, parents, and administrators to facilitate the IEP process
- Serve as primary liaison with CSE of students' district of residence
- Remain current on rules set forth in special education law and regulations
- Facilitate the development and implementation of an inclusionary ELL program for students
- Develop and implement an effective staff development program related to language acquisition and effective instructional practices for LEP learners
- Administer all ELL evaluations including Home Language Surveys, LAB-R & NYSESLAT

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- Will effectively transition LEP students at all levels of the continuum
- Research and share information about best practices in English Language Learning
- Effective consultation with parents, students, Instructional Learning Coaches, and administration
- Effective professional liaison between school and home when necessary
- Maintain privacy of student records and information

Minimum Qualifications

- BA
- Min 3 years experience
- Appropriate state certification as a special education Instructional Learning Coach and any other credentialing required and applicable
- Experience providing coaching and/or professional development to Instructional Learning Coaches with respect to SPED, AIS & ELL matters
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individuals specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Demonstrated ability to replicate successful strategies
- Demonstrated ability to work effectively as a team member
- Demonstrated administrative or organizational ability (Coordinator position only)

Culture Manager (Dean)

Responsibilities

- Oversee school culture, school disciplinary policies and family communication
- Create, monitor, and sustain a safe, orderly, disciplined culture of high academic and behavioral standards
- Act as central ambassador and implementer of school's core academic and operating values
- Ensure the physical and emotional safety of each student and staff member
- Collaborate with staff members to help build a strong and effective academic program
- In collaboration with leadership and instructional staff, design and implement community service-youth development program, primary prevention and intervention strategies, crisis management protocols, evaluation methods and/or other issues related to school culture and a safe environment
- Participate in community meetings, town hall meetings, school culture team meetings, and other committees
- Organize family recruitment efforts, information sessions, home visits, orientation programs, newsletters, and other workshops and family engagement sessions for families throughout the year
- Communicate and meet with families frequently about student academic and behavioral successes and challenges
- Coordinate student disciplinary systems including merits, demerits, and in-school suspensions
- Evaluate behavioral and achievement through detailed data analysis of student and Instructional Learning Coach performance on a wide variety of metrics and present the data to school constituencies in an easily accessible format
- Mediate and manage conflicting demands of Instructional Learning Coaches and students
- Prepare and submit timely reports, evaluations, to all external agencies and funding sources as required
- Organize and coordinate field trips, and civic trips and end of year field lessons
- Other tasks as assigned by the Executive Director

Minimum Qualifications

- BA

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- Min 2 years experience
- Proven ability to work collaboratively with a diverse team of Instructional Learning Coaches
- Motivational leader who has driven individuals and organizations to succeed
- Analytical problem-solver and solution-oriented strategic thinker who overcomes difficult challenges
- Exceptional and experienced public speaker, writer, and editor
- Ability to prioritize, multi-task, delegate, and lead by example
- Ambition and desire to grow as a educational leader
- Commitment to getting the job done well, no matter what the obstacles or how long it takes

GUIDANCE

Responsibilities

- Provide support to students who are having difficulty adjusting to other children, school, or experiencing learning and/or behavioral problems
- Assist students to attain an optimum level of academic, personal and social well-being
- Responsible for response to intervention instructional model and behavior management plan
- Counsel students individually and in groups, regarding academic readiness, discipline, social and emotional development, substance abuse, conflict mediation, program requirements, college culture and community service
- Provide crisis intervention and follow-up as needed
- Develop and provide services to students to assist them in meeting/achieving their educational and personal-social needs and goals
- Provide developmental guidance and behavior management programs for students
- Conduct student needs assessment in conjunction with Instructional Learning Coaches and dean
- Serve as a liaison function between family/home environment and the school community by conducting home visits and documenting for files
- In conjunction with the Director of Instruction and Culture Manager, consult with faculty in order to assist them in developing effective classroom management techniques, providing relevant background information on students, and recommending appropriate educational strategies for working with students
- Assist in the transference of referrals and relevant student information to appropriate community agencies
- Serve as an advisor to a small multi-grade 'advisory group' of students throughout their stay in school, and attending professional meetings to support this work
- Maintain necessary records and documents and refer students to appropriate staff members
- Understand and practice in accordance with, federal, state, and local laws, statutes, and/or policies that relate to students and families, such as, child protection/child abuse, special education, attendance, education rights and privacy
- Maintain cooperative, respectful and supportive relationships with stakeholders

Minimum Qualifications

- MA or MS in Social Work or Human Services
- At least 3 years case management experience
- Preferred experience in an educational setting, serving children from under-served communities and at-risk of academic failure
- Specific knowledge and expertise in the areas of counseling theory/practices, individual/group theory practices, learning differences, federal/state/local laws regarding school practices

KNOWLEDGE MANAGER

Responsibilities

Central Avenue Charter School for Executive Directorship (CASA L)
HIRING PROCEDURES & PERSONEL POLICIES

Knowledge Management

- Works closely with Executive, Director of Instruction, Curriculum & Assessment Manager and Operations Manager to develop statistical analyses that address internal assessment & performance requirements, as well as external compliance reporting requirements.
- Maintains student information systems, entering and maintaining student demographic and statistical information into database systems, reconciling Student Info Systems for accuracy and up to date information
- Develop a shared vision for how the creation and dissemination of knowledge throughout the organization can be fostered to support student achievement.
- Continuously monitor student performance, data trends and best practices to help refine instructional strategy.
- Champion the ongoing use of data to drive student achievement and improvement of instructional practice as well as content platform development, value and usability.
- Develop and maintain a framework for standardizing organizational knowledge.
- Organize, analyze and disseminate student assessment data to instructional leadership, academic intervention staff and learning coaches to refine practice, target or make adjustments to mitigate student deficiencies.
- Develop, maintain and produce student achievement, demographic & school culture indicator reports, dashboards and other data as needed for Board, leadership, Authorizer and Funders as needed.
- Provides training and oversight of data management systems
- Assists in the creation of statistical data reports, research and communications.
- Assist in maintenance and verification of rosters and class assignments
- Supports the research and compilation of data as needed.
- Generates reports all state and city compliance reports as needed.
- Research best practices to incorporate into knowledge management design and usage
- Assists in managing IT Operations by working closely with vendors to ensure seamless operations.
- Provides staff support and training to the network and its schools in computer use and software programs.

Minimum Qualifications

- BA preferred
- 1-2 years experience in data collection, reporting and analysis, preferably in regulatory, non-profit or educational environment
- Knowledge of student database platforms, technology, admissions processes and compliance requirements
- Collaborative approach to problem solving and the ability to work effectively with individuals on all levels (internally and externally)
- Ability to work in a fast-paced environment and effectively manage multiple projects simultaneously
- Demonstrated organizational skills

Operations Manager

Responsibilities

- Ensure smooth daily functioning of all administrative functions at the schools
- Supervise, develop, coach, and manage all administrative personnel at school site
- Ensure smooth operation of all school functions without excuses or exceptions;
- Recommend staffing levels and budgetary priorities to the Board of Trustees;
- Coordinate, schedule, and execute all school-wide events.
- Coordinate school field trips and other activities

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HIRING PROCEDURES & PERSONEL POLICIES

- Coordinates and manages business and operations in the following areas:
 - *New School Start-up*: Supports and manages all operation requirements.
 - *Enrollment and Admissions*: Supports lottery and admissions for new students in compliance with the charter law and other regulations.
 - *Student Transportation*: Ensures the application and expedient processing of requests for student metrocards and bussing as per State & NYCDOE guidelines.
 - *School Meals Program*: Oversees the schools' meals program and lunch staff, determination of free and reduced-price lunch eligibility, and collection of meal payments from families.
 - *Facilities*: Coordinates custodial services as needed.
 - *Health & Nursing Services*: Coordinates Health Service and ensures compliance with all laws affecting the health and safety of students; Ensures that students receive all required immunizations and health assessments, that proper student health records are maintained, and that staff are trained in emergency medical procedures.
 - *Data, Record Keeping and Student Files*: Maintains relevant data and student information systems as required and directed by regulatory and educational entities, laws and guidelines, including attendance
 - *Systems and Information Technology*: Works with Operations and Knowledge Management Managers to ensure that the network schools' information systems are fully operative and meet the requirements of the instructional and operational model.
 - *Vendors, Contracts and Procurement*: Works with Finance Group to coordinate processes of procurement of goods and services, in accordance with governing law and policies.
 - *Security and School Safety*: Coordinates with security guard(s) and ensures that all school safety policies are followed and that students and staff are fully trained in fire and emergency procedures.
 - *External Reporting and Compliance*: Ensures strict compliance with state and federal regulations. Ensures that all information is submitted in a timely and accurate manner to stakeholders.
 - *Payroll & Attendance*: Collect and distribute timely payroll reports to Finance team; Ensure enforcement of time and attendance for staff; distribute payroll checks and stubs
 - *Training*: Responsible for the training and development of school's administrative and operational staff.

Qualifications

- B.A. required, MA preferred
- Min 2 years demonstrated leadership role working in regulatory, non-profit or educational environment
- Proficient understanding of accountability frameworks and systems
- Proficient with technology platforms and systems
- Strong ability to effectively manage resources and priorities
- Collaborative approach to problem solving and the ability to work effectively with individuals on all levels (internally and externally)
- Superior written and verbal communication skills
- Ability to work in a fast-paced environment and effectively manage initiatives, staff and multiple projects simultaneously

OPERATIONS ASSOCIATE/OFFICE MANAGER

Responsibilities

- Support Operations Manager in all areas of operations including of Start-up, Enrollment, Student Transportation, School Meals Program, Record Keeping & Student Files, Database and Systems.
- Preparation and execution of lunch application collection, coding, entering, scanning, MIE reporting, billing and collections.

Central Avenue Charter School for Executive Directorship (CASA L)
HIRING PROCEDURES & PERSONEL POLICIES

- Attendance and lateness data collection (scanning, entering, tracking and reporting); following up with communications and correspondence as needed.
- Student files and records maintenance; respond to requests for information as needed.
- Metro card processing, distribution, tracking and maintenance.
- Assist with implementation of operational and administrative projects.
- Create, distribute and maintain student IDs
- Distribute mail, correspondence and announcements as required.
- Assist in preparation of various reports, faxing, filing, mailings as needed
- Prepares mass mailings, email blasts, and mass faxing for special campaigns related to recruitment, human resources, and development.
- Performs administrative duties (including filing, copying, faxing, scanning files, converting files to PDFs).
- Maintains equipment and supplies (orders and inventories office equipment and supplies).
- Prepares and replenishes marketing packets for career fairs and development meetings.
- Serves as main point of contact for visitors (greet and ensures that visitors feel welcome).
- Assist with lottery, enrollment and other assignments as requested.
- Answers phones and prepares mailings.
- Perform other related duties as required and assigned.

Qualifications

- High School Diploma; B.A. preferred
- Experience working in regulatory, non-profit or educational environment
- Proficient understanding of database and technology systems
- Strong ability to prioritize and execute on deliverables
- Collaborative approach to problem solving and the ability to work effectively with individuals on all levels (internally and externally)
- Good written and verbal communication skills
- Ability to work in a fast-paced environment and effectively manage initiatives and multiple projects simultaneously
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook

FACILITIES ASSOCIATE

Responsibilities

- Support "day to day" routine maintenance and upkeep to include grounds keeping, landscaping, interior office refurbishment and snow removal.
- Prepares facility for daily operations (e.g. opening gates, building access doors, etc.) for the purpose of ensuring facilities are operational and safe for occupancy.
- Support the execution of building inspections for the purpose of ensuring that the site is suitable for safe operations, to maintain structural, mechanical, safety, and aesthetic standards, identify and remediate issues related to campus facilities, and/or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.
- Perform preventative maintenance and/or repairs/replacements
- Replaces various items (e.g. lights, water bottles, toilet dispenser, chalkboard, sharpener, etc.) for the purpose of maintaining and preserving facility.
- Support operations in support of campus events including set-up, evening and weekend, performances, workshops and demonstrations.
- Support the maintenance of tools, equipment and keep proper inventory of supplies.
- Proactively communicating facility issues and status to Facility Plant Manager.

Central Avenue Charter School for Executive Directorship (CASA L)
HIRING PROCEDURES & PERSONEL POLICIES

- Cleans assigned facilities and grounds (e.g. classrooms, offices, gym, restrooms, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Performs duties associated with the delivery of business services including: cleaning, food services & catering, and other associated building services.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities.
- Monitor inventory of furniture and fixed assets and executes office moves and space allocation
- Responds to immediate safety and/or operational concerns (e.g. facility damage, alarms, graffiti, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functioning educational environment.

Qualifications

- High school diploma or equivalent (GED); two years of college preferred
- Minimum of 2 years experience in building/residential housing maintenance or property/facilities management
- Considerable knowledge of building construction and maintenance, HVAC systems, including installation and repair and housing, building and fire safety code requirements
- Strong ability to effectively execute on deliverables
- Excellent communication skills and effective decision-making skills
- Possess and maintain a valid New York State driver's license